The Phonological Analysis and Alliteration of Selected Poems in the 1840s Poetry
By
Dr. Suha Rsheed Alkumet
Tikrit University \Arts College\Translation Department

التحليل الصوتي الوظيفي والجناس لقصائد مختارة من شعر أربعينيات القرن التاسع عشر

د. سهى رشيد حمد الكميت

جامعة تكريت /كلية الآداب /قسم الترجمة

الخلاصة

يعد استخدام الادوات الصوتية أمرًا ضروريًا في تطوير المعنى ، خاصة في الشعر. و في هذا البحث تم تحليل خمس قصائد من حيث خصائصها الصوتية. وشملت القصائد التالية:

Break Break Break by Tennyson. (1842)
The Song of the Shirt (1843) by Thomas Hood
Home-Thoughts, from Abroad (1845) By Robert Browning
The Raven for Edgar Allen Poe. (1845)
The Humble- Bee for Ralph Emerson. (1847)

الأهم من ذلك ، أن التحليل الصوتي ، كما هو مستخدم في هذا البحث العلمي ، استلزم استخدام ادوات مثل الجناس ، الايقاع ، والسجع ، والقافية في شعر أربعينيات القرن التاسع عشر. كان بيان المشكلة في البحث هو تقييم الظواهر الصوتية في شعر تلك الفترة من خلال استخدام أدوات الأسلوب الصوتي ، مثل الجناس والتناغم والقافية والسجع والمتر. في الواقع ، أشار التحليل الصوتي الوظيفي إلى أن شعر أربعينيات القرن التاسع عشر كان يحتوي على أنظمة صوتية مألوفة تستخدم لاشتقاق الموضوعات والتأكيد على العلاقة بين الشخصية الادبية والقارئ. وأشار الاستنتاج إلى أن هناك صلة بين الخصائص الصوتية لقصائد تلك الفترة. وبهذه الطريقة ، قدمت القصائد الخمس استخدامات مختلفة للأدوات الصوتية – الجناس ,التناغم , السجع ، والمتر ، والقافية. على الرغم من السياقات والموضوعات المختلفة في القصائد الخمس ، إلا أن التحليل الصوتي أشار إلى عناصر متعارف عليها. على سبيل المثال ، تم استخدام أنظمة الصوت لنفس الهدف ، مثل تعزيز المعنى وتطوير الموضوعات.

الكلمات المفتاحية: التحليل الصوتي , الجناس ,التناغم , السجع , القافية ,وحدة الايقاع.

Abstract

The use of phonological devices is essential in developing meaning, especially in poetry. In this paper, five poems are analyzed in terms of their phonological characteristics. The following poems are included:

1- Break Break Break by Tennyson. (1842)
2- The Song of the Shirt (1843) by Thomas Hood
3- Home-Thoughts, from Abroad (1845) By Robert Browning
4- The Raven for Edgar Allen Poe. (1845)
5- The Humble- Bee for Ralph Emerson. (1847)

Importantly, phonological analysis, as used in this paper, has necessitated the use of devices or tools such as alliteration, consonance, assonance, and rhyme in the poetry of the 1840s. The problem statement in the research is to evaluate the phonological phenomena in the poetry of that period through the use of phonological stylistic tools, such as alliteration, rhyme, consonance, assonance, and meter. Indeed, phonological analysis indicates that the poetry of the 1840s has had familiar phonological systems used to derive themes and emphasize the relationship between the literary character and the reader. The conclusion indicates that there is a link between the phonological characteristics of the poems of that period. In this way, the five poems have made different uses of phonological instruments - alliteration, consonance, assonance, metre, and rhyme. Despite the different contexts and themes in the five poems, the analysis has indicated familiar elements. For example, sound systems have been used for the same purpose, such as enhancing meaning and developing themes.

The Key Words

Phonological analysis ; Alliteration ; Consonance ; Assonance ; Rhyme ; Meter.

Phonological and Alliteration Analysis of selected poems in the 1840s Poetry

By
Dr. Suha Rsheed Alkumet
Tikrit University \Arts College\Translation Department

1. 1. Introduction and The Problem

Utilization of sound systems is essential in the development of meaning, especially in poetry. In this research, five poems were analyzed in terms of their phonological characteristics. The poems included; Tennyson's poem "*Break Break Break*", Hood's "*The Song of the Shirt*" , Browning's "*Home-Thoughts, from Abroad*" , Poe's "*The Raven*", and Emerson's "*The Humble- Bee*". Importantly, phonological analysis,

as utilized in this scientific research entailed the use of devices such as alliteration, consonance, assonance, meter and rhyme in 1840s poetry. The statement of the problem in the research was to assess the phonological phenomena in the 1840s poetry through the use of sound stylistic tools, such as alliteration, rhyme, consonance, assonance, and meter. Indeed, a phonological analysis indicated that the 1840s poetry had familiar sound systems used to derive themes and emphasize the relationship between the persona and the reader.

1.2 . Definition of the Basic Terms

a. Phonological analysis: Phonological analysis is an evaluation of speech sounds and their interactions within a system, such as a poem.

b. Alliteration: Alliteration is a repetition of similar sound or letters in a line in poetry, either adjacent or closely related.

c. Consonance: Consonance is a similarity of consonant sounds in a sequence within the same line in a system, such as a poem.

d. Assonance: Assonance is a repetition or similarity of vowel sounds within a line in a poem.

e. Rhyme: Rhyme is a repletion or similarity of sounds at the end of lines in poetry.

f. Meter: Meter is a sound stylistic tool in poetry used to illustrate the rhythmic structure and number of repeating syllables in a line.

1.3. Methodology and the Model Followed in the Analysis

1.3.1. Qualitative methodology: The scientific research utilized a qualitative research methodology. In this way, the qualitative methodology involved collection of secondary data, in the form of five poems. The poems were presented in the following order; Poe's "*The Raven*", Emerson's "*The Humble- Bee*", Tennyson's "*Break Break Break*", Browning's "*Home-Thoughts, from Abroad*" and Hood's poem "*The Song of the Shirt*". With the poems as the random samples, a qualitative research methodology integrated literature review and a thematic analysis of the phonological characteristics in the five poems. The main themes in the analysis included to phonological components, namely; alliteration, rhyme, assonance, consonance, and meter.

1.3.2 Descriptive Model of Analysis: The research utilized a descriptive model of analysis. Descriptive model included the assessment of the phonological attributes in the five poems, as well as an evaluation of the ways in which the attributes were similar within the timeframe of the 1840s. Further, the descriptive model of analysis was essential as it presented the individual attributes in every poem, as well as the linkages to other poems within the research scope. Notably, the descriptive model was also essential in the interpretation section indicating the familiar phonological phenomena in the 1840s, such as the use in creating emphasis and enhancing the different themes in the poems.

1.3.3 *Reference to The Conclusion***:** Importantly, the conclusion indicated that there is a connection and familiarity between the phonological characteristics of the 1840s poems. In this way, the five poems presented different uses of the phonological tools- alliteration, consonance, assonance, meter, and rhyme. Despite the different contexts and themes in the five poems, the phonological analysis indicated familiar elements. For instance, the sound systems were utilized for the same objective, such as to enhance the meaning and develop themes. The following is an analysis of the five poems.

2. Break Break Break by Tennyson. (1842)

Tennyson's "*Break Break Break*" narrates the feelings after the loss of a close friend. In this way, alliteration has been instrumental in kinking the thinking of the reader to the sight of the sea and the permanent nature of the loss. For example, the "O" sound has been repeated to illustrate the desperate and sorrowful state that cannot be reversed. In the phonological analysis, the use of assonance, consonance and further alliteration increases the readers' captivation of specific clauses.

2.1. Alliteration Analysis

The poem uses alliteration to bring out a deeply emotional expression. Notably, Tennyson wrote the poem as an expression of grief for the death of a close friend, firstly, alliteration is evident in the words "Break, break, break" (Tennyson, 1842: 1). The repetition of sounds "brea" is used to express the emotions of the persona. The alliteration could also be used to create a vivid description of the emotional breakdown that the persona felt as a result of loss through the death of a friend. Other similar instances include the "On" and "O sea" through the repeated "o" sound to derive the pitiful and sorrowful attitude in the poem. The poem, therefore, presents alliteration as a sound device used in presenting emotions.

Moreover, alliteration has been used as a tool to create compositional effect. Alliteration is effective as it creates a combustive effect in a poem (Thangamarimuthu, Sindhu & Pandiyaraja, 2021: 23). In this way, the compositional effect is essential in bringing out the thoughts and direction of interpretation of the poet. For example, words such as "boat" and "bay" in line 8 presents alliteration with a compositional effect. In this stanza, alliteration provides a compositional effect by presenting the pain of the persona as he presents it through examples such as of the fisherman's boy. Importantly, alliteration improves the predictability of the thoughts and direction of argument of the poet on the theme of despair and mourning. A compositional effect, as a result of repeated sounds, is essential in easing understanding of the main tenets.

Alliteration is also used in the poem to create a melodic effect. For example, words such as "sailor" and "sing" have been presented as alliteration to develop a musical effect (Tennyson, 1842: 7-8). Importantly, the contextual placing of the poem, a sea shore with moving waves, required a connection of the movement to the sorrowful attitude of the persona. In this way, a musical notion was created through the repetition of sounds in alliteration to indicate that all things that the persona observed were connected by grief. The same is explained by the diverse examples that he provides, using repeated sounds, such as "stately" and "ships" indicating that all observable objects reelected loss through death. Alliteration, therefore, is presented as a repetition of sounds to reflect on the sad reflections in the persona's mind.

2.2. Phonological Analysis
2.2.1. Rhyme Elements
Rhyme, as evident in Tennyson's "*Break Break Break*", entails a compilation of corresponding lines repeated at the end of lines. Rhyming sounds increases awareness in the reading and eases the ability of the ready to acquire the intended meaning (Goswami & Bryant, 2016: 24). In this way, awareness in the reading, through the use of rhyme, keeps the reader attentive to the detailing changes in a poem. For example, rhyme has been identified in the choice of words, such as "sea and me" as well as "play and bay" in lines 2-8. In addition, awareness in reading is also enforced by the musical nature of the rhyming words. Importantly, rhyme is also evident in words such as "hill" and "still" enforcing attention and reading awareness in the poem.

2.2.2. Meter- Number of Syllables and Pattern of Emphasis of the Syllables
The poem largely utilizes iambic pentameter, as indicated in the last two stanzas. The meter is presented in the words such as "break" and "coldgray" and "O seal". In this instance, the poet utilized the iambic pentameter to align the emotional breakdown to the main tenets in the poem, such as the theme of loss. Notably, the second and fourth lines of the stanzas in the poem utilize a trimeter to express the sorrowful tone in the persona. Importantly, the use of meter in the entire poem, trimeter and iambic pentameter enhanced the connection between the contents of the poem and the intended meanings by the poet.

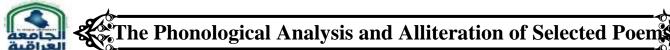### 2.2.3. Consonance and Assonance
Consonance and assonance are also evident in the poem, used as tools of setting the mood and illustrating the abrasive nature of death. For example, the use of repetition of sounds in "day" and "death" in line 15 illustrates consonance to bring out the irreversibility of death. The abrasive nature of death, as indicated through the repeated sounds, has disregarded the sorrow and anger that it has instilled on the persona. Assonance, such as in the words "On" and "Oh sea" is also essential in illustrating emotions and painstaking control that the persona is presenting as presented in research (O'gorman, 2010: 295). The two stylistic devices have been vital in setting the sad mood and illustrating a sense of despair in the persona. Besides, the repetition of sounds also indicates repetition of troubling thoughts and remorse in the persona's mind after losing a friend to death.

Other Instances of Alliteration
Alliteration has also been used in the poem to captivate specific clauses. In this way, such clauses are essential as they allow development of a theme and enhance memorability of the targeted population. for example, words such as "boat" and "bay" are used to illustrate an end that is not reversible (Tennyson, 1842: 8). The reader in this specific clause, is captivated by the repeated words "boat" and "bay" as a symbol of departure of a loved one. In this instance, the use of alliteration has extensively motivated the reader to link to the sense of permanent loss or death of a loved friend. The use of sounds in the phonological analysis is effective in including the reader to the thoughts of the poet. As an extensive, it also includes in the emotions and interpretation of objects.

3. The Song of the Shirt (1843) by Thomas Hood

Hood's poem "*The Song of the Shirt*" is a reflection of Mrs. Biddell's suffering in poor working conditions as a seamstress. Based on a phonological analysis, the use of alliteration has been impactful in enhancing stress of emotions and the main theme of labor oppression. In addition, alliteration increases appeal to the readers of the poem. Further, other phonological tools such as consonance and assonance, and meter enhance the pattern of syllables as well as placing of an artistic language in the poem.

3.1. Alliteration Analysis

Alliteration has been extensively used in the poem as a way of enhancing its appeal to the reader. For example, words with a repeating consonant sound, such as "with" "weary" and "worn" have been used to increase the value of the content in the poem (Hood, 1843: 1). In this way, the reader finds the lines interesting and appealing despite the sad tone, desperate attitude and resentments presented by the working poor. Similarly, the poet uses words such as "woman" and "unwomanly" as a way of adding aesthetic value to the poetic environment. In both instances, alliteration has been instrumental in making the reader interested in reading the next line and connecting its meaning to the previous. Alliteration has also been presented as a tool of engagement.

The use of alliteration has been derived as a way of engaging the reader and making the reading easier. Interestingly, alliteration is a part of the efforts to engage the reader through the comical attributes in its acting (Boyce, 2012: 426). For instance, the poet utilizes repeated consonant sounds such as "she", "sang" and "song" in line 8 as a way of creating an engaging rhythm for the reader. Engagement of the audience and readers, in this case, is achieved through the developed rhythm and musicality. In the same way, the elements of alliteration can be applied in making the poem a recited piece. In this way, the narration of the poem would be easier for the readers as the repeated sounds are easier to remember and predict the consequent lines.

3.2. Phonological Analysis
3.2.1. Rhyme Elements

The poem has utilized rhyme as a way of influencing the intensity of the emotion in the poem. In this way, rhyme sounds are effective influencers of the ways a poem is perceived and understood (Kao & Jurafsky, 2012: 10). For instance, the use of rhyme is evident in the choice of words "stitch" and "pitch" in lines 5 and 7. The poet uses rhyme in the lines to elevate the feeling of oppression in the persona's stitching work. Notably, the rhyme scheme in the first stanza can be described as ABCDCEAEA. The irregular rhyme scheme is an expression of the poet's liberty to manipulate the musicality of the poem. In the same way, the rhyme scheme indicates an effective expression of the sad tone in the persona.

3.2.2. Meter- Number of Syllables and Pattern of Emphasis of the Syllables

The number of syllables in the first stanza can be described as a repeated trimeter, trimeter, and a tetrameter. The meter is effective in the development of pattern of emphasis in line with the sad and oppressive tone in the poem. For instance, line 1 utilizes a trimeter with the choice of syllables in "fingers" "weary" and "worn" as a way of improving the musical attributes under a sad tone. The use of meter has been effective in the determination of the context, following the syllable patterns. In this way, the poet was able to bring out the imagination preferring moaning or weeping to being a seamstress. Additionally, the trimeter expresses the combination of more syllables to enhance the musical attributes of the poem.

3.2.3. Consonance and Assonance

Both consonance and assonance have been utilized in the poem to derive an artistic language in support of the main themes. Sounds and their repetition are essential in improving meaning in artistic work, including poetry (Bevis, 2013: 2). Some of the instances of consonance include the choice of words such as "the ", through" and "the" in line 12. In this case, consonance has enhanced interpretation of the nature of work the persona was experiencing. Additionally, assonance has also been used, in instances such as "work" "work" "work" similar to the "o" sound. Besides, the sound has been repeated to express the endlessness of the activities and loathing work that the persona has to endure every moment.

Other Instances of Alliteration

Further alliteration in the poem is linked to the emphasis of the meaning. In this way, the poet utilizes alliteration to expand the meaning of the poem through the main themes such as labor advocacy, work oppression and suffering. For instance, alliterating words such as "but" and "breath" are placed in line 65 as a way of informing the specific needs in the persona, such as breathing, having a walk and at least an hour of rest. Importantly, the alliterating sounds emphasized on the placed sufferings on the persona as an

effort to inform or advocate for better working conditions in line with the theme of labor relations. Other examples of alliteration to emphasize on the theme include the repeated sounds in stanza 8 "dull" and "December".

4. Home-Thoughts, from Abroad (1845) by Robert Browning

Browning's "*Home-Thoughts, from Abroad*" describes a persona expressing their homesickness for England, while in Italy. In the poem, the use of alliteration is dominant in connecting sounds in words to the main theme, such as patriotic nostalgia. Additionally, other elements of phonological analysis were utilized, such as rhyme and assonance. In this way, the poem achieved a musical tone and enhanced memorability to the reader. Additional tools, such as meter and consonance, improved the structuring and attractive nature of the poem.

4.1. Alliteration Analysis

Alliteration has been used in the poem to link words and lines thematically. For instance, words such as "boughs" and "brushwood" comprise a repeated similar sound that link them to the theme of patriotic nostalgia (Browning, 1845: 5). In this case, the choice of words, with alliteration, enhances the connection between the line and the poem's theme. The personal describes his homesickness by narrating the nature's beauty he was missing in England. Further, alliteration linking a line to the theme is evident in line 16 with the words "first" and "fine" adding to the nostalgic description of the nature's beauty in England. Indeed, the use of alliteration has been essential as it adds value to the musical elements of the poem, in line with the development of strategic themes.

Moreover, alliteration has been used to have a particular connotation of words or lines. Alliteration can be used to enhance fascination in reading a particular aspect of a poem (Dawson, 2013: 1). In this way, the repetition of sounds provides a unique emphasis and stress, resulting in a customized connotation of a word or line. For example, the words "Never" and "recapture" have been chosen with the same ending sound as alliteration. In this way, they provide a connotation that the nature at home, England, is much more appealing than in the far land, Italy. Importantly, the choice of alliterating words is also used to build a vivid description of the imagination that the persona has for home. In this way, they express their home-sickness through sounds repetition.

4.2. Phonological Analysis

4.2.1. Rhyme Elements

Each of the two stanzas in the poem have a different rhyme scheme. Specifically, the first stanza is characterized by a unique ABABCCDD rhyme, while the second stanza has an irregular rhyme scheme of AABCBCDDEEFF. Notably, rhyme tool is essential in expressing the intensity of an emotion by a persona (Aryani et al., 2016: 192). Other examples of rhyme creating an emotional emphasis include the strategic words at the end of lines, such as "dew" and "anew" in lines 17-18. In this case, the choice of words in the rhyme are a deep expression of the newness associated with changing seasons in England. As the persona develops the emotional expression using rhymes, a reader can imitate the nostalgic experience and increase understanding of the theme.

4.2.2. Meter- Number of Syllables and Pattern of Emphasis of the Syllables

Meter is a phonological tool describing a rhythmic structure in a specific poetry line. In this case, meters are described through the number of syllables and can be further analyzed using the pattern created by the identified syllables. In this poem, the first stanza comprises irregular meter, specifically a combination of a trimeter, followed by a tetrameter and ending with a pentameter. The second stanza is characterized by pentameter lines. The use of meter in the poem is essential as it has enhanced the melodic undertone and improved its musicality. In the same way, both the regular and irregular meters in the syllables of the poem increases the uniqueness of the poem. Similarly, the emphasis on syllables in the second stanza adds to the strengthening of the theme of patriotic nostalgia.

4.2.3. Consonance and Assonance

Consonance and assonance have been used in the poem to enhance imagery and imagination. Sounds, such as in the use of assonance and consonance, open up experiences in poetry (Hench, 2017: 46). Browning's "*Home-Thoughts, from Abroad*" uses the two stylistic devices to elevate the imagery of England's natural beauty. An example of the use of consonance entail the choice of words "first" and "fine" are used to create an imagination of the careless rapture in line 16. The use of assonance in creating a vivid imagery is illustrated through the choice of sounds such as in "After" and "April" in line 9. In addition, the two stylistic

devices complement rhyme and alliteration in making the poem musical and improving its emphasis on the main themes.

Other Instances of Alliteration

Alliteration has also been used in the poem to make it more memorable and occasional. For instance, "boughs" and "brushwood" in line 5 are utilized to make the narration more memorable. In this way, the persona uses examples of words with similar repeating sounds to establish a predictable flow that is easy to retain. Importantly, it increases the ease of using other sound devices, such as consonance and assonance. In this way, alliteration is used as a compliment of the other tools in the phonological analysis. Words such as "boughs" and "brushwood" with alliterating sounds also improve the flow and musicality of the line. An integration of the enhanced musicality, memorable words and a poetic environment are the main justifications for the use of alliteration in the poem.

5. The Raven for Edgar Allen Poe. (1845)

Poe's "*The Raven*" is an 1845 poem built under the theme of death, grief and sorrow. The persona moans in denial of his deceased wife- Lenore. Alliteration, as a stylistic device, is evident and dominant in the poem, creating emphasis, a poetic tone and as a support to the themes. In addition, other phonological tools, such as rhyme, assonance and consonance have been applied to emphasize the meaning of the poem to the target audience on themes such as sadness and denial.

5.1 Alliteration Analysis

Alliteration can be applied in strategic placing of word pairs. For instance, the poem uses the stylistic device in the first three lines with word pairs such as "weak and waery", "quaint and curious", and "nodded, nearly, napping" (Poe, 1845: 1-3). In this way, the paired words creating alliteration were placed to make the poem more interesting and attract the attention of the targeted audience. Further, paired words form of alliteration is applied in line 10 through the words "Surcease and Sorrow". In the instance, alliteration is used to create a vivid description of the context in which the writer was in. in this case, the narrator sought an end to their sorrow and wished for an ever more silence and peace as they rested in their chambers.

Furthermore, alliteration has been presented in the poem as repetition, especially of words with the same consonant sound. Notably, alliteration based on repeated consonant sound is presented to draw the attention of the reader to a new development or aspect of more importance in a piece of literature, such as a poem (Hasanah, 2017: 2). For instance, repetition of consonant sound has been used in "doubting, dreaming, dreams" (Poe, 1845: 26). In this case, the poet used alliteration to express the sources of sorrow already in the narrator's voice, as well as his hope to have his "Lenore" come back. Importantly, alliteration illustrated an emphasis of the deep regret and sorrow that the narrator had for losing his wife. With the use of alliteration, the target audience is brought closer to the emotional breakdown that the narrator was experiencing.

Importantly, alliteration has also been used in the poem to create a poetic mood. Notably, the repetition of sounds in key words in the poem develop a poetic effect. For example, "flirt and flutter" alliteration is used to set mood for the stanza (Poe, 1845: 37). In this instance, the use of alliteration included the expression of helplessness as the raven represented a memory of the lost wife that the narrator could not shake off his mind. In the same way, the stylistic device set the line of thinking towards the persistence of the sad tone as well as the inability of the narrator to change the circumstance. Besides, alliteration has had an overall positive impact on the poem, making it interesting and creating an emphasis on the theme of death, fear and sorrow.

5.2 Phonological Analysis

5.2.1. Rhyme Elements

There is extensive use of rhyme in the poem, specifically in bringing the creepy attitude and atmosphere. Importantly, rhyme enhances the structure of a poem by acting as a media for setting the intended atmosphere (Miller, 2020: 325). The rhyme scheme evident in the poem is characterized by the "or" sound. For example, the word "Lenore" is rhymed with others, such as "door and nevermore" to provide emphasis on the sadness the persona had after losing his wife. Importantly, the stylistic device was used to compliment other aspects of repetition, such as repetition, and add to the intended meaning. Importantly, the rhyme created through the refrain "more" was strategic in indicating the unending nature of the persona's grief and sadness. In this way, it illustrates the set mood that the persona was haunted by his late wife.

5.2.2. Meter- Number of Syllables and Pattern of Emphasis of the Syllables

The poem comprises eight syllable pairs as presented in a line. As a result, it depicts characteristics of an octameter. Importantly, it manifests a trochaic octameter pattern emphasis. For instance, a pattern is depicted through the words "once" and "upon" and "midnight". Further, the meter device in the poem categorizes as regular. The poet employed a regular meter to enhance musicality and allow the reader to play with words.

5.2.3. Consonance and Assonance

Assonance entails the repetition of vowel sounds. For instance, the repetition of the "ea" sound in the first line of the poem is an illustration of assonance (Poe, 1845: 1). In this case, the use of assonance is applied to make the opening of the poem more musical. Importantly, the assonance device created an insinuation of the intentions of the poem. Specifically, it depicted the theme of sorrow and grief. The persona was clearly presented as a grieving person after the loss of his wife- Lenore. Consonance in the poem is illustrated by repeat of consonants to enhance the meaning to the audience. Specifically, consonance has been used in words such as "chamber door" through the "er" and "or" sounds at the end.

Other Instances of Alliteration

Phonological analysis also entails further use of alliteration in the poem. Alliteration is used in a series of words in a sentence to create persuasion in a poem (Budiargo & Haryanto, 2021: 7). For instance, the use of alliteration in creating persuasion is evident in line 45's "shorn, shaven". The alliteration, in this stanza, creates persuasion and self-consolation to the persona that the raven is merely a bird that would deliver the message and leave him. On the contrary, the raven is a constant reminder of the death and loss that he had encountered through Lenore. The elements in phonological analysis, such as rhyme and assonance, create an emphasis and persuasion on the mood set and the tone of the poem.

6. The Humble- Bee for Ralph Emerson. (1847)

Emerson's "*The Humble- Bee*" is an 1847 poem on nature as a therapeutic element of nature, disruptions of death and its comparison with sleep. Notably, the poem utilizes alliteration as a tool to make it musical, theme specific and to redirect the audience to the developed tenets. Based on other elements of phonological analysis, the poem utilizes rhyme to enhance the poetic attributes. Besides, the emphasis created by the repeated sounds and assonance and consonance improve the understanding of the flow of events in a poem.

6.1. Alliteration Analysis

Alliteration in the poem is used to make some stanzas more memorable depending with their emphasis on the theme. For instance, alliteration is evident in repeated sounds in words such as "steerer, cheerer" (Emerson, 1847: 7). Alliteration, in this case, is used to develop a memorable experience to the reader on the importance of the bee, given its desirable characteristics. Further, alliteration words such as "nearer, hearer" express alliteration with a similar purpose of making the theme development memorable. Importantly, the narrator in the poem uses the repetitive sounds in alliteration to impact their need to escape from suffering through nature. Importantly, the humble bee is presented in the alliteration as the main means of escaping death and suffering. Besides, a means of escape forms a major theme, supported and made memorable through alliteration.

Further, alliteration is also used to make the poem musical and install a poetic tone. For instance, the use of words such as "Epicurean of June" in line 16 creates alliteration with the "ream: and "ne" sounds. Importantly, creating a poetic attitude in the poem is essential as it cues the memory of the targeted audience towards enhancing the musicality of the piece of literature (Lea et al., 2008: 709). Importantly, alliteration in this section creates a poetic attitude of the joy and serenity experiences in nature before the occurrence of death. As a result, the repeated sounds creating alliteration create a joyous flow and tone in the poem, as an introduction of the change to the sorrow and sadness brought by the onset of death.

Alliteration has also been used in the poem to create emotional tension and make the poem interesting to the targeted audience. For example, the choice of words such as "Turns, violets" instills tension in the flow of events in the poem (Emerson, 1847: 27). In this aspect, the use of alliteration is based on the connection of nature and its contribution to happiness against the sorrows brought by death. In this way, repetition of sounds provides a strategic tension between the peace and tranquility associated with nature, and the sorrow and resentment associated with death. Beyond making the poem interesting, alliteration provides the target audience with a dramatic difference between the main themes. Overall, it improves the musicality of the poem through the repetitive sounds creating alliteration.

6.2. Phonological Analysis

6.2.1. Rhyme Elements

Rhyme has been represented by correspondence of sounds at the end of lines in the poem. In this case, they have been utilized to make the poem musical and enhance understanding of both the theme and tone. For instance, the "mm" sound ending in the line with "come" and "hum" are examples of rhyme (Emerson, 1847: 17-18). The musical attributes in the use of rhyme is based on the change of tone. In this case, the poem illustrates the beauty and importance of nature, until death or sad seasons come. Other instances of rhyme making the poem musical and setting the tense tone include ending words such as "wall" and "all" in lines 22-23. In the same way, rhyme has been utilized to create emphasis on the immense beauty of nature and the joy it brings.

6.2.2. Meter- Number of Syllables and Pattern of Emphasis of the Syllables

The poem is characterized by a heptameter. The pattern emphasis on the syllables is based on seven sounds that are used to enhance the flow of lines. Notably, the use of meter in the poem is vital in the presentation of a beat and a flow of words in a line. In this way, the poet intended to make it easier for the reader to remember the words in the lines, making it more memorable. In addition, the meter acted as a supportive device to the utilized alliteration in the poem.

6.2.3. Consonance and Assonance

While assonance is the repetition of vowel sounds, consonance is the consistent repetition of consonant sounds. Both assonance and consonance, as used in poetry, create a stress on a specific patter (Benczes, 2013: 2). For instance, both consonance and assonance have been applied in the poem to stress the pattern of beauty from nature, and the different ways it could be harnessed through exploration. For example, consonance has been used in the words "unsavory, unclean" in line 40 express the final thoughts in the poem. Similarly, the stanza uses assonance through the sounds in the words "maple" and "sap" in developing a consistent rhythm for the poem's theme of nature. The strategic placing of rhyming words complements the flow of ideas in the poem, adding value to its musical attributes.

Other Instances of Alliteration

Alliteration has also been used in the poem to redirect the reader to important tenets. Alliteration is essential in the incorporation of aesthetic value to a poem (Osborne, 2014: 40). For instance, alliteration has been used in the poem to develop crucial comparisons that add value to the meaning. For instance, words such as "woe and want" pose as alliteration with the repetition of the same sounds in the stanza in lines 61-62. In this case, alliteration creates musicality that allows the narrator in the poem to compare death with sleep as two counter components in nature. In this case, sleep is a worse alternative as it is torturous and ridiculous. In addition, alliteration adds to the aesthetic value of the poem through the increases in emphasis on the changing themes around the tenet of nature.
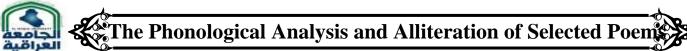
7. Familiar Phonological Phenomena

There are extensive similarities in the use of sound changes, such as repetition and rhyming, in the five poems. The main function of the stylistic distribution of phonemes is to create emphasis and improve the development of themes. Notably, phonological approaches are applied in poetry as a way of making some words, lines or phrases more emphatic (Tumbahang, 2019: 118). Firstly, all the poems presented a historical timing characteristic by using alliteration as a way of developing the theme. In this way, alliteration improved the emotional connection between the poet's content and the readers. In addition, there are familiar characteristics in the time presented by the use of rhyme to enhance the flow of ideas and make the poems more musical. In the same way, stylistic devices such as meter, consonance and assonance were used in all cases. As a result, the poems in this period concentrated more on the musicality, attraction to the audience and the use of sounds to develop the themes.

8. Conclusions for Each Poem

Alliteration is indeed a critical literary device used to create musicality, emphasize on specific lines and improve emotional connection . In the poem, Tennyson's "*Break Break Break*", alliteration was used to bring out emotional expression. The choice of words, based on observation of objects in the sea, reflected the theme of death, sadness and irreversibility of the situation. Additional tools, such as rhyme and assonance were essential in setting the mood and improving the contextual placing of the poem.

Phonological analysis presents different sound techniques that improve the musicality of a poem. In Hood's poem "*The Song of the Shirt*", alliteration has been vital in engaging the reader and making the poem memorable. In the same way, the use of rhyme increased the intensity of the meaning of the poem, by

delivering the sad and oppressive tone of the persona. Other tools such as meter and consonance have been utilized in developing a unique structure of the poem.

Browning's "*Home-Thoughts, from Abroad*" is a masterpiece in the use of sound devices. In most instances, the sound stylistic devices such as alliteration have been instrumental in connecting the contents in lines to the main themes. For instance, alliterating words have been linked to the theme of patriotic nostalgia. Moreover, the phonological analysis entailed the use of rhyme in the poem. In this way, rhyme enhanced the emotional expression of the experiences of the persona. Other phonological tools entailed meter, assonance and consonance.

Summing up, Poe's "*The Raven*" illustrates strategic use of alliteration in amplifying the themes of death, sorrow and grief. Importantly, the use of alliteration, through the repetition of sounds, improve the musical nature of the poem. In this way, it creates a sad atmosphere, in line with the sorrowful mood. In addition, the phonological analysis detailed other devices used in the poem, such as consonance, creates persuasion in the poem by allowing an effective flow of ideas and main tenets. Overall, the poem has invested in sounds stylistic devices to improve musicality and support of the themes.

Emerson's "*The Humble- Bee*" is an effective illustration of unique instances of alliteration and other phonological analysis tools. For example, the use of alliteration has been effective in improving the flow of the poem from the positive attributes of nature, under the humble bee, to the negative thoughts brought by death and sleep. Further, consonance and assonance have been effective in imposing a tense mood in the poem between the need to harness nature's positive attributes and torture caused by slumber, through repetition of sounds.

References

Aryani, A., Kraxenberger, M., Ullrich, S., Jacobs, A. M., & Conrad, M. (2016). Measuring the basic affective tone of poems via phonological saliency and iconicity. *Psychology of Aesthetics, Creativity, and the Arts*, *10*(2), 191.

Benczes, R. (2013). The role of alliteration and rhyme in novel metaphorical and metonymical compounds. *Metaphor and Symbol*, *28*(3), 167-184.

Bevis, M. (2013). Introduction: At Work with Victorian Poetry. In *The Oxford Handbook of Victorian Poetry*.

Boyce, C. (2012). Representing the "hungry forties" in image and verse: the politics of hunger in early-Victorian illustrated periodicals. *Victorian Literature and Culture*, *40*(2), 421-449.

Browning, R. (1845). Home-Thoughts, from Abroad. https://www.poetryfoundation.org/poems/43758/home-thoughts-from-abroad

Budiargo, A. D., & Haryanto, S. (2021). *Figurative Language Used In" The Raven" By Edgar Alan Poe's* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Dawson, C. (2013). Robert Browning at 200: An Assessment of the Poet in His Bicentenary Year. *Literature Compass*, *10*(10), 805-813.

Emerson, R. (1847). The Humble- Bee. https://poets.org/poem/humble-bee

Goswami, U., & Bryant, P. (2016). *Phonological skills and learning to read*. Routledge.

HASANAH, T. A. (2017). Alliteration in the Poem of "The Raven" by Edgar Allan Poe.

Hench, C. (2017, August). Phonological soundscapes in medieval poetry. In *Proceedings of the Joint SIGHUM Workshop on Computational Linguistics for Cultural Heritage, Social Sciences, Humanities and Literature* (pp. 46-56).

Hood, T. (1843). The Song of the Shirt. https://poets.org/poem/song-shirt

Kao, J., & Jurafsky, D. (2012, June). A computational analysis of style, affect, and imagery in contemporary poetry. In *Proceedings of the NAACL-HLT 2012 workshop on computational linguistics for literature* (pp. 8-17).

Lea, R. B., Rapp, D. N., Elfenbein, A., Mitchel, A. D., & Romine, R. S. (2008). Sweet silent thought: Alliteration and resonance in poetry comprehension. *Psychological science*, *19*(7), 709-716.

Miller, P. (2020). Prosody, Media, and the Poetry of Edgar Allan Poe. *PMLA/Publications of the Modern Language Association of America*, *135*(2), 315-328.

O'gorman, Francis. (2010). What is Haunting Tennyson's" Maud"(1855)?. *Victorian Poetry*, *48*(3), 293-312.

Osborne, G. (2014). *Bad Seeds: Inhuman Poetics in Nineteenth-Century America* (Doctoral dissertation, UC Berkeley).

Poe, E. (1845). The Raven. https://www.poetryfoundation.org/poems/48860/the-raven

Tennyson, A. (1842). Break Break Break. for Tineson. https://www.poetryfoundation.org/poems/45318/break-break-break

Thangamarimuthu, M. B., Sindhu, M. S., & Pandiyaraja, M. M. (2021). A Stylistic Analysis of Alfred Lord Tennyson's Poem "Break, Break, Break". *LITERARY DRUID*.

Tumbahang, M. K. (2019). Phonology: Tool for Poetic Analysis. *JODEM: Journal of Language and Literature*, *10*(1), 111-122.