

**USING LIMERICK POETRY TO EXPLORE THE
VOCABULARY OF ENGLISH LANGUAGE EDUCATION
STUDENTS' AT UNIVERSITAS MUHAMMADIYAH
BENGKULU**



THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU
2026**

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UNDERGRADUATE THESIS

Submitted as a partial requirement for the “Sarjana” Degree in English Education
Study Program.



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EXAMINERS:
**USING LIMERICK POETRY TO EXPLORE THE VOCABULARY OF ENGLISH
LANGUAGE EDUCATION STUDENTS' AT UNIVERSITAS MUHAMMADIYAH**

BENGKULU

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MOTTO AND DEDICATION

MOTTO

**"Jika bukan karena Allah yang mampukan, nku mungkin sudah lama menyerah"
(Q.S Al-Insyirah: 05-06)**

"Setiap luka mengajarkanku bertahan, setiap tantangan mengajarkanku bangkit.

Di sinilah aku, masih berdiri."

(Tiara Veronica)

**" Kadang yang gak keliatan bersinar itu, justru dia yang nyalain lampu buat orang
lain. Sampai dia juga lupa kalau dia berhak dapat cahayanya"**

(AqeelaAGZ)

**"Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang
menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan**

perasaanmu sebagai manusia"

(Baskara Putra-Hindia)

DEDICATION

With all the struggle, sacrifice, love, hope, and gratitude, I dedicate this thesis to:

- ❖ **Allah SWT, for His grace and will that have granted ease and guidance, enabling the writer to complete this thesis successfully.**
- ❖ **With utmost respect and boundless love, I dedicate this work to my parents, Mr. Nelwan Kusnadi and Mrs. Sukaisi two individuals whom Allah has entrusted to be the greatest source of strength in my life. To my father, thank you for always being the one who stood at the forefront of my life from the very beginning, carrying countless burdens without complaint so that your child could experience a better life than the one you once lived. Every step I have taken up to this moment is inseparable from the sacrifices you made sacrifices that were often unseen, yet deeply felt. Although you never had the chance to pursue higher education, you**

always ensured that I received the opportunities you once could not reach.

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PREFACE

The author expresses gratitude to Allah SWT for His mercy and blessings, which have enabled the completion of this thesis. This thesis, entitled "**Using Limerick Poetry to Explore the Vocabulary of English Language Education Students at Universitas Muhammadiyah Bengkulu**" is written as one of the requirements to obtain a Bachelor of Education degree in the English Education Study Program at Universitas Muhammadiyah Bengkulu. The author realizes that throughout the process of writing this thesis, there were various challenges encountered. However, with the help, guidance, and cooperation from many parties, these challenges were able to be overcome. The Researcher would like to express sincere gratitude to:

1. Washlurachim Safitri, M.Pd., Head of the English Education Study Program at Universitas Muhammadiyah Bengkulu.
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The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement.

Bengkulu, 21 February 2026

Author

Tiara Veronica

CURRICULUM VITAE



The author's name is Tiara Veronica, born in Kota Agung on May 28, 2003. She began her formal education at Seluma 115 Elementary School, graduating in 2015. She then continued her studies at Bengkulu 17 Junior High School, graduating in 2018. She completed her high school education at SMK 5 Kota Bengkulu in 2021. In the same year, she was accepted into the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During her undergraduate studies, she actively participated in various academic activities and student organizations. In 2023, she served as Treasurer in a community service program through an English course for elementary school students at Bengkulu 1 Elementary School. In her academic research, she has produced several academic papers published in Sinta-indexed journals.

ABSTRACT

Tiara Veronlea, 2026. "Using Limerick Poetry to Explore the Vocabulary of English Language Education Students at Universitas Muhammadiyah Bengkulu". Thesis: English Education Study Program. Faculty of Teacher Training and Education Universitas Muhammadiyah Bengkulu. Supervisor: Agung Suhadi M.A.

This study aims to explore the use of limerick poetry as a learning medium to enrich English vocabulary among students of the English Language Education Study Program at Universitas Muhammadiyah Bengkulu and to examine their perceptions toward the learning process. This study employed a qualitative research design. The data were collected through documentation and questionnaire. The documentation consisted of students' limerick poetry writing tasks, while the questionnaire was used to identify students' perceptions of the learning activity. Ten students participated in the limerick writing activity, and eleven students completed the questionnaire. The students' poems were analyzed using content analysis by examining several limerick elements, including the five-line structure, AABBA rhyme scheme, rhythm, humorous elements, and creative content. The findings indicate that most students were able to apply the essential characteristics of limericks and incorporate new vocabulary creatively within their poems. In addition, the rhythmic and humorous nature of limericks helped students remember vocabulary more easily and increased their motivation to participate in learning activities. The questionnaire results also show that students perceived limerick poetry as an enjoyable and engaging learning medium that supports vocabulary exploration. Overall, this study suggests that limerick poetry has potential as a creative and meaningful strategy for vocabulary learning in EFL contexts at the tertiary level.

Keywords: Limerick Poetry, Vocabulary Learning, EFL, Poetry-Based Learning, Student Perceptions.

ABSTRAK

Tiara Veronica, 2026. "Using Limerick Poetry to Explore the Vocabulary of English Language Education Students at Universitas Muhammadiyah Bengkulu" Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Agung Suhadi M.A.

Penelitian ini bertujuan untuk mengeksplorasi penggunaan puisi limerick sebagai media pembelajaran untuk memperkaya kosakata bahasa Inggris di kalangan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu dan untuk meneliti persepsi mereka terhadap proses pembelajaran tersebut. Penelitian ini dimotivasi oleh masalah umum bahwa pembelajaran kosakata di pendidikan tinggi masih didominasi oleh metode konvensional seperti hafalan dan latihan berulang, yang seringkali gagal memberikan pengalaman belajar yang bermakna dan menarik bagi mahasiswa. Oleh karena itu, pendekatan pembelajaran alternatif yang mengintegrasikan kreativitas dan penggunaan bahasa kontekstual diperlukan untuk mendukung pengembangan kosakata. Penelitian ini menggunakan desain penelitian kualitatif untuk memperoleh pemahaman mendalam tentang pengalaman mahasiswa dalam mempelajari kosakata melalui puisi limerick. Data dikumpulkan melalui dokumentasi dan kuesioner. Dokumentasi terdiri dari tugas penulisan puisi limerick mahasiswa, sedangkan kuesioner digunakan untuk mengidentifikasi persepsi mahasiswa terhadap kegiatan pembelajaran. Sepuluh mahasiswa berpartisipasi dalam kegiatan penulisan limerick, dan sebelas mahasiswa menyelesaikan kuesioner. Puisi-puisi mahasiswa dianalisis menggunakan analisis isi dengan memeriksa beberapa elemen limerick, termasuk struktur lima baris, skema rima AABBA, ritme, unsur humor, dan konten kreatif. Temuan menunjukkan bahwa sebagian besar siswa mampu menerapkan karakteristik penting limerick dan menggabungkan kosakata baru secara kreatif dalam puisi mereka. Selain itu, sifat ritmis dan humoris limerick membantu siswa mengingat kosakata dengan lebih mudah dan meningkatkan motivasi mereka untuk berpartisipasi dalam kegiatan pembelajaran. Hasil kuesioner juga menunjukkan bahwa siswa memandang puisi limerick sebagai media pembelajaran yang menyenangkan dan menarik yang mendukung eksplorasi kosakata. Secara keseluruhan, penelitian ini menunjukkan bahwa puisi limerick memiliki potensi sebagai strategi kreatif dan bermakna untuk pembelajaran kosakata dalam konteks EFL di tingkat perguruan tinggi.

Kata kunci: Puisi Limerick, Pembelajaran Kosakata, EFL, Pembelajaran Berbasis Puisi, Persepsi Siswa.

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CHAPTER I

INTRODUCTION

1.1 Background

In the era of globalization, English proficiency has become a fundamental necessity and serves as essential capital in education, communication, trade, science, and technology. In Indonesia, English has been positioned as an important subject from elementary school and remains an integral component of higher education curricula. This condition reflects the belief that mastery of English can enhance the global competitiveness of Indonesian society (Rachmajanti, 2020). However, vocabulary teaching practices that are still predominantly applied, such as rote memorization of word lists or repetitive drills, often fail to provide meaningful learning experiences. These approaches tend to limit students' engagement and do not adequately support the development of contextual understanding, resulting in low vocabulary retention and decreased motivation to learn English across educational levels, including at the university level (Setiawan & Wigati, 2021). Recent literature suggests that vocabulary learning becomes more meaningful when learners are actively involved and exposed to language in creative and contextualized ways (Zhou & Wei, 2023). Therefore, there is a growing need to explore teaching approaches that are more interactive, creative, and relevant to the learning characteristics of 21st-century learners.

Vocabulary plays a central role in the process of learning English as a Foreign Language (EFL). Adequate vocabulary knowledge enables learners to understand texts, express ideas, and communicate effectively in both spoken and written forms. Several studies indicate that vocabulary mastery is closely related to learners' academic achievement, reading comprehension, and oral fluency (Schmitt, 2020; Nation, 2022). Dang (2021) emphasizes that vocabulary knowledge supports not only receptive skills, such as reading and listening, but also productive skills, including

speaking and writing. From this perspective, vocabulary can be viewed as the foundation of language acquisition, and limited lexical knowledge may hinder learners' overall language development.

This issue is also apparent in the context of Indonesian higher education, particularly at Universitas Muhammadiyah Bengkulu. Many students experience difficulties in mastering English vocabulary, which is reflected in their frequent reliance on translation tools or code-switching during classroom interactions. These phenomena indicate gaps in students' lexical competence and suggest challenges in their ability to use English confidently and independently. Arifin and Setiawan (2023) report that Indonesian university students often struggle with vocabulary retention due to learning experiences that lack meaningful engagement. Similarly, Wijayanti (2021) notes that insufficient vocabulary knowledge can negatively affect learners' confidence and participation in English learning activities. Understanding how students experience vocabulary learning and how instructional practices influence their engagement is therefore essential in addressing these challenges.

One alternative approach that has gained attention in language education is the use of poetry. Poetry is a literary form that employs carefully selected words, rhythm, and structure to convey meanings, emotions, and experiences. Beyond its aesthetic value, poetry has been recognized as a pedagogical medium that can promote language awareness and enrich learners' vocabulary (Medina & Goddard, 2024). Among various poetic forms, limerick poetry is considered particularly engaging for EFL learners. A limerick is a short, humorous poem consisting of five lines with an AABBA rhyme scheme and a distinctive rhythmic pattern. Its simplicity, repetition, and humor make it more accessible than other poetic forms and allow learners to encounter new vocabulary in an enjoyable context. The rhythmic and rhyming features of limericks can also support memory and facilitate vocabulary retention (Zhou & Wei, 2023).

Despite these advantages, the use of poetry in EFL classrooms is not without challenges. Students may initially perceive poetry as difficult due to unfamiliar vocabulary or figurative language. However, previous studies suggest that when poetry is introduced through accessible and engaging forms, it can support vocabulary learning effectively. Suwastini and Rahmayanti (2023) found that prospective EFL teachers perceived poetry as a useful medium for vocabulary instruction because it helps learners understand word forms, pronunciation, spelling, and meaning in context. Their study also revealed that poetry introduces figurative expressions and colloquial language, which can broaden students' lexical knowledge. These findings suggest that poetry, particularly limericks, can function not only as literary texts but also as instructional tools that support vocabulary learning in EFL contexts.

In this regard, limerick poetry offers potential as a learning medium that allows students to experience vocabulary learning in a more relaxed and meaningful way. Through limericks, learners are exposed to new words within rhythmic and humorous contexts, which may influence how they perceive, understand, and use vocabulary. Previous qualitative oriented discussions highlight that poetry based learning can reduce learners' anxiety, increase their confidence, and encourage active participation in language learning (Medina & Goddard, 2024). Exploring students' experiences and responses toward the use of limerick poetry may therefore provide valuable insights into how vocabulary learning occurs in creative language classrooms.

Several previous studies are relevant to this research. Farrah and Al-Bakri (2022), in "The Effectiveness of Using Poetry in Developing English Vocabulary, Pronunciation and Motivation of EFL Palestinian Students," reported that poetry contributed positively to students' vocabulary development and learning motivation. Similarly, Wahas (2024), through "Using Poetry to Develop English Language Skills, Vocabulary, and Motivation of Language Students at Aligarh Muslim University,"

demonstrated that poetry supports the development of language skills while fostering learners' motivation and creativity. In addition, Sokolov (2013), in "Using Limerick in Teaching English as a Foreign Language" conducted in Bulgaria, highlighted the potential of limericks in supporting vocabulary, grammar, and pronunciation learning, although the educational context differed from that of Indonesia. These studies indicate that while poetry and limericks have been widely discussed, their use in Indonesian higher education contexts, particularly from a qualitative perspective, remains limited.

Therefore, this study aims to address this gap by qualitatively exploring the use of limerick poetry in relation to vocabulary mastery among English Language Education students at Universitas Muhammadiyah Bengkulu. By focusing on students' experiences, perceptions, and learning processes, this study seeks to gain an in-depth understanding of how limerick poetry contributes to vocabulary learning and learner engagement. Through this qualitative exploration, the study is expected to provide meaningful insights into the pedagogical potential of limerick poetry in EFL vocabulary instruction.

1.2 Research Question

1. How does the use of limerick poetry help students enrich their English vocabulary?
2. What are the students' perceptions toward learning vocabulary through limerick poetry?

1.3 Object of The Research

1. To find out how limerick poetry helps students enrich their English vocabulary.
2. To identify the students' perceptions toward learning vocabulary through limerick poetry.

1.4 Scope and Limitation of Research

1. This research is focused solely on the use of limerick poetry as a learning medium to enrich students' vocabulary.
2. The vocabulary learning process involves reading, writing, understanding, and discussing limerick poetry.
3. The object of this research is limited to first-semester students of the English Language Education Study Program.
4. The results of this study only describe the influence of limerick poetry on students' vocabulary in the English Language Education Study Program at Universitas Muhammadiyah Bengkulu; therefore, the findings cannot be generalized to all learning contexts.

1.5 Significance of the Research

Theoretical Significance

Theoretically, this research is expected to contribute to the development of teaching methods in English language education, especially in vocabulary learning. It provides insight into how limerick poetry, with its unique rhythmic and repetitive structure, can serve as an alternative medium for enhancing vocabulary acquisition. The findings of this study may also support further studies related to the integration of literary forms in language learning.

Practical Significance

1. Teachers: As a reference for implementing creative and engaging teaching media through poetry, particularly limericks, to help students enrich their vocabulary.
2. Students: To motivate and assist them in learning new English words in a fun, memorable, and meaningful way through limerick poetry.
3. Future Researchers: As a useful reference and foundation for conducting similar studies related to poetry-based approaches in English vocabulary learning.

1.6 Definition of the Key Terms

1. Limerick Poetry

Limerick poetry is a short and humorous five-line poem with an AABBA rhyme scheme. In this study, it is used as a learning medium to help students explore and understand English vocabulary through rhythm, repetition, and context.

2. Vocabulary

Vocabulary refers to the collection of English words that students learn and use in communication. This study focuses on how students expand their vocabulary through the use of limerick poetry.

3. Explore

Explore means the process of learning and discovering new English words through reading, understanding, and discussing limerick poetry.

4. Language Education Students

These are the students of the English Language Education Study Program at Universitas Muhammadiyah Bengkulu, who serve as participants in this research.

5. Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand, remember, and use English words correctly after learning through limerick poetry.

