CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories that researcher uses to be references, that are literature about poem, pronunciation, teaching media, and literature about poem as teaching media to improve students' ability in pronunciation. Besides, this chapter also contains of previous studies containing some studies that are related to research topic.

A. The Poem

Poem is one of the oldest literary works in human history. Poem is one form of art that has the power and beauty of language to influence the mindset of the reader in order to understand the meaning of the authors' poem. Poem has meaning of freedom, because by poem the writer can explore her/his feeling, ideas or situation freely.

Bernie Ollila and Joe Jantas said poem is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being[8]. Andrew Finch quoted from Collins Cobuild state that a poem is a piece of writing in which the words are chosen for

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[8] Bernie Ollila and Joe Jantas. *The Definition of Poetry.* December 15, 2006

their beauty and sound and are carefully arranged, often in short lines which rhyme[9].

Seen from the meaning or content, the poem has two meanings, the literal meaning and symbolic meaning[10]. The literal meaning of a sentence is entirely determined by the meanings of its component words (or morphemes) and the syntactical rules according to which these elements are combined[11]. In the literal sense of course it is much easier. It does not require a lot of interpretation. Meanwhile, the symbolic meaning requires readers the ability to see more things that are contained in a poem. Symbolic meaning is reflected by symbols that require further interpretation.

According to Andrew Finch in his article it is state that:

"The definition of poem, which contains no reference to comprehension of difficult metaphorical, cultural, or ethical allusions, and nothing about grammatical correctness, metrical structure, sentence structure or logical sequencing of ideas, opens the doors to pop-songs, *haiku*, pattern poems, picture poems, nursery rhymes and folk-songs, all of which can be viewed as poetry"[12].

The poem has a free form of words that are not related to the grammar. Poem is free to express whatever he/she experienced and felt, but still guided by the aesthetic value of a literary work.

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[9]Andrew Finch. *Using poems to teach English. English Language Teaching.* Kyungpook National University.

[10]Munjin. *Puisi Sebagai Metode Pembelajaran Bahasa Inggris,* (purwokerto: INSANIA|Vol. 13|No. 3|Sep-Des 2008|493-505), page 4

[11] John R. Searle. *Literal Meaning,* University Of California (Berkeley). Page.1

[12]Andrew Finch. *Using poems to teach English. English Language Teaching.* Kyungpook National University

Luke P. M. Chan & Liu Hsiao-Fang in their research entitled *The Pleasure of Teaching English Poetry,* state that:

> "Poetry has magic. It can touch us and delight us. Sometimes it makes us laugh; sometimes it makes us cry. Poetry functions as a media between the poet and the reader; it also functions as a media between the teacher and students. If teachers of English poetry can find good ways to stimulate students' interest in learning poetry, both teachers and students will like this "magic media"[13]."

In introducing the poem as material for teaching, teachers and students must firstly understand the basic elements of the poem. Madhavi Ghare said in his article poem has some basic elements. They are rhythm, stanza, rhyme, alliteration, simile, metaphor, theme, symbolism, imagery, and style[14]. Those elements are explained in detail by this following:

1. Rhythm: the pattern of sound by stressed and un-stressed syllables in poem. Music in the poem lines which show the reader the atmosphere in the poem. Readers can know the poem nuance was sad or happy by reading the rhythm. The most common units ("feet") of rhythm in English are:

    1) The iamb, consisting of two syllables, only the second accented (as in *"good-bye")*

    2) The trochee, two syllables, only the first accented (as in *"awful")*

    3) The anapest, three syllables, with only the third stressed (as in *"Halloween")*

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[13]Luke P.M. Chan & Liu Hsiao-Fang, *The Pleasure of Teaching English Poetry*, (Fooyin University of Technology)

[14]Madhavi Ghare (12/9/2011) www.buzzle.com/articles/basic-elements-of-poetry.html

4) The dactyl, one stressed syllable followed by two unstressed (as in *"wonderful")*

5) The spondee, two consecutive syllables that are both stressed (as in *"big deal")*

2. Meter; Michael Clay stated that meter is the pattern of stressed (accented, long) and un-stressed (unaccented, short) syllables in poem[15]. Meter is the kind of rhythm.

Example:

- When we say the word "apple," we stress the first syllable, the "ap" part. We say "<u>AP</u>-ple," how not "ap-<u>PLE</u>."

- When we say the word "fantastic," we stress the second syllable. We say, "fan-<u>TAS</u>-tic," not "<u>FAN</u>-tas-tic" or "fan-tas-<u>TIC</u>."

3. Stanza: This is a group of lines in poem, and consists of meter, common idea, and rhyme scheme.

Example: Flowers! Flowers! Lovely flowers

Giving beauty to our nature

Flowers! Flowers! Blooming flowers

Spreading pretty colours all over the world[16]

That poem consists of four lines or a sentence that is named of stanza.

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[15] Michael Clay Thompson (Copyright 2006) Royal Fireworks Press; www.rfwp.com
[16] poem entitled *Flowers* written by Kalyani Gopakumar

4. Rhyme: the every last words in each line have same sound.

    Example: When the Earth is turned in <u>spring</u>

    The worms are fat as <u>anything</u>[17].

    Spring and anything have a same sound in the end of words, that's name of rhyme.

5. Alliteration: the repetition of letter sounds at the beginning of a series of words in a poem, phrase, or song[18].

    Example: Deep into that darkness <u>peering</u>, long I stood there <u>wondering</u>,

    <u>fearing</u>, <u>Doubting</u>, <u>dreaming</u> dreams no mortal ever dared to dream

    before.[19]

6. Simile: comparison something different using word *like* or *as*.

    Example:

    - Our soldiers are <u>as</u> brave <u>as</u> a lion.

    - Her cheeks are red <u>like</u> a rose.

    - He is <u>as</u> funny <u>as</u> a monkey.

    - The water well was dry <u>as</u> a bone.

    - He is <u>as</u> cunning <u>as</u> a fox.

7. Metaphor: comparison something different without using word *like* or *as*.

    Example: I am <u>one</u> of <u>many</u>

    Small <u>branches</u> of a broken <u>tree</u>

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[17] poem entitled *The Worm* by Ralph Bergengren
[18] www.english.as.uky.edu/sites/default/files/ThePoemAsCraft_byWillowHambrick.pdf
[19] Poem entitled *The Raven* written by Edgar Allan

        Always looking to the ones above

        For guidance, strength and security.

        One little branch trying

        To keep the others from breaking..........[20]

8. Theme: the idea or purpose the poet in his/her poem.

9. Symbolism: an ordinary objects to represent something or the writer ideas, the poems' value, or the emotion.

    Example:

        "Ah <u>Sunflower</u>, weary of time, Who countest the steps of the sun;

        Seeking after that sweet golden clime Where the traveler's journey is

        done;"[21]

10. Imagery: the sense of reader in reading poem.

    Example: His body was tubular

        And tapered

        And smoke-blue,

        And as he passed the wharf

        He turned,

        And snapped at a flat-fish

        That was dead and floating[22]

11. Style: the way of poet writes his/her poem.

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[20] Poem entitled *A Broken Family Tree* written by Lori McBride
[21] Poem entitled *Ah Sunflowers* written by William Blake's
[22] Poem entitled *The Shark* written by Edwin John

12. Onomatopoeia: according to Ajanta onomatopoeia is one important element of poetry, which refers to words that sound like their meaning, for example, *buzz*, *moo* and *paw*[23].

B. Teaching Media

The word 'media' comes from the Latin *'medius'*, which literally means the middle, intermediate, or an introduction[24]. Media is a communication tool which is used to convey information or messages from the sender to the receiver, message between teachers and students in order to stimulate the students' motivation, and learn to achieve the goal of learning[25]. So, the media is a tool of learning. Teachers use the infrastructure facilities to deliver material or learning and to facilitate students' understanding of the targeted learning goals.

Onasanya explains some categories of media in teaching. There are printed media, chalks and chalkboard, graphic material, realia, still pictures, models and mock-ups, audio media, overhead projector, film projector or video player, and multimedia presentation[26]. Those teaching media are explained in detail by this following:

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[23]Ajanta Bhattacharyya (9/22/2011) www.buzzle.com/articles/elements-of-literature.html (articles/literarure work)
[24]Azhar Arsyad, media pembelajaran, (Jakarta: Rajawali Pers, 2003), page 3
[25]Rozaq Maulana, *Pengembangan Media Berupa Alat Peraga Aliran Listrik Pada Pokok Bahasan Logika Matematika , (Surabaya: Institut Agama Islam Negeri Sunan Ampel, 2011),* page 15
[26]Onasanya, *Selection And Utilization Of Instructional Media For Effective Practice Teaching,* Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199

1. Printed media: this media is in print out form. Such as; textbook, magazine, newspaper, file record, etc

2. Chalks and chalkboard: this media use chalks and blackboard or board marker and whiteboard to produce teaching material.

3. Graphic material: this media is always used in geography, economics, and mathematic subject.

4. Realia: objects or activities used to relate classroom teaching to the real life especially of people studied[27]. This media includes coins, tools, artifacts, plants and animals among others, specimen, exhibits, and cut-away objects.

5. Still pictures: They are photography representation of people, places or things, and can be used to present information in all subject areas. This media is nonmoving visual information.

6. Models and mock-ups: Models are representations of real things in large or small size. Mock-ups are a working full-scale model of machine, apparatus, etc, for testing, research, etc[28].

7. Audio media: This media can be distributed by verbal instruction or information to the students.

8. Overhead projector: An instrument that projects and amplifies an image or written text on a transparency

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[27] http://www.merriam-webster.com/dictionary/realia
[28] http://www.collinsdictionary.com/dictionary/english/mock-up

9. Film projector or video player: this media uses video and CD cassette to give moving visual information to the students.

10. Multimedia presentation: this media is combination two or more media to present information to the students**.**

Media, when carefully selected and integrated, can ensure that student develops the right attitude toward-instructional content. Furthermore, classroom interaction between the trainee teacher and students can be enhanced[29].

Although a variety of types and formats of media are developed and used in learning, but basically all of these media can be categorized into four types. These are the visual media, audio media, audio-visual media and multimedia[30]. Visual media is media that can be seen or feel using senses of sight. In this study, the writer uses the visual media like text of poem, because the experience of students' learning depends on the ability of eyesight or reading poem practice.

C. Pronunciation

Pronunciation is defined as the way in which a language is spoken[31]. Pronunciation is the production of significant sound used by a particular language

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[29]Onasanya, *Selection And Utilization Of Instructional Media For Effective Practice Teaching….* Page 132

[30]Rayandra Ashar, *Kreatif Mengembangkan Media Pembelajaran, (Jakarta: Gaung Persada, 2011),* page 44

[31]A. S. Hornby, Oxford Advanced Learners' Dictionaryof Current English, Fifth Edition (New York: Oxford University Press, 1995), page 928.

as part of the code of the language, and used to achieve meaning in context[32]. It means, that pronunciation is the way someone produces sound in speech. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language[33]. Segmental features is important in English pronunciation, because if we use wrong segmental aspects when pronouncing English word we can make misunderstanding in our communication.

Gerald Kelly states in his book Entitled *How To Teach Pronunciation:*

"A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *soap* in a situation such as a restaurant where they should have said *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extreemly dificult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker[34]."

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[32]Christiane Dalton-Barbara Seidlhofer, Pronunciation (Oxford: oxford university press, 1994), page 3.
[33]Lynda Yates, *Fact Sheet – What is Pronunciation?,* Adult Migrant English Program Research Centre, October 2002
[34]Gerald Kelly, *How to Teach Pronunciation* (Harlow: Longman, 2000), page 11

Many aspects must be learned by students to mastery pronunciation skill that can make students fluent in English speech. There are supra-segmental aspects and segmental aspects in pronunciation.

1. **Supra-segmental aspects**

   a. Pronunciation stress: the strong and weak of syllable or words within utterances.

   b. Intonation: this describes changes of pitch pattern of words or sentences.

   c. Connected speech: this describes how the word connects to be a sentence, or we can call the space.

   Example: it's_important_to_analyze_your_own_English[35]

   Note: "_" shown the connected speech (space)

   d. Voice quality: the quality of sounds when we speak or say something. When we feel nervous, our voice will be weak. But, when we are not nervous, our voice will be strong

2. **Segmental aspects**

   1. Vowels: the sound was produced by mouth. There are two kinds of vowel, short vowel and long vowel.

   a. Short vowel: /ɪ/, /e/, /ə/, /æ/, /ʊ/, /ʌ/ and /ɒ/

   Example: /ɪ/ pin, English, business   /e/ bed, head, bury, exit

   /æ/ cat, bag, apple, black   /ə/ the, a, woman, banana

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[35]Lynda Yates, 2002, *Fact Sheet – What is Pronunciation?,* Adult Migrant English Program Research Centre

/ʊ/ look, put, could, cushion /ɒ/ clock, what, because

b. Long vowel: /ɪ:/, /u:/, /ɑ/, /ɔ:/, and /ɜ:/

Example: /ʌ/ cut, come, mother /ɜ:/ girl, burn, word, heard

/ɑ:/ car, art, heart, half /ɔ:/ or, board, door, small

/ɪ:/ sea, bee, people /u:/ too, blue, fruit, fool

c. Diphthongs: /eɪ/, /ɑɪ/, /ɔɪ/, /əʊ/, /ɑʊ/, /ɪə/, /eə/, /ʊə/

Example: /eɪ/ take, pay, wait, ballet /ɑɪ/ five, sigh, height, buy

/ɔɪ/ noise, boy, lawyer /əʊ/ no, road, sew, broken

/ɑʊ/ round, renown, doubt /ɪə/ here, deer, dear, fierce

/eə/ care, air, mayor, prayer /ʊə/ poor, insure, tour

2. Consonant: /p/, b, d, t, k, g, tʃ, dʒ, f, v, θ, ð, s, z, ʃ, ʒ, h, m, n, ŋ, l, r, j, and w.

Example: /p/ play, stop, speak, power /b/ bad, baby, big, object

/t/ ten, later, little, pot /d/ day, advice, bed

/k/ character, quick, taxi /g/ got, exam, ignore

/f/ food, laugh, telephone /v/ vain, over, Stephen

/θ/ thin, earth, method, both /ð/ they, father, breathe

/s/ small, since, scene, psalm /z/ zoo, goes, xenophobe

/ʃ/ shell, nation, machine /ʒ/ genre, measure, vision

/h/ hot, hair, whole, whose /m/ moon, lamp, lamb

/n/ can, snow, pneumonia /ŋ/ string, singer, tongue

/tʃ/	chair, match, future	/dʒ/	just, general, age
/l/	look, small, bottle, isle	/r/	real, train, wrong, write
/j/	yes, Europe, university	/w/	window, twin, quick

3. Gesture: the body movement was used to communicate (non-verbal communication).

As quoted by Raheela Ahmed from Joanne Kenworthy, it is stated that:

> "…English pronunciation has various components such as sounds stress and variation in pitch, and the learner needs to understand the function of these as well as their form, once the learner are aware that English words have a stress pattern, that, words can be pronounced in slightly different ways, that the pitch of the voice can be used to convey meaning then they will know, that to pay attention to and can build upon this basic awareness"[36].

The important element to master English is how we pronounce the word or sentences of that language. Learning pronunciation is the key to master English speaking skills. Nobody could understand the people with poor pronunciation even their word and grammar are good. In addition, the broken-down communication can be caused by the use of incorrect pronunciation[37].

D. Poem as the Teaching Media to Improve Students' Ability in Pronunciation

To develop students' creativity teacher must be more creative in choosing method or media which can increase students' motivation and can increase students' imagination and point of view. The choosen method is used to pull up students' confidence in show their ability.

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[36]Raheela Ahmed, *Using Proper Pronunciation,* International Research Journal of Arts & Humanities (IRJAH) Vol: 38, ISSN: 1016-9342

[37]Martin Hewings, Pronunciation Practice Activities (Cambridge: Camnridge University Press, 2004), page10-11.

Harmer states in his book that

"There are many non-linguistic ways in which speech can be affected. Speakers can change the tone of their voices and the emphasis they give. They can speak faster or slower, louder or softer. And if they are involved in face-to-face communication they can use their expressions and body language too"[38].

Based on this statement, researcher uses poem as teaching media to improve students' pronunciation. Because, by poem students explore their skill in reading poem, such as the stress, intonation, expression, and their body language.

Coony R. Semiawan statement as quoted by Tasih Wilujeng in her Thesis is to create circumtance and situation which can make students think creatively, there are several things that should be done[39]:

1. Teacher must be open minded when students explore their ideas

2. Teacher gives time for students to think and develop their creative ideas.

3. Teacher creates "take and give" circumtance for each student, students and parents, students and teacher. So, they can learn and work together.

4. Creativities are appropriate with all of educational materials

5. Teacher must be good informant

6. Warm and patient atmosphere can make students comfort and free to observe their experience.

7. Teacher gives students chance to attend in taking ideas or statements.

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[38]Jeremy Harmer, How to Teach English (England: Longman, 1998), 49
[39]Tasih Wilujeng. *Meningkatkan Kemampuan Membaca Melalui Metode Tanya Jawab Dengan Media Kartu Huruf Pada Anak TK Dharma Wanita Lamongan*. (UNIROW: Tuban). Page 32

8. Teacher must have positive thinking in students' mistakes, and help them to develop their weaknesess.

To develop students' emotion and skill in English language, teacher can use share and listening method. Students share their experience in English and teacher can be good listener. Then teacher can give motivation in their conversation. This way can make students and teacher closer, so student are brave to expres their experience or their ability.

There are kinds of technique used to teach pronunciation:

1. Drill technique

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher's saying a word or structure, and getting students to repeat it[40]. This technique is easily to practice, teacher says some words then students imitate or repeat those words.

2. Reading aloud or recitation

This technique is used in written text media. The students read the text aloud, so teacher can analyze students' pronunciation errors. Or a student reads the text and memorizes it, and then spells it aloud. This technique just focuses on stress, timing, and intonation.

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[40]Gerald Kelly, *How to teach pronunciation*, Longman: 2000. p. 16

3. Chaining

This technique is like drilling but using long sentences not words by words. Teacher says sentences words by words, and then students repeat it in perfect sentences.

4. Phonetic training

This technique is used description articulations, diagram articulations, and phonetic alphabet. Celce Murcia states that there are two general approaches in teaching pronunciation; intuitive-imitative approach and an analytic-linguistic approach.

> "An intuitive-imitative approach depends on the learners' ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio and videocassettes and compact discs.
> An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach is developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information[41]."

There are four skills in the English learning, namely listening, speaking, reading, and writing. Yet there is another aspect which also supports English learning. That aspect is pronunciation which is an important aspect in the

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[41]Celce-Murcia, et.al.,Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Language (Cambridge: Cambridge University Press, 1996), 2.

mastery of speaking skill. Kat Bradley quoted from Avery and Ehrlich states that student's mother tongue (L1) can affect pronunciation in three basic ways: 1) if the mother tongue (L1) sound system is different from English. 2) If the rules for combining sounds into words are different. 3) If the patterns of stress and intonation are different[42].

Daniel Jones said in his book "An outline of Classic Phonetics" that:

> "The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more oven learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice – pitch); 5) He must learn to *catenate* sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling[43]."

In this study, the writer observes improving students' pronunciation using the poem as a media. By using poem, students can pronounce and spell words better. They know the rhyme and rhythm in their reading poem practice. And in reading the poem students can learn the elements of poem, and how to read it.

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[42]Kat Bradley-Bennett. *Teaching Pronunciation An Independent Study Course for Teachers of Adult English as a Second Language Learners* (Northern Colorado Professional Development Center). Page.7

[43]Daniel jones, An outline of phonetics English

E. The Previous Study

Munjin, in his article entitled *Puisi Sebagai Metode Alternative Dalam Pembelajaran Bahasa Inggris* stated that poem as a material of teaching is considered as a method which can increase students' interest in studying English[44]. Because the teaching will run in a joyful atmosphere, there is no burden on students' shoulders. In this article, the writer explains about using poem in English learning at senior high school. The writer further highlights the understanding of the poem in the learning process, or makes the poem as material in English learning.

Andrew Finch in his paper entitled *Using Poems to Teach English,* states; while might be true of poem as a reading activity, however, the use of poem in the writing class can provide an effective and collaborative means of language learning and of personal expression. Simple forms can give students a framework for expressing ideas that are meaningful to them, without the constraints of grammatical accuracy[45]. This paper explains about poem for English learning especially on reading and writing skill.

In the article entitled *Teaching English Using Poem,* Jo Budden describes steps of teaching English using poem[46]. And make students more

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[44]Munjin. *Puisi Sebagai Metode Pembelajaran Bahasa Inggris,* (purwokerto: INSANIA|Vol. 13|No. 3|Sep-Des 2008|493-505), page 1

[45]Andrew Finch. *Using poems to teach English. English Language Teaching.* Kyungpook National University, page 1

[46]Jo Budden, *Teaching English Using Poem,* (http://www.britishcouncil.org/learningenglish-central-poems-pronunciation-poem.htm 24 March, 2011 – 10:21)

creative and free in their learning. The first step in teaching poem is choosing the poem which is appropriate with the subject or students. Then we do the learning activity steps, it consists of introducing the topic, learning the poem together first, then asking the students to read the poem. From the steps above teacher can observe the students' ability in reading poem. And the last teacher can ask students to write their own poem.

Judy B. Gilbert presents in his booklet entitled *Teaching Pronunciation Using the Prosody Pyramid*, an approach to pronunciation highlights the interrelatedness of various aspects of English speech. The approach addresses the individual elements of pronunciation but always within the framework of a larger system that uses all these individual elements to make speakers' ideas clear and understandable to their listeners[47]. The use of prosody as media means the writer focuses on rhythm and melody of spoken English in teaching pronunciation.

Nobuo Yuzawa in his Journal entitled *Teaching English Pronunciation*[48] used communicative method to teach English pronunciation for Japanese students. This journal identifies major problems with English pronunciation among Japanese learners in four principal areas (vowels, consonants, connected speech and prosody) and gives some useful suggestions to

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[47]Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid,* Cambridge University, 2008
[48]Nobuo Yuzawa, *Teaching English pronunciation, The Economic Journal of TCUE, vol.50, Anniversary Edition, 2007 pp.95-107*

teaching them. He explains steps and materials to teach English especially to improve pronunciation skill.

In the paper entitled *How Best Can Pronunciation Best Be Integrated into Existing Curricula,* Keren Stead explains pronunciation activities included in most curricula in an ad hoc and infrequent way. Teachers are given the flexibility to include as little or as much of these or their own pronunciation materials into their lessons, resulting in inconsistency across the curricula. This paper show that the majority of participating students responded positively to the project material and felt their knowledge of pronunciation features and their confidence in speaking had improved[49].

In the journal entitled *Using Proper Pronunciation*[50], Raheela Ahmed used pretest and posttest to observe the students' pronunciation ability at Pakistan school, so she interviews the students directly to know improvement of students' pronunciation ability.

The research entitled *Teaching Poetry in the School Classroom: an Integrated and Communicative Approach* written by Dr. Sujit K. Duta explained that the present paper intends to show how an integrated and communicative approach enables a teacher in the classroom to teach more effectively by directly involving the students in the classroom activities. To illustrate this we select

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[49]Keren Stead, *How Best Can Pronunciation Best Be Intergrated into Existing Curricula,* Centre for English Teaching, Sydney University
[50]Raheela Ahmed, *Using Proper Pronunciation,* International Research Journal of Arts & Humanities (IRJAH) Vol: 38, ISSN: 1016-9342

Charles Kingsley's poem "The Sands of Dee", included in English for Today which the prescribed textbook is for classes IX & X in all Secondary Schools in Bangladesh[51].

The research entitled *An Analysis of Pronunciation Errors in English of Six UTAR Chinese Studies Undergraduates* written by Ivy Kho Chiann Yiing investigates the pronunciation errors in English made by six Chinese Studies undergraduates according to Contrastive Analysis (CA) and Error Analysis (EA) with the prediction that these pronunciation errors are neither coincidental nor randomly made[52]. Researcher focuses her observation on pronunciation errors in English material for Chinese studies in Malaysia.

The study entitled *An Exploratory Study of Pronunciation intelligibility in The Brazilian Learner's English* written by Neide Cesar Cruz aims at investigating the extent to which pronunciation errors at the segmental level; that is consonants, vowels, epenthesis and word stress in the speech of Brazilian learners of English affect their intelligibility to native speakers[53]. Researchers' analysis focuses on four error types investigated, word stress errors are likely to be source unintelligibility to native speakers who are familiar with Brazilian accent.

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[51]Dr. Sujit K. Duta, *Teaching Poetry In The School Classroom: An Integrated And Communicative Approach,* University of Chittagong: Bangladesh

[52]Ivy Kho Chiann Yiing, *An Analysis Of Pronunciation Errors In English Of Six UTAR Chinese Studies Undergraduates,(* Malaysia: University Tunku Abdul Rahman, 2011)

[53]Neider Cesar Cruz, *An Explaoratory Study of Pronunciation Intelligibility in The Brazilian Learner's English,* (University Federal de Catarina, 2003)

Irawati Lutvia in her research entitled *The Effectiveness of Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School. An Experimental Study in SDN Cengklik 1 Banjarsari in the 2008/2009 Academic Year* states that the aims of the research are to know whether there is a significant difference in the achievement of pronunciation ability between the students taught using songs and those taught by drilling and to know which group has higher achievement[54]. Researcher uses experimental research to analyze the difference achievement of students' pronunciation ability which are taught using songs or taught by drilling.

The differences this research with the researches above are; The researcher in that researches above concern on pronunciation errors, they just analyze the errors without explaining about the pronunciation learning and without using media to improve students' ability in pronunciation. But in this research, researcher analyzes pronunciation errors using poem as teaching media. And the researcher in those researches above concern on learning pronunciation. They just concern on learning the pronunciation or using media songs, or the other not using poem. In this research, researcher used poem as teaching media to analyze the improvement of students' ability in pronunciation. The other difference is this research conducted at SMA Nahdlatul Ulama Modo, Lamongan.

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[54]IrawatiLutvia, *The Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School,* (Surakarta: Universitas Sebelas Maret, 2012)

This research describes the alternative way to improve students' ability in pronunciation. This way is easy to do, so teachers can easy to apply on their English teaching process.