



**STUDENT'S PERCEPTIONS OF THE ROLE OF POETRY IN  
LEARNING ENGLISH PRONUNCIATION SKILLS**



**THESIS**

**Written by:**  
**YOSSUDARSO**  
**2188203028**

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

**STUDENT'S PERCEPTIONS OF THE ROLE OF POETRY IN  
LEARNING ENGLISH PRONOUNCIATION SKILLS**

**UNDERGRADUATE THESIS**

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



Written by:

**YOSSUDARSO**

2188203028

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

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:

Nama : YOSSUDARSO  
NPM : 2188203028  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

**"STUDENT'S PERCEPTIONS OF THE ROLE OF POETRY IN LEARNING ENGLISH PRONOUNCIATION SKILLS"** Adalah karya sendiri. Apabila dikemudian hari ternyata karya tulis ini berindikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu.

Mengetahui,  
Ketua Program Studi



Wahliyahim Safitri, M.Pd  
NBK. 1521090224

Bengkulu, 22 Februari 2026  
Yang Membuat Pernyataan



Yossudarso  
NPM. 2188203028

**APPROVAL SHEET**

**" STUDENT'S PERCEPTIONS OF THE ROLE OF POETRY IN  
LEARNING ENGLISH PRONUNCIATION SKILLS**



**THESIS**

**Written by:**

**Yossudarso**

**NIM. 2188203028**

**Approved and authorized by the supervisor:**

**Supervisor**

**Agung Suhadi, M.A**

**NIDN: 0205068001**

**Acknowledgement by Dean of FKIP  
Muhammadiyah University of Bengkulu**



**Drs. Santoso, M.Si**

**NIP. 196706151993031004**

## EXAMINERS


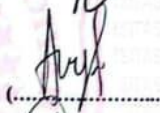

### STUDENT'S PERCEPTIONS OF THE ROLE OF POETRY IN LEARNING PRONUNCIATION SKILLS

#### THESIS

By:

**YOSSUDARSO**  
NPM. 2188203028

Has Been Examined by the Board of Examiner of the English Education Study  
Program of Teacher Training and Education Faculty  
Muhammadiyah University of Bengkulu

	Examiner	Signatures
Names		
1. <b><u>Eki Saputra, M.Pd</u></b> Examiner 1		
2. <b><u>Fetriani, M.Pd</u></b> Examiner 2		
3. <b><u>Agung Suhadi, M.A</u></b> Advisor		

Acknowledgement by Dekan of FKIP  
Muhammadiyah University of Bengkulu



**Dr. Santoso, M.Si**  
NIP. 19670615199303100

## MOTTO

**“Jika kamu terlahir dari keluarga miskin, itu bukan salahmu. Namun jika kamu mati dalam keadaan miskin, itu adalah salahmu”**

**MONEY ISN'T EVERYTHING BUT EVERYTHING NEEDS**

## MONEY



## **DEDICATION**

All praise is due to Allah SWT, who has granted me health, opportunities, strength, and serenity, enabling me to complete this thesis properly.

With love and gratitude, I sincerely dedicate this humble work to:

1. **Allah SWT**

All praise and gratitude be to You, Ya Allah. For Your endless blessings, guidance, and mercy that have accompanied me throughout this journey. Without Your help, none of this would have been possible.

2. **My beloved father, Muhammad Zarnubi, who once harbored a dream of higher education but never achieved it. Through your hard work, sincerity, and sacrifice, I have now pursued and realized that dream.**

3. **My beloved mother, Yuriana. I dedicate this achievement to my mother, who has been my safest home amidst insults and abuse. When the world doubted me, she continued to believe. When I was about to give up, your prayers strengthened me. Thank you for being the reason I never gave up.**

4. **My younger sister, Ceria Jelita. Thank you for being my motivation and inspiration to keep moving forward. May this achievement encourage you to pursue your dreams with strong determination.**

5. **My extended family, for your endless support, prayers, and affection. Your presence has given me strength and encouragement throughout this journey.**

6. **My advisor, Agung Suhadi, M.A. Thank you for your guidance, patience, and invaluable advice throughout the process of completing this thesis. The knowledge and wisdom you have shared will always be an important foundation for my future.**

7. **My cousin, Fajar Mukti, for your kindness and support during my stay at his home, as well as your motivation and advice.**

8. My fellow students of the class of 2021. Thank you for the encouragement, togetherness, and memories we shared during this academic journey. This struggle will remain one of the most beautiful experiences of my life.
9. My beloved university, Muhammadiyah University of Bengkulu. A place where I have learned and grown for more than four years and six months. Thank you for being a meaningful place to gain knowledge and pursue my dreams.
10. Myself. Thank you for persevering, fighting, and never giving up, even though I had to balance my time between work and study. Every hardship I've endured is proof that I've come this far.



## PREFACE

First and foremost, all praises and gratitude are devoted to Allah SWT, the Almighty, for His endless mercy, blessings, and guidance. Without His permission and grace, the writer would not have been able to accomplish this thesis. It is only by His will that the writer was given health, patience, and strength throughout the process of completing this academic work. The writer is also deeply grateful for the opportunities and knowledge provided during the years of study, which finally lead to the completion of this thesis entitled **“Students’ Perceptions of the role of the poetry in learning English pronunciation skills”**.

This thesis is submitted as one of the requirements to obtain a Bachelor’s Degree in English Education at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

In completing this thesis, the writer has received valuable assistance, guidance, and encouragement from many parties. Therefore, with great respect and gratitude, the writer would like to express sincere appreciation to:

1. Dr. Susiyanto, M.Si., the Rector of Muhammadiyah University of Bengkulu.
2. Drs. Santoso, M.Si., the Dean of the Faculty of Teacher Training and Education.
3. Washlurachim Safitri, M.Pd., the Head of the English Education Study Program.
4. Agung Suhadi, M.A., the author's advisor, who patiently guided, encouraged, and continuously provided invaluable advice and assistance throughout the completion of this thesis.
5. All lecturers of the English Education Study Program at Muhammadiyah University of Bengkulu for their knowledge, guidance, and motivation throughout the writer’s study.
6. The writer’s beloved parents, family, and friends for their endless prayers, love, support, and encouragement.

The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for its improvement. Hopefully, this thesis will be useful for the writer and for the readers in general.

Bengkulu, 21 February 2026

Author

Yossudarso

## CURRICULUM VITAE



Another author, Yossudarso, was born in Pasar Muara Aman on April 26, 2003. He began his formal education at SD N 02 Lebong Utara, graduating in 2015. He then continued his studies at SMP N 1 Lebong, graduating in 2018. He completed his high school education at SMA 5 Lebong in 2021. He also pursued his undergraduate studies at Muhammadiyah University of Bengkulu.

During his undergraduate studies, he actively participated in various academic activities and student organizations. In 2023, he served as an editor in a community service program through an English course for elementary school students at SD 22 Bengkulu. In 2024, he participated in the 4th Independent Student Exchange Program at Ghanesa University of Education, and in the same year, he participated in the 7th Campus Teaching Program at SD N 19 Lebong. In his academic research, he has produced several academic papers published in Sinta-indexed journals.

## ABSTRACT

**Yossudarso, 2026.** "Students' Perception of the Role of Poetry in Learning English Pronunciation skills". Thesis, English Education Study Program, Faculty of Teacher Training and Education Universitas Muhammadiyah Bengkulu. Supervisor: Agung Suhadi, M.A.

This study aims to examine students' perceptions of the role of poetry in learning English pronunciation skills. This research employed a quantitative descriptive method involving students of the English Education Study Program at Universitas Muhammadiyah Bengkulu as the research participants. The data were collected through a questionnaire consisting of 20 statements using a five-point Likert scale. The data were analyzed using descriptive statistical techniques, including means, scores, and percentages. The results of the study indicate that students have a positive perception of the use of poetry in English pronunciation learning, with an overall mean score of 3.77, which falls into the high category. Poetry is considered an effective learning medium because it helps students improve both segmental aspects, such as vowels and consonants, and 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 confidence and motivation while reducing anxiety in practicing English pronunciation. Based on these findings, it can be concluded that poetry plays an important role in supporting the development of students' English pronunciation skills and can be used as an alternative learning medium in EFL classrooms.

**Keywords:** Students' Perception, Poetry, English Language Learning.

## ABSTRAK

**Yossudarso, 2026.** “Persepsi Mahasiswa tentang Peran Puisi dalam Pembelajaran Keterampilan Pelafalan Bahasa Inggris”. Tesis, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu. Pembimbing: Agung Suhadi, M.A.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap peran puisi dalam pembelajaran pelafalan bahasa Inggris. Penelitian ini menggunakan metode deskriptif kuantitatif yang melibatkan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu sebagai partisipan penelitian. Data dikumpulkan melalui kuesioner yang terdiri dari 20 pernyataan menggunakan skala Likert lima poin. Data yang diperoleh kemudian dianalisis menggunakan teknik statistik deskriptif dalam bentuk nilai rata-rata (mean) dan persentase. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan puisi dalam pembelajaran pelafalan bahasa Inggris dengan nilai rata-rata keseluruhan 3,77, yang termasuk dalam kategori tinggi. Puisi dianggap sebagai media pembelajaran yang efektif karena dapat membantu mahasiswa meningkatkan aspek segmental seperti vokal dan konsonan serta aspek suprasegmental termasuk tekanan kata, ritme, dan intonasi. Selain itu, penggunaan puisi juga berdampak positif pada faktor afektif mahasiswa dengan meningkatkan kepercayaan diri dan motivasi serta mengurangi kecemasan dalam pembelajaran pelafalan bahasa Inggris. Berdasarkan temuan ini, dapat disimpulkan bahwa puisi memiliki peran penting dalam mendukung pengembangan kemampuan pengucapan bahasa Inggris siswa dan dapat digunakan sebagai media pembelajaran alternatif di kelas EFL.

**Kata kunci:** Persepsi siswa, Puisi, Belajar bahasa Inggris

## TABLE OF CONTENT

<b>SURAT PERNYATAAN KEASLIAN SKRIPSI</b> .....	<b>Error! Bookmark not defined.</b>
<b>EXAMINERS</b> .....	<b>Error! Bookmark not defined.</b>
<b>MOTTO</b> .....	<b>Error! Bookmark not defined.</b>
<b>DEDICATION</b> .....	<b>Error! Bookmark not defined.</b>
<b>PREFACE</b> .....	xvii
<b>ABSTRACT</b> .....	xix
<b>ABSTRAK</b> .....	<b>Error! Bookmark not defined.</b>
<b>TABLE OF CONTENT</b> .....	xi
<b>CHAPTER I</b> .....	1
1.1 Background of Study .....	1
1.2 Research Questions .....	3
1.3 Objective of Study .....	3
1.4 Scope and Limitation of the Research .....	4
1.5 Significance of the Research .....	4
1. Theoretical Significance .....	5
2. Practical Significance.....	5
1.6 Definition of Key Term .....	5
<b>CHAPTER II</b> .....	7
2.1 Definition of Pronunciation .....	7
2.2 Poetry .....	8
2.2.1 Poetry as a Literary Form .....	9
2.2.2 Poetry in Language Learning.....	9
2.2.3 Cognitive and Critical Thinking Development.....	9
2.3 The Role of Poetry in Developing Pronunciation .....	10
2.4 Students' Perceptions in Language Learning.....	10
2.5 Previous Studies .....	14
<b>CHAPTER III</b> .....	18
3.1 Research Design .....	18
3.2 Object of the Research.....	18
3.3 Instrument of the Research .....	18

3.4 The Data Collecting Technique.....	20
3.5 The Data Analysis Technique .....	20
3.6 Research Location and Time.....	22
3.7 Data Validity .....	22
<b>CHAPTER IV</b> .....	<b>25</b>
A. Research Findings .....	25
4.1 Overview of Data Collection .....	25
B. Discussion .....	29
<b>CHAPTER V</b> .....	<b>35</b>
CONCLUSION AND SUGGESTION.....	35
A. Conclusion .....	35
B. Suggestion .....	35
Angket Penelitian Petunjuk menjawab Questionnaire :.....	41

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents brief discussion about background, the research questions, objectives of the research, limitations of the research, significances of the research, and the definitions of key terms of research.

### **1.1 Background of Study**

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.

## **1.2 Research Questions**

Based on the research background, this study is guided by the following research questions:

1. What are students' perceptions of the use of poetry in learning English pronunciation?
2. How do students perceive the role of poetry in improving English pronunciation aspects?
3. How do students perceive the influence of poetry on their confidence, motivation, and anxiety in learning pronunciation?

## **1.3 Objective of Study**

The objectives of this study are students' perceptions of the role of poetry in developing English pronunciation skills. More specifically, the objectives of this study include:

1. To identify students' perceptions of poetry as a medium in English learning.
2. To examine students' perceptions of the role of poetry in supporting English learning activities.
3. To analyze students' perceptions of the influence of poetry on affective factors such as confidence and motivation in learning English.

The research subjects were students of the English Language Education Study Program at Muhammadiyah University of Bengkulu. The participants were selected using purposive sampling with the following criteria:

1. Active students in semesters 5–7.
2. Students who have taken courses related to Prose and Poetry.

#### **1.4 Scope and Limitation of the Research**

This research focuses on students' perceptions of the role of poetry in English learning. The scope of the study is limited to students in the English Language Education Study Program at Muhammadiyah University of Bengkulu. In this research, poetry is viewed not only as a literary work but also as a learning medium that contains elements such as rhythm, word stress, and expressive language that can support English learning activities.

A limitation of this research is that it focuses only on students' perceptions of the use of poetry in English learning. This study does not measure students' language improvement objectively. Therefore, the results of this research mainly describe students' perspectives and experiences regarding the use of poetry in English learning.

#### **1.5 Significance of the Research**

This research is expected to contribute both theoretically and practically:

## 1. Theoretical Significance

This study enriches the literature on the use of poetry as a pedagogical tool in English language learning.

## 2. Practical Significance

- For teacher, the findings may help teachers design more engaging English learning activities by integrating poetry.
- For students, the research encourages students to use poetry as an enjoyable way to support their English learning.
- For future researchers, the study may serve as a reference for further research related to the use of poetry in English learning.

### 1.6 Definition of Key Term

To avoid misunderstanding, the following key terms are defined:

1. **Students' Perceptions:** Students' perceptions refer to students' views, attitudes, and interpretations regarding the use of poetry as a medium in English learning.
2. **Poetry:** Poetry is a literary form characterized by rhythm, rhyme, imagery, and expressive language that can be used as a learning medium in language classrooms.

3. **English Learning:** English learning refers to the process through which students acquire knowledge and skills in the English language through various learning activities in educational contexts.