

CHAPTER 1

INTRODUCTION

1.1 . Background of The Study

Literature is a creative activity and art without artistic values literature would be just another kind writing, along with scientific, works, reports,etc according Wellek and Warren(1963:15) this book theory of literature. Literature helps us grow, both personally and intellectually. It provides an objective base for knowledge ang understanding. It links us with the broader cultural, philosophical, and religious world of which we are a parth. Literature has three main divisions, they are drama, poetry and prose.

Talking about poetry needs to know defination of poetry. According to Altenbernd in book Pradopo (2012:62), that says “poetry as interpretive dramatization of experience in metrical language”. A poem is a interpretive dramatization of experience in metrical language in verse, special one is expressing deep feelings. In studying poetry there are many things which are parts of poetry, they are the characteristic,the kinds,the aspects,the appreciation of poetry, figurative language or figure of speech etc.

Poetry is written to be enjoyed because in poetry a poet usually uses supporting elements to enrich the meaning and bring the readers

imagination to his or her minds. The point about poetry and the other form of literature is that the choice of words and elements inside used by the author.

To create good of poetry, a poet usually uses supported elements in poem that is usually called by intrinsic elements such as figure of speech, rhyme, rhythm, imagery and tone to enrich the meaning and made the reader feels easy to understand what the poet means. By using figure of speech, rhyme, rhythm, imagery and tone, a poet feels that they can express what they have felt into poetry.

Emily Elizabeth Dickinson was born on December 10, 1830, in Amherst, Massachusetts. She lived a mostly introverted and reclusive live. Thought of as an eccentric by the locals. She became known for her penchant for with clotting and reluctance to greet guest or, lather in life even leave her room. her life influences her writing.

Dickinson poems are unique for the era in which she wrote, they contain short line, typically lack title, and often use slant rhyme as well as unconventional capitalization and punctuation. Many of her poems deal with themes of death and immortality, despite Dickinson prolific writing, fewer than a dozen of her poems were published during her lifetime. Dickinson's first volume was published four years after her death.

Figure of speech often provide a more effective means of saying what people mean does direct statement. It gives imaginative pleasure and bringing additional imagery into verse to make poetry more interesting.

There are many kinds figure of speech that are very similar in writing poems.

The writer will analyze the figure of speech in poems by Emily Dickinson, the title of poems are “Because I could not stop for Death”, “They dropped like Flakes” and “Death is the supple Suitor”. <http://hellopoetry.com/emily-dickinson>. All these poems about death. The writer interested in analyzing poetry because Emily Dickinson describe death beautifully soft with a unique language words.

1.1.2. Statements of The Problem

Based on the background of the study, the writer proposes the problem of the study as follow:

1. What kinds of Figure of Speech used in poems “Because I could not stop for Death”, “They dropped like Flakes” and “Death is the supple Suitor” by Emily Dickinson?
2. What is the meaning of each Figure of Speech in “Because I could not stop for Death”, “They dropped like Flakes” and “Death is the supple Suitor” poems Emily Dickinson?

1.1.3. Purpose of the Study

Related to the problem of the study above the purposes of the study are as follow:

1. To find out the Figure of Speech used in “Because I could not stop for Death”, “They dropped like Flakes” and “Death is the supple Suitor” poems Emily Dickinson.
2. To describe the meaning of Figure of Speech used in Emily Dickinson poems.

1.1.4. Significance of The Study

The significance of the study is hoped that this research improve the reader’s knowledge of understanding the Figure of speech and give contribution to larger body of knowledge and it is hoped to be useful for the reader especially to the students of Wijaya Putra university who want to make the next research about Figure of speech or Emily Dickinson poem as references.

1.1.5. Scope And Limitation of The Study

In conducting this study, the writer focuses on analyzing figure of Speech on Emily Dickinson poems “ because I could not stop for death” “they dropped like flakes”and “death is the supple suitor”. This study is limited on the discussion of the kind figure of speech and it is meaning.

In this thesis I focus only to going analyze figure of speech. Figure of speech goes beyond the normal meaning of words. In writing a poem we use figure of speech to add beauty,force,and clarity to our writing. Figure of speech defined as an expression of the imagination and based on

images or pictures of things seen and actions experienced. Miller and Greenberg (1986:66) stated, “figurative language ,that is, a means of indirect statement that says one thing in terms of another”.

Figure of speech are used in the passage to help imagine a region that is completely unfamiliar, for example: a place on the ocean floor where cracks in the earth’s crust release heat and lava. The rising columns of hot, mineral - stained water are described as “tornadoes of ink”. The shape of volcanic rock is made clear by a comparison to “pillow”. It is able to imagine what strange life forms look like when they are compared to familiar things like spaghetti and birch trees.

1.1.6. The Definition of Key Term

1. Figure of speech

Figure of speech is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. figure of speech, in comparison, uses exaggerations or alterations to make a particular linguistic point. figure of speech is very common in poetry (Reaske, 1966: 34)

2. Death Poem

Death poem is a poem on the theme of death and usually written by author while affected or being sad. Although the language used about death and grief, death poem still be displayed degan beautiful words.

3. Emily Dickinson

Famous American female poet at 1830-1886. Emily Dickinson's poem that related with death theme. They are Because I could not stop for Death , They dropped like Flakes and Death is the supple Suitor.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will be focused on the theories related or dealing with this study. These theories are taken from some resources to maintain its objectivity. Some of the theories presented in this chapter were taken from the books, and also online literature. They are: theory of poems, theories of figures of speech.

2.1. Poem/Poetry

Etymologically the word poem comes from the Greek word which means creation poems. Redmond (2006:5) poetry is associated with misty absolute freedom, beauty, truth, soul, inspiration. While in English, the word poetry is poetry that is close to the poem and the poet. Regarding the poet said, Coulter in the book Tarigan (1986:4) explains that the word comes from the greek poet means to make or create. In greek, the word means a human poet who creates through the power of imagination, one that is almost like a god and or gods love.

He is perspicacious people, teachers, saints, which is also a philosopher, statesman, one can find a hidden truth. Poem has no simple satisfactory definition. It is one of the literary arts; because it uses words as its medium of expression art and it is something in which man tries to give lasting form to an experience which seems to him important.

According to Larry M. Sutton, et al. "Poetry is Universal as language and almost ancient." The most primitive peoples have it, and the most civilized have to cultivate it. Poetry has the meaning; the term for the many literary forms through which man has given rhythmic expression to his most imaginative and intense perceptions of himself and his universe.

Poetry written after selected process by poet and choosing the supported elements such as figure of speech, rhyme, rhythm, imagery, alliteration or assonance, association between word and the meaning to give their experiences. All of them can not be separated because they have relationships that make one coherent structure. By figure of speech, rhyme, rhythm, imagery, alliteration or assonance, a poet can convey information and experiences through medium of poetry.

The subject of poem is for form being so restricted, very often does, deal with beautiful and profound themes: music, spring, love, courage, religious, faith, but many also deal with squalor, suffering injustice, intellectual or spiritual poverty. The language with which a poet handles this variety of experience may be pleasant dignified, or unusual. There are three major kind of poem; Narrative, Dramatic, and Lyric.

1. Narrative

A narrative poem tells a story, whether it is simple or complex of the many kinds of narrative poems the most important are ballads, epic, and metrical romances. A ballad, meant to be sung or recited, presents a single exiting episode in a single narrative. An epic meant a

long narrative poem, in elevated style that recounts the adventures of a figure of heroic proportions. A metrical romance is a long romantic tale in verse, in which the chief figures are king, knights, or distressed maidens, acting under the impulse of love, religious faith, or a search for adventures.

2. Dramatic

Poetry that employs dramatic form or some elements of dramatic technique as a means of achieving poetic ends is called dramatic poetry.

3. Lyric

Originally intended to be sung to the accompaniment of a lyre, hence, the name a lyric poem is a brief, subjective statement, marked by strong imagination, melody, and feeling, and designed to create in the reader a single, unified, and intense impression.

2.1.1. Elements of Poems

The intrinsic elements in a poem consist of four important elements:

1. Form
2. Language
3. Theme
4. Tone

In addition of poem language element, it is divided into:

1. Figure of speech

2.Diction

3.Imagery

In this research the writer focuses on elements “Language”, because one of discussion in this element is figure of speech. It has been explained before, that figure of speech is the main of data analysis that is used in this research

2.1.2. Figure of speech

According to Perrine, “Figure of speech may be defined as any way of saying something other than the ordinary way.” Figure of speech is one of the important intrinsic elements in a poem which is more dominant than other element. Poets feel, that by the usage of figure of speech in their poetry they can say more vividly and forcefully than they can say it directly. The definition of figure of speech itself based on Encyclopedia of literature in page 415:

Figure of speech is a form of expression used to convey meaning or heighten effect, often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener. It effectiveness way to say what does she/he mean, because (1) figure of speech afford to the reader imaginative pleasure because the reader can imagine what the poet means; (2) figure of speech is a way of bringing additional imagery into verse, of making poetry more sensuous; (3) figure

of speech is a way of adding emotional intensity to otherwise merely information statement and of conveying attitudes with information.

2.1.3. Kinds figure of Speech.

Generally figure of speech is divided into five categories:

- A. Figure of resemblance of relationship, e.g. simile, metaphor, kenning, conceit, parallelism, personification, metonymy, synecdoche, and euphemism, symbolism.
- B. Figure of emphasis or understatement, e.g. hyperbole, litotes, rhetorical, question, antithesis, climax, bathos, paradox, oxymoron, and irony.
- C. Figure of sound e.g. alliteration, repetition, anaphora, and onomatopoeia.
- D. Verbal games and gymnastics e.g. pun and anagram.
- E. Errors e.g. malapropism, periphrases and anagram.

In this research the writer focuses on eight figures of speech:

A. Metaphor

Keraf (2010:139) A metaphor is an implied simile, metaphor also compares two different things but it does not like simile, state one thing is like another or acts another but takes that for granted and proceeds as if the two things were one and it does not use a connective word such as 'like' or 'as'. According to Bradford metaphor is the comparison of two things without using the words "like" or "as".

B. Personification

Keraf (2010:140) Personification is the process of assigning human characteristics to non human objects, abstractions or ideas. This definition similar to Perrine explanation that personification consists in giving the attribute of human being to an animal, an object or a concept. For example in *The Sick Rose*, William Blake personifies the rose: "O rose, thou art sick!" He personifies the rose like a human being.

C. Paradox

Keraf (2010:136) Paradox is a statement or situation containing apparently contradictory or incompatible elements, but on closer inspection may be true. Paradox is a statement that is apparently contradictory but a deeper level is in fact. However, while it many appear that the opposite is contradictory, paradox of ten underlines the possibility that both may be true. Paradox is employed in poetry primarily as a device of emphasis and drawing attention to something.

D. Anaphora

Anaphora is the use of an expression the interpretation of which depends upon another expression in context (its antecedent or postcedent). In the sentence Sally arrived, but nobody saw her,

the pronoun *her* is anaphoric, referring back to Sally. The term *anaphora* denotes the act of referring, whereas the word that actually does the referring is sometimes called an *anaphor* (or *cataphor*). Usually, an anaphoric expression is a proform or some other kind of deictic expression.

E. Alliteration

Keraf (2010:130) Alliteration is the repetition of the same consonant sounds at the beginning of words that are in close proximity to each other. This repetition of sounds brings attention to the lines in which it is used, and creates more aural rhythm. In poems, alliteration can also refer to repeated consonant sound in the stressed syllables of a line. For example, in Shakespeare's *Sonnet 30*, we find the line "Then can I grieve at grievances foregone." In this case, the "g" sound is alliterative in "grieve", "grievances", and "foregone", since the stressed syllable in "foregone" starts with "g".

F. Simile

Keraf (2010:138) A simile is a figure of speech that directly compares two things through the explicit use of connecting words (such as *like*, *as*, *so*, *than*, or various verbs such as *resemble*). Although similes and metaphors are sometimes considered to be interchangeable, similes acknowledge the imperfections and limitations of the comparative relationship to a greater extent than

metaphors. Metaphors are subtler and therefore rhetorically stronger in that metaphors equate two things rather than simply compare them.

G. Litotes

Keraf (2010:132) Litotes is a kind of style that is used to express something with the aim of degrading themselves. litotes is a figure of speech wherein understatement is used to emphasize a point by stating a negative to further affirm a positive, often incorporating double negatives for effect. For example, "She's not bad looking" could be used to express that someone is gorgeous. Or it could convey that she's not particularly ugly, but also isn't particularly attractive.

H. Symbolism

Symbolism is visible object, place, person or experience by giving some further meaning than what it is. Sometimes the learners will representation which repeated over and over again. For example if a poet uses the word "flower" every time the obviously is speaking about beauty, the flower may be said to be a symbol of a beautiful girl.

CHAPTER III

RESEARCH METHOD

This research employs a qualitative method. This chapter presents and discusses the research method, which includes research design, source of data ,data collection , and data analysis.

3.1. Research Design

A suitable method in finding and understanding description in Emily Elizabeth Dickinson's poems are descriptive qualitative method. Anselm and Juliet (2003:4) say that qualitative research is the research that the result does not get from statistic, qualitative research can be done in social, attitude, individual or organization by researcher in a group or personality. Because researcher described Figure of speech in Emily Elizabeth Dickinson's poem systematically so this research used descriptive qualitative method.

It can be said that the research here used descriptive data: analyzing and interpreting from the assumption. In this chapter, it has been formulated that the object of this research is Emily Elizabeth Dickinson's poems in his book the madman that related with social theme. As a result this is actually conducted descriptively.

3.1.1. Object of The Study

The material objects that are being analyzed in this study are three poems of Emily Elizabeth Dickinson with death theme which related, They are:

1. Because I could not stop for Death
2. They dropped like Flakes
3. Death is the supple Suitor

3.1.2. Data Collection

In this thesis, the steps of writer use to collect the data is as the following:

1. Collecting Emily Elizabeth Dickinson's poems
2. Intensive Reading and understanding Emily Elizabeth Dickinson's poems
3. Collecting data selected with Figure of speech in Emily Elizabeth Dickinson's poems
4. Give color or underline on words containing figure of speech in Emily Elizabeth Dickinson's poem

3.1.3. Data Analysis

To answer the problem of the study, the data were analyzed systematically using the following steps:

1. Analyzing every Figure of speech found in Emily Elizabeth Dickinson's poems

2. Analyzing the meaning of Figure of speech found in Emily Elizabeth Dickinson's poems

3.1. Example of table

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5

This table uses to analyze a poems which implies a figure of speech, coloum one for giving sequence number, coloum two for giving number line of poem, coloum three place for sentences figure of speech, coloum four this coloum for kinds of figure of speech, and coloum five this coloum for explain the word figure of speech.

NOTES:

Coloum 1: For giving sequence number.

Coloum 2: For giving number line of poem.

Coloum 3: Place for sentences figure of speech.

Coloum 4: This coloum for kinds of figure of speech

Coloum 5: This coloum for explain the word figure of speech.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

4.1. Research Findings and Analysis

The writer would like to find and analyze kinds of figure of speech that were found in three poems of Emily Elizabeth Dickinson that chosen because they have the same themes about death, they are: “Because I could not stop for death, They dropped like flakes and Death is the supple suitor”.

4.1.1. Finding and Analysis of Figure of speech in: “ Because I could not stop for Death”

The material object that are being analyzed in this study is one poem of Emily Elizabeth Dickinson “ Because I could not stop for Death”. This is the poem:

Stanza 1

- (1) Because I could not stop for Death –
- (2) He kindly stopped for me –
- (3) The Carriage held but just Ourselves –
- (4) And Immortality

4.1. Tabel of stanza 1 in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	2	Because I could not stop for Death'	Personification	'Death' as a carriage driver
2	2	He kindly stopped for me	Personification	"He" is Death depicted as a gentlemanly who "kindly"

In the first line of first stanza "because I could not stop for death", Dickinson uses figure of speech personification the word "death" compares as a carriage driver, may have several possible meanings, but one plausible interpretation is that the speaker is simply too busy with everyday life to die, and so death himself comes to take the woman, carriage driver is activity and characteristics as a human.

The second line of first stanza in the sentences "he kindly stopped for me" Dickinson uses figure of speech personification, in the word "he" is death depicted with word "kindly", kindly is presented as a gracious man, death is presented as a gracious man, kindly is activity and characteristics as a human.

Stanza 2

(1) We slowly drove – He knew no haste

(2) And I had put away

(3) My labor and my leisure too,

(4) For His Civility –

4.1.1. Tabel of stanza 2 in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1	We slowly drove – He knew no haste	Personification	death is depicted as human
2	3	My labor, and my leisure too	Alliteration	'my" and "my" , "labor" and "leisure" it is having the same first consonant sound occur close together in a series

In the first line of the second stanza in the sentences "we slowly drove – he knew no haste " Dickinson uses personification in the word "he and we" is death is depicted as human, and Dickinson uses figure of speech alliteration in the word "knew" and "no" it is having the same first consonant sound occur close together in a series, Dickinson uses figure of speech alliteration make more beautiful sentence in the poem is beautiful, unique and easy to remember.

Stanza 3

(1) We passed the School, where Children strove

(2) At Recess – in the Ring –

(3) We passed the Fields of Gazing Grain –

(4) We passed the Setting Sun –

4.1.2. Tabel of stanza 3 in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1-2	<p>We passed the school, where children strove At recess, in the ring We passed the fields of gazing grain We passed the setting sun</p>	Anaphora	The repetition of the phrase "we passed the"

1	2	3	4	5
2	2	At r ecess, in the r ing	Alliteration	"recess" and "ring" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase
3	3	g azing g rain	Alliteration	"gazing" and "grain" it is having the same first consonant sound occur close together in a series
4	4	setting s un	Alliteration	'setting" and "sun" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase
5	5	We passed the setting s un Or rather, h e passed us	Personification	it compares "sun" and "he" like a person or human

In the first second line of third stanza “we passed the school, where children strove at recess, in the ring we passed the fields of gazing grain, we passed the setting sun”, Dickinson uses figure of speech anaphora the deliberate repetition of the first part of the sentence in order to achieve an artistic effect is known as anaphora, anaphora is evident in the passage with the repetition of “we

passed” to emphasize the frequency of the action and how important those stages mentioned in the poem.

In the second of third stanza in the sentences, "at recess and the ring" Dickinson uses figure of speech alliteration, in the word "recess" and "ring" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase, Dickinson uses figure of speech alliteration make more beautiful sentence in the poem is beautiful, unique and easy to remember.

In the third of third stanza in the sentences "gazing grain", Dickinson uses figure of speech alliteration, in the word "gazing" and "grain" it is having the same first consonant sound occur close together in a series, Dickinson uses figure of speech alliteration make more beautiful sentence in the poem is beautiful, unique and easy to remember.

In four line of the third stanza in the sentences "setting sun", in the word "setting and sun" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase, Dickinson uses figure of speech alliteration, made more beautiful sentence in the poem is beautiful, unique and easy to remember.

In the five of third stanza in this sentences “we passed the setting sun or rather, he passed us,” Dickinson uses personification it compares in the word "sun" and "he" is death like a person or human, the “setting sun” which is the time when she is in the verge of her death, Here in the third stanza Dickinson in this

sentences "he passed us" is a notion of abstract matters such as childhood and adulthood.

Stanza 4

Or rather – He passed us –

The Dews drew quivering and chill –

For only Gossamer, my Gown –

My Tippet – only Tulle –

4.1.3. Tabel of stanza 4 in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	3	For only gossamer my gown	Alliteration	"gossamer" and "gown" it is having the same first consonant sound occur close together in a series
2	4	My tippet only tulle	Alliteration	" Tippet" and " tulle" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase

In the line three and four of four stanza in the sentences, "for only gossamer my gown", "my tippet only tulle" Dickinson uses figure of speech alliteration in the word "gossamer" and "gown" it is having the same first consonant sound occur close together in a series, and in the word " tippet" and " tulle" it is the same kinds of sounds at the beginning of words or in stressed syllables of a phrase, Dickinson uses figure of speech alliteration, made more beautiful sentence in the poem is beautiful, unique and easy to remember.

Stanza 5

We paused before a House that seemed

A Swelling of the Ground –

The Roof was scarcely visible –

The Cornice – in the Ground –

4.1.4. Tabel of 5 stanza in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1	We paused before a House that seemed	Litotes	‘‘house’’ This is to say the grave

1	2	3	4	5
2	2	A Swelling of the Ground	Litotes	“Swelling” this is to say grave
3	3	The Roof was scarcely visible	Litotes	“Roof” this to say the tombstone

In the first line of five stanza in the sentences, "we paused before a house that seemed", Dickinson uses figure of speech litotes the word "we paused" marks the second stop in the poem using the word "house" to indicate the place of burial, Instead of "grave" or "tombstone", which might stir up images of finality and death, she uses a word that we consider synonymous with "dwelling" or even "home" ever heard someone call a gravesite the "final resting place" this is a subtle way to say it.

In the second line of five stanza in the sentences "a swelling of the ground" Dickinson uses figure of speech litotes, in the word “a swelling” eliminates any possibility that we might think this is a grave, or a freshly dug place where a dog hides his bone even after he covers it up there is a little rise in the ground, swelling of the ground this is a subtle way to say a grave .

In the third line of five stanza in the sentences "the roof was scarcely visible" Dickinson use figure of speech litotes, in the word “roof” perhaps the tombstone is very low, and the cornice is in the ground, This location is very

strange, as cornices are often found near the rooftops, near the earth, roof this is a subtle way to say the tombstone.

Stanza 6

Since then – ‘tis Centuries – and yet

Feels shorter than the Day

I first surmised the Horses’ Heads

Were toward Eternity

4.1.5. Tabel of 6 stanza in poem *Because I could not stop for death*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1-4	<p>Since then 'tis centuries, and yet each Feels shorter than the day I first surmised the horses' heads</p>	Paradox	<p>This statement is so paradoxical at the same time</p>

In the first –four line of six stanza this sentences “since then 'tis centuries, and yet each feels shorter than the day. I first surmised the horses' heads” Dickinson uses figure of speech paradox, this statement is so paradoxical at the same time, The woman states that though centuries have passed, all that time .

4.1.2. Finding and Analysis of Figure of speech in : “They dropped like Flakes”

The material object that are being analyzed in this study is one poem of Emily Elizabeth Dickinson “they dropped like flakes”.

Stanza 1

They dropped like Flakes -

They dropped like Stars -

Like Petals from a Rose -

When suddenly across the June

A Wind with fingers - goes –

4.1.6. Table of 1 stanza in poem *They dropped like flakes*

No	Line	Quotation of poem	Kinds of Figure of Speech	Reason
1	2	3	4	5
1	1	They dropped like Flakes	Simile	They dropped is death " death like Flakes "
2	2	They dropped like Stars	Simile	dropped is death " death like Stars"

1	2	3	4	5
3	3	Like Petals from a Rose	Simile	"death" " death Like Petals from a Rose"
4	4	When suddenly across the June	personification	“suddenly across” is human characteristics
5	6	A Wind with fingers goes	personification	“Fingers” is human characteristics

In the first line of first stanza Dickinson uses figure of speech simile, in this sentence “they dropped like flakes” in the word “like flakes” Dickinson is describing a battlefield by describing how the fighting soldiers fell to the ground in both death and injury, Dickinson describes that the soldiers fell to the ground as plentiful as snowflakes fall to the ground.

The second line of first stanza Dickinson uses figure of speech simile, in this sentence “they dropped like stars” in the word “like stars” Dickinson is describing a battlefield by describing how the fighting soldiers fell to the ground in both death and injury, Dickinson describes that the soldiers fell to the ground as plentiful as snowflakes fall to the ground, they fell to the ground as plentifully as shooting stars.

The third line of first stanza Dickinson uses figure of speech simile, in this sentence “like petals from a rose” Dickinson is describing a battlefield by describing how the fighting soldiers fell to the ground in both death and injury, Dickinson describes that the soldiers fell to the ground as plentiful as snowflakes fall to the ground, and they also fell to the ground just as plentifully as petals fall from roses.

The four line of first stanza Dickinson uses figure of speech personification, in the sentence “when suddenly across the june” in the word “suddenly across” since wind does not literally have the human characteristic , we know this is a perfect example of personification, she using the personification to describe the sudden and gripping june wind that blew over the battlefield.

The five line of first stanza Dickinson uses figure of speech personification, in the sentence “a wind with fingers goes” in the word “fingers” dickinson uses the fingers , Wind with fingers Since wind does not literally have the human characteristic of fingers, we know this is a perfect example of personification.

4.1.3. Finding and Analysis of Figure of speech in: “Death is the supple Suitor”

The material object that are being analyzed in this study is one poem of Emily Elizabeth Dickinson “Death is the supple Suitor”.

Stanza 1

Death is the supple Suitor
 That wins at last-
 It is a stealthy Wooing
 Conducted first
 By pallid innuendoes
 And dim approach
 But brave at last with Bugles
 And a bisected Coach
 It bears away in triumph
 To Troth unknown
 And Kindred as responsive
 As Porcelain.

4.1.7. Tabel of 1 stanza in poem *Death is the supple suitor*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1	Death is the supple Suitor	Personification	" death"compares "Suitor" is man who tried to apply for a woman .

1	2	3	4	5
2	2	That wins at last-	Personification	death compare "win" is characteristics as a human.
3	3	It is a stealthy Wooing	Personification	death compare "wooing" is a man who tries to gain a womans trust or love.
4	6	But brave at last with Bugles	Personification	death compare "brave" is characteristics as a human.
5	10	And Kindred as responsive	Personification	death compare "responsive" is characteristics as a human.

In the first line of one stanza Dickinson uses figure of speech personification, in the first line “death is the supple suitor” in word “suitor” dickinson compares " death" with word " Suitor," supple suitor is man who tried to apply for for his lover or the woman he loves, with a view to marriage.

In the second line of one stanza, Dickinson uses figure of speech personification, in the sentence “ that wins at last” in the word “ win” dickinson compares death with win, the win a man who has accepted his love by her lover, with a view to marriage, win is characteristics as a human.

In the third line of one stanza, Dickinson uses figure of speech personification, the sentence “it is a stealthy wooing” Dickinson compares death with word “wooing”, wooing is a man who tries to gain a woman, or a man trying to convince a woman to accept his love, with a view to marriage, wooing is characteristics as a human.

In the six line of first stanza, Dickinson uses figure of speech personification, in the sentence “but brave at last with bugles” Dickinson compares death with word “brave” brave here likened to a man who has the courage to express love to the woman he loves, with a view to marriage, brave is characteristics as a human.

In the ten line of first stanza, Dickinson uses figure of speech personification in the sentence “and kindred as responsive” Dickinson compares death with word responsive, responsive here meant a woman who respond to men who claimed love with her and proposed, with a view to marriage, responsive is characteristics as a human.

4.1.8. Tabel of 1 stanza in poem *Death is the supple suitor*

No	Line	Quotation of poem	Kinds of Figure of Speech	Explanation
1	2	3	4	5
1	1	Death is the supple Suitor	Symbolism	supple Suitor is symbolize of death
2	3	It is a stealthy Wooing	Symbolism	stealthy Wooing is symbolize of death
3	5	By pallid innuendoes	Symbolism	pallid innuendoes is symbolize of death
4	6	And dim approach	Symbolism	dim approach is symbolize of death
5	8	And a bisected Coach	Symbolism	bisected Coach is symbolize of death

In the first line of one stanza Dickinson uses figure of speech symbolism in the sentences “ death is the supple suitor” in the word “supple suitor” supple suitor is symbolize of death, supple suitor is Bending and moving easily and gracefully, flexible a man who pursues a relationship with a particular woman, with a view to marriage.

In the third line of one stanza Dickinson uses figure of speech symbolism, in the sentences “it is a stealthy wooing” in the word “stealthy wooing” is symbolize of death, stealthy wooing is behaving, done, or made in a cautious manner, so as not to be seen or heard try to gain the love of (someone, typically a woman), with a view to marriage.

In the five line of one stanza Dickinson uses figure of speech symbolism, in the sentences “by pallid innuendoes” in the word “pallid innuendoes” is can be say symbolize of death, pallid innuendoes is (of a person's face) pale, typically because of poor health an allusive or oblique remark or hint.

In the six line of one stanza Dickinson uses figure of speech symbolism, in the sentences “and dim approach” in the word “dim approach” is symbolize of death, dim approach is not shining brightly or clearly come near or nearer to (someone or something) in distance.

In the eighth line of one stanza Dickinson uses figure of speech symbolism, in the sentences “and a bisected coach” in the word “bisected coach” is symbolize of death, bisected coach is divide into two parts a horse drawn carriage, a closed one.

CHAPTER V

CONCLUSION AND SUGGESTION

4.1. CONCLUSION

After this research was conducted to study figure of speeches of Emily Dickinson poems such as “because I could not stop for death, they dropped like flakes, and death is the supple suitor”, it concluded that Dickinson used figure of speech to make an effect in the poems, she used many varieties of figure of speeches there are metaphor, litotes, simile, personification, paradox, alliteration, anaphora, symbolism.

In “because I could not stop for death” Dickinson write the poem death with personified and compare death with carriage driver and a gracious man, in the poem “they dropped like flakes” Dickinson write the poem death with personified and compare death with flakes, and in the poem “death is the supple suitor” Dickinson write the poem death with personified and compare death compare the supple suitor.

Then in “because I could not stop for death” to give message to all human being not to arrogant and we must be care the other person’s advise. This is ballad style and six metaphor, seven alliteration, five personification, one paradox, one anaphora, in the poem “they dropped like flakes” have litotes metaphor and two personification, and in the poem “death is the supple suitor” have five personification and five symbolism.

4.1.1. SUGGESTION

The writer would like to give some suggestions, for readers and students who are interested in analyzing literary works, especially poetry Emily Dickinson it is suggested to understand the figure of speech contained in the poem before they understand the whole poem because by understanding the figure of speech it will make them easier to catch the meaning, message, even the theme of the poem, for the further researcher it is hoped that this thesis can be used as references to conduct another research on figure of speech and it is meaning of different poem, and they can analyze the same poem but in different aspect such as discuss the themes, rhymes even the syntax of the semantics of the poems.

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APPENDICES



Emily Dickinson Biography

Poet (1830–1886)

Emily Dickinson was a reclusive American poet. Unrecognized in her own time, Dickinson is known posthumously for her unusual use of form and syntax.

Born on December 10, 1830, in Amherst, Massachusetts, Emily Dickinson left school as a teenager to live a reclusive life on the family homestead. There, she filled notebooks with poetry and wrote hundreds of letters. Dickinson's remarkable work was published after her death—on May 15, 1886, in Amherst—and she is now considered one of the towering figures of American literature.

Emily Elizabeth Dickinson was born on December 10, 1830, in Amherst, Massachusetts. Her family had deep roots in New England. Her paternal grandfather, Samuel Dickinson, was well known as the founder of Amherst College. Her father worked at Amherst and served as a state legislator. He married Emily Norcross in 1828 and the couple had three children: William Austin, Lavinia Norcross and Emily.

Emily Dickinson was educated at Amherst Academy (now Amherst College) and the Mount Holyoke Female Seminary. She was an excellent student, despite missing long stretches of the school year due to frequent illness and depression. Though the precise reasons for Dickinson's final departure from the academy in 1848 are unknown, it is believed that her fragile emotional state probably played a role.

Dickinson began writing as a teenager. Her early influences include Leonard Humphrey, principal of Amherst Academy, and a family friend named Benjamin Franklin Newton. Newton introduced Dickinson to the poetry of William Wordsworth, who also served as an inspiration to the young writer. In 1855, Dickinson ventured outside of Amherst, as far as Philadelphia, Pennsylvania. There, she befriended a minister named Charles Wadsworth, who would become a cherished correspondent.

Among her peers, Dickinson's closest friend and adviser was a woman named Susan Gilbert. In 1856, Gilbert married Dickinson's brother, William Austin Dickinson. The Dickinson family lived on a large home known as The Homestead in Amherst. After their marriage, William and Susan settled in a property near The Homestead known as The Evergreens. Emily served as chief caregiver for their ailing mother from the mid-1850s until her mother's death in 1882. (Neither Emily nor her sister Lavinia ever married and lived together at The Homestead until their respective deaths.)

Dickinson's seclusion during this period was probably partly due to her responsibilities as guardian of her sick mother. Scholars have also speculated that she suffered from conditions such as agoraphobia, depression and/or anxiety. She also was treated for a painful ailment of her eyes. After the mid 1860s, she rarely left the confines of The Homestead. It was also during this time that Dickinson was most productive as a poet, filling notebooks with verse without any awareness on the part of her family members. In her spare time, Dickinson studied botany and compiled a vast herbarium. She also maintained correspondence with a variety of contacts. One of her friendships, with Judge Otis Phillips Lord, seems to have developed into a romance before Lord's death in 1884.

Dickinson died of kidney disease in Amherst, Massachusetts, on May 15, 1886 at the age of 56. She was laid to rest in her family plot at West Cemetery. The Homestead, where Dickinson was born is now a museum.

Little of Dickinson's work was published at the time of her death, and the few works that were published were edited and altered to adhere to conventional standards of the time. Unfortunately, much of the power of Dickinson's unusual use of syntax and form was lost in the alteration. After her sister's death, Lavinia Dickinson discovered hundreds of her poems in notebooks that Emily had filled over the years. The first volume of these poems was published in 1890, with additional volumes following. A full compilation, *The Poems of Emily Dickinson*, wasn't published until 1955.

Emily Dickinson's stature as a writer soared from the first publication of her poems in their intended form. She is known for her poignant and compressed verse, which profoundly influenced the direction of 20th century poetry. The strength of her literary voice, as well as her reclusive and eccentric life, contributes to the sense of Dickinson as an indelible American character.

Poem I " Because I could not stop for Death "

Because I could not stop for Death –
He kindly stopped for me –
The Carriage held but just Ourselves –
And Immortality.

We slowly drove – He knew no haste
And I had put away
My labor and my leisure too,
For His Civility –

We passed the School, where Children strove
At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –

Or rather – He passed Us –
The Dews drew quivering and Chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –

We paused before a House that seemed
A Swelling of the Ground –
The Roof was scarcely visible –
The Cornice – in the Ground –

Since then – 'tis Centuries – and yet
Feels shorter than the Day

I first surmised the Horses' Heads
Were toward Eternity –

Poem II “ They dropped like Flake”

They dropped like Flakes —
They dropped like Stars —
Like Petals from a Rose —
When suddenly across the June
A wind with fingers — goes —

They perished in the Seamless Grass —
No eye could find the place —
But God can summon every face
Of his Repealless —

Poem III “Death is the supple Suitor”

Death is the supple Suitor
That wins at last —
It is a stealthy Wooing
Conducted first
By pallid innuendoes
And dim approach
But brave at last with Bugles
And a bisected Coach
It bears away in triumph
To Troth unknown
And Kindred as responsive
As Porcelain.