

Student's Perceptions of The Role of Poetry in Learning English Pronunciation Skills

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Abstract

This study aims to determine students' perceptions of the role of poetry in learning English pronunciation. This study used a quantitative descriptive method involving students of the English Language Education Study Program at the Muhammadiyah University of Bengkulu as research participants. Data were collected through a questionnaire consisting of 20 statements using a five-point Likert scale. The data obtained were then analyzed using descriptive statistical techniques in the form of average values (means) and percentages. The results showed that students had a positive perception of the use of poetry in learning English pronunciation with an overall average value of 3.77, which is included in the high category. Poetry is considered an effective learning medium because it can help students improve segmental aspects such as vowels and consonants as well as suprasegmental aspects including word stress, rhythm, and intonation. In addition, the use of poetry also has a positive impact on students' affective factors by increasing self-confidence and motivation and reducing anxiety in learning English pronunciation. Based on these findings, it can be concluded that poetry has an important role in supporting the development of students' English pronunciation skills and can be used as an alternative learning medium in EFL classes.

Keywords: Student perception, Poetry, Learning English

INTRODUCTION

English is an international language that plays a vital role in global communication. In the process of learning English, students are expected to develop various language abilities, including vocabulary understanding, pronunciation practice, and confidence in expressing ideas. According to Brown (2001), language learning involves not only linguistic competence but also the ability to use language effectively in communication. However, many students of Muhammadiyah University of Bengkulu still experience difficulties in learning English, particularly in practicing pronunciation, maintaining intonation, and developing confidence when expressing ideas orally. Therefore, innovative and creative learning methods are needed to support students in the English learning process.

One medium that can be used in English learning is poetry, which is included in the Prose and Poetry course. As a literary genre, poetry is rich in

elements such as rhythm, rhyme, word stress, and intonation that can support language learning activities (Attridge, 2014). The use of poetry in English learning can help students experience language in a more expressive and meaningful way. According to Khatib (2011), literary texts such as poetry can create a more engaging learning atmosphere and encourage students to interact with language creatively. In addition, poetry can help students practice pronunciation and develop their confidence during oral activities such as reading and reciting poems (Hanauer, 2012; Underhill, 2016).

Several previous studies support the use of poetry in English language learning. Farrah and Al-Bakri (2022) found that integrating poetry into language learning activities can help students become more engaged and confident in using English. Another study by Suwastini and Dewi (2023) reported that most students agreed that poetry helped them become more aware of pronunciation and intonation through reading and reciting poems. Richards (2008) also emphasized that communicative language learning becomes more effective when supported by activities that involve rhythm, expression, and interaction, which are commonly found in poetry. These findings indicate that poetry can play a meaningful role in supporting English learning.

In the context of Muhammadiyah University of Bengkulu, students of the English Language Education Study Program have taken the Prose and Poetry course as part of the curriculum. This shows that poetry has become part of students' learning experience in English literature. Therefore, this study was conducted to investigate students' perceptions of the role of poetry in English learning.

RESEARCH METHODOLOGY

This study employed a quantitative descriptive research design. Quantitative descriptive research aims to describe phenomena systematically and objectively using numerical data obtained from research instruments (Sugiyono, 2019). This design is appropriate for the present study because it focuses on describing students' perceptions of the role of poetry in English learning based on measurable responses. The data were collected through a questionnaire using a Likert scale and analyzed using descriptive statistics, such as mean scores and percentages, to identify general trends in students' perceptions. This design does not attempt to test hypotheses or determine causal relationships but rather to present an accurate description of students' perceptions toward the use of poetry in English learning activities.

Object of the Research

The subjects of this research were students of the English Language Education Study Program at Muhammadiyah University of Bengkulu. The participants were selected using a purposive sampling technique, which involves selecting respondents based on specific criteria relevant to the research objectives (Patton, 2015). The criteria for selecting the participants were as follows: Students who were actively enrolled in semesters 5–7; Students who had taken speaking-related courses or learning activities that involved poetry. The object of the research

was students' perceptions of the role of poetry in English learning.

Instrument of the Research

The instrument used in this study was a questionnaire. The questionnaire consisted of 20 statements designed to measure students' perceptions of the use of poetry in English learning activities. The statements were arranged using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire covered three main indicators: Poetry as a learning medium; The role of poetry in supporting English learning, particularly in pronunciation awareness (segmental and suprasegmental features); Affective factors, including confidence, motivation, and anxiety during English learning activities. The questionnaire was chosen because it is effective in collecting data from a relatively large number of respondents and allows researchers to quantify students' perceptions systematically (Sugiyono, 2019).

The Data Collecting Technique

The data collection process involved the following steps: Preparing the questionnaire based on relevant theories and previous studies related to poetry in English learning and students' perceptions; Distributing the questionnaire to students of the English Language Education Study Program who met the research criteria; Collecting the completed questionnaires from the respondents and checking them to ensure that all items were answered completely and accurately.

A total of 37 students participated as respondents in this study.

The Data Analysis Technique

The data obtained from the questionnaire were analyzed using descriptive statistical techniques, including percentages and mean scores, to identify the general tendency of students' perceptions toward the role of poetry in English learning (Sugiyono, 2019).

a. Percentage Formula

The percentage of students' responses was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of students' responses

N = Total number of respondents

This formula was used to determine the proportion of students who selected each response category (Strongly Disagree to Strongly Agree).

Mean Score Formula

To identify the overall tendency of students' perceptions, the mean score of each questionnaire item was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum X$ = Total score obtained from respondents

N = Total number of respondents

To interpret the questionnaire results, the mean scores were classified into categories based on the following criteria.

****Table 3.2**
Criteria of Mean Score Interpretation

Mean Range	category
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

These criteria were used to determine the level of students' perceptions toward each indicator measured in this study. The mean score results were then interpreted based on the Likert scale classification to determine whether students' perceptions were very low, low, moderate, high, or very high.

FINDINGS AND DISCUSSION Findings Overview of Data Collection

This study employed a quantitative descriptive approach to investigate students' perceptions of the role of poetry in English learning. The data were collected through a questionnaire distributed to students of the English Language Education Study Program at Muhammadiyah University of Bengkulu.

The questionnaire comprised of 20 statements designed based on the research indicators, namely: (1) poetry as a learning medium, (2) the role of poetry in improving pronunciation aspects, and (3) affective factors such as confidence, motivation, and anxiety. Each statement was measured using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

The instrument was distributed online, and a total of 37 respondents completed the questionnaire and met the research criteria. All collected

responses were checked to ensure completeness and accuracy before being analyzed. The data obtained from the questionnaire served as the primary source for describing students' perceptions and were analyzed using descriptive statistical techniques, including mean scores and percentage calculations.

Poetry as a Learning Medium

The first indicator measures students' perceptions of poetry as a medium for learning English. This indicator is represented by Items 1 to 6, which cover aspects of interest, comfort, and effectiveness of poetry in the English learning process.

Based on the analysis results in Table 4.2, this indicator obtained a mean score of 3.78, which falls into the High category. This indicates that the majority of students responded positively to the use of poetry as a learning medium.

Students viewed poetry as a medium capable of creating a more engaging and enjoyable learning environment. The elements of language beauty, rhythm, and rhyme in poetry prevent English learning from feeling monotonous. This perception indicates that poetry can serve as an effective alternative learning medium for increasing student engagement in learning English.

Furthermore, these results indicate that the use of poetry can reduce boredom that often arises in conventional language learning activities. Thus, poetry serves not only as a literary text but also as a learning medium that supports an active and meaningful learning process.

The Role of Poetry in Improving Pronunciation

The second indicator relates to students' perceptions of the role of poetry in improving English pronunciation. This indicator is represented by Items 7 to 14, which cover the improvement of segmental features (vowels and consonants) and suprasegmental features (word stress, rhythm, and intonation).

Based on the analysis, this indicator received the highest mean score, at 3.85, and is in the "High" category. This result indicates that students are highly aware of the role of poetry in helping them better understand and practice English pronunciation.

Students assessed that the sound patterns, repetition, and rhythm found in poetry helped them recognize the differences between vowels and consonants more clearly. Furthermore, poetry also increased students' awareness of the use of word stress and rhythm in English speech. The high mean scores on the items related to stress and rhythm indicate that the

rhythmic characteristics of poetry significantly assist students in understanding the prosodic aspects of pronunciation.

Thus, poetry is perceived as an effective learning medium because it is able to integrate segmental and suprasegmental aspect exercises simultaneously, thereby supporting students' understanding and fluency in speaking.

The Influence of Poetry on Students' Affective Factors

The second indicator relates to students' perceptions of the role of poetry in supporting English pronunciation learning. This indicator is represented by Items 7 to 14, which cover aspects of segmental features (vowels and consonants) and suprasegmental features (word stress, rhythm, and intonation).

Based on the analysis, this indicator received the highest mean score (3.85) and falls into the High category. This result indicates that students believe poetry plays an important role in helping them practice and understand English pronunciation.

Students reported that the sound patterns, repetition, and rhythm found in poetry help them recognize differences between vowels and consonants more clearly. Furthermore, poetry also increases students' awareness of the use of word stress and rhythm in English speech.

Thus, poetry is perceived as a useful learning resource because it allows students to practice both segmental and suprasegmental aspects of pronunciation in a more natural and enjoyable way.

DISCUSSIONS

This section discusses the research findings by interpreting the results of the data analysis and relating them to relevant theories and previous studies. The discussion focuses on three main indicators: poetry as a learning medium, the role of poetry in supporting pronunciation learning, and the influence of poetry on students' affective factors.

Poetry as a Learning Medium

The findings show that students have a positive perception of poetry as a learning medium in English learning, as indicated by the high mean score (3.78). This result suggests that poetry is considered an engaging and effective medium that supports the language learning process.

One possible explanation for this finding is the aesthetic and rhythmic nature of poetry. Poetry contains elements such as rhythm, rhyme, and expressive language that can make learning activities more interesting

compared to traditional language learning methods. These characteristics help create a more enjoyable learning atmosphere and encourage students to participate actively in classroom activities.

This finding is consistent with Hismanoglu (2005), who argued that literary texts can increase students' motivation and engagement in language learning. Poetry, as a form of literary text, provides authentic language input and encourages learners to interact with language in a meaningful context.

Furthermore, when students perceive learning activities as interesting and meaningful, they are more likely to engage in repeated practice. Such practice is important in language learning because it helps students internalize linguistic patterns more effectively. Therefore, poetry can function not only as a literary text but also as a pedagogical tool that enhances students' engagement in English learning.

The Role of Poetry in Supporting Pronunciation Learning

The results indicate that students perceive poetry as having an important role in supporting pronunciation learning, as shown by the highest mean score among the three indicators (3.85). This finding indicates that students believe poetry helps them become more aware of various aspects of English pronunciation.

Poetry naturally incorporates sound patterns, repetition, and rhythm, which can help learners notice pronunciation features more clearly. Through repeated reading or recitation of poetry, students are exposed to patterns of vowels, consonants, stress, and intonation that are essential components of spoken English.

This finding supports the view of Underhill (2016), who emphasized that rhythm and intonation are central elements in pronunciation learning. Because poetry inherently contains rhythmic structures, it can help learners develop greater sensitivity to these prosodic features.

Additionally, Celce-Murcia, Brinton, and Goodwin (2010) highlighted that effective pronunciation instruction should integrate both segmental elements (such as vowels and consonants) and suprasegmental elements (such as stress, rhythm, and intonation). Poetry provides opportunities for learners to practice these elements simultaneously in a natural and meaningful context.

Therefore, poetry can be considered a useful learning resource that supports students' awareness and practice of pronunciation within the broader context of English learning.

The Effect of Poetry on Students' Affective Factors

The findings also reveal that poetry has a positive influence on students' affective factors, including confidence, motivation, and anxiety in English learning. This indicator obtained a moderate-high mean score (3.69), indicating that poetry contributes positively to students' emotional responses during learning activities.

One reason for this result may be the expressive nature of poetry. When students engage with poetry, they are encouraged to focus on meaning, emotion, and expression rather than solely on linguistic accuracy. This can reduce the pressure often associated with speaking activities in a foreign language.

This finding aligns with Krashen's (1982) Affective Filter Hypothesis, which suggests that language learning is more effective when learners experience low anxiety and high motivation. Poetry-based activities can help lower students' affective filters by creating a more relaxed and supportive learning environment.

Moreover, Hanauer (2012) argued that poetry engages learners emotionally and encourages personal expression in language learning. When learners are emotionally involved in learning activities, they are more likely to participate actively and develop greater confidence in using the language.

Although the effect on anxiety reduction was not as strong as other affective aspects, the findings still suggest that poetry contributes to creating a more comfortable learning atmosphere that supports students' participation in English learning.

Overall, the findings of this study indicate that students perceive poetry as a beneficial medium in English learning. Poetry supports language learning not only from a linguistic perspective but also from an affective perspective. The rhythmic and expressive characteristics of poetry help students engage more actively in learning activities while also increasing their awareness of pronunciation features.

These results support previous studies that highlight the pedagogical value of literary texts in language learning contexts. Therefore, integrating poetry into English learning activities can be considered a useful strategy for enhancing students' engagement, pronunciation awareness, and affective involvement in the learning process.

CONCLUSION

Based on the findings and discussion presented in the previous chapter, this study concludes that students have positive perceptions of the role of poetry in English learning. The results indicate that poetry is perceived as an effective and meaningful learning medium for students of the English Education Study Program.

Poetry contributes positively to the learning process by helping students become more aware of pronunciation aspects, including segmental features such as vowels and consonants and suprasegmental features such as stress, rhythm, and intonation. The rhythmic patterns and repetitive characteristics of poetry allow students to practice English sounds in a more natural and enjoyable way.

In addition, poetry also plays an important role in supporting affective factors in language learning. The findings show that the use of poetry can increase students' confidence and motivation while reducing anxiety when practicing English. Therefore, poetry can be considered a valuable alternative learning medium in English learning, particularly in EFL contexts.

SUGGESTIONS

Future English lecturers are encouraged to integrate poetry into English learning activities, especially in pronunciation practice. The use of poetry can help create a more engaging learning environment and support students in practicing English more actively. Students are encouraged to actively participate in poetry-based learning activities and use poetry as an independent learning resource. Through regular practice with poetry, students may improve their pronunciation awareness, confidence, and fluency in English. Future researchers are suggested to conduct further studies related to the use of poetry in English learning by employing different research designs, such as experimental or mixed-method approaches. Future studies may also involve larger samples or different educational levels to obtain more comprehensive results.

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