

## Poetry and English language teaching: how does poem engage EFL young learners in learning English?

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### **Abstract**

*The introduction of English to young learners at an earlier age in foreign language settings has led to recognition of the importance of actively involving pupils in learning the target language. This study aimed to describe the utilization of poetry as an instructional tool to expose English as a foreign language to young learners. It further elaborates how its use could enhance and encourage active participation of the learners during the learning. This qualitative study was conducted at an elementary school in Langsa, a region in Aceh. A total of 25 pupils were purposefully selected as participants in this research. The data were collected through observation and interviews. The findings showed that incorporating poetry effectively stimulates learners' engagement during the learning process. Students demonstrate enthusiasm and active participation in the classroom activity, as poetry's rhythmic, expressive, and musical elements prevent monotony in their learning experience. Learners demonstrate a favorable disposition towards acquiring English language skills through poetry, as seen by their active engagement in various classroom activities, including generating poetic content, vocalizing poems enthusiastically, and employing non-verbal communication to convey the intended meaning during recitation effectively. They were also exposed to the learning of vocabulary and pronunciation in an engaging way through the poem.*

**Keywords:** Young learners, English Language Teaching, Poetry, EFL

### **Abstrak**

Pengenalan bahasa Inggris kepada murid pendidikan tingkat dasar, atau anak-anak, pada konteks bahasa Inggris sebagai bahasa asing menunjukkan pentingnya melibatkan murid secara aktif dalam proses pembelajaran untuk menguasai kompetensi bahasa target tersebut. Penelitian ini mengkaji penggunaan puisi sebagai salah satu sumber ajar untuk mengarahkan murid pada bahasa asing. Lebih lanjut, penelitian ini menguraikan bagaimana pemanfaatan puisi dapat meningkatkan ketertarikan murid dalam



pembelajaran bahasa asing dan bagaimana ianya dapat mendorong partisipasi aktif murid dalam proses pembelajaran. Penelitian kualitatif ini dilakukan di sebuah sekolah dasar yang terletak di Kota Langsa, sebuah wilayah di Provinsi Aceh. Subjek penelitian adalah 25 murid pada kelas 4. Pengumpulan data dilakukan melalui metode observasi dan wawancara. Temuan penelitian ini menunjukkan bahwa penggunaan puisi berbahasa Inggris efektif menarik fokus anak selama proses pembelajaran. Murid menunjukkan antusiasme dalam pembelajaran dan berpartisipasi aktif dalam kegiatan pembelajaran karena penggunaan puisi mengandung unsur irama, ekspresi, dan musik latar yang menjadikan aktifitas kelas tidak monoton. Peserta didik menunjukkan disposisi yang baik dalam pemerolehan keterampilan bahasa Inggris melalui pemanfaatan puisi, seperti yang terlihat dari keterlibatan aktif mereka dalam berbagai kegiatan kelas, termasuk pembuatan konten puisi, membaca puisi dengan semangat, dan menggunakan komunikasi non-verbal untuk menyampaikan makna. Melalui puisi ini mereka juga dipaparkan pada aktifitas melafalkan kata dengan jelas dan mudah dipahami dan pengayaan perbendaharaan kata.

**Kata Kunci:** *Pembelajar tingkat, Bahasa Inggris, Puisi, EFL*

## INTRODUCTION

The interest in teaching English to young learners has been rapidly increasing in recent years. In Indonesia, English is taught as a foreign language to elementary school pupils as part of the local curriculum, specifically from grades 4 to 6. The integration of English into the primary school curriculum as part of local content for students was initiated by the minister of education and culture's decree number 0487 in 1992. This decree focused on incorporating local content lessons into the curriculum at the primary level (Ngadimun et al., 2019). English has been incorporated into the primary school curriculum through many curriculum shifts, including the competency-based curriculum (KBK), the curriculum level of lesson unit (KTSP), and the 2013 curriculum. Despite the curriculum changes in 2013, as outlined in *Permendikbud* number 67-year 2013, English is no longer designated a core subject. However, it is still included as part of the local content course and is taught in nearly all primary schools in Indonesia. The interest in the English language is likewise steadily increasing. This phenomenon is evident via the rapid growth of English language training facilities catering to students across all educational levels, including upper, secondary, and primary. There is a significant increase in the enthusiasm for teaching English as a foreign language to primary level pupils. This is seen as an initiative to introduce the foreign language to learners at a younger age. Therefore, it is crucial to employ an effective approach to instruct English to students within the context.

It is necessary to employ captivating strategies and create a pleasant language learning environment in order to effectively teach the language to young students. Tomlinson (2013) elucidates that young learners lack a compelling necessity to employ the foreign language. Therefore, it is essential to offer English materials that have the ability to convincingly encourage individuals to study the language in an enjoyable manner. When teaching language, educators have the option to utilize a range of references and sources, including poetry. Poetry is a powerful and genuine resource that enhances various areas of language acquisition and involvement. Poetry is a valuable and efficient resource for teaching English as it encompasses a diverse array of features that may be utilized to acquire and enhance numerous language skills, including grammar, vocabulary, and pronunciation. Extensive research highlights the benefits of incorporating poetry into language learning. These advantages encompass the development of students' foreign language skills and their understanding of English cultures (Rahman, 2018). Poetry offers numerous language exposure, which enhances learners' sensitivity to language and fosters their creativity in English usage (Utami, 2012). Moreover, it serves as a valuable tool for reinforcing the fundamental structure of the English language (Hollowell, 1999). Poetry is not only facilitating the acquisition of foreign language skills but also provides learners with an opportunity to express their emotions and feelings (Syed & Wahas, 2020). According to Deepa & Ilankumaran (2018), reading poetry encourages pupils to improve their vocabulary, sentence structure, grammar, fluency, and creative abilities. In addition, employing poetry in language acquisition not only enhances communication abilities but also fosters proficiency in four key areas: listening, speaking, reading, and writing. Given its significant contribution to English language acquisition, poetry is seen as a crucial tool for introducing young learners to English in non-native language environments, fostering their enthusiasm for learning a foreign language.

As mentioned earlier, the enthusiasm for teaching foreign languages to elementary school pupils is inevitable. The instruction of English to young students seeks to provide them with the necessary skills to effectively compete in the modern era. Acquiring a foreign language within a certain setting enables individuals to successfully gain knowledge and insight, as well as access more extensive opportunities for job and education. Proficiency in English, for example, is a prerequisite for pursuing higher education. Furthermore, numerous research findings have demonstrated the advantages of early exposure to foreign languages for learners. Zulhermindra (2018) asserts that instructing primary-level pupils in English enhances their psychological

readiness for acquiring foreign languages. This is due to the fact that English encompasses a subject that students will further study in the subsequent level of school. Hu (2016) emphasizes that age is a crucial factor in determining one's success in acquiring a foreign language. This perspective embraces the Critical Period Hypothesis (CPH), which posits that age plays a pivotal role in the proficiency achieved in learning and acquiring a foreign language. The hypothesis argues that early language instruction leads to improve and more effortless language acquisition. Brown (1997) is among the proponents of this idea and underscores that commencing language acquisition at an early age will yield more efficacy. English is a fundamental subject in the Indonesian education system, starting from junior high school and continuing through senior high school and university. English proficiency has now become a criterion for assessing eligibility for education and career opportunities. Currently, there is a growing enthusiasm for teaching the English language. The importance of foreign languages in today's modern world is mostly attributed to their position as essential knowledge and skills required to keep up with the advancement of digital era.

Consequently, the instruction of English to young learners aims to acquaint and familiarize them with the foreign language from an early stage. Therefore, in the process of language acquisition, it is necessary for young learners to be immersed in a language that is both comprehensible and understandable. This language should be rich in quality and diversity, meaningful in a way that is relevant and valuable to the students' lives, and authentic in its use for communication rather than solely for instructional purposes (Tomlinson, 2015). He asserts that learners must be assisted in achieving proficient answers to the learning materials they use in language acquisition. It entails acknowledging and addressing their emotional states, such as through laughter, enthusiasm, empathy, and compassion, while fostering a positive and encouraging learning environment that promotes their self-assurance and self-worth. Poetry is one of the diverse learning materials that might facilitate such involvement poetry is the deliberate process of attentively focusing on words and skillfully employing it to articulate thoughts, emotions, and observations (Chatton, 2010). Children are introduced to poetry through nursery rhymes, rhyming songs, and playground chants. Utilising brief poetry can enhance the potential for acquiring a fondness for a certain language. She elaborates that youngsters acquire language by experimenting with words they have heard in novel contexts or situations. In addition, a teacher can enhance the comprehension of vocabulary in poetry by exploring homophones, antonyms, multiple meanings, word etymology, and word roots.

Learning through poetry also provides the opportunity for heightened involvement when it harmonises with music, dance, and theatre. Reading a poem audibly, its rhythms and patterns evoke specific emotions, such as excitement.

According to Saraswati et al., (2023) reading and listening to short poems help children build their early reading skills and increases their awareness of phonemics, two factors that have a big impact on how well children read. Hollowell (1999) also states the similar that poetry can be used to teach young students the fundamentals of English. This can be accomplished by choosing a brief poem and displaying it to the class using an overhead projector or by writing it on the whiteboard. Teachers can teach essential components of language, such as nouns, verbs, adjectives, and pronouns. Davison & Dowson (2005) add that reading poetry aloud in the classroom offers benefits as it elicits enjoyment and students who listen to the poem often find that speaking and listening to it are both beneficial.

Learners are able to comprehend the culture of the language they are learning when real resources from literary works-such as plays, essays, poems, songs, and novels- are used in language instruction. Additionally, this method improves their vocabulary and proficiency in the English language (Rahman, 2018). Poetry is a literary form that incorporates aesthetic elements including elegance, rhythmic structures, and the utilization of complex vocabulary. Its combination of rhyme, rhythm, and musicality makes it enjoyable for kids in a school context (Deepa & Ilankumaran, 2018). They emphasize the benefits of studying poetry for enhancing language learning. Poetry embodies the essence of literature, improves learners' imaginative skills, makes reading enjoyable, encourages creative thinking skill, and facilitates the expression of thoughts, feelings and emotion, among the other advantages.

Furthermore, it also develops the artistic sensitivities of students. Poetry uses sound elements and visual imagery to create inventive and useful ways to use language (Dilidüzgün, 2015). He argues that poetry captures the essence of the language through its inventive and distinctive use of vocabulary and syntax in a variety of contexts, reflecting the different viewpoints of native speakers, and that poetry should be taught alongside other languages. He goes into great length in his book about how poetry might help someone become more proficient in learning a foreign language. One can improve their reading fluency, for example, by reading poetry aloud. Through group reading, it boosts students' confidence and provides opportunity to improve word pronunciation accuracy. Poetry is a true teaching tool, according to Stickling and Olsen (2011) as cited in (Simecek & Rumbold, 2016). It allows students to

practice phonics, phonemic awareness, and language development abilities including rhyme, word families, and alliteration.

When preparing to teach poetry, Davison & Dowson (2005) recommend taking a few things into account. Setting clear learning objectives for the use of poetry, accounting for students' prior knowledge and proficiency in writing and reading poetry, differentiating instruction for students with varying abilities, ensuring that lesson plans advance students' comprehension of poetry, choosing interesting poems that both stimulate students' interests and present challenges for them to read and write, employing the teacher's expertise of the selected resources to support the subject matter approach, taking into account various teaching and learning strategies that support the achievement of lesson goals and objectives, and reflecting on how students learn about poetry to improve future planning and instruction are some of these factors. The selection of appropriate poetry or rhyme for young students requires number of aspects. One of these is assessing the rhyme's content, specifically its applicability to children's lives and compatibility with their interests. It is also critical to determine whether the rhyme is suitable for the age range of the pupils. The poem should also be used to highlight the different difficulties children face in their daily lives and to encourage conversation and investigation of values.

Many researches have been carried out on the utilization of poetry as a teaching tool for English language instruction. These studies emphasize that poetry serves as an authentic resource that effectively enhances students' writing proficiency and promotes language exposure, thereby fostering learners' language sensitivity and creativity in English language usage (Darmawati, 2011; Syamsia & Ismail, 2021; Utami, 2012). Additionally, a study conducted on trainees of primary school teachers affirms that language lessons based on poetry have a significant impact on improving grammatical, lexical, and pronunciation knowledge. These lessons provide benefits in terms of intercultural understanding and motivation (Mora et al., 2020). The present study specifically captures the use of poetry as a resource for instructing English to young learners in an EFL classroom in Aceh. It captures how poetry potentially taught to pupils to meet the learners' needs and the study objectives. This research seeks to find out the following research questions; how is poetry implemented in teaching English to the pupils in the foreign language setting? and how the use of poetry engages the young learners in learning the target language? Thus, the objectives of this study are to describe the implementation of poetry teaching in providing experience for the young learners to learn English and to elaborate how it engages them in the foreign language learning.

## **METHOD**

This study employed a qualitative approach and the type of study was a case study. McMillan (2008) defines a case study as a comprehensive investigation of one or more events, activities, locations, programs, social groupings, communities, individuals, or another bounded system in its natural setting. The current study focused on introducing English as a foreign language. The study documented the use of poetry in schools for young learners and investigated the ways in which it affected the students individually as well as how it engaged them in learning a foreign language. The subject of this study was 5 graders of Islamic Elementary, which had a total of 25 pupils. The data were collected through interviews and observation. The research was carried out for three months, from July 29 to October 15, 2023.

## **FINDINGS AND DISCUSSION**

The findings of the research suggest that employing poetry to teach young learners English as a foreign language helps to increase their interest in learning the language. The ensuing paragraphs provides the use of poetry in teaching English and how it motivates young students to learn a foreign language.

### **A. The implementation English language activity through poetry at the research location.**

In the first meeting, the topic was an introduction to poetry. The activity began with a class introduction. Students were invited to introduce themselves in English. They took turns telling their names and hobbies. Then, the researcher invited the class to share about their reading preferences and routines, including what they liked to read, where, and when did they do the reading. There were two ways discussions between the researcher and the learners. The discussion continued by discussing poetry, exchanging information about the students' experiences reading or hearing poetry, and informing their favorite poems. Based on those experiences, the discussion then continued by discussing the distinction between reading texts or books and reading poetry. This activity was carried out to explore the pupils' background knowledge and experience of poetry, which determined appropriate teaching approach to be implemented. The learners were also encouraged to participate in sharing their opinions and experiences in the discussion. The idea was to build the feeling of secure and comfortable both in conveying their ideas and expressing themselves. The students expressed their experiences communicatively during the activity.

The first meeting's topic was a poetry introduction. The activity proceeded with a class introduction. The students were asked to introduce themselves in English. They alternated in revealing their names and interests. The researcher then asked the students to discuss their reading habits and preferences, including what they usually read, where they usually read, and when they read. The learners and the researcher engaged in reciprocal conversations. The conversation moved on to talk about poetry, share stories about the students' experiences reading or hearing poetry, and ask about the students' favorite poems. The conversation then moved on to talk about the differences between reading texts or books and reading poetry in light of those experiences. Through the investigation of the students' prior knowledge and poetry-related experiences, the proper teaching methodology may be chosen. In the discussion, the students were also invited to contribute by offering their thoughts and experiences. The goal was to help them develop a sense of ease and security so they could express themselves and their views. Throughout the exercise, the students shared their experience communicatively.

The following session activity was reading a poem entitled 'The Writer' by Sujata Bhatt, as cited in (Davison & Dowson, 2005).

*The writer  
The best story, of course  
Is the one you can write,  
You won't write  
It's something that can only live  
In your heart  
Not on paper.  
Paper is dry, flat  
Where is the soil  
For the roots, and how I lift out  
Entire trees, a whole forest  
From the earth of the spirit  
And transplant it on paper  
Without disturbing the birds?*

*And what about the mountain  
On which this forest grows?  
The waterfalls  
Making rivers,  
Rivers with throngs of trees*

*Elbowing each other aside*

*To have a look*

*At the fish*

The pupils were guided to comprehend the meaning of the vocabulary used in each stanza of the poem and articulated them clearly. Every student was provided with a text containing a poem. The instructional method employed involved the utilization of listening and repetition techniques. The pronunciation was mimicked by the researcher, and subsequently replicated by the pupils. The text was iterated many times. Subsequently, the students proceed to read each verse sequentially. The subsequent task involved the interpretation of words inside complete stanzas. The researcher elucidated the semantic significance of the word, expounded upon the contextual implications communicated by the author of the poem, and thereafter contemplated the relevance of the meaning within the students' own context. During the subsequent phase of the activity, the students engaged in the process of reading the poem and discerning the intended connotations and interpretations of the words employed within it.

The subsequent session involved a learning activity centered around the continuation of reading the preceding poem, with a specific emphasis on vocabulary acquisition, rhythmic patterns, intonation, and pronunciation. The objective of this activity was to ascertain the significance of vocabulary, as well as to analyze pronunciation, rhythm, and intonation. The students were provided with illustrative instances of the reading, presented in a stanza-by-stanza format, and subsequently instructed to engage in the act of practicing the recitation of such stanzas. The researcher documented challenging vocabulary words articulated by the students throughout the activity and transcribed them onto the whiteboard upon the completion of the activity. In previous instructional sessions, students were provided with guidance on the correct pronunciation of words in the past tense, with particular emphasis on the -t, -d, and -ed sounds ends. The students were provided with instances of pronouncing words that encompassed those particular sounds and engaged in exercises to reinforce their proficiency. The objective of this practice was twofold: first, to facilitate the acquisition of accurate pronunciation skills, and second, to enhance the students' capacity for interpreting the poetry. The duration of the learning exercise was 90 minutes.

Moreover, the subsequent session entailed the analysis of a poem that emphasized the importance of reading poetry with accurate pronunciation, appropriate intonation, and interpreting each stanza. Consequently, the pupils

were instructed to revisit the poetry material that had been covered in the preceding instructional session. The students were taught to conveying the messages inside the poetic stanzas by expressive means, and they engaged in the activity of reciting the poem aloud. This task enhances the pupils' proficiency in effectively expressing the poetic content. Upon the conclusion of the task, the researcher provided feedback regarding the participant's reading performance, specifically emphasizing terms that were enunciated with ambiguity and required additional practice. During the class, participants also engaged in exercises aimed at enhancing their delivery skills, which encompassed tone, attitude, expression (including mimicry and gestures), and the overall coherence of their delivery.

#### **B. How the poetry teaching contributes on providing experience for the young learners to learn English and how it engages them in the foreign language.**

The utilization of poetry presents valuable language acquisition opportunities for young learners. Firstly, poetry serves as a facilitator for acquiring lexical knowledge. The poetry incorporates specialized language related to certain topics, enabling learners to enhance their understanding of vocabulary, which in turn prepares them for reading instruction. Additionally, it offers a valuable opportunity for students to enhance their pronunciation skills. The instructor may prioritize the application of correct phonetic articulation in English based on the poet's words. During this instructional session, the educator employed shadowing technique, wherein she generated auditory stimuli and instructed the students to imitate them. The participants exhibited a high level of enthusiasm while generating the words. The previously mentioned practice was repeated on multiple occasions until the learners were able to generate outputs that were perceptibly clear. The individuals' active participation in the activity is evident through their keenness to vocalize the sounds audibly. Additionally, they demonstrated a keen enthusiasm for the repetition and vocalization of words chorally. Furthermore, the students were presented with engaging methods of English language instruction. Poetry is characterized by the utilization of concise sentences that exhibit rhyming patterns. Utilizing poetry as an instructional tool for English language acquisition in this particular setting seems to be a source of motivation for the pupils. In the context of poetry analysis, the researcher facilitated the use of acoustic musical instruments as a means of enhancing the learning experience. The result of engaging in those activities was an improvement in the students' self-confidence. This was demonstrated

by their eagerness to engage in the act of reciting and presenting poetry during a school event. The students seized the opportunity to exhibit and showcase their proficient reading skills in English poetry

The pedagogy employed in English instruction at the elementary level exhibits distinct variations when compared to instructional approaches utilized at other educational levels. Learners across all skill levels exhibit distinct features, levels of proficiency, and specific demands that significantly impact their language learning and acquisition processes. The utilization of poetry as a means to introduce English as a foreign language to basic level students has proven to be highly effective across various dimensions. The results of this study indicated that engaging in the ongoing practice of reading a brief poem aloud facilitates the chance for students to enhance their English vocabulary skills. A study conducted by Al-Bakri & Jamal (2019) found the similar that the utilization of poetry had a positive impact on learners' vocabulary acquisition and pronunciation skills. In a specific context, it is observed that teachers generally exhibit favorable dispositions towards utilizing poetry as a pedagogical tool for instructing English as a second language. Including poetry into language learning has a beneficial impact on the development of learners' vocabulary, language competency, and motivation (Farah, 2022; Imron & Hantari, 2021; Mora et al., 2020; Sibuea et al., 2024; Suwastini & Rahmayanti, 2024). While, Khansir (2012) adds that the use of poetry into English language instruction serves not only to enhance learners' understanding of the English language, but also facilitates the teaching of structural elements, grammar, and vocabulary, hence fostering their preparedness for acquiring literacy skills

Furthermore, the students are not only exposed to the acquisition of English vocabulary it is also affording them an opportunity to delve into phonetic aspects. The acquisition of vocabulary and the development of pronunciation skills are crucial in providing learners with the necessary tools to enhance their oral communication abilities in the future. According to a study conducted by Hadaway, Vardell, & Young (2001), the utilization of poetry as a pedagogical tool has been found to enhance learning and foster the development of verbal skills. It improves students' speaking performance (Suhadi, 2023) and it involves aspects of speaking skills including vocabulary, pronunciation, grammar, comprehension, confidence, and fluency (Suwastini & Dewi, 2023) as students are exposed to rhythm that improve their intonation. Srisermbhok (2017) adds that incorporating this approach into the language classroom is considered highly effective in fostering creativity and enhancing learners' communication abilities. Engaging in consistent oral

language exercises facilitates the development of verbal language abilities, encompassing both speaking and listening proficiencies. The introduction of these activities in primary school enables students to familiarize themselves with the practice, potentially facilitating the development of abilities related to public speaking, participation in group oral presentations, and mastery of vocabulary and pronunciation.

The use of poetry additionally fosters an enjoyable educational environment. The act of engaging with a poem encompasses various elements such as rhyme, auditory qualities, and tone, so enabling readers to articulate their thoughts and emotions through the act of reading. According to Syed & Wahas (2020), a poem serves as both a genuine educational resource and a means of conveying emotions and sentiments. It encompasses a diverse range of narrative elements, as well as lyrical and dramatic components. Therefore, those engaged in the process of learning have the ability to convey their emotions through the act of reading poetry. Poetry does not only generates new knowledge, enhances students' emotional feelings, and increase learners' enthusiasm (Khatib, 2011; Zamzami et al., 2023). It also fosters cognitive and linguistic growth of children which stimulate their social and emotional well-being as well as their physical engagement (Setiyani, 2014). The students' active participation in the practice was evidenced by their keenness to recite the poem audibly. In addition, the poets employ certain gestures to emphasize the intonation of words inside the poem. All of the students were actively engaging in turn-taking while reading the poem. In essence, this activity promotes the development of creative language learning among elementary-level pupils. It not only prioritizes the acquisition of vocabulary and accurate pronunciation, but also encourages the learning of intonation and vocal performance in the delivery of poetry. Additionally, this practice encourages students to actively engage in English language expression, as they are required to converse extensively with their peers. The act of engaging in communal practice fosters a sense of passion towards the acquisition and utilization of a foreign language, hence creating a conducive and positive atmosphere for learning. The choral reading, for instance, contributes on developing learners' fluency and comprehension (Newsome, 2008; Saglam, 2023). Individuals may develop the conviction that language acquisition and foreign language proficiency are universal, hence it mitigates apprehension associated with making mistakes in language (Wati, 2022). The educational value of poetry notes its ability to engage learners emotionally and experientially, while fostering social collaboration (Wiseman, 2010). Learning collaboratively considered effective to increase learners' enthusiasm in learning foreign languages.

## CONCLUSION

As English has been widely introduced to young learners in many foreign language settings, to apply captivating approach in the teaching process was considerably pivotal. In Indonesian context in particular, English has been taught to pupils at elementary school level. One of alternatives to promote engaging foreign language learning environment is by utilizing poetry. The implementation of poetry in the teaching of the target language in this study involved vocabulary building and usage, word recognition and comprehension, and pronunciation practice. Activities included shadowing, choral reading and reading aloud. Results showed that the teaching of English through poetry arouse the pupils' enthusiasm and engagement in the learning. This represented through their active participations during the learning process such as involving in reading poet chorally, generating poetic content, reciting poems expressively, employing non-verbal communication to convey meaning while reading poetry, and taking parts in performing the poet recitation in front of the class. Recognizing English words through poetry boosted students motivation in learning as it involved consize sentences, used rhyming patterns and acoustic musical instruments to support the learning experience. Among the primary objectives of including poetry into the instruction of English to young learners were to foster their engagement in foreign language acquisition and to cultivate their enthusiasm for literacy. Further studies on utilizing poetry in English teaching to diverse learners are required to deal with various students' learning needs and proficiency levels to encourage and facilitate the learners in learning the foreign language.

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