

CHAPTER II

LITERATURE REVIEW

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

2.1 Definition of Pronunciation

Pronunciation plays an important role in oral communication because it directly affects the intelligibility of spoken language. It involves both segmental features, such as vowels and consonants, and suprasegmental features, including stress, rhythm, and intonation (Dalton & Seidlhofer, 2020; Setter & Jenkins, 2005). These elements work together to determine how clearly a speaker can convey meaning to a listener. When learners have difficulties with pronunciation, misunderstandings may occur even when their grammar and vocabulary are accurate. Therefore, pronunciation is often considered an essential component of communicative competence in English learning.

Several scholars argue that pronunciation problems may lead to communication breakdowns in spoken interaction. Derwing and Munro (2015) explain that intelligibility issues are frequently related to pronunciation rather than grammatical errors. Similarly, Munro and Derwing (1999) state that accentedness and intelligibility are different concepts, meaning that a learner may have a noticeable accent but still be understandable. These perspectives suggest that pronunciation learning should focus on improving clarity and comprehensibility rather than achieving a native-like accent.

In English as a Foreign Language (EFL) contexts, pronunciation is often integrated into broader language learning activities. Gilakjani and Sabouri (2016) note that pronunciation practice can support learners' fluency and confidence in speaking. Activities that emphasize rhythm, stress, and sound patterns may help learners become more aware of how English is naturally spoken. As a result, pronunciation is not taught as an isolated skill but as part of meaningful communication practice.

2.2 Poetry

Poetry is commonly defined as a literary genre that combines sound, rhythm, imagery, and expressive language to convey emotions and ideas (Attridge, 2014). Wordsworth (1802) described poetry as "the spontaneous overflow of powerful feelings," emphasizing the emotional aspect of poetic expression. Similarly, Coleridge (1817) referred to poetry as "the best words in the best order," highlighting the careful arrangement of language that characterizes poetic texts. These definitions illustrate that poetry involves both artistic creativity and structured language use.

In language education, poetry is often used as a resource to support language learning. Poetry provides authentic linguistic input that allows learners to experience the rhythm, sound patterns, and expressive features of English (Hanauer, 2012). Through reading and listening to poems, students may develop greater awareness of pronunciation patterns, vocabulary usage, and stylistic elements of the language. Therefore, poetry can function not only as a literary text but also as a meaningful learning medium in English classrooms.

2.2.1 Poetry as a Literary Form

Poetry, as a distinct literary genre, is characterized by its use of rhythm, rhyme, imagery, and sound patterns that distinguish it from prose and other forms of writing (Attridge, 2014). Poets often select words carefully to create aesthetic effects and emotional impact. Because of its condensed language and rhythmic structure, poetry allows readers to experience language in a unique and memorable way.

For language learners, this rhythmic and patterned language may support the development of phonological awareness. Exposure to rhyme, stress patterns, and repetition can help learners notice how sounds are organized in English. As a result, poetry may provide opportunities for students to engage with language both creatively and linguistically.

2.2.2 Poetry in Language Learning

In the field of language education, poetry has been recognized for its pedagogical and affective benefits. Hanauer (2012) argues that poetry provides authentic language input that connects linguistic learning with personal expression. When learners interact with poems, they are exposed not only to vocabulary and grammar but also to rhythm and sound patterns that are important in spoken communication.

In addition, poetry can create a more engaging learning environment. Literary texts often stimulate imagination, emotional responses, and personal interpretation. This

type of engagement may encourage students to participate more actively in language learning activities, making poetry a valuable tool for English learning.

2.2.3 Cognitive and Critical Thinking Development

Poetry also contributes to learners' cognitive and critical thinking development. Maley and Duff (2018) suggest that interpreting poetry requires readers to analyze meaning, symbolism, and language use. This process encourages learners to think more deeply about how language functions. Through discussion and interpretation of poems, students may develop analytical skills and express their ideas more effectively. These activities not only enhance language learning but also foster creativity and reflection. Therefore, poetry can support both linguistic and intellectual development in the language classroom.

2.3 The Role of Poetry in Developing Pronunciation

Poetry has been increasingly used as a supportive medium in English language learning. Because poems often contain rhythm, rhyme, and repetition, they provide learners with natural exposure to the sound patterns of English. According to Hanauer (2012), poetry integrates linguistic, emotional, and creative aspects of learning, making it different from conventional instructional materials.

Reading poetry aloud may help learners become more aware of pronunciation features such as stress, rhythm, and intonation. Underhill (2016) notes that poems naturally highlight these prosodic elements, allowing students to experience the

musical quality of language. Similarly, Khatib (2011) suggests that poetry recitation can encourage learners to practice articulation and fluency in a meaningful context.

In addition, poetry activities may increase students' motivation and engagement in English learning. Hismanoglu (2005) states that literary texts such as poems can make language learning more enjoyable and less stressful. This aligns with Krashen's (1982) affective filter hypothesis, which suggests that learners acquire language more effectively when they feel relaxed and motivated.

Furthermore, poetry allows students to experience language creatively. Carter and Long (1991) explain that literary texts encourage imagination, personal interpretation, and emotional involvement. When learners interact with poems, they not only practice language skills but also develop a deeper appreciation of the expressive possibilities of English. For these reasons, poetry can play a supportive role in creating a richer and more engaging English learning experience.

2.4 Students' Perceptions in Language Learning

Students' perceptions are widely recognized as an important factor influencing the effectiveness of language learning. Perception refers to learners' attitudes, beliefs, and interpretations toward learning experiences and instructional strategies (Horwitz, 2010; Brown, 2014). According to Williams and Burden (1997), learners' perceptions act as mediators between instructional input and learning outcomes, shaping how students

interpret and respond to teaching practices. When learners perceive classroom activities as meaningful and engaging, they are more likely to demonstrate persistence and active participation in the learning process (Schunk, Pintrich, & Meece, 2014). Therefore, understanding students' perceptions is essential for evaluating the effectiveness of teaching approaches in language education.

In the context of foreign language learning, students' perceptions are closely related to motivation, self-efficacy, and learner autonomy. Oxford (2017) states that learners who perceive learning activities as useful and relevant tend to be more motivated to practice the language consistently. Similarly, Dörnyei and Ryan (2015) emphasize that positive perceptions can increase learners' willingness to communicate and participate in classroom interactions. Research by Lasagabaster (2011) also indicates that positive learner perceptions of teaching methods are associated with higher confidence and improved learning outcomes. On the other hand, negative perceptions may lead to reduced participation, anxiety, and lack of engagement in language learning activities (Horwitz, 2013; MacIntyre & Gregersen, 2012).

Students' perceptions are not fixed but can change depending on classroom experiences, teacher support, and learning environments. Dörnyei and Ushioda (2011) explain that supportive classroom environments can foster positive attitudes toward language learning, while overly critical environments may discourage students from participating actively. Mercer and Dörnyei (2020) further highlight that teachers' interpersonal behaviors, such as encouragement and empathy, play a significant role in shaping learners' perceptions of classroom activities. For example, Peng (2020) found

that students' perceptions of their teacher's enthusiasm significantly influenced their willingness to engage in speaking and learning tasks.

In relation to English learning, students' perceptions toward instructional materials and learning activities are particularly important. Materials that combine linguistic input with creative engagement, such as literary texts, may influence how students experience the learning process. Poetry, for instance, introduces learners to rhythm, sound patterns, and expressive language while also allowing personal interpretation and emotional involvement (Hanauer, 2012; Khatib, 2011). These features may make learning activities more engaging and meaningful for students.

Therefore, investigating students' perceptions of the role of poetry in English learning is important to understand how literary materials influence learners' engagement, motivation, and classroom experiences. By exploring students' perceptions, teachers and researchers can gain insights into how poetry-based activities contribute to language learning and how such approaches can be implemented more effectively in English classrooms.

2.5 Previous Studies

Several previous studies have explored the use of poetry in English language learning, particularly in relation to pronunciation practice and learner engagement. Farrah and Al-Bakri (2022) investigated the integration of poetry in pronunciation instruction at Hebron University. Their findings revealed that students who practiced English through poetry activities showed improvements in fluency, pronunciation

accuracy, and speaking confidence. The study suggested that poetry-based activities could provide a more engaging alternative to traditional pronunciation exercises.

Similarly, Suwastini and Dewi (2023) examined students' responses to poetry-based pronunciation learning. The results showed that 21.33% of the participants strongly agreed that poetry could support pronunciation practice, while the majority of students expressed positive attitudes toward using poetry in the classroom. The researchers concluded that poetry created a more enjoyable and motivating learning environment, encouraging students to practice English more actively.

Another study conducted by Suwastini and Rahmayanti (2024) investigated prospective English teachers' views on the role of poetry in pronunciation learning. The findings indicated that many participants believed that elements such as rhyme, rhythm, and poetic meter helped learners become more aware of stress patterns and intonation in English. These features allowed students to practice pronunciation in a more natural and expressive way.

In addition, Hanauer (2012) highlighted the role of poetry in enhancing phonological awareness through rhythm, repetition, and emotional engagement. Poetry allows learners to interact with language creatively while developing sensitivity to sound patterns. Likewise, Khatib (2011) emphasized that the rhythmic and musical qualities of poetry reflect natural spoken language, enabling students to experience stress and intonation patterns more authentically.

Other researchers have also reported similar findings. Underhill (2016) argued that poetry helps learners develop a sense of the rhythm and musicality of English. Fitzpatrick and O'Connell (2010) found that reciting poetry increased learners' awareness of vowel length, stress placement, and rhythm in spoken English. Furthermore, Cheng (2020) compared poetry practice with traditional pronunciation drills and found that students who practiced with poetry demonstrated better prosodic awareness and greater enjoyment during the learning process.

Although many previous studies have investigated the use of poetry in pronunciation learning, most of them focus primarily on measuring improvements in pronunciation skills. Limited research has specifically explored students' perceptions of the role of poetry in English learning. Therefore, this study aims to investigate students' perceptions of the role of poetry in English learning, providing insights into how learners experience poetry-based activities in the classroom context.

2.6 Conceptual Framework

The conceptual framework of this study is developed based on several theoretical perspectives discussed in the previous sections. Poetry, as a literary form, contains rhythmic patterns, expressive language, and sound elements that can support English language learning. According to Hanauer (2012), poetry provides authentic linguistic input that allows learners to experience language through rhythm, sound patterns, and emotional expression. Similarly, Khatib (2011) explains that poetry can be used as a

meaningful resource in language classrooms because it encourages learners to engage with language creatively.

In the context of English learning, poetry-based activities such as reading, reciting, and interpreting poems may expose students to various aspects of the language. These activities allow students to interact with vocabulary, pronunciation patterns, rhythm, and expressive language in a more engaging way. As suggested by Hismanoglu (2005), literary materials such as poetry can create a more enjoyable learning atmosphere and encourage students to participate more actively in classroom activities.

Students' perceptions play an important role in determining the effectiveness of these learning experiences. Perception refers to learners' attitudes, beliefs, and evaluations toward learning activities and instructional materials (Horwitz, 2010; Brown, 2014). When students perceive poetry as interesting and useful, they are more likely to be motivated and engaged in English learning activities. Conversely, negative perceptions may reduce students' willingness to participate in such activities.

Therefore, this study focuses on exploring students' perceptions of the role of poetry in English learning. By examining how students perceive poetry-based learning activities, this research aims to provide insights into how poetry can contribute to students' learning experiences and engagement in English classrooms.

Picture Conceptual Framework 3.1

Poetry in English Learning

Poetry-Based Learning Activities
(Reading, Reciting, Interpreting Poems)

Students' Learning Experience

Students' Perceptions
(Interest, Motivation, Engagement)

