

CHAPTER I

INTRODUCTION

The salient role of English poetry in learning the English language is important mainly for the enhancement of various linguistic, cognitive, and interpretative skills among students. Poetry is a form of literature that through abundant word choices, figurative language usage, rhythm, and meaning complexity, is not only an art but also a powerful tool to enhance linguistic proficiency. In short, beyond a mere understanding of English poetry, students are required to probe deeper into its poetics—sound, sense, and form must be analyzed in depth for an adequate understanding.

1.1 Background of the Research

One of the most important literary genres that embellish and aid the process of acquisition of the English language undoubtedly is English poetry. Not only is it a beautiful form of art, but it also can be an amazing tool for students to practice their language skills as well. What is so unique about poetry is when engaging with it, learners find themselves encountering an abundance of vocabulary, figurative language, and rhythmic structures, each containing deep meanings that demand further interpretation. Therefore, knowing English poetry is an essential skill, especially for students learning English as a second language.

As an English teacher, this means you desire students to become proficient readers of different kinds of literature and incorporate poetry. The meaning of poetry is often more intricate than the literal, requiring you to utilize your analytical and interpretive skills. They must recognize and analyze poetics such as

sound, sense, and structure. Poems have sound, consisting of rhyme and rhythm, giving them a musical quality.

Sense refers to the figurative meanings conveyed with devices such as metaphor, simile, personification, and symbolism, along with tone and mood, often expressed through layers of words due to connotation. Formal elements: theme, moral value, stanza, and poetic structure. Elements work together to form the meaning of a poem.

The extent to which students are able to understand English poetry directly limits their general proficiency in the language. A high level of skill in analyzing poetic elements often accompanies improved comprehension skills, a greater vocabulary, and an enhanced sensitivity to language. Another benefit of poetry is that it cultivates critical thinking because students have to analyze the deeper meaning behind it. So, poetry is one of the best strategies to improve students' reading and interpretation commonly.

But the fact of the matter is English poetry is a tough nut to crack for most students. Poetry is often considered abstract and esoteric-hard to read because of its figurative language and non-standard form. Students might struggle with recognizing rhyme and meter, deciphering figures of speech, or extracting a poem's message or moral. These issues point to the inability of students to read English poetry effectively.

Previous research indicates that students generally have a low proficiency in understanding English poetry. A study by Elfa et al. (2019) found that students struggle with the analysis of sound patterns, figurative meanings, and overall

poem structure. That is a big gap between expectation and what the students in fact can do as poets.

The reason this is alarming is that poetry has many advantages for language learning. And it really can engage students emotionally, help them see how culture works, and be more grounded in the beauty of language. As noted by educational experts, reading poems can begin to make students a little more excited about learning the English language. However, when students don't have the skills to read poetry, they miss out on these benefits.

Students are required to analyze English literary texts quite critically in their higher education. University students should be performing a deeper dive and probing beyond the surface meaning (do not stop at plot points) and take a critique of different literary elements! On the other hand, it is sad that even after so many generations, there are still countless students who fail to grasp English poetry, which can be a huge obstacle in their literature papers.

How poetry is taught and learned is another part of this puzzle. In some cases, the approach to poetry is more theoretical than practical, rendering students a little poky when it comes to the text. But without adequate guidance and practice, students can be unable to cultivate the skills necessary to analyze and appreciate poetry fully. As a result, the empirical observation of students' real problems in appreciating English poetry should be explored to find out their particular weaknesses.

From the explanation above, research entitled “Analysis of Student Skills Understanding English Poetry” is necessary. The study is an attempt to probe the

students' ability in comprehending English poetry and analyzing their skill of learning the elements of a poem (sound, sense, structure).

The findings of this study are anticipated to add either theoretically or practically. In theory, this research can add to the references about students' ability in understanding English poetry. Practically, the findings can provide useful information for English teachers and lecturers to improve teaching strategies and help students develop better skills in understanding English poetry.

Poetry is one of the literary works that has been proved beneficial. This is necessary for the language learner or students. The benefits are not only as a source of inspiration but also as a medium to improve language capacities in language learning. By learning poetry the students can enhance their ability in English.

Poetry is created by using language. Hornby (1995) states that poetry is a kind of creative writing in expressing thought, valuable concerns, and emotion in the awesome language. Timpane (2001) adds that poetry is a way of creating artworks by using language. In addition, Flanagan (2008) states that poetry is an imaginative awareness of experience expressed through meaning, sound, and

rhythmic language choices to evoke an emotional response. Thus, poetry consists of lines by line, which binds the reader's feeling and emotion.

Poetry has some poetic elements. They are sound, sense, and structure. It is in relation to what Perrine (1974) says. There is sound to make the poetry more attractive. Sound consists of rhyme (the repetition of sound (Timpane and Watts (2001)) and rhythm (forms or pattern of stresses in a line or verse (Timpane and Watts (2001))). They're both the reason the poetry is enticing.

There are a number of issues pertaining to students' ability to comprehend English poetry that may be found in the research background. Students of English as a foreign language frequently struggle to grasp the diverse poetic elements that English poetry necessitates, such as sound, sense, and structure.

The learning of poetic sound comprises the analysis of features such as rhyme and rhythm, which are difficult for most students. Frequently, they are unable to comprehend the rhythmic patterns or see how rhythm enhances the meaning of a poem. Moreover, students often have trouble understanding metaphorical language, which includes metaphors, similes, personifications, and symbols—all of which are necessary for comprehending poetry.

Additionally, students have a low level of proficiency in comprehending the architecture of English poetry. It is hard for them to determine the subject, moral worth, stanza arrangement, and poetic form. These challenges demonstrate that students' comprehension of English poetry remains insufficient and needs additional examination.

Another issue is that pupils often see English poetry as a complex and conceptual topic. Their drive and self-assurance in learning poetry are impacted by this attitude, which can lead to poor performance. In order to determine students' strengths and weaknesses, it is therefore imperative to evaluate their actual ability to comprehend English poetry.

Writing poetry in the foreign tongue, according to Collie and Slater (1990), might really be an enjoyable activity for students if done correctly. Mahmoud (2017) said that nowadays, teachers and professors are expected to employ strategies that are not just helpful but also beneficial. interesting media and methods in the learning process, particularly the use of a literary piece like a poem. The application of poetry in the learning process has room for improvement. a few abilities: Firstly, Aydinoglu (2013) claims that pupils can improve their

Additionally, the pupils also If they want to expand their understanding of poem writing, they need to read more. They have greater knowledge the more they read. When learning a poem, Brower et al. According to al. (1966), students should start with simple poetry to get a feel for and familiarize themselves with the genre with the poems.

1.2 Identification of the Research

Several issues with students' capacity to comprehend English poetry may be found in the study's context. Students of English as a foreign language

frequently struggle to grasp the numerous poetic aspects of English poetry, such as sound, meaning, and form.

Many pupils struggle to examine rhyme and rhythm as components of poetic sound throughout the learning process. They are frequently unable to identify sound patterns or comprehend how rhythm enhances a poem's significance. Additionally, students often have difficulty understanding figurative language, such as metaphor, simile, personification, and symbol, which are key elements of poetry.

In addition, pupils' ability to comprehend the structure of English poetry is restricted. They struggle to recognize the theme, moral lesson, stanza structure, and poetic style. These challenges demonstrate that pupils' proficiency in comprehending English poetry remains insufficient and requires more investigation.

Students often view English poetry as a complex and esoteric topic, which is another challenge. Their confidence in their ability to learn poetry is impacted by this view, which may lead to poor performance. In order to ascertain pupils' strengths and weaknesses, it is essential to assess their real proficiency in comprehending English poetry.

1.3 Limitation of the Research

This study is restricted to examining students' proficiency in comprehending English poetry through interviews and focuses exclusively on their comprehension rather than their capacity to write poetry. The study analyzes

students' understanding of meaning-related aspects of poetry, including the overall message and moral value, figurative language (such as metaphor, simile, personification, and symbolism), imagery, and tone/mood. The study also examines two supporting factors influencing students' comprehension: their mastery of vocabulary and their awareness of the poem's cultural or historical background. Aspects related to the poem's sound elements, such as rhyme and rhythm, and students' ability to write poetry, are not covered in this study. Since the study only included English education students at Universitas Pasir Pengaraian, the results are not applicable to other educational settings. This study only covers students' present capacity to comprehend English poetry; it does not address instructional strategies or learning methods.

1.4 Formulation of the Research

Poetry comprehension involves three main poetic elements: sound (rhyme and rhythm), sense (figurative language, imagery, and symbolism), and structure (theme and moral value). Understanding these elements requires students not only to recognize the aesthetic and literal aspects of a poem but also to interpret its deeper and implied meanings. This research, however, focuses specifically on the elements of sense and structure, as explained further in the Limitation of the Research.

In reality, many students still face difficulties in understanding these elements, often caused by limited vocabulary mastery and lack of awareness of the cultural and historical background of the poem. This condition shows the need to further investigate students' skill in understanding English poetry and the difficulties they encounter.

Based on the background above, the researcher is interested in conducting a study entitled *"An Analysis of Student Skill in Understanding English Poetry."*

1. How are students' skills in understanding the poetic elements of sense (figurative language, imagery, and symbolism) and structure (theme and moral value) in English poetry?
2. What difficulties do students face in understanding the elements of sense (figurative language, imagery, symbolism, and tone/mood) and structure (theme and moral value) of English poetry, and how do vocabulary mastery and awareness of cultural/historical background contribute to their comprehension?

1.5 Purpose of the Research

The main focus of this research is to observe and assess students' ability to comprehend literary works in the form of English poetry. More specifically, this study seeks to uncover the extent of their understanding when confronted with

This research focuses on examining the difficulties students face in understanding the poetic elements of sense (figurative language such as metaphor, simile, personification, and symbolism; imagery; and tone/mood) and structure (theme and moral value) in English poetry. Through this research, the researcher aims to measure the extent to which students are able to identify, interpret, and analyze these elements as crucial parts of a poem's meaning. Furthermore, this study also seeks to assess the extent to which students' vocabulary mastery and awareness of the poem's cultural or historical background contribute to their overall comprehension.

Furthermore, this study is designed to determine the depth of students' understanding of sense (figurative language, imagery, and symbolism) and structure (theme and moral value) in poetry, while also examining any obstacles

English poetry, including their capabilities in interpreting meaning, detecting elements of style, and understanding the use of figures of speech. In addition, this research also aims to uncover the obstacles experienced by students in attempting to understand English poetry and the factors that contribute to their level of understanding. By conducting this investigation, this research is expected to provide useful insights for advancing teaching methods and learning methods in the realm of English literature.

they may encounter in their understanding. Thus, it is hoped that this research will provide insight into students' overall mastery of English poetry appreciation and contribute to the design of more effective teaching methods to hone their poetry analysis skills.

1.6 Significance of the Research

a) For Students

Students should gain a greater understanding of their strengths and limitations in comprehending English poetry as a result of this study. Students may improve their learning tactics and develop better skills in interpreting poetic texts by pinpointing particular challenges in sound, sense, and structural analysis. In the end, this might boost their self-assurance, drive, and understanding of English poetry.

b) For Lecturers

Practically, the results of this research might give English teachers and lecturers helpful information on the true state of their students' ability to comprehend English poetry. The findings might serve as the foundation for

creating more successful instructional techniques, approaches, and learning activities that prioritize practice, analysis, and interpretation over theoretical knowledge. The findings can also be used by teachers to choose the best poems and teaching methods that match the proficiency levels of their students.

c) For Future Researcher

Future scholars may use this study as a reference or preliminary study if they plan to do similar or more in-depth research on literary competence, students' analytical abilities, or English poetry. Future studies may broaden the scope by including various instructional interventions, research approaches, or educational levels in light of this study's results.

1.7 Definition of key term

a. English Poetry

According to Abrams and Harpham (2012), poetry is a literary form that uses creative language, rhythmic patterns, and figurative expression to convey thoughts, feelings, and experiences. In line with this view, English poetry in this study refers to literary works written in English that employ such devices, and it is used as a learning medium to enhance students' literary comprehension and language abilities.

b. Students' Skills

Hornby (1995) defines skill as the ability to do something well, usually gained through training, practice, or experience. Drawing on this definition, the

abilities that students have in order to carry out certain activities well are called students' skills. In this study, students' skills are defined as their capacity to analyze and comprehend English poetry, with a focus on recognizing and interpreting poetic elements such as sound, sense, and structure.

c. Understanding English Poetry

DiYanni (2008) states that understanding poetry requires the reader to move beyond a literal reading toward an interpretive one, in which poetic devices and the poet's underlying message are identified and analyzed. Based on this view, understanding English poetry in this study refers to students' ability to comprehend, analyze, and interpret English poetry, which comes from their capacity to identify poetic features, figurative language, and the overall message that the poet is attempting to convey.

CHAPTER II

REVIEW of RELATED LITERATURE

Earlier researchers have done several investigations into the use of figurative language in poetry, including in literary works by famous poets and poems composed by students. These investigations emphasize the critical role of figurative language in expressing meaning, emotion, and beauty in poetry. For this reason, it's important to review prior related research in order to establish a theoretical basis and situate the current work in the context of ongoing academic debates.

2.1 Review of Related Theories

Numerous studies have been carried out by researchers in connection to the subject of this suggested study, which is a review of the use of figurative language. The Words of the Student's Poem. Among them are the following:

The first study, conducted by Hasanah in 2018, includes "A Study of the Figurative Language Used in Certain Poems by Oscar" as the title. The various forms of figurative language used in Oscar were the subject of Wilde's conversation. Wilde's poetry. She started by collecting the poems before reading them as she was going through them. categorizing the various forms of figurative language used in the poems. She finally Oscar Wilde's poetry employs fifteen different kinds of figurative language. She discovered the following categories of figurative language: personification, hyperbole, synecdoche, repetition, metaphor, simile, symbol, litotes, visual imagery, auditory imagery, gustatory imagery,

metonymy, apostrophe as well as its literal meaning. In summary, the most widely used type of imagery in the There are 28 poems by Oscar Wilde in all. Iryanti (2010) is another researcher who has investigated a similar subject. with the title "A Figurative Analysis on Sylvia Plath Poems." The investigation: The subject of the study was three of Sylvia Plath's poems. The goal of identifying the different kinds of figurative language used in those three poems is another aim of the research. by Sylvia Plath. In the end, she discovered that Sylvia Plath employs a wide range of literary techniques. figurative language in her poems, such as metaphor, simile, personification, hyperbole, paradox, symbol, and synecdoche. She also came to the conclusion that the use of the poem is influenced by the usage of figurative language.

The subject of imagery was the focus of a similar study by Damanhuri (2011). and a figurative language study of Robert Frost's poems, "To Earthward" and "Wind and Window Flower." The research aimed to examine the structure and pay close attention to every line that uses figurative language. In addition, he attempted to ascertain how figurative language impacted the poem's meaning. The researcher employed a descriptive qualitative analytical approach in his study. The outcome ultimately demonstrated that Robert Frost's poems employ figurative language.

In all, the poems employ a variety of figurative language, including metaphor, hyperbole, personification, organic imagery, olfactory imagery, auditory imagery, and visual imagery. Irpan Ali Rahman's "Metaphor Analysis on Students' English Poems" dealt with a similar subject. Rahman (2019) employed a qualitative

approach in his study to get the description of the metaphor employed in students' poetry. He instructed the fifth-semester students to write a love poem as a sample. The purpose of the study was to determine how well the students could use metaphor as poetry. Consequently, he discovered that the students employed several kinds of metaphor in their poetry. In her study, Hutaaruk (2019) attempted to address the following issues: Which kinds of figurative language were employed during the poetry semester V at FKIP Universitas HKBP Nommensen Medan? On the pupils' poetry semester V at FKIP Universitas HKBP Nommensen Medan, what literary devices are used the most? The study sought to ascertain the sorts of figurative language employed in the students' poetry semester V at FKIP Universitas HKBP Nommensen Medan and to identify and analyze the predominant figurative language utilized in the students' poetry semester V at FKIP Universitas HKBP Nommensen Medan, in accordance with the previously stated questions. The title makes it clear that the sample consists of semester V FKIP students. The study also discovered that the students' poetry uses three types of figurative language: metaphors, personifications, and symbols.

2.1.1 Concept of Student Skills

A set of abilities known as student skills allows students to successfully acquire, process, comprehend, analyze, and use information throughout the learning process. The scope of student skills in educational research includes linguistic proficiency, analytical skills, interpretative comprehension, critical thinking, and emotional engagement, in addition to fundamental cognitive abilities. These abilities serve as essential markers of a student's academic

progress, especially in language instruction, where comprehension includes both linguistic correctness and meaningful interpretation.

When learning the English language, a student's proficiency is essential for understanding different kinds of texts. Due to its use of condensed language, figurative language, symbolic meanings, and emotional depth, poetry and other literary works demand a higher level of competence than nonfiction literature. Consequently, a student's ability to comprehend English poetry depends on a sophisticated interplay between their language skills and their capacity for higher-level thought.

Traditionally, a student's proficiency in English learning is linked to the four fundamental language abilities of listening, speaking, reading, and writing. Nonetheless, these fundamental competencies are insufficient when students interact with literature like poetry. Understanding poetry demands extra skills, such as the capacity to evaluate literary aspects, comprehend implicit meanings, and approach the text with a critical eye. As demonstrated in prior academic research and theses, literary comprehension requires a more complex mental process than merely understanding the words.

Linguistic proficiency forms the basis of students' ability to comprehend English poetry. A student's linguistic proficiency is their capacity to comprehend the vocabulary, grammatical structures, and semantic meanings of a poem. Words in poetry frequently have metaphorical and symbolic meanings that are distinct from their literal definitions. Consequently, pupils with a restricted vocabulary

and grammatical understanding are more likely to struggle with understanding poetic writings. Language education research continuously demonstrates that a lack of language proficiency greatly limits students' capacity to comprehend the general message of a poem.

A student's capacity to comprehend English poetry depends on their analytical abilities. Students' analytical abilities include their capacity to recognize and analyze the fundamental components of poetry, such as theme, tone, mood, rhyme, rhythm, imagery, and figurative language, which includes metaphor, simile, personification, and symbolism. Students can use their analytical abilities to understand how these components interact to create meaning in a poem. Students who lack sufficient analytical skills may only have a superficial understanding of poetry and be unable to grasp its underlying meaning and structure.

The ability to understand is essential for students to comprehend the meaning of English poetry. Students' capacity to go beyond the literal meaning of a poem and explain and interpret its meaning is referred to as their interpretive abilities. This encompasses comprehending the poem's emotional and contextual background, recognizing the message or moral value of the poem, and establishing a link between textual evidence and symbolic meanings. Poetic interpretation is not unique, but any legitimate interpretation must be backed by textual proof. As a result, students must practice contextual and reflective reasoning in order to develop their interpretive skills.

Critical thinking skills are thought to be superior skills that are strongly linked to students' capacity for comprehending poetry in depth. Critical thinking abilities in English poetry include assessing the poem's message, making reasoned judgments, and connecting the poem's themes to one's own life or the larger world. By prompting pupils to ask questions about the meanings, feelings, and values of things, poetry promotes critical thinking. According to numerous academic studies, poetry instruction helps students develop their critical thinking skills since it pushes them to go beyond passive reading.

Students' comprehension of English poetry is influenced by their emotional as well as cognitive abilities. Students' attitudes, emotional reactions, and appreciation of poetry are all aspects of their affective abilities. Students who exhibit emotional sensibility and a good attitude toward literary works are more inclined to actively participate in the learning process. Students can better grasp the meaning of a poem by appreciating poetic language and becoming emotionally invested. In contrast, a negative outlook on poetry can lower students' motivation and impair their ability to understand it.

There are several things that influence how well students learn to comprehend English poetry. The frequency of exposure to literary texts, students' level of English language competence, background knowledge, cultural awareness, instructors' teaching methods, and students' drive are all examples of these variables. Each of these elements helps determine how well students can understand poetic language and meaning. Students' ability to comprehend literature can be greatly improved by consistent exposure to poetry and successful

teaching methods.

The study, "Analysis of Students' Skills in Understanding English Poetry," uses the notion of student skills as its main theoretical foundation. The researcher can use this knowledge to choose the right indicators of student competence, create suitable research tools, and analyze student skills in a systematic manner. Additionally, a thorough grasp of students' abilities helps uncover the difficulties they encounter when attempting to interpret English poetry and offers ideas for enhancing literature teaching methods.

2.1.2 Definition of Skills

In educational terminology, skills are defined as the capacity to carry out activities efficiently and successfully by using knowledge, training, and experience. Skills are not only natural talents but also something that is acquired and perfected via ongoing learning. Skills in academic settings include both cognitive and practical skills that allow students to participate fully in learning activities and meet their learning goals.

In terms of pedagogy, skills are frequently described as learners' ability to apply learned information in practical situations. A skill involves the combination of behavioral reactions, such as problem-solving and interpretation, with cognitive processes, such as comprehension, analysis, and evaluation of information. As a result, skills are a dynamic interaction between information and activity.

In language instruction, students' competence is strongly related to their capacity to understand and use language effectively. But language acquisition

Skills go beyond the mechanical application of language. They also necessitate more advanced cognitive processes, notably when students engage with complicated writings like literary works. Consequently, knowledge of literary works necessitates both linguistic proficiency and intellectual involvement.

Education skills are often divided into basic and advanced categories. Vocabulary understanding, grammatical awareness, and literal comprehension are some of the fundamental abilities that make up basic skills. Critical thinking, interpretation, assessment, and reflection are all examples of higher-order abilities. Higher-order abilities are crucial in literary education, particularly poetry, since poems frequently express meaning implicitly rather than overtly.

Skills are viewed as quantifiable and observable markers of learning outcomes within the context of student learning. Tasks that call for comprehension, analysis, and interpretation can be used to evaluate a student's skills. The idea of skills is thus a crucial factor in educational studies since it enables researchers to methodically assess students' academic progress.

2.1.3 Types of Language Skills in English Learning

Different Kind of Language Abilities for Learning English Language abilities are generally divided into four basic categories in the discipline of English language instruction: listening, speaking, reading, and writing. In the literature on applied linguistics and English Language Teaching (ELT), these abilities are generally recognized as the essential skills that students must master in order to become communicatively competent. The process of learning a language

involves the integration of unique abilities that, when combined, serve as the basis for both productive and receptive language usage.

1) Listening Skills

The main way that students are exposed to real language input is through listening, which is seen as a receptive skill. Listening helps students learn English by allowing them to distinguish between sounds, comprehend pronunciation patterns, recognize intonation and stress, and comprehend verbal discourse. According to academic research, listening comprehension is crucial for the development of general language competence since it comes before and underpins the acquisition of reading, writing, and speaking abilities. Students frequently struggle to comprehend spoken directions, literary audio content, and oral analyses of texts, such as poetry readings, due to a lack of listening skills.

2) Speaking Skills

Expressing thoughts, ideas, opinions, and feelings orally in English is a productive skill. This ability demands proficiency in grammar, vocabulary, pronunciation, and fluency. Students' oral skills are frequently utilized in literary learning environments when they are asked to analyze literary texts, interpret poetry, or express their understanding of themes and meanings. Researchers contend that discussing literature-related topics helps students express their ideas, discuss the meaning, and analyze the material critically. Thus, the ability to speak well greatly aids in the development of students' literary analytical, and

interpretive skills.

3) Reading Skills

The act of reading is a passive skill that entails extracting meaning from written materials. Reading in academic settings entails more than just deciphering written symbols; it also requires comprehension, interpretation, deduction, and assessment. Literacy is essential to literary learning, especially when it comes to poetry, which is frequently filled with complex terminology, figurative language, and hidden meanings. Reading comprehension research emphasizes that proficient reading encompasses numerous layers, such as critical assessment, literal understanding, and inferential comprehension. These levels are particularly important when students interact with poetic texts since poetry demands readers decipher symbolic language, identify stylistic traits, and find underlying meanings that go beyond the surface.

4) Writing Skills

Writing is a valuable skill that enables students to communicate their comprehension in writing. Writing is often employed as a means of reflection and analysis in the study of literature. Students could be required to provide summaries, literary critiques, critical reactions, or poem interpretations. According to academic research, writing improves students' understanding of literary texts because it forces them to express their thoughts in a logical manner, back up their interpretations with textual proof, and explain their own reactions. As a result, writing ability reveals how thoroughly students comprehend literary studies, especially poetry.

5) Students' Skills in Literary Understanding

A student's capacity for literary comprehension includes their capacity for understanding, interpreting, evaluating, and valuing literary works. Literary comprehension necessitates a higher level of cognitive activity and attention to the beauty of language than does overall reading comprehension. Literary education scholars highlight that understanding literature includes interpretive, analytical, and critical abilities in addition to linguistic proficiency.

6) Concept of Literary Understanding

Literary understanding is defined as the capacity to comprehend a literary work's literal and implied meanings, identify its artistic qualities, and react to its thematic and emotional substance. In the context of English literature, literary comprehension entails students' ability to decipher figurative language, evaluate sound elements, and recognize themes and messages conveyed through symbolic expressions. Academic research consistently demonstrates that a student's understanding of literature is impacted by their language ability, prior knowledge, and experience with literary works.

7) Cognitive Skills in Literary Understanding

From a cognitive standpoint, literary comprehension requires a number of related abilities. First, students learn to use their interpretive skills to go beyond the literal meaning and create interpretations based on textual signals. Second, students may utilize their deductive abilities to deduce meanings that are not explicitly stated in the text. Thirdly, students may use their critical thinking skills

to assess how well literary components, such as imagery, word choice, and structure, convey meaning. Because poetry frequently employs condensed vocabulary and indirect expression, these cognitive abilities are necessary for comprehending it.

8) Linguistic Skills in Literary Understanding

Literary comprehension depends heavily on linguistic competence. To understand unusual or archaic words frequently used in poetry, students must have a sufficient understanding of vocabulary. Furthermore, it is crucial to comprehend syntactic structures because poets frequently alter word order for rhetorical reasons. According to research in applied linguistics, a restricted vocabulary and poor command of grammar are two of the main reasons why students struggle to understand poetic texts. As a result, a student's capacity to comprehend and value poetry is greatly impacted by their language proficiency.

9) Understanding Literary Devices

The widespread use of literary devices is one of poetry's defining features. Students' literary comprehension skills include the capacity to recognize and decode figurative language, such as metaphor, simile, personification, and symbolism. Moreover, poetry often makes use of sound devices such as rhyme, rhythm, alliteration, and assonance, which enhance the poem's musicality and meaning. According to academic research, children with literary skills are better able to identify and evaluate these instruments.

10) Affective and Aesthetic Skills

Literary comprehension also encompasses emotional and artistic components in addition to linguistic and cognitive abilities. Students' capacity for emotional response to a literary work is referred to as their affective skills, whereas their appreciation of the beauty and artistic worth of language is referred to as their aesthetic skills. Students studying poetry are urged to connect with the material on an emotional level and consider its themes, such as love, nature, loss, or identity. According to academics, effective engagement improves students' motivation and their comprehension of poetry's meaning.

11) Students' Skills in Understanding English Poetry

For EFL learners, comprehending English poetry is regarded as one of the most difficult aspects of literary study. Poetry is distinguished by its unique arrangements, metaphorical meanings, and concise language. Students' ability to comprehend English poetry can thus be assessed using a variety of measures.

To begin, students must show reading comprehension abilities that allow them to recognize a poem's overall meaning and specific facts. Second, they must have the capacity to interpret underlying themes and meanings. Thirdly, pupils must be able to analyze poetic elements such as imagery, figurative language, sound patterns, and structure. Finally, students should demonstrate critical and reflective abilities, enabling them to assess the poem's meaning and artistic quality as well as provide their own interpretations.

Prior research and undergraduate theses consistently demonstrate that pupils

frequently struggle to comprehend English poetry due to their restricted vocabulary, unfamiliarity with figurative language, and insufficient analytical experience. These obstacles emphasize the need for a systematic approach to assessing students' ability to comprehend English poetry in order to enhance literature instruction methods in EFL settings.

2.1.4 Definition of Poetry

Poetry has long been regarded as one of the most complex yet expressive forms of literature, as it condenses human experience into a compact and highly stylized form of language. Pedersen (2015) defines poetry as a genre of literature that represents the human condition, encompassing human viewpoints and experiences. This definition emphasizes that poetry is not merely an aesthetic arrangement of words but a medium through which human emotions, thoughts, and perspectives on life are conveyed to the reader.

In line with this view, Olilla and Jantas (2006) describe poetry as an organized form of verbal or written expression that is rhythmically arranged, with the purpose of conveying a narrative or expressing thought, feeling, or a being's condition. Their definition highlights two essential aspects of poetry: first, its structural characteristic, namely rhythm, which distinguishes poetry from ordinary prose; and second, its functional characteristic, namely its capacity to narrate a story or articulate inner feelings and states of being. This shows that poetry operates on two levels simultaneously-form and meaning-which work together to produce its distinctive impact on readers.

Furthermore, Nurgiyantoro (2013) states that poetry "includes very careful word selection in terms of language, because the words influence the variety of

outlook" (p. 311). This statement underlines the importance of diction, or word choice, in poetry. Unlike everyday language, the language of poetry is deliberately filtered and selected so that each word carries a specific nuance capable of shaping the reader's interpretation and perspective. In other words, filtered language is not merely a stylistic preference but a fundamental element that determines how meaning is constructed and received in poetry.

In addition, poetry is regarded as a well-crafted literary work in which every word carries an underlying meaning (Utari, 2016). This suggests that no word in a poem is arbitrary; rather, each word is deliberately placed to contribute to the overall meaning of the text. Similarly, Roebuck (as cited in Desai & Mash, 2005) states that "poetry provides a way for students to reflect and articulate lived experience while imagining new possibilities" (p. 72). This perspective adds an educational and reflective dimension to the definition of poetry, positioning it not only as a literary artifact but also as a pedagogical tool that allows students to process their own experiences while envisioning alternative realities or possibilities.

Moreover, every word in poetry tends to carry a wider range of meaning because it is shaped by figurative language, such as idioms, allegory, simile, metaphor, and personification (Waluyo, 2003). This figurative dimension is what often makes poetry more difficult to interpret compared to other literary genres, since the meaning conveyed is rarely explicit or literal. On the other hand, Nurgiyantoro (2013) argues that poetry is not easy to define, since "all definitions created by humans are always incomplete or not in the strict sense of the word when it comes to the inherent nature of poetry" (p. 311). This statement serves as

an important reminder that despite the many definitions offered by scholars, poetry remains an open and dynamic literary form whose essence cannot be fully captured by a single, fixed definition.

Based on the definitions presented above, it can be concluded that poetry is a distinctive genre of literature in which sound, rhythm, and carefully chosen words work together to produce meaning and aesthetic value. The poem itself is constructed from various interrelated elements, including rhyme, rhythm, and structural forms such as verse and lyric, which together create the unique musicality and depth associated with poetry. This diversity of definitions also implies that poetry can be approached and understood from multiple perspectives, each contributing a different lens through which readers may comprehend and appreciate the genre.

2.1.5 Types of poetry

Poetry is commonly divided into three distinct viewpoints: traditionalist, modernist, and postmodernist (Abraham, 2007). According to DiYanni (2008), poetry can be classified as narrative and lyric. These statements are similar to those of Abrams, Preminger, Brogan, Warnke, Hardison, and Miner (as cited in Lethbridge and Mildorf, 2004) stated that the types of poetry are 11 divided into two kinds; they are the lyric poetry and the narrative poetry. The description of the types is explained below:

a) ***Narrative poetry.*** The narrative poetry is emphasized in story and action.

According to Ismawati (2013), poetry has characteristics such as subject and setting as well as structure, a particular twine within the story. In addition, Abrams, Brogan, Preminger, Warnke, Hardison, and Miner (1993) said that narrative poetry gives a verbal representation, in verse, of a sequence of connected events; it propels character through a plot.

- b) ***Lyric poetry.*** The lyric poetry emphasizes emotion and song. Poetry has formed an inner flotation of individual poetry with every part of the experience and attitude, as well an inner ambiance that has to encapsulate meaning. Abrams and Preminger et al. (1993) said that a lyric poem is a comparatively short non-narrative poem in which a single speaker presents a state of mind or an emotional state.

There are different genres in literature. According to Prakash and Singh (2014), there are three genres in literature: the drama, the novel, and the epic (poetry). The first is drama which is a form of composition designed for performance in the theater, in which actors take particular roles of the characters, perform the indicated actions, and utter the dialog. Another genre is novel, which is a variety of writings that have in common only the attribute of being extended works of fiction written in prose. The third genre is poetry which is one of the oldest written genres in literature, and it has beautiful dictions, or words in every line.

2.1.6 Poetry for Language Learning

Students need to be able to communicate effectively via language. to improve their skills. There are four abilities involved in students' language

learning. Which students learn in English language courses include reading, listening, and speaking. talking and writing. Additionally, the four abilities are split into two categories. First and foremost, reading and listening, which are referred to as receptive skills. The second is the use of spoken and written language. which are referred to as productive skills (Harmer, 2007, p.265).

It is impossible to distinguish those four abilities when learning English. As per Sadiku (2015), the four skills exercises in the language classroom serve a variety of purposes. Valuable uses include serving as the learner's scaffolding support, generating possibilities, and the language for exchanging factual information in the situation and demonstrating their own capacity confidence, and, more importantly, evidence of learning.

Writing is one of the talents that students acquire in an English class. When teaching writing skills, teachers frequently employ the media to pique students' interest in the subject. Poetry is one of the mediums that teachers utilize to instruct students on how to write. According to Chemwei, poetry is taught in literature because it offers an insight, according to Kiboss and Cheruiyot (2013).

Students have the chance to learn about a linguistic and conceptual element of written text. without necessarily focusing on the language's mechanics. Furthermore, when a teacher reads poetry aloud, it helps children expand the meaning of the word in the text and relate the word to their own experiences. Therefore, the student's aptitude for Reading poetry might help someone gain a sense of meaning from their life (Elting and 2006, Firkins). Poetry is used in teaching and learning; it may be inferred. process, since it enables students to investigate language and experience in-depth learning through poetry.

2.1.7 Poetry for Literary Learning

Learning poetry is an alternative method to introduce the student' purposes to increase their competence, where poetry can give benefit in learning language. Teachers should be interactive to explain poetry as material in language teaching. There are several components that should be taken to deliver to the students in order to minimize the difficulties in learning poetry. There were several benefits to the use of poetry in literary learning that helped students increase their ability to learn language. For example, first is poetry, which gives many opportunities to students active in classroom activities. Second, students can practice reading in front of the class and how to express feelings through words. Third are many vocabularies in poetry, more verities than any other mode of writing. For example, poetry provides many synonyms for a word in a single poem, which is a good strategy to learn language through literary learning (Mittal, 2014). In addition, there are several benefits to increasing the competence skills for students using poetry in literary language classes such as students can

practice speaking to enhance communication with supporting text and declamation with students style. According to Mittal (2014), by learning poetry, students can read more, imagine more, think more, and discuss and write more. Then, students indirectly learned about poems, which the teacher provided with several activities related to the learning language.

1. The Benefit of Using Poetry in Literary Learning

In this part, the researcher presents the advantages of poetry in literary language learning. By knowing the advantages of using poetry in literary language learning, it can be an alternative solution to enhance students' competence in learning English. The advantages are described below.

2. To create student's perspective.

Teaching English through poetry in college may bring various profits from many aspects (Hu, 2010). Firstly, from the language acquisition aspect. Secondly, poetry is a cultural composite. Hu further said that especially in phonetic, lexical, syntactical and discourse layers, poetry demonstrates the richest possibilities for a language.

3. To increase vocabulary mastery.

According to Jabrohim (1994), one of the advantages in learning through poetry, especially in poetry reading or declamation, is providing benefits in vocabulary mastery because they are required to say the exact word or phrase. By reading poetry, the students found new words and the meaning. Furthermore, the students will get more well-developed vocabulary at higher levels.

4. To filter the complex idea.

According to Cubukcu (2010), the readers mostly have a basic understanding of a concept or emotion and then transform that understanding into meaningful creative expression by exploring to filter the complex ideas. The understanding of the concept of expression can help the students to filter complex ideas and build comprehension of experiences from the poetry.

5. To enhance critical thinking.

Leonard (as cited in the Connecticut Language Art Framework, 2006) stated that learning through poetry helps students to use language to think critically and to solve problems in daily life. Additionally, Salameh (2012) stated that study poetry usually comprises the basic tools that help students to understand, to appreciate, and to evaluate poems. Through poetry, students are able to get knowledge about how to appreciate art, especially poetry, and to know the weaknesses of the poetry. By evaluating the poetry, the students assess and enhance their critical thinking about how the poetry is. In conclusion, using poetry in English learning gives some advantages, especially for students. It helps students to create new perspectives, to increase vocabulary mastery, to filter complex ideas, and to enhance critical thinking.

6. The Challenges of Using Poetry in Literary Learning

There are several challenges of using poetry in literary language learning. The challenge is usually faced by students. The challenges of using poetry in literary language learning are described below:

7. Difficulties to understand the poetry concept.

Finch (2014) stated that there are many students who feel that poetic concepts and cultural assumptions are too challenging for their language learning. Both of the concepts support the students to be more critical to make a poem, but it is not easy for students to understand it.

8. Difficulties in basic writing.

Dirgeyasa (2017) stated that difficulties happen because the poetry principally uses language as a medium. It means that students must have basic knowledge in learning the poetry writing style, such as grammar. In addition, students also get difficulty when they are asked to write a poem using idioms.

9. Low motivation in learning through poetry.

Prayitno (2013) mentioned that the challenges in learning through poetry are that the students are uninterested in poetry. Actually, the use of poetry in learning spends a lot of time.

It makes students have low motivation to learn through the poetry. In addition, Nica (2014), stated that the students are less interested and less active as they become interested in listening to a lecture than taking part in activities. It is a challenge for students to be interested and pay attention to poetry as the learning material.

10. Complicated language in poetry.

Ekoati (as cited in Citraningrum, 2016) stated that students have trends to

prefer popular science essay writing to poetry writing. The students are assumed that writing poetry is more difficult than writing a letter, writing a memo, or writing anything else. It is because students get difficulty in understanding the language aspect and interpretation of poetry.

11. Review of Related Study

In doing this research, the researcher reviewed three prior studies. The first research is written by Arvieta (2019), and the title is “Enhancing Students’ Vocabulary Through Poetry for EFL: A Case Study.” This research aimed to make teaching vocabulary through literary works to introduce literature, especially poetry, to the students and also to help the students in learning vocabulary. The research design is qualitative research. The instruments of this research used observation and interview. The design is a case study. The participants in the research were ten interviewees. The result of this research showed that the researcher found that the students showed discomfort at the first meeting, but in the next meeting the students felt comforted and enjoy in learning process.

Cetinavci and Tutunis published the second study in 2012, and the title is "Using Poetry to Teach English." The study's goal is to examine if the curriculum and instructional intervention can motivate whether or not the pupil is driven to study poetry. A quantitative method was used for this study. research approach. Third-grade pupils at Uludag University made up the participants. ELT Department of the Education Faculty. The total number of

students in the There were 53 individuals in the experimental group and 47 in the group, for a total of 100. The figure was a hundred. The researcher employed a method involving experimental groups to conduct the gathering the information.

1.1.2 The Elements of Poetry

A poem's quality can be judged by its components. As a result, there According to Risdianto (2014), a number of factors contribute to poetry:

a) Metaphorical Language

One of the components of figurative language, or figure of speech, is poetry. This means that the use of figurative language is essential in a poem. For this reason, the researcher will concentrate on discussing the figurative poetry of pupils' language. if individuals employ the appropriate figurative language Their poem will be improved by the language they use in it. and, naturally, beautiful. The fact that figurative language becomes the dominant language is another cause. The purpose of poetry is to express or convey the unexpressed feeling.

b) Imagery

"Image" is the source of the term "imagery," which signifies that it is linked to images or pictures, as well as taste, smell, sensory perception sound, and other factors (Risdianto, 2014). Imagery: is defined by Perrine (1969) as the expression of sensory experience through words. Imagery In addition, it refers to a statement or explanation that appeals to individuals who read or listen to the poem to get a sense of it.

c) Rhythm

Any wave that repeats its motion is referred to as a rhythm. or sound (Risdianto, 2014). In other words, a movement is rhythm. from sound. But rhythm isn't simply a typical sound movement; it's something more. in addition to the settling of our feelings, ideas, bodies, and spirits. There are four main categories of rhythm: syllable, foot, verse, and stanza.

d) Rhyme

According to Marfathonah (2015), a rhyme is a collection of words that are made up of similar noises. One of the components of rhyme is that it is very achievable. It can only be achieved by reading or hearing the conclusion of the statement. acknowledged by repeating the rhyme, the poem is brought together sounds alike.

e) Tonality

Most often, spoken poetry uses tone. The tone is the manner in which someone speaks. the speaker's behavior toward the poem he or she reads. The listener may be captivated by tone. is capable of distinguishing between sadness, happiness, rage, and other emotions (Risdianto, 2014). The authors' tone is, in Perrine's (1969) opinion, what they express. or the way a speaker approaches their topic, their audience, or their own us.

2.2 Conceptual Framework

The conceptual basis of this research is the idea that students' capacity to comprehend English poetry is a multifaceted and complicated aptitude. In order

to truly comprehend poetry, students must interact with the linguistic, aesthetic, and interpretative components that are embedded within poetic texts, rather than simply reading them literally. As a result, a student's ability to comprehend English poetry is impacted by a number of interconnected factors that all contribute to their general understanding.

Vocabulary is one of the essential components. Students are able to comprehend the denotative and connotative meanings of the terms used in poetry when they have a strong vocabulary. Students may struggle to comprehend the intended meaning of a poem due to their restricted lexical knowledge because poets frequently utilize a vocabulary that is rich, symbolic, and occasionally archaic. Vocabulary, therefore, is an essential foundational skill that underpins a more thorough comprehension of literature.

The ability to comprehend figurative language is another essential element. To indirectly convey meaning, English poetry often employs figurative language like metaphor, simile, personification, hyperbole, and symbolism. Students who can recognize and understand figurative language are better able to comprehend implied meanings and value a poem's artistic expression. Students are able to progress from a superficial understanding of poetry writings to a deeper, more analytical, and interpretive one thanks to this ability.

Furthermore, a crucial component of poetry comprehension is students' awareness of the poem's cultural and historical background. Poems are often shaped by the context in which they were written, and background knowledge

helps readers understand why a poet chose certain symbols, expressions, or themes. Students who are aware of this context tend to be better able to interpret the poem's deeper meaning, while those who lack such awareness tend to understand only its surface meaning.

In addition, students' understanding of poetry depends on their ability to grasp its theme and meaning. Students' capacity to recognize the poem's central theme, message, or moral lesson is addressed in this section. Students must combine linguistic components, figurative language, and contextual signals in order to comprehend the subject. Students with a solid understanding of the poem's themes are able to describe what the poem is about and express its underlying meaning.

Finally, students' comprehension of English poetry relies heavily on their ability to interpret. Based on contextual understanding and textual evidence, interpretation requires the capacity to critically analyze, infer, and react to poetic texts. By using their interpretative

abilities, students can articulate individual replies, relate the poem to larger settings, and support their interpretations with reason. This ability demonstrates a thorough knowledge of poetry and reflects higher-level thinking.

Ultimately, this conceptual model demonstrates that students' ability to comprehend English poetry is influenced by the interplay between vocabulary knowledge, comprehension of figurative language, awareness of sound components, comprehension of theme and meaning, and interpretive skills. The combined effect of these elements impacts a student's capacity to comprehend and analyze English poetry. The goal of this research is to give a thorough account of students' ability to comprehend English poetry by examining these features.

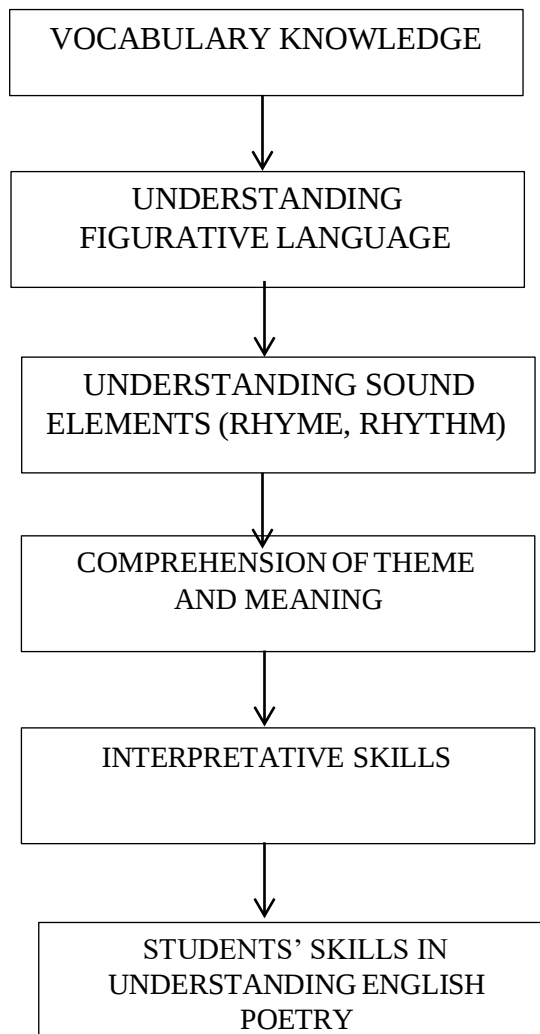


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

In order to guarantee that a study is carried out in a systematic manner and produces results that are accurate and trustworthy, the methodology is essential. Consequently, this study employs a suitable research method and design that are consistent with the study's goals, notably in assessing students' skills in understanding English poetry through in-depth interviews.

3.1 Research Design

The approach employed in this study was descriptive qualitative since the aim of this study is to describe and analyze students' skills in understanding English poetry, including their ability to interpret meaning, figurative language, imagery, and symbolism, as well as the factors that influence their comprehension. The study employs a qualitative content analysis technique (Creswell, 2014) and is based on descriptive qualitative methodologies.

This study employed a case study for its design. Here is a reference to Creswell (2007). Based on an in-depth account of participants' experiences, a case study offers a thorough analysis of a small group. The primary emphasis of this research is on how students understand and interpret English poetry, based on their responses during the interview session.

3.2 Place and Time of the Research

The research took place at Universitas Pasir Pengaraian, which is located in Tuanku Tambusai, Kumu Rambah Hilir, Kabupaten Rokan Hulu, Riau. The

interviews were conducted online via Zoom on 20-22 July 2026.

3.3 Object of the Research

According to Creswell (2012), a population is a group of people who share similar characteristics. The population in this study consisted of all English Education students at Universitas Pasir Pengaraian who had completed a course related to English poetry.

The total number of students who met this criterion and were available to be interviewed was 16 students, and all of them were included as participants in this study. Each interview session lasted approximately 8 to 11 minutes.

In addition, a sample is a subset of the population that will be studied by the researcher and can represent the entire population (Creswell, 2012). In this study, the researcher used total sampling technique, in which the entire population is included as the research sample (Taherdoost, 2018). This technique was chosen because the population size was relatively small and manageable. Based on this technique, the sample for this study consisted of all 16 students who met the research criteria.

3.4 Instrument of the Research

1) Interview

Interview was used as the technique of data collection for this research.

The type of interview questions used by the researcher to collect the data was open-ended questions. The researcher formulated ten questions to explore students' strategies, abilities, and difficulties in understanding

various aspects of English poetry, such as overall meaning, theme, figurative language, imagery, symbolism, tone and mood, vocabulary, and cultural/historical background. All 16 participants were interviewed individually via Zoom. The questions are as follows:

- 1) Q1. How do you usually understand the overall meaning of an English poem?
- 2) Q2. How do you identify the main theme of an English poem?
- 3) Q3. Can you explain the message or moral value conveyed in a poem?
Please explain.
- 4) Q4. Which figurative language (metaphor, simile, personification, symbolism, etc.) do you find most difficult to understand? Why?
- 5) Q5. How do you identify imagery in an English poem?
- 6) Q6. How confident are you in interpreting symbols in an English poem?
- 7) Q7. How do you determine the tone and mood of a poem?
- 8) Q8. Which poetic element (theme, imagery, symbolism, tone, figurative language) do you find easiest to analyze? Why? (Elemen puisi mana (tema, imagery, simbolisme, nada, bahasa figuratif) yang paling mudah Anda analisis? Mengapa?)
- 9) Q9. Does unfamiliar vocabulary affect your understanding of English poetry? Please explain.
- 10) Q10. How important is cultural or historical background in helping you understand a poem?

3.5 Technique of Data Collection

The interviews were conducted individually via Zoom with each of the 16 participants between 20-22 July 2026. Each session lasted approximately 8 to 11 minutes and was conducted mainly in Indonesian to help participants express their answers more naturally, while the core content of each response was retained for analysis.

Each interview was recorded and transcribed, then organized into a data matrix containing all sixteen participants' responses to the ten interview questions, which served as the basis for the coding and analysis process.

3.6 Technique of Data Analysis

The data processing process for this research was designed to describe and structuredly assess how students comprehend English poetry. A qualitative descriptive research approach was adopted because the primary focus was to explore and explain students' strategies, perceptions, interpretations, and difficulties, rather than statistical quantification.

Initially, data collected from the interview transcripts were organized and prepared for analysis. The research team carefully checked each response to ensure the completeness and validity of the data. The data were then categorized according to key indicators of poetry comprehension, namely strategies in understanding overall meaning, ability to explain message/moral value, difficulty with figurative language, ability to identify imagery, confidence in interpreting symbols, ability to determine tone/mood, the poetic element considered easiest to

analyze, the influence of unfamiliar vocabulary, and the importance of cultural/historical background.

Next, the research team applied a coding and data simplification method known as content analysis. This stage involved categorizing each participant's response into qualitative labels (such as High/Moderate/Low or Yes/Sometimes/No, depending on the indicator), while focusing on crucial data related to students' competencies. The goal was to concentrate on essential information that reflects students' level of understanding in analyzing English poetry.

After coding the data, the information was presented in descriptive narrative and tabular formats, including frequency and percentage tables for each indicator, to facilitate comprehension. The research team compared the students' responses and identified similarities and differences in their comprehension abilities. This procedure allowed for the classification of students into three comprehension categories: high, moderate, and low.

Next, the research team interpreted the data by linking the findings to relevant theories on reading comprehension and literary studies. This step aimed to explain the mechanisms and reasons behind students' difficulties or successes in comprehending English poetry. These interpretations were supported by evidence drawn from students' responses during the interviews.

Finally, the research team formulated conclusions based on a comprehensive overview of the findings. These conclusions summarized students' capabilities in comprehending English poetry and highlighted the main factors

contributing to their comprehension. To ensure the credibility of the data, the researcher cross-checked the coding results against the original interview transcripts and compared response patterns across all sixteen participants. areas of difficulty that hinder effective poetry comprehension. This approach allows the researcher to gain in-depth insights into how students interpret poetic texts and how they apply their linguistic and analytical knowledge when engaging with English poetry.

Furthermore, the findings of this proposed research are expected to contribute both theoretically and practically to the field of English language education. Theoretically, this study is anticipated to enrich the existing literature related to students' literary comprehension skills, particularly in understanding English poetry within EFL contexts. Practically, the results may serve as a valuable reference for English lecturers and educators in designing more effective teaching strategies, learning activities, and instructional materials that emphasize analytical practice and interpretative skills rather than mere theoretical explanations. Ultimately, this research is expected to support the improvement of students' abilities in understanding English poetry and to promote more meaningful and engaging literary learning experiences in English education.