ABSTRACT

Pronunciation is an important part of English language learning which is divided into segmental and supra-segmental. The segmental features are vowel and consonant and the supra segmental features are stress, intonation and rhythm. However, the writer does not discuss rhythm. Instead, she adds one more feature to analyze: fluency. In this research, the writer uses poems to see if reading poems helps improve students’ pronunciation.

The research methodology in this research is qualitative and the method of data collection is non-experimental. The writer records the respondents’ voices through pre-test and post-test and analyses them. She only teaches one class and does not compare it to any other classes.

After analyzing the data, she found out that reciting poems helps respondents improve their pronunciation skills. The best pronunciation feature improved is intonation which is followed by fluency. The writer also found out that there are two main factors affecting pronunciation learning. They are parents’ concern or amount of exposure and confidence.

The purpose of applying this English pronunciation teaching by using poems is to help out teachers in finding alternative ways to teach pronunciation.

Keywords: English pronunciation, segmental, supra-segmental, vowel, consonant, stress, intonation, rhythm, fluency, English poems.