

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. 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.

#### **B. Suggestion**

Based on the conclusions above, several suggestions are proposed as follows:

### **1. For English Lecturers**

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.

### **2. For Students**

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 speaking English.

### **3. For Future Researchers**

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.