



The Culture of Creating Poetry and Writing Speech Texts among Indonesian Higher Education Students

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Abstract

Poetry and spoken texts serve as dynamic instructional resources that enhance language proficiency in the domains of art and rhetoric while concurrently promoting language development. EFL learners hailing from Indonesia emphasise the significance of employing effective teaching methodologies while also shedding light on the challenges they face during the learning process. The analysis of poetry and speech texts authored by students reveals that the utilisation of template-based poetry plays a vital role in enhancing students' understanding of language and fostering significant literacy encounters. Creative ideas serve as catalysts, stimulating students to engage in experimentation with a wide range of literary genres and techniques. This study underscores the importance of speech analysis and the incorporation of rhetorical techniques in the construction of speech texts, enabling students to produce written works that demonstrate linguistic proficiency and evoke emotional resonance. However, persistent challenges include the use of appropriate language registers and maintaining linguistic coherence. This study emphasises the importance of employing innovative strategies to address these obstacles and promote the development of creative expression among English as a Foreign Language (EFL) learners. The results of this study offer valuable insights for educators, promoting the adoption of customised strategies to enhance students' abilities in composing poetry and speech texts in the Indonesian English as a Foreign Language (EFL) context.

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1. Introduction

Within the complex framework of education, the components of language acquisition and artistic expression are intricately intertwined, resulting in a mutually beneficial relationship. Within the field of language education, poetry and speech texts function as dynamic mediums that not only enhance language proficiency but also elevate it to the domains of artistic expression and persuasive eloquence (Ekhtator & Aihevba, 2021; Rezwana et al., 2023). Despite the considerable body of research on poetry, there has been a tendency to overlook the importance of speech texts, which play a vital role in real-world communication. The primary objective of this study is to address the existing disparity by examining the obstacles and potential advantages associated with the utilisation of speech texts in the field of language education.

Historically, educational methodologies have primarily prioritised the development and enhancement of written communication proficiencies, specifically concentrating on the acquisition of reading and writing aptitudes. Nevertheless, the importance of being skilled in verbal communication is underscored by the

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requirements of practical scenarios, especially in educational and professional contexts. Despite the significant importance of spoken communication, there has been a lack of scholarly focus on specific forms, such as speech texts. This research gap is particularly noteworthy considering the essential role that these texts play in everyday communication.

This study acknowledges the significance of speech texts in diverse communication contexts, recognising the pressing need to delve into their complexities. The study of poetry has received considerable attention due to its notable influence on language proficiency and imaginative thinking. However, the analysis of speech texts poses unique difficulties and complexities. The aforementioned challenges encompass various aspects including the accurate pronunciation of words, appropriate intonation in speech, and the ability to effectively engage with audiences from diverse backgrounds. Insufficient scholarly inquiry in this domain poses a hindrance to the adequate advancement of language curricula, thereby resulting in students' inadequate preparedness to navigate the intricacies inherent in oral communication.

To ensure a comprehensive language learning experience, it is crucial to address the existing research gap. This study aims to address the gap between theoretical knowledge and practical communication skills by examining the intricacies of spoken texts. This study's findings could significantly transform language instruction by offering essential resources to support the success of teachers and students in various communication contexts. The study aims to provide individuals with the knowledge and skills needed to navigate the intricate realm of spoken language, ensuring proficiency in both written and oral communication.

This study seeks to investigate the cultural norms and writing practises of Indonesian higher education students, with a specific focus on poetry and spoken texts. The research aims to achieve several specific objectives within the broader goal. The primary aim of this research is to assess the English language proficiency of Indonesian higher education students in the production of poetry and speech materials. The study examines the rhetorical and creative strategies employed by students when composing spoken and written English. The study aims to identify the challenges faced by Indonesian students in higher education when writing poetry and speech texts in English.

Further, this study aims to provide pedagogical suggestions to enhance the effectiveness of Indonesian higher education students' English writing skills in poetry and speech texts. This research contributes to our understanding of the role of speech texts in language education, providing practical insights for educators. Ultimately, it contributes not only to theoretical knowledge but also provides tangible implications for language educators. This study endeavours to create a more inclusive and effective language learning environment, equipping learners with the skills needed for confident communication in both written and oral domains.

Moreover, this research consists of four main sections: Literature review, which provides a comprehensive analysis of existing scholarly works; Methodology, which outlines the research design and analytical approaches; This study presents findings on the strategies and challenges faced by EFL learners in composing poetry and speech texts. The Discussion and Conclusion section interprets these findings, placing them within the context of language education. It offers insights for educators, summarises the contributions of the study, and suggests future research directions.

2. Literature Review

The integration of creative writing, such as poetry and speech texts, has garnered significant attention in the realm of language education. This literature review examines the historical context, instructional approaches, challenges, and benefits of incorporating creative elements in language education. This chapter aims to analyse the integration of poetry and speech texts in education, highlighting their role in enhancing language skills and fostering effective communication among students.

2.1. Poetry and Speech Texts in Language Education

Poetry functions as an authentic means of communication, amplifying the emotional and imaginative abilities of individuals acquiring language skills, thereby nurturing their creativity. Poetry-based classroom activities have been found to greatly improve students' language skills (Aladini & Farahbod, 2020). In the context of EFL education in Indonesia, incorporating poetry into English writing classes presents a significant difficulty. The government's strict control over the curriculum in the country amplifies the difficulty by dictating the objectives, content, materials, and teaching methods for English education (Fithriani, 2020). All modifications, including the inclusion of poetry, must comply with the established government regulations. Educators seek efficient methods to integrate poetry within the prescribed curriculum. The situation highlights the challenges faced by Indonesian teachers as they aim to diversify their teaching methods and integrate creative elements like poetry into their English classes.

Further, Poetry and speech texts are valuable educational resources for language instruction as they offer students creative opportunities to engage with language, bridging the divide between strict grammatical rules and practical language usage (Blake & Snapper, 2022). Furthermore, the incorporation of poetry into language learning curricula was highlighted as a means of creating a conducive environment for enhancing linguistic proficiency. The objective is to incorporate poetry into all educational levels, enabling students to enhance their language proficiency significantly.

Likewise, Poetry is also acknowledged as a potent tool for enhancing language acquisition, highlighting its significance in language instruction irrespective of learners' proficiency levels (Mart, 2021). Chung (2022) argues that poetry employs the intricacies of language, encompassing both its structure and its meaning. The distinct structure and symbolic language of this tool effectively guide students in exploring cultural and historical contexts, thereby enhancing their comprehension of social narratives and language evolution. In addition, poetry enhances literacy skills as it necessitates students to actively engage with vocabulary, syntax, and symbolism, thereby strengthening their linguistic abilities.

2.2. The Role of Creative Writing in Language Learning: A Review

Creative writing is important for language learning and offers numerous advantages for students, particularly those studying English as a Second Language (Park et al., 2023). Participating in creative writing enhances vocabulary, inventiveness, and expressive abilities, leading to improved proficiency in a second language (Munteanu, 2022). Additionally, it facilitates crucial elements of language acquisition, including phonetics, lexicon, syntax, and discourse (Alsoraihi, 2019). In addition to its language benefits, creative writing cultivates personal qualities such as confidence, responsibility, self-esteem, and critical thinking skills (Bovt, 2022). Furthermore, it enhances students' resilience, enabling them to effectively cope with challenging experiences and stress (Bloor & Greaves, 2022). Incorporating creative writing activities into foreign language training can enhance students' psychological well-being and resilience. Creative writing plays a vital role in language acquisition as it facilitates self-expression, enhances language proficiency, and fosters personal growth.

Cronin and Hawthorne (2019) sought to evaluate the effectiveness of incorporating poetry writing exercises into the curriculum as an instructional approach. Students were encouraged to engage in introspection and enhance their writing confidence by utilising poetic language to express their thoughts and emotions. This approach acknowledges the potential of innovative activities, such as poetry writing, to enhance both conventional writing skills and broaden one's comprehension of personal experiences. The significance of innovative instructional methods in empowering students, especially those from nontraditional backgrounds, has been emphasised. It acknowledged the significance of creative expression as a potent tool for fostering self-confidence and reflective cognition within academic environments.

2.3. Pedagogical Strategies to Teaching Poetry and Speech Texts

Educational methods for teaching poetry and speech texts involve employing stylistic analysis to improve language skills and understanding (Sigvardsson, 2020). This approach enhances students' comprehension of language structures, fostering intuition, motivation, and familiarity with linguistic devices (Gheni, 2020). Furthermore, the inclusion of poetry in the curriculum, such as the "Sarau literomusical" event, promotes increased student involvement and interest (de Sousa & de Souza, 2020). These methods encompass activities such as reading, writing, creating, and presenting poems, which serve to enhance students' appreciation of literature.

Suwastini and Dewi (2023) propose a strong correlation between the integration of English poetry in instruction and the improvement of language skills, including reading, listening, speaking, and writing. Furthermore, it has a beneficial effect on language sub-skills, including pronunciation, grammar, structure, and vocabulary. Wai and Abidin (2020) found that the selection of poetry texts in the literature curriculum and the instructional strategies employed by teachers have an impact on students' level of engagement and interest in learning. This encompasses more than just language proficiency, as it also includes cultural understanding and values. Additionally, it promotes a positive disposition towards the study of poetry while acquiring proficiency in a second language.

In their study, Blake and Snapper (2022) examine the challenges encountered when teaching poetry in educational environments and propose potential solutions. They emphasise the importance of incorporating innovative and interactive approaches in literature education. This paper explores transformative poetry cultures as a means to enhance the teaching and appreciation of poetry in education, moving beyond traditional discussions on the challenges of teaching poetry. In conclusion, the integration of stylistic analysis, concrete poetry texts, and interactive projects in educational strategies has been found to significantly enhance students' proficiency in poetry and speech texts.

2.4. Theoretical Framework: Relationship of Creative Expression on Language Proficiency and Communication Skills

Hanauer (2004) argues that meaningful literacy is closely tied to individuals' social identity and the way they utilise written language. Literacy is influenced by an individual's social environment, culture, and personal experiences, extending beyond fundamental reading and writing abilities (Bruno, 2022). This concept emphasises the interconnectedness between individuals' engagement with written language and their identity, encompassing not only their communication skills but also their social, cultural, and historical perspectives. Meaningful literacy comprehension necessitates acknowledging the influence of social and cultural elements on individuals' engagement with written language.

Similarly, Ramadhanti (2019) emphasises the importance of creating a literacy teaching approach that aligns with students' cultural backgrounds, experiences, and ethnic perspectives. Reder et al. (2020) have demonstrated the efficacy of this approach in improving the literacy skills of adult learners. Using student literature as an educational tool in diverse classrooms emphasises the creation of meaning, active participation, and learning through personal and sociocultural storytelling practises (Curtin, 2020). The concept of meaningful literacy underscores the importance of considering learners' social and cultural backgrounds, promoting purposeful engagement, and employing literature as a tool for learning and making sense of information.

2.5. Gaps in Research

This study highlights a research gap in the field of speech text studies. Although there is a substantial body of research on poetry, there is a dearth of comprehensive investigation on speech texts. Previous research has predominantly focused on written forms of communication, overlooking the unique characteristics and challenges associated with oral expression. To address this research gap, our study conducts a comprehensive analysis of speech texts. This study contributes to the field of language education by providing valuable insights into previously overlooked aspects of oral communication, thereby enhancing the current understanding in this area.

3. Methodology

This study employs a qualitative research methodology in the field of applied linguistics (Mirhosseini, 2020) to investigate the various aspects of language acquisition and creative expression in Indonesian higher education students. This study focuses on the intricate processes of creating poetry and composing speech texts in the context of English as a Foreign Language (EFL) education.

However, this study also focuses on participants who are enrolled in English as a Foreign Language (EFL) courses at higher education institutions in Indonesia. The participants in this study encompass a wide range of experiences and linguistic abilities, including both undergraduate and graduate students. The study focuses on investigating their efforts in poetry creation and speech text composition. The presence of diverse representation ensures a comprehensive comprehension of the intricacies associated with these linguistic tasks.

A comprehensive strategy for data collection has been carefully developed. On-site classroom observations are conducted during English as a Foreign Language (EFL) sessions, specifically focusing on students' active engagement in poetry writing and speech text composition. The students' submissions served as the corpus for this study. These observations provide valuable insights into teaching methods, student interactions, and language usage in the classroom. Secondly, the analysis focuses on the examination of textual artefacts, such as poetry books and written speech texts, provided by the students. These submissions provide tangible evidence of the language proficiency, creative expression, and rhetorical skills of the individuals.

The data is subjected to a thorough content analysis using established thematic analysis techniques commonly used in applied linguistics (Archer et al., 2020). Thematic analysis explores the textual content of poetry and speech texts, revealing recurring themes, linguistic patterns, and rhetorical strategies used by students. This analysis aids in identifying common themes and creative strategies found in poetry and speech texts. This illuminates the use of linguistic knowledge in artistic and persuasive contexts, providing valuable insights into students' linguistic abilities.

This study rigorously adheres to ethical principles throughout its duration. Informed consent is obtained from students and instructors to ensure their voluntary participation, reflecting its ethical significance. The anonymity and confidentiality of participants are rigorously protected in accordance with ethical guidelines for research involving human subjects. These measures prioritise the study's integrity and credibility.

In a similar vein, this research employs a qualitative methodology rooted in applied linguistics. This study examines the linguistic and creative processes involved in poetry creation and speech text composition in Indonesian higher education. It utilises on-site observations and comprehensive content analysis techniques to explore these processes. This study enhances our knowledge of language acquisition and creative expression, while also providing valuable insights to the field of applied linguistics.

4. Findings

This section outlines the main thematic trends in the creative and rhetorical strategies employed by students when composing poetry and speech texts. Additionally, this section addresses the difficulties encountered by students when composing creative texts.

4.1. Strategies applied for writing the poetic texts

4.1.1. Template-based poetry

The initial thematic trend observed in the collection of poetic texts was the utilisation of well-known poetic structures, including sonnets, limericks, cinquains, acrostic poems, odes, and haiku. The students found the use of templates beneficial based on on-site observations. The roadmap provided guidelines for adhering to constraints when composing the poetic text. The instructor supplied students with a range of templates inspired by renowned poetic verses. It facilitated the adoption of a systematic approach and acquaintance with canonical poetic works. The templates provided a framework for students to comprehend the significance of poetic conventions, such as metre and rhyme scheme.

Meter: Iambic Pentameter
 Rhyme Scheme: ABABCDDEFEGG
 [Line 1:
 [Line 2:
 [Line 3:
 [Line 4:
 [Line 5:
 [Line 6:
 [Line 7:
 [Line 8:
 [Line 9:
 [Line 10:
 [Line 11:
 [Line 12:
 [Line 13:
 [Line 14:

Excerpt 4.1: Sonnet Template

The utilisation of templates facilitated the students' development of creative expressions and comprehension of the conventions of renowned poetic genres. This enabled them to utilise poetic expression as a means to convey their experiences and emotions. The study found that template-based poetry had a significant impact on students' creative and linguistic competences, as evidenced by on-site observations and content analysis of the poetry books submitted by students. The templates served as a source of inspiration for them, leading to the generation of novel ideas and perspectives. Excerpt 4.2 presents a stanza from a student's sonnet that adheres to the rhyme scheme of Shakespeare's Sonnet 18. The analysis of the chosen verses from the corpus indicates that the use of template-based poetry is an advantageous pedagogical approach for novice writers to acquire the skills of poetry composition.

Shall I compare thee to an autumn's night? (A)
 Thy beauty's face, like starlight's wondrous bliss, (B)
 In a starry night's realm, thou art a vibrant sight, (A)
 A wonder of joy, like a breeze's gentle kiss. (B)

Excerpt 4.2: An example of the student's poem following the template

4.1.2. Use of word bank

On-site observations indicated the implementation of an additional pedagogical strategy to facilitate students' understanding of poetry writing. The second strategy observed involved the utilisation of a word bank. The word bank provided a collection of lexicons for students to choose from based on their specific needs. The on-site observations demonstrated the numerous advantages of utilising a word bank to enhance students' creative abilities. The students were encouraged by the word bank to employ unconventional and precise vocabulary in their poetic compositions.

On-site observations indicated that the use of a word bank in writing rhyming poems has distinct advantages. It assists students in selecting a diverse range of rhyming words and aids in overcoming the challenges associated with finding suitable rhymes. The utilisation of a word bank facilitated students in adhering to a specific rhyme scheme, as demonstrated in Excerpt 4.3. Furthermore, the utilisation of a word bank proved beneficial in preventing writer's block among students. This resource provided students with an extensive selection of rhyming words, aiding them in their writing process. The use of a word bank allowed students to enhance the versatility and lexical precision of their poetry.

Word Bank: moonlight, stir, shelter, glittering, starlight, rhythm, tranquil, appealing, mysterious

Rhyme Scheme: ABABCD CD

In the wind's soft whisper (A)

Beyond the gentle and greyish moonlight (B)

Where the ocean's waves dance and stir (A)

I see a beautiful sight (B)

Beneath the glittering shelter of starlight (C)

Two souls yearn to embrace (D)

Moving along to the rhythm of the moon so bright (C)

Within this tranquil, appealing, mysterious place (D)

Excerpt 4.3: *An example of the student's poem following the rhyme scheme*

4.1.3. Use of prompts

On-site observations indicated that the implementation of creative prompts is an effective strategy for enhancing students' creative abilities. The instructors offered diverse creative prompts and visual aids to stimulate the students' imagination and facilitate the creation of various poetic expressions. The prompts encompassed a range of artworks and themes related to love and beauty. These prompts serve as a catalyst for students to engage in creative exercises and generate innovative poetic expressions. Prompts were employed as a pedagogical strategy to motivate students to explore poetic expression beyond their typical approach and engage in experimentation with diverse forms and styles of poetry. Excerpt 4.4 presents a stanza from a student's poem inspired by Vincent van Gogh's renowned artwork, *Starry Night*.

Beneath the waving canvas, with colours so bright,
A starry night vibrant with a charming sight,
The sky, full of waves of blue, and the shimmery moon,
A sight of starlight, a gentle lagoon

Excerpt 4.4: *Examples of a verse written by a student based on a specific prompt*

4.2. Strategies applied for writing the speech texts

4.2.1. Speech analysis

The instructor familiarised the students with speech texts by analysing renowned speeches and deconstructing them into fundamental components. This strategy facilitated students' understanding of the organisational structure of speech texts, enabling them to discern the distinctions between speech texts and simple texts. The exercise facilitated their understanding of the syntactic and semantic distinctions between spoken language and written language. Additionally, it facilitated their exploration of the influence of figurative language on the audience. Students analysed renowned speeches to understand how to use the appropriate tone and register in different contexts. The class analysed famous speeches such as Martin Luther King Jr.'s "I Have a Dream," John F. Kennedy's "Inaugural Address," Nelson Mandela's "I Am Prepared to Die," and Abraham Lincoln's "Gettysburg Address." The analysis of these speeches facilitated students' understanding of different rhetorical devices and the structural organisation of speech texts.

4.2.2. Use of rhetorical devices

The analysis of the students' speech texts found that they frequently employed rhetorical devices, including parallelism, anaphora, and chiasmus. In addition, students were instructed on the application of rhetorical devices, including ethos and pathos, and their influence in creating emotionally powerful and dynamic speech texts. Excerpts 4.5 display instances from the corpus that demonstrate the utilisation of anaphora and parallelism, respectively.

I will strive, I will struggle, I will survive. I will struggle to overcome the hurdles; life puts in my way. I will sweat, doing all it need to survive in this harsh life. I will eventually succeed for I am the designer of my destiny.

Excerpt 4.5: *Use of anaphora and parallelism in a speech text written by a student*

4.2.3. Engaging opening

The students demonstrated their skill in incorporating captivating introductions into their speech texts. The analysis of renowned speeches provided insights into the importance of captivating introductions. Writing an engaging opening allows students to establish a strong connection with their readers. The instructor instructed the students to employ rhetorical devices, bold statements, and compelling statistics in order to create captivating introductions. Excerpts 4.7, 4.8, 4.9, and 4.10 exemplify the utilisation of a thought-provoking question, a compelling statistic, a childhood anecdote, and a bold statement, respectively, within the introductory sections of the speech texts.

Have you ever stopped for a while and thought about the true purpose of your life? Have you ever tried to ponder over the meaning of your life? Today, we will embark on an adventure to find the real purpose of this life.

Excerpt 4.6: Use of a thought-provoking question in the opening of speech text written by a student

Do you know the pollution caused by human activities kills over 1 million seabirds and 100,000 sea mammals every year?

Excerpt 4.7: Use of a powerful statistic in the opening of speech text written by a student

When I was a child, I used to dream of taking charge of my destiny. I used to daydream about meeting my favourite superheroes and finding a treasure chest full of my favourite candies.

Excerpt 4.8: Use of a childhood anecdote in the opening of speech text written by a student

Ladies and gentlemen, it is time for us to break the shackles of this mental slavery and think outside the box. It is time for us to put ourselves first and stop worshipping the status quo.

Excerpt 4.9: Use of a bold statement in the opening of speech text written by a student

4.3. Challenges faced by the students in writing poetry and speech texts

The EFL students encountered difficulties when composing poetic and speech texts, as observed on-site. The students' limited vocabulary hindered their ability to find precise words in the English language, resulting in a lack of lexical precision. They encountered difficulties in articulating their abstract emotions in English. The individuals needed to find suitable vocabulary to express personal anecdotes and experiences through poetic and speech compositions. They encountered difficulties in identifying appropriate rhyming words that aligned with their chosen rhyme schemes.

Another challenge that arose during the composition of the speech text was the need to use the appropriate register. As English as a Foreign Language (EFL) learners, the students required assistance in differentiating between registers in the English language. The instructors employed diverse pedagogical strategies to assist students in overcoming these challenges and producing imaginative texts in the genres of

poetry and speech. The observations on-site indicated that students utilised word banks and templates to aid in the composition of English language poetry. Additionally, the use of speech analysis facilitated students in discerning the distinctions between formal and informal registers within the English language. The instructors implemented various pedagogical strategies to assist students in overcoming challenges when writing poetry and speech texts.

5. Discussion

This study examined the proficiency of Indonesian higher education students in English as a Foreign Language (EFL) in composing poetic and speech texts. It also identified and discussed the primary strategies employed by these students. The instructors employed template-based poetry as a primary pedagogical approach to augment the students' creative expression and literary proficiency. This finding corroborates Fithriani's (2021) assertion that templates are a highly advantageous method for instructing English as a Foreign Language (EFL) learners in the art of poetry writing. Template-based poetry is a useful tool for students to generate ideas and compose poetic texts in adherence to established poetic conventions advocated by renowned poets. Furthermore, Hanauer (2012) advocated for the implementation of templates as a means to facilitate students' active participation in meaningful literacy.

Furthermore, the utilisation of templates facilitated students in expressing their personal experiences and emotions through the application of their creative abilities. This finding suggests that templates have the potential to guide students in exploring their creative abilities. Studying English poetry can aid novice English as a Foreign Language (EFL) learners in comprehending the intricate rules of poetic composition, thereby facilitating their development in writing English poetry. Additionally, the utilisation of templates has emerged as a noteworthy pedagogical approach to assist English as a Foreign Language (EFL) learners in refining their creativity within certain boundaries and improving their proficiency in language.

This finding further supports Hanauer's (2012) strategy of motivating students personally to enhance their ability to write poetry. The utilisation of template-based poetry facilitated instructors in motivating students to convey their personal experiences and emotions through the use of poetic verses. In addition, the use of templates greatly impacted the improvement of students' lexical accuracy and syntactic proficiency. These templates facilitated the composition of poetry in a controlled yet expressive fashion, allowing students to concentrate on adhering to specific poetic conventions such as rhyme and rhythm. The utilisation of templates facilitated the improvement of students' linguistic and poetic abilities.

This result contradicts Geng and Wei's (2022) claim that the use of poetic templates causes writing apprehension in students. The study's findings emphasised the importance of word banks in helping students overcome the difficulties of writing poetry in a foreign language. The study highlighted the importance of word banks in enhancing the poetry writing abilities of English as a Foreign Language (EFL) learners by offering them a diverse range of vocabulary. The word bank facilitated the development of language proficiency in English as a Foreign Language (EFL) learners through the enhancement of lexical precision. The word bank provided a collection of lexicons that assisted students in choosing suitable words that aligned with the rhyme scheme of their poems. The utilisation of word banks proved beneficial in composing rhyming poems. EFL learners frequently encounter challenges in composing poetic verses as a result of their restricted vocabulary.

The inclusion of a word bank provided students with a valuable opportunity to choose suitable words and expressions. Furthermore, the observations conducted on-site indicated that the implementation of a word bank proved to be particularly beneficial for English as a Foreign Language (EFL) learners who struggled with accuracy in vocabulary and were in the early stages of composing poetry in English. The study's corpus demonstrated that utilising a word bank had a beneficial effect on students' creative thinking and syntactical comprehension. The implementation of a word bank as a pedagogical strategy has the potential to improve the creative proficiency of English as a Foreign Language (EFL) learners.

This finding also corroborates Fithriani's (2021) study, which demonstrated the effectiveness of word banks as a valuable strategy for improving the poetry writing abilities of English as a Foreign Language (EFL) learners in Indonesia. Additionally, the use of word banks to improve the vocabulary of English as a Foreign Language (EFL) learners aligns with the research conducted by Imron and Hantari (2021). They found that incorporating poetry writing into the curriculum can enhance students' motivation, creativity, and vocabulary skills.

Additionally, the study's findings indicated that the implementation of creative prompts as a strategy had a notable effect on motivating English as a Foreign Language (EFL) writers to explore their creative abilities through the creation of poetic texts. This finding suggests that using prompts has a significant influence on EFL students' ability to compose poetic texts, as it stirs, inspires, and guides them. The creative prompts facilitated the instructor's introduction of a specific theme or concept, thereby stimulating the students' creative thinking. On-site observations indicated that *The Starry Night* artwork was utilised as a creative prompt, motivating students to write about their personal perspectives on the artwork.

This approach proved advantageous for students who encountered difficulties in initiating their poems. Additionally, it provided EFL learners with a valuable opportunity to engage with the English language in a meaningful manner and to experiment with various poetic forms. This finding aligns with Sari et al.'s (2020) study, which emphasised the effectiveness of creative prompts in assisting beginner poetry writers in EFL classrooms. Le (2018) also advocated for the utilisation of prompts as a means to augment the creative writing abilities of English as a Foreign Language (EFL) students.

The instructor utilised speech analysis to assist students in becoming acquainted with the organisational structure of speech texts. The instructor utilised renowned speeches in the lesson to illustrate the influence of different rhetorical devices and persuasive techniques on the audience. The implementation of speech analysis proved to be an effective pedagogical approach for improving students' proficiency in writing speech texts. Additionally, students employed a notable strategy of incorporating a captivating introduction to enhance the impact of their speech texts. The corpus analysis identified several rhetorical devices, including anaphora, ethos, and parallelism, in the speech texts written by students. The utilisation of rhetorical devices can enable students to create speech texts that are both linguistically proficient and emotionally compelling, enhancing their persuasive abilities.

The study also identified the difficulties encountered by English as a Foreign Language (EFL) learners when writing poetry and speeches. Students face a significant challenge in terms of lack of lexical precision. They encountered occasional challenges in selecting suitable vocabulary to articulate specific emotions or experiences. This result is consistent with Liao's (2018) research, which found that vocabulary deficit was a significant barrier for English as a Foreign Language (EFL) learners when writing English poems. Additionally, students encountered difficulties in selecting suitable registers when composing speech texts, indicating their lack of proficiency in discerning the various registers present in the English language. The instructors utilised diverse pedagogical approaches to address these challenges and support the students. These challenges highlight the necessity of implementing innovative strategies to assist students in crafting their creative compositions.

5.1. Implications of the study

5.1.1. Theoretical implications

The present study incorporates Hanauer's (2012) theory of meaningful literacy, which has important theoretical implications for the poetry writing skills of English as a Foreign Language (EFL) learners. This study contributes to the existing literature on the relationship between personal motivation and linguistic competence in English as a Foreign Language (EFL) learners. This study highlights the importance of student-centered approaches in literacy instruction. The study suggests the importance of developing pedagogical strategies that cater to students' individual needs and interests in order to improve their creative writing skills. Furthermore, this study emphasises the importance of improving students' linguistic competence in order to enhance their creative competence in composing poetic and speech texts. This study contributes to the current literature on meaningful literacy experiences for English as a Foreign Language (EFL) learners. It suggests that meaningful literacy experiences for EFL students should involve activities that allow them to improve their creative expressions in English.

5.1.2. Pedagogical implications

The present study's findings have important implications for pedagogy in applied linguistics, specifically in teaching poetry and speech texts to English as a Foreign Language (EFL) learners. The study's findings highlight the advantages of various teaching methods in assisting English as a Foreign Language (EFL) learners in improving their creative writing skills and overall language proficiency. The study's findings indicate that students face challenges related to writing apprehension. This emphasises the importance of EFL instructors using student-centred pedagogical strategies. These strategies can help address the challenges and encourage students to express themselves creatively in different contexts.

5.2. Limitations and future directions

This study aims to analyse the cultural trends in poetry and speech-text writing among higher education students in Indonesia. However, it is crucial to recognise the study's limitations in order to provide guidance for future research in the field. This study utilises a qualitative analysis of the collected corpus. The study's on-site observations and thematic analysis identified significant patterns in the strategies utilised by students during the composition of their creative texts. Future studies can enhance these qualitative findings by employing a quantitative approach to obtain more comprehensive results. This study specifically examines EFL learners in higher education in Indonesia. As a result, the findings cannot be applied to other demographic groups. Future research in this field can focus on different demographic groups in order to obtain more comprehensive results.

6. Conclusion

This study examines the creative expressions of Indonesian higher education students by evaluating their proficiency in composing poetic and speech texts. This study examined the writing strategies employed by Indonesian students when composing poetic and speech texts. Various strategies were employed to assist students in overcoming challenges encountered during the composition of poems and speech texts. The students employed multiple strategies to overcome writer's block, including utilising poetry templates as a starting point, utilising word banks to identify suitable words for rhyme schemes, and utilising creative prompts to stimulate their imaginative thinking. However, the captivating introduction and the incorporation of rhetorical devices aided students in crafting persuasive and compelling speeches.

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