

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Based on the analysis of documentation and questionnaire data, this study concludes that the use of limerick poetry as a learning medium has a positive impact on students' ability to write limericks as well as their perceptions of English vocabulary learning. The analysis of all limerick poems written by the students shows that they were able to understand and apply the basic characteristics of limericks effectively. Almost all students consistently followed the five-line structure and the AABBA rhyme scheme, indicating that this poetic form is easily understood even when written in a foreign language. They were also able to incorporate humor and creativity through imaginative narratives, demonstrating that limericks provide an engaging space for expression in language learning. However, rhythm remained the most challenging aspect, as it requires sensitivity to syllable stress in English. Overall, the students' works indicate that limericks are effective for developing vocabulary and creativity, although there is still room to improve their mastery of rhythm.

The questionnaire results further support these findings. With mean scores ranging from 3.36 to 4.00 across five main indicators (Vocabulary Development, Sound Awareness & Pronunciation, Motivation & Engagement, Learning Process, and Overall Perception), students showed consistently positive perceptions of limerick-based learning. They perceived that limericks help with vocabulary comprehension, enhance vocabulary memory, strengthen sound awareness, and create an enjoyable and motivating learning experience. In addition, students reported that limericks foster creativity, active participation, and a willingness to continue using limericks in future learning.

Overall, the findings of this study indicate that limericks are an effective learning medium for supporting vocabulary development, increasing learning motivation, and facilitating a creative learning process for EFL students. Therefore, limerick-based learning can be recommended as an alternative strategy in English vocabulary instruction, as it successfully integrates both linguistic and affective aspects of learning in a harmonious and enjoyable way.

5.2 Implication

The findings of this study carry several implications for students, lecturers, and the university in the context of English as a Foreign Language (EFL) learning. For students, the use of limerick poetry demonstrates that creative and literary based activities can play an important role in vocabulary development. Through the process of composing limericks, students are encouraged to explore new vocabulary, understand word usage in context, and engage actively in learning. This approach helps students develop not only their vocabulary knowledge but also their confidence and motivation in using English. However, without appropriate guidance, some students may focus more on rhyme or humor rather than accuracy and meaningful language use, which may limit the effectiveness of vocabulary learning.

For lecturers, the findings highlight the importance of incorporating creative instructional strategies, such as limerick poetry, into vocabulary teaching. Lecturers are encouraged to move beyond traditional memorization based methods and provide learning activities that promote contextual vocabulary use, creativity, and student engagement. By integrating limerick poetry into classroom practice, lecturers can create a more student centered learning environment that supports cognitive, affective, and linguistic development. At the same time, lecturers need to provide clear guidance and feedback to ensure that students' creative expression is aligned with learning objectives, particularly in terms of vocabulary accuracy and appropriateness.

At the institutional level, the results of this study suggest that English education programs should consider the inclusion of creative and literature-based

approaches in their curriculum. The positive impact of limerick poetry on vocabulary learning indicates that innovative teaching methods can enhance students' learning experiences and outcomes. Institutions are encouraged to support pedagogical practices that foster creativity, active learning, and meaningful language use by providing adequate training, resources, and curricular flexibility for lecturers. By recognizing the value of creative media such as poetry, universities can contribute to more effective and engaging EFL instruction, particularly in higher education contexts in Indonesia.

5.3 Suggestions

From this research, researcher provide some suggestions. The suggestions are:

1. For English Lecturers

It is recommended to integrate limerick poetry or other simple forms of poetry as a medium for teaching vocabulary in EFL classrooms. The use of limerick poetry can create a more engaging, creative, and student-centered learning environment. Lecturers are also encouraged to provide clear guidance and instruction during the learning process so that students do not focus solely on rhyme and humor, but also pay attention to meaning accuracy, appropriate vocabulary use, and language structure in line with learning objectives.

2. For Students

It is suggested that limerick poetry be utilized as a tool to develop vocabulary and English language skills, both independently and collaboratively. Students are expected to be more active in exploring new vocabulary, using words contextually, and enhancing creativity during the learning process. At the same time, students should balance creativity with accuracy in language use to achieve optimal learning outcomes.

3. For Future Researchers

It is recommended to extend this study by involving a larger number of participants, different educational levels, or varied research methods. Future

studies may employ quantitative or mixed-method approaches to measure more objectively the effects of limerick poetry on vocabulary improvement. Additionally, researchers may explore the use of other types of poetry or literary media in English language learning to enrich research on creative approaches in EFL contexts.