AN ANALYSIS OF FIGURATIVE LANGUAGE ON THE POEMS ENTITLED "CLASSIC POETRY SERIES" BY WILLIAM BLAKE

A THESIS

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ABSTRACT

MINHATUL MAULA: AN ANALYSIS OF FIGURATIVE LANGUAGE ON THE POEMS ENTITLED "CLASSIC POETRY SERIES" BY WILLIAM BLAKE

In literature, there are several models of literary works, one of them is poem. Poem is the most literary works contain elements of beauty. This can be seen from the characteristics of poem that use figurative language, choice of words and messages are expressed by the author. Those characteristics are difficult to be understood by people in learning a poem. Therefore, this issue is very important to be studied and analyzed. The aims of this research are to know the types of figurative language are used in the poems especially in collection of William Blake's poems, and the messages are generated from that poem.

The theory which used in this research is the theory of Giroux, it is that Figurative language is language which departs from the straight-forward use of words. It creates a special effect, clarifies an idea, and makes writing more colorful and forceful. Accordingly, there are 14 kinds of figurative languages; they are Alliteration, Allusions, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche, and Symbol.
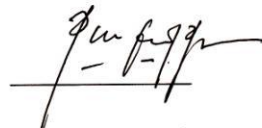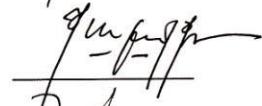
This research is qualitative research. The analysis of research on a book about William Blake's poetry collection, which numbered approximately more than one hundred of poems and the writer take three of poems as a sample. Techniques of collecting data use library research and content analysis as the technique of analyzing data.

The results of research showed that from three poems as the sample of collection of William Blake's poems, there are 11 kinds of figurative language are used in the collection of William Blake's poem; they are Alliteration, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Paradox, Personification, Pun, Simile, and Synecdoche. And the most commonly used is Hyperbole. There are many difference message are expressed by the William Blake in every stanza of those poems.

There are 11 kinds of figurative language are used in the collection of William Blake's poem; they are Alliteration, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Paradox, Personification, Pun, Simile, and Synecdoche. And the most commonly used is Hyperbole. From a variety of figurative language used in the poem, there are many different messages that can be taken from that poems, one of them is people should not compare our situation with the others, and belittle themselves, because everyone is same, which distinguishes humans from the other is moral in God's view.

RATIFICATION

The thesis entitled **"AN ANALYSIS OF FIGURATIVE LANGUAGE ON THE POEMS ENTITLED 'CLASSIC POETRY SERIES' BY WILLIAM BLAKE"** written by **Minhatul Maula** whose registration number is **59430634** has been examined on August 19th, 2013. It has been recognized as one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of the Institute for Islamic Studies *(IAIN) Syekh Nurjati* Cirebon.

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PREFACE

Bismillahirrohmanirrahim…

In the name of Allah, Most Gracious and Most Merciful. All praises and thanks belong to Allah who has taught writing by pen. With His Mercury permission, the writer has been able to finish her thesis. May safety and invocation be given to the Prophet Muhammad (Peace Be upon Him) his family and his followers up to the end of the word.

The thesis entitled in "**AN ANALYSIS OF FIGURATIVE LANGUAGE ON THE POEMS ENTITLED 'CLASSIC POETRY SERIES' BY WILLIAM BLAKE"** is presented to fulfill of requirements to achieve the degree of Islamic scholar in education at English Department of Tarbiyah of the State for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

In composing this thesis, there are so many people who have participated, helped and advised directly or indirectly. So in this opportunity, the writer would like to convey her sincerely propound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA, the Rector of IAIN Syekh Nurjati Cirebon.

2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

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6. All of lecturers of IAIN Syekh Nurjati Cirebon.

7. All of my family.

8. Everyone that cannot be mentioned one by one who has helped her to finish this thesis.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content of this thesis. Hence, suggestion and criticism from the readers are necessary to make it more perfect in the future.

Finally the writer hopes this thesis will be some valuables to the readers, especially for the writer herself and for the English Education Department of IAIN Syekh Nurjati Cirebon.

Cirebon, Julyth 2013

The researcher

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CHAPTER I
INTRODUCTION

This chapter will present the background of the problem, the identification of problem, the limitation of the problem, the questions of the research, the aims of the research, and the use of the research.

A. The Background of the Problem

Language is a tool to interact on a social being and a way to express their feelings in daily life, language as means of communication play very important role in social relationship among human being. That opinion as Lindsay and Knight explanation (2010: 27) that language is a tool we use to communicate with other people. People can encode against what they want to say which consists of various components. Douglas (2000: 155) defined that Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.

According to Hornby (2000: 721) language is a way for someone to communicate and interact in speech and writing are used by everyone from the various regions that have customs and traditions of each, it is a certain style of writing and speaking are used by humans in the form of sounds and words that aims to communicate, it is also called as a way to express ideas, feelings, and concept of someone who applied by using movements, symbols, sounds, and also the symbols and rules are used in certain terms that exist in a computer and other electronic devices.

Same with Hornby, Wardhaugh (1998: 23) also explained that language is a system or a way for someone to communicate and interact in speech and writing are used by everyone from the various regions that have customs and traditions of each. In other hand, there is also which interpreted that language is a system of sound symbols arbitrators is generated by said means humans and used by people to communicate, cooperation, and self-identification, Bastian (2011: 11).

According to Rastafara (2011: 10) there are many functions of language in society such as a tool to communicate with fellow human beings, for working with fellow human beings, and to identify them.

Different from Hornby's explanation, Tood (2006: 6) defined that a language is a sign that a person or a group of individuals to communicate and interact as social beings.

Based on some explanations above, the writer can conclude that language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is also has many forms and variations in every region. And as an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

Human beings as one of the three alive-creatures besides animal and plant have a particular ability, which makes him so special that dominates the others. They are able to adapt, to survive and to analyze the universe phenomenon, which make their quality of life better and better since the past. They have the whole ability because God has granted them brain and mind. Their curiosities are so great that they learn more and more about everything that exist in the world.

Moreover, human beings are considered as a perfect god because it has many advantages. Something that makes them more special than the others is that they know how to express their feelings, thoughts, and emotions. The way to express ideas, feelings, thoughts and their emotions can be applied or embodied in various forms. One of them is that they can express it in the form of an article, either in the form of a written story or just a short like in novels, short stories, poems, rhymes, songs, and others. By using their mind they produced an expression of their feeling, emotion and thought to communicate with others. And this result of literature is called a literary work. Some examples of literary works it could be a hobby to each individual.

Actually, there are many definitions of literature that mentioned by the experts and some dictionaries. Longman Dictionary (2003: 828) writes the definitions of literature as works, plays, poems, etc. that people think have value and as works, such as these that are studies as a subject. Another definition mentions that literature is one of the great creative and universal means of communicating the emotional, spiritual, or intellectual concerns of mankind (The Encyclopedia of Americana, vol. 22:559).

It seems that something human being does deals literature, especially in communicating. To communicate to each other may be done by a means, such as by a letter, speaking directly, by phone etc. Even something they wrote or said, no matter what its content, could be called a literature. Well, in this life, in purpose or not in purpose, they have involved in a literature.

According to Moleong as quoted by Spadlex (2000:13) explained that literature is the knowledge which is earned by human beings arise conduct and it is used to reflect and express experience. According to Koesnosoebroto (1988: 10), people read literature because of hunger of information or amusement or solace because an appetite for truth that seem to grow by what it feeds on. Men read to discover themselves and their world to assess their special roles in the universe, to learn the meaning of the personal struggles in which they are engaged. In other words, we want to share experience.

Literature expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson quoted by Lazar 1993). While according to Nandi (1996: 127), stated that "Literature is all the writing of a country, writing distinguished for beauty of from expression as distinct from works dealing with positive knowledge".

Thus, from some those definitions of literature, it is necessary to know why people study literature. There are some reasons that cause people to learn literature. As explained by Koesnosoebroto (1988: 11) that the readers study

literary works because they want to learn about another country, to appear well educated, to pass the examination and to make themselves better people.

In literature, there are several models of literary works, one of them is poem. Poem is the most literary works contain elements of beauty. This can be seen from the characteristics of poem that use figurative language, choice of words and messages are expressed by the author. Those characteristics are difficult to be understood by people in learning a poem. Therefore, this issue is very important to be studied and analyzed.

According to Aminuddin (1995: 134) that quoted from McCauley, Hudson (1965) said that:

> *Puisi adalah salah satu cabang sastra yang menggunakan kata-kata sebagai media penyampaian untuk membuahkan ilusi dan imajinasi, seperti halnya lukisan yang menggunakan garis dan warna dalam menggambarkan gagasan pelukisnya.*
>
> *(*A poem is a branch of literature that uses these words as a delivery media to produce an illusion and imagination, as well as paintings that using line and color to illustrate the idea of the artist).

> Based on the ancient Greeks, poems had three departments-lyric, dramatic, and epic. In lyric poems the author was concerned with expressing certain emotions love, hate, pity, fear, relying all the time on the power of his words. In dramatic poems, he did not have to rely quite so much on words because there was action, a plot, human character. In epic poems he could tell a tale-again making use of character and action, and there perhaps his skill as a narrator and his constructive power would be more important than the suggestive qualities of words. Lyrical poem is the only kind of poems left Burgess (1950: 7).

Based on the Burgess's explanation, so that, to analyze a poem in a study or paper there must be minimally two elements that support each other, such as tone and metaphor/figurative language. According to Davies (2002: 22) stated tone and metaphor are two significant elements and very needed in a poetry or poem. Tone

consists of the attitude of the speaker or writer toward his subject matter. It involves practice working with the other elements-especially under-and overstatement, language, irony, imagery, the meanings and connotations (implications) of word-poems to judge the tone of a poem.

Meanwhile, metaphor is a comparison that is not made explicitly-that is not made clearly and directly and is not made with clues such as "like" or "as". It is instead, an indirect comparison between two things that are basically unlike. And here also explain that the other elements of poems are denotation and connotation, Davies (2002).

The object of writer takes a title "An Analysis of Figurative Language on the Poems Entitled 'Classic Poetry Series' by William Blake" is to analysis the content of poem and understanding the meaning and the kinds of figurative language on that poem.

B. The Identification of the Problem

The identification of the problem is required to give the clarification about the problem which is will be investigated. And then the researcher arrangers identification of the problem referred to the background of the problem above, they are:

1. **The Field of the Research**

   The field study from this research is literature.

2. **The Kinds of the Problem**

   This study entitled "AN ANALYSIS OF FIGURATIVE LANGUAGE ON THE POEMS ENTITLED 'CLASSIC POETRY SERIES' BY WILLIAM BLAKE". The researcher undeline several some problems to be identified in this study, they are:

   1) The types of figurative language are used in the poems of William Blake.

   2) The most figurative language is found in the poems of William Blake.

3) The messages are expressed by the meaning of figurative language in William Blake's poems.

3. The Main Problem

After the researcher done observation, the researcher can conclude that there are some problems in which will be investigated and analyzed that had become the main problem in this research. The main problem in this research is people's difficulties in understanding and determining figurative language in the poems.

C. The Limitation of the Problem

In this study, the researcher focuses on observation and analysis of figurative language that used in the poems "Classic Poetry Series" by Wiilliam Blake. The sources data of the research are all the verses that contain figurative language in the poems, and the meaning of the poems "Classic Poetry Series" by Wiilliam Blake. The verses/lines in the poems became the main focuses whom researcher is going analyze.

D. The Questions of the Research

In this research, based on the background of the problem that has explained, so, there are three questions of the research which can be identified by research are as follows:

1. What types of figurative language are used in the poems of William Blake?
2. What is the most figurative language found in the poems of William Blake?
3. How the messages are expressed by the meaning of figurative language in William Blake's poems?

E. The Aims of the Research

In this research, there are three aims of the research which can be identified by researcher. The aims of the research are as follows:

1. To know the types of figurative language are used in the poems of William Blake.

2. To know the most figurative language is found in the poems of William Blake.

3. To know the messages are expressed by figurative language in the William Blake's poems.

F. The Use of the Research

The use of the research theoretically is the result of this research can provide some benefits. As for the benefits that can be described from this research include:

1. Academic benefits

With this research is expected can to add references to science-related educational institutions that related to Literature analysis about figurative language, and also can be used as a comparison in conducting research in the future.

2. Practical benefits

a. For students

It can add knowledge and understanding of the literature especially in knowing and understanding the meaning and figurative language in a poem. Besides that, in this study the students can know more about the process of English learning in developing students' knowledge of literature, especially knowing more about figurative language in the poem.

b. For researchers

It can increase knowledge and experience in the field especially English in education that related to the analysis of literature and figurative language in a literary work, especially in a poem.

c. For Society

With this research, people are expected to enjoy the content and meaning of poem, they can animate the story in the poem. From this research is also expected can provide more information about literature; people can be immovable for more expression to produce a literary work and to participate in developing it. Besides that, this research is expected to increase the reader's ability in understanding the figurative language

through analyzing the poem. In this case, the reader not only read poem but also know what the contents of the poems especially the figurative language.

CHAPTER II
THEORETICAL FOUNDATION

This chapter is a theoretical foundation devoted to reviewing some of the relevant theories and the study of literature, figurative language, poems, the biography of William Blake and the kinds of previous study which will be obtained by collecting the various theories of experts to get an idea which is closely related to the problems discussed by the researchers.

A. The Nature of Literature

1. The Definition of Literature

There are many definitions of literature that mentioned by the experts and some dictionaries. Longman Dictionary (2003: 828) writes the definitions of literature as works, plays, poems, etc. that people think have value and as works, such as these that are studies as a subject. Another definition mentions that literature is one of the great creative and universal means of communicating the emotional, spiritual, or intellectual concerns of mankind (The Encyclopedia of Americana, vol. 22:559).

It seems that something human being does deals literature, especially in communicating. To communicate to each other may be done by a means, such as by a letter, speaking directly, by phone etc. Even something they wrote or said, no matter what its content, could be called a literature. Well, in this life, in purpose or not in purpose, they have involved in a literature.

Endah Tri Priyatni argued (2010: 12) that literature is an expression that relates to real people's lives either imaginary or fictional. In this case, literature is the representation of a reflection of society. George Luke (Taum in Wikipedia 2009) agreed that literature is a mirror that gives us a reflection of a greater reality, more complete, more alive, and better.

Although the literature is imaginary, but the contents therein still makes sense and it contains the truth Altenbernd and Lewis quoted by Nurgiyantoro (1995: 2). In this case, as the author suggests in his reality based on experience

and observations on life. However, it is done selectively and formed in accordance with the objectives which also incorporates elements of entertainment and informational of the human experience, Endah Tri Priyatni (2010: 13).

According to Moleong as quoted by Spadlex (2000:13) explained that literature is the knowledge which is earned by human beings arise conduct and it is used to reflect and express experience. Wellek and Warren (1962: 20) defined literature as everything in print. According to Koesnosoebroto (1988: 10), people read literature because of hunger of information or amusement or solace because an appetite for truth that seem to grow by what it feeds on. Men read to discover themselves and their world to assess their special roles in the universe, to learn the meaning of the personal struggles in which they are engaged. In other words, we want to share experience.

Literature expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use (Widdowson quoted by Lazar 1993). Literature is all the writing of a country, writing distinguished for beauty of from expression as distinct from works dealing with positive knowledge, Nandi (1996: 127).

Another opinion also states that literature is a term used to describe written or spoken material, Kennedy and Gioia (1998: 98). Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction, Kennedy and Gioia (1998: 99).

In a literary sense, though, the word ambiguity is used to describe an unlimited number of possible meanings in a text. This ambiguity is not a sin − as it might be if you were drawing up a legal document for instance − but a positive and necessary virtue of texts which are re-interpreted each time they are read, Beard (2001: 55).

Based on some explanations mentioned above, different from Moleong's opinion and explanation of existing in Longman Dictionary about literature, DiYanni (2002: 31) explained that literature is designed to involve students in the twin acts of reading and analysis.

Burto, Sarman, and Burnet (1963: 3) clarified more about literature. They give a glance of literature by putting three classifications of the nature of literature which can be called, "imitative", expressive" and "affective theories".

1. The Imitative Theory

    The imitative theory holds that art is an imitation of something. That strategy is an imitation of an action that is serious and complete. The imitative theory often includes the notion that art gives us not only pleasure but also knowledge, insight into the nature of reality.

2. The Expressive Theory

    The Expressive theory holds that the artist is not essentially an imitator but a man who expresses his feeling two quotations from William Wordsworth will make this theory clearly. The work of art is not an imitation of the external world but an expression of the internal world, the embodiment of an emotion.

3. The Affective Theory

    The affective theory holds that a work of art ought to arouse a particular emotion, an effect, in the perceiver: the artist allegedly expresses his emotion, embodying it in a work of art, and this work evokes in the perceiver a similar or identical emotion.

According to Rampa (1986: 139) there are two types of literature; they are imaginative type and non-Imaginative type. Imaginative type consists of poetry or poem, fiction, and drama. And non-imaginative type consists of essay, criticism biography, autobiography, history, memoir, diary, and letters. Imaginative type is commonly using connotative sentence to express an idea,

while non-imaginative type is more realistic than the imaginative one. It uses denotative sentence.

Different from Rampa and Sutarno, Sumardjo and Saini (1986: 18) explained that imaginative literature consists of poem and prose. And In this paper, the writer takes a poem as an object that will be further analyzed.

The writer of literature is much more concerned with the connotations, the ways in which he can suggest color or movement or character. The poem, whose work is said to represent the highest form of literature, is most of all concerned with the connotations of words, Burgess (1950: 7).

Burgess (1950:7) argued that the writer of literature, especially the poem, differs from the scientist or lawyer in *not restricting* his words. The scientist has to make his word mean one thing and one thing only, so does the lawyer. In other hand explains that the kinds of literature consist of poem, prose, and drama, Sutarno (2008: 66-67).

Based on the some explanations above, it can be concluded that literature is not only learnt to get pleasure, but also to gain moral values and to get an exposition to cultural background of a country. From the various studies that have been done before though have the same strategy that analyzes poetry, but the goals and problem formulation used in this study differ. It is necessary to know why people study literature. There are some reasons that cause people to learn literature. As explained by Koesnosoebroto (1988: 10) that the readers study literary works because they want to learn about another country, to appear well educated, to pass the examination and to make themselves better people.

2. The Purposes of Literature

Every author has the purpose or the specific intent of his work; neither does the litterateur in his works. The purpose of literature is in order to readers can enjoy, appreciate, and also appreciate the beauty of the elements exposed in literary texts.

People use language for various purposes in different forms of writing. They discuss and write a variety of issues such as family, politics,

environment, women, education and soon. Prose poems, dramas and other literary works use language in written form, they are called literature.

There are many purposes and kinds of literature that explained by some experts. One of them is; according to Karrie Rampa quoted from Nasution and Armis (1986: 139), said that literature has many functions, such as: ethics, educative, consultative, creative and re-creative.

Saadie (1997: 8) stated that:

> *"Tujuan dari pembelajaran kesasteraan adalah dimaksudkan untuk meningkatkan kemampuan siswa dalam mempersiapkan karya sastra. Kegiatan mengekspresikan sastra berkaitan erat dengan latihan, mempertajam penalaran, dan daya khayal, serta kepekaan terhadap masyarakat, budaya dan lingkungan hidup".*
>
> (The purpose of literature learning is intended to improve the students' ability in expressing the work of art. The activity to express literature is closely related to the activity to sharpen feeling intelligence and the power of imaginations, and also the sense towards social culture and leaving environment).

Endah Tri Priyatni (2010: 21) explained that the purpose of literature is to give pleasure or enjoyment to the reader. Sometimes by reading the literature, it would appear the tensions and the tension that will be obtained from the aesthetic pleasure that is active. A literary work must be entertaining; the points here is more on the inner satisfaction when following the storyline or enjoy the beauty of the use of language in describing the aspects of life.

Literature also serves to benefit spiritually. By reading literature, we gain deep insight about human problems, social, intellectual or a special way, Luxemburg, et al (1989: 90). But different in Herman, J. Waluyo (2006: 60), he stated that literature serves as a vehicle for catharsis, the enlightenment spirit or soul awareness to society or to the individual limitations that often goes against the position of God.

3. The Importance of Literature

In English major is not only entails more than just being able to read and write well, but also must strive to understand and interpret the importance that various forms of literature have had on the society of the past and the present.

According to Conroy (2000: 10) that all forms of literature are important in learning English because literature is a central part of many lives. It offers not only a chance to enlighten a person, but it also gives the chance to broaden one's horizons and English perspectives. Hendrix (2001:11) argued that a work of literature as a way to understand the time it was written.

In English learning, people study literature to discover and to learn about ideas in English and write it to cultivate their own ideas. According to Travis (2000), all literature shares the common theme of the idea. Ideas explore, probe, inquire, and inspire. The reactions to such are all that become a part of the English learning process. There is a great deal that literature can teach. He is also explains that the importance of literature in English can teach to the individual in understanding a work of literature in English. It also can create emotion and warn someone against many human faults. It can attempt to disprove other ideas or attempt to find truth.

A literature forms an important part of a modern language, but we know that most candidates will not have studied literature formally before in the language for which they are applying. What we want to know is not that they have read a certain number of texts to prove their interest, but that they have the aptitude for studying texts. It means that they are able to think carefully and imaginatively about whatever they have chance to read the poems that is interested them, in any languages.

A literature has different branches, and some branches do more exploiting of words than others. The poems relies most on the power of words, on their manifold suggestiveness, and in a sense you may say that poem is the most literary of all branches of literature; the most literary because it makes the greatest use of the raw material of literature, which are words.

B. The Nature of Poems

1. **The Definition of Poem**

Like has been explained previously, that literature is divided into three genres namely, play, prose, and poem. It is becoming an interesting and useful discussion if it is started by scrutinizing some definitions and information related with poem.

Longman dictionary (2003: 1085) writes that poem is a piece of writing arranged in patterns of lines and sounds which often rhyme, expressing thoughts, emotions, and experience in words that exited your imagination.

Poem is known as a kind of literature work that rather difficult to be understand than others because the poem is a possessed creative, not using language in the way that normal human being do. A poem is one of literature branches that using words as a massage media to produce illusion and imagination. According to Shanker (1966: 11) poem is the direct of man's need to communicate both inner and outer experience.

Perrine (1974: 553) defined that poetry is a kind of language that says more and says it more intensely that ordinary language. Barnet, Burman and Bruto (1963: 306) quoted of Wordsworth's theory states that poetry is the spontaneous overflow of powerful feelings. It takes its origin from emotion recollected in tranquility: the emotion is contemplated till, by a species of reaction, the tranquility gradually disappears, and an emotion, kindred to that which was before the subject of contemplation, it is gradually produced, and does itself actually next in the mind. Horman (2003: 10) defined poetry as language used in a special way and for a special purpose beyond immediate practicalities.

Jones (1968: 100) also stated that poetry, you see, tries to exit our imagination. Like short stories and novels, prose expresses truth, but poetry expresses truth through imagination more than prose does. The thought in poetry is not hidden, but we grasp it through suggestion, which is often more pleasurable than grasping it through reason. According to Attarsemi (2009: 930) stated that an art and poetry cannot do without one another, from some

experts, their definition is different from one another. A skilful and careful use of grammatical patterns is a key starting point for recognizing significant meanings in the poem and that such analysis can provide a basis for further exploration and interpretation, Carter and Goddard (2001: 129-130).

According to Asmaul Khusnah in her paper (2008: 38) stated that Poem is form of literature that encompasses a great of emotions, feeling, or desire. Poem can be written for different reasons and there for each poem has a different purpose. Some poems are written purely, to certain us, others solely for the purpose of moral persuasion.

There are two aspects of reading poem. One is the nature of the genre itself. This has involved looking at such things as: the importance of titles, openings and endings; connotation; the role of a persona narrating a poem; the way syntax and structure can affect the reading of a poem, Beard (2001: 72).

The second major focus has been on the importance of ambiguity in a reading, rather than certainty. Based on his thought, the part of this ambiguity comes from the tension between the way a text can be read as belonging to the time it was written, but at the same time requiring a response from a modern reader.

When people interpret a poem, we concern ourselves less with how it affects us than with it means or suggest. Interpretation relies on our intellectual comprehension and rational understanding rather than on our emotional apprehension and response, DiYanni (2002: 672).

According to Beard (2001: 55) in his book by the title '*Texts and Contexts, Introducing Literature and Language Study'* explained that unlike novels, most poems are relatively brief and can be read quickly, they can also be re-read. These readings can be both private and public. He is also explains that reading a poem silently creates a different impact than reading it aloud, while hearing it read aloud by someone else is different again. Hearing the poem read to you alone is different from hearing it read to a group, where you may well be influenced by the reactions of others, Bleaney quoted by Beard (2001: 55).

Thus, from the some explanations about, we can conclude that a poem is an ambiguity language, which has multiple meaning. But to determine meaning cannot do mistakenly.

2. **The Elements of Poem**

There are several elements of poems such as imagery, rhythm, theme, and sound. The writer will present it to explain that it is important to the students or readers in knowing about the elements of poem. In order to they can differentiate among each other.

a. Imagery

According to Siswantoro (2002: 51) informed that there are five various kinds of imageries, as follows: Visual imagery, auditory imagery, internal situation, and olfactory imagery.

b. Rhythm

The next element of poem which is important to know for making a great poem is rhythm. According to Attarsemi (2002: 120) explained that rhythm is a gesture arrangement, the sequence of repetition sound and causing the sound variations which create the living gesture. Rhythm in language is the changes of going up and down, long and short, hard and soft of the speech language sound.

Rhythm cannot be separated or leave on from poems – Actually, rhythm relates with music. In order that, when poetry withers and dries of music because the poetry is not interesting in music, but it may coos to their works. Perhaps the reader is not too interesting to read the work of art, or the reader will be found by some difficulties in comprehending the meaning. Besides that, Siswantoro (2002: 61) informed that rhythm is repetitions of sound that causing the sound of melody patterns.

Based on the some discussions above, the writer can conclude that the poem should have knowledge about rhythm, because it is not only giving contributions to the reader to know the meaning but also the reader may get the messages of that poem.

c. Rhyme

According to Jones (1968: 97) stated that rhyme is closely related to sound. Usually, rhyme is the repetition of sound of the last word in two or more lines of poetry, in this case, the Jones's opinion almost same with Siswantoro's opinion.

d. Theme

The other element of poem that also important to be known is a theme. Edward (1968: 99) had a notion that a theme may set forth the poems views on a subject.

e. Sound

And the last element of poem is a sound. Sound is also available. It can be called as an important element that cannot be ignored.

Besides a poem has some elements, according to Richards (1986: 9) it is also has two elements, they are intrinsic element and extrinsic element. The first element is intrinsic element. According to him, the essence of poem consists of 1) theme; sense, 2) feeling, 3) tone, and 4) aim; intention. The fourth of element is intrinsic element that is very closely related on each other. The second element is extrinsic element. It is the structure or the method of poetry, a poem different from other literature forms. A poem is very emphasizing diction, imagery, figurative language, rhythm, and also rhyme.

To understand a poem goodly and aright, it need some principles and instructions that should be apply. Esten (1995:32) clarified about the principles and instructions which can help understanding process on the poem quickly. One of them is (1) attention title of poem; (2) see the dominant words; (3) understand the connotative meaning; (4) search and find the hidden meaning.

Therefore, every poem consists of some elements and also includes subject matter. Besides that, it is also should has a meaning. Although perhaps in the poems, the experts use meaning is vague or indistinct, because possibility the authors use figurative language ingeniously.

To emphasize the significance of poem without reducing the aesthetics of poem, the author uses rhetoric means. A mean rhetoric is generally a figure of speech or something meaningful straight forward.

3. **The Kinds of Poem**

According to some experts of literature, there are many kinds of poem. One of them is DiYanni (2002: 682). In her book, she explained that poems are classified as narrative or lyric. Narrative poems stress story and action, and lyric poems stress song and emotion. From each of these types have numerous subdivisions, they are: narrative poems includes the epic, romance, and ballad; while narrative poems includes the elegy and epigraph, sonnet and sestina, aubade and villanelle. Each type of poems that will be explained as follows:

a. Narrative poem

Narrative poem consists of epic, romance, and ballad. Firstly, epic is long narrative poems that record the adventures of someone whose exploits are important to the history of a nation DiYanni (2002: 682). She also explained that the style of epic is as grand as the action; the conventions require that the epic be formal, complex, and serious. Secondly is romance. In which adventure is a central feature. The plots of romances tend to be complex, with surprising and even magical actions common. And the last type of narrative poem is ballad. It is perhaps the most popular form of narrative poem. Originally ballads were meant to be sung or recited. Folk ballads were passed on orally, only to be written down much later, DiYanni (2002: 683).

b. Lyric poem

Lyric poem is typically characterized by brevity, melody, and emotional intensity, DiYanni (2002: 684). The forms of lyric poetry range from the epigram, a brief witty poem that is often satirical. It is also includes the ode, a long stately poem in stanzas of varied length, meter, and form; and aubade, a love lyric expressing complaint that dawn means the speaker must part from his lover. The sestina requires a strict pattern of repetition of six key words that end the lines of the first stanza. And the

last is villanelle, which also relies heavily on repetition, is composed of five three-line tercets and a final four-line quatrain, DiYanni (2002: 685).

C. The Nature of Figurative Language

1. The Definition of Figurative Language

In Literature, there are many perceptions about figurative language. McArthur (1992: 402) explained that figurative language is the language in which figures of speech such as metaphors freely occur. He is also states that figures of speech are a rhetorical device using words in distinctive ways to achieve a special effect. Figurative language is sequences of standard words are used by the user language, to achieve the meaning or special effects, Abrams (1999: 96). According to him, figures are sometimes described as a primarily poetic; it is to integrate the function of language and is necessary for the capital discourses.

According to Dian Siti Khodijah in her paper (2010: 2) mentioned that figurative language is categorized as the implied meaning, because the words used in figurative language is not the real meaning but it is the connotative meaning. She is also explains that it is language whit it's literally in compatible term forces the readers to attend connotation rather than to the denotation.

Figurative language is a word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness. Metaphor and simile are the two must common examples of figurative language, but figurative language is also includes hyperbole, synecdoche, puns, and personification, among other (Ginny Wiehardt, About.com). Figurative language is language which departs from the straight-forward use of words. It creates a special effect, clarifies an idea, and makes writing more colorful and forceful, Giroux and Williston (1974: 10).

Figurative language is also knows as figure of speech, rhetorical figure, and metaphorical language, Elder (2004: 294). According to Elder, Figures of

speech or figurative language, it is that compares-paint a picture in people's mind. They are different names for the same thing.

Figurative language is that such uses have a poetic function in the sense of Jakobson (1996: 15): they "focus on the message for its own sake", and increase "the fundamental dichotomy of signs and objects". Accordingly, language that is poetic does not just represent things in the world, nor does it merely express some kind of affective or interpersonal meaning (Halliday 1996; Jakobson 1996; Bühler 1982).

The forms of expression, such as art, make use of the human symbolic ability, which relies upon the conceptual system; it follows that artistic expression must reflect the nature of human embodiment, and thus bodily experience, Evans and Zinken (2006:11). One way in which art manifests itself is through language, particularly literary language. Here we will be concerned with one form that literary language takes, namely figurative language.

Based on some explanations above, we can conclude that figurative language 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. Figurative language is used in any form of communication, such as in daily conversation, articles in newspaper, advertisements, novels, poems, etc, but it is very common in poetry, but is also used in prose and nonfiction writing as well.

2. **The Characteristics of Figurative Language**

The most important characteristic of figurative language is used in poems is that it makes poems easier to read. According to Perrine (1982: 118), there are four characteristic of figurative language. First, figurative language affords readers imaginative pleasure of literary works. Second, it is a way of bringing additional imagery into verse, making the abstract concrete, making literary works more sensuous. The third, figurative is a way of adding emotional intensity to otherwise merely informative statements and conveying

attitudes along with information. And the last, it is a way of saying much in brief compass.

There are two general categories of figurative language: 1) tropes, which are to do with meaning variations in the use of lexemes and multi-word language constructions and 2) schemes, which concern the repetition of phonological, syntactic, and lexical forms, Arvius (2003: 190).

By using figurative language, the writers can evoke emotion and imagery from their writing that literal language just cannot provide. Thus, figurative language makes expressing meaning through writing easier and more relatable to the reader.

3. **The Kinds of Figurative Language**

Based on many experts, there are many kinds of figurative language. In this study, the writer only will discuss some of them they are eleven types of figurative language. The description of the figurative expressions below is derived from Hotben D. Lingga (2006), Barnet, Berman, and Burto (1963), Giroux (1974), McArthur (1992), Keraf (2002), and Sylvan B. MB, WB (1963), will be presented in alphabetical order for some practicality.

a. **Alliteration**

Alliteration is the repetition of the first letters or sounds in words. The figure of speech is used to create special effects or establish a particular mood or feeling, Giroux (1974: 14).

For examples:

1) The sweet of *bitter bark* and *burning* clove.
2) The *slow sea* rises and the *sheer* cliff crumbles.

b. **Hyperbole/Overstatement**

Hyperbole is exaggeration of a statement, usually deliberate and not meant to be taken literally, Hotben D. Lingga (2006: 286).

For examples:

1) Let's have dinner, I am starving => very hungry.
2) When she was in Paris, she spent ton of money => a lot of money.

c. Irony

Irony is the use words to convey the opposite of their literal meaning. A statement or situation meaning is contradicted by the appearance or presentation of the idea, Barnet (1963: 34).

For examples:

1) A man who is a traffic cop gets his license suspended for unpaid parking tickets.

2) Someone says to his friend "you are very slim" whereas the fact is that his friend is very fat.

The types of Irony:

a) Verbal irony, it is a disparity of expression and intention when a speaker says one thing but means another, or when a literal meaning is contrary to its intended effect.

b) Dramatic irony, it is a disparity of expression and awareness when words and actions possess significance that the listener or audience understands, but the speaker or character does not.

Situational irony, it is the disparity of intention and result, when result of an action is contrary to the desired or expected effect. For example: "Launder becomes a dirty word".

d. Litotes/Understatement

Litotes is emphasizing the magnitude of a statement by denying its opposite, Hotben D. Lingga (2006: 287).

For examples:

1) Gosh there's not much money there.

2) Johnny wasn't exactly a good neighbor.

e. Metaphor

A metaphor asserts the identity, without a connective such as "like" or a verb as "appears", of terms that are literally incompatible Barnet, Berman, and Burto (1963: 334).

For examples:

1) You are what you eat.

2) My home is heaven.

f. Metonymy

In metonymy, something is named that replaces something closely related to it. Metonymy is also the rhetorical strategy of describing something indirectly by referring to thing around it, such as describing someone's clothing to characterize the individual, Barnet, Berman, and Burto (1963: 335).

For examples:

1) He bought a Chevrolet (Chevrolet is used to mean a car).

2) The kettle is boiling (the kettle is used in a figurative sense to mean water).

g. Paradox

Paradox is a term in rhetoric for a situation or statement that is or seems self-contradictory and even absurd, but may contain an insight into life, McArthur (1996: 348).

For examples:

1) The child is father of the man (the nature of one's earlier life affects later ideas and attitude).

2) Nobody goes to that restaurant because it is too crowded.

h. Personification

Personification is the assigning of human characteristics to non humans, Keraf (2002: 22).

For examples:

1) The trees are waving to the tiger.

2) The moon smiles at us.

i. Pun

According to Sylvan B. MB, WB (1963: 34), defines that pun is a play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.

For examples:

1) "When it rains, it pours".

2) "Golden lads and girls all must, / as chimney sweepers, come to dust".

j. Simile

Simile is a figure of speech, in which a more or less fanciful or unrealistic comparison is made, using like or as (McArthur, 1996:935).

For examples:

1) *She is like a fish out of water* => She is uneasy in an unfamiliar situation.

2) *You're not going to go storming in there like a bull in a china shop, aren't you?* => A person who is clumsy, careless or move in a very awkward way.

k. Synecdoche

It is the whole is replaced by the part or the part by the whole Barnet, Berman, and Burto (1963: 335).

For examples:

1) His word can be trusted => He is a person that can be trusted.

2) I won't let him come under my roof => I won't let him come to my house.

D. Biography of William Blake

Picture 2.1 Photo of William Blake

The biography William Blake is taken from Wikipedia, the free encyclopedia by (Denham 2012). Researcher tried to understand and analyze the life of William Blake.

William Blake once considered mad for his idiosyncratic views, Blake is highly regarded today for his expressiveness and creativity, as well as the philosophical and mystical undercurrents that reside within his work. His work has been characterized as part of the Romantic Movement, or even "Pre-Romantic", for its largely having appeared in the 18th century.

Reverent of the Bible but hostile to the established Church, Blake was influenced by the ideals and ambitions of the French and American revolutions, as well as by such thinkers as Jacob Boehme and Emanuel Swedenborg.

Despite these known influences, the originality and singularity of Blake's work make it difficult to classify. One 19th century scholar characterized Blake as a "glorious luminary," "a man not forestalled by predecessors, or to be classed with contemporaries, or to be replaced by known or readily survivable successors."

1. Early life

William Blake was born in 28A Broad Street, Golden Square, London, England on 28 November 1757, to a middle-class family. He was the third of 7 children, two of whom died in infancy. Blake's father, James, was a hosier. He never attended school, being educated at home by his mother. The Blakes were Dissenters, and are believed to have belonged to the Moravian Church. The Bible was an early and profound influence on Blake, and would remain a source of inspiration throughout his life.

Blake began engraving copies of drawings of Greek antiquities purchased for him by his father, a practice that was then preferred to actual drawing. Within these drawings Blake found his first exposure to classical forms, through the work of Raphael, Michelangelo, Marten Heemskerk and Albrecht Durer. His parents knew enough of his headstrong temperament that he was not sent to school but was instead enrolled in drawing classes. He read avidly on subjects of his own

choosing. During this period, Blake was also making explorations into poetry; his early work displays knowledge of Ben Jonson and Edmund Spenser.

a. Apprenticeship to Basire

On 4 August 1772, Blake became apprenticed to engraver James Basire of Great Queen Street, for the term of seven years. At the end of this period, at the age of 21, he was to become a professional engraver.

There is no record of any serious disagreement or conflict between the two during the period of Blake's apprenticeship. However, Peter Ackroyd's biography notes that Blake was later to add Basire's name to a list of artistic adversaries-and then cross it out. This aside, Basire's style of engraving was of a kind held to be old-fashioned at the time, and Blake's instruction in this outmoded form may have been detrimental to his acquiring of work or recognition in later life.

After two years Basire sent him to copy images from the Gothic churches in London (it is possible that this task was set in order to break up a quarrel between Blake and James Parker, his fellow apprentice), and his experiences in Westminster Abbey contributed to the formation of his artistic style and ideas; the Abbey of his day was decorated with suits of armor, painted funeral effigies and varicolored waxworks. Accord notes that "the most immediate [impression] would have been of faded brightness and color". In the long afternoons Blake spent sketching in the Abbey, he was occasionally interrupted by the boys of Westminster School, one of whom "tormented" Blake so much one afternoon that he knocked the boy off a scaffold to the ground, "upon which he fell with terrific Violence". Blake beheld more visions in the Abbey, of a great procession of monks and priests, while he heard "the chant of plain-song and chorale".

b. The Royal Academy

In 1778, Blake became a student at the Royal Academy in Old Somerset House, near the Strand. While the terms of his study required no payment, he was expected to supply his own materials throughout the six-year period. There, he rebelled against what he regarded as the unfinished style of fashionable painters such as Rubens, championed by the school's first president, Joshua Reynolds. Over time, Blake came to detest Reynolds' attitude toward art, especially his

pursuit of "general truth" and "general beauty". Reynolds wrote in his Discourses that the "disposition to abstractions, to generalizing and classification, is the great glory of the human mind"; Blake responded, in marginalia to his personal copy, that "To Generalize is to be an Idiot; To Particularize is the Alone Distinction of Merit". Blake also disliked Reynolds' apparent humility, which he held to be a form of hypocrisy. Against Reynolds' fashionable oil painting, Blake preferred the Classical precision of his early influences, Michelangelo and Raphael.

c. Gordon Riots

Blake's first biographer Alexander Gilchrist records that in June 1780, Blake was walking towards Basire's shop in Great Queen Street when he was swept up by a rampaging mob that stormed Newgate Prison in London. They attacked the prison gates with shovels and pickaxes, set the building ablaze, and released the prisoners inside. Blake was reportedly in the front rank of the mob during this attack. These riots, in response to a parliamentary bill revoking sanctions against Roman Catholicism, later came to be known as the Gordon Riots; they provoked a flurry of legislation from the government of George III, as well as the creation of the first police force.

Despite Gilchrist's insistence that Blake was "forced" to accompany the crowd, some biographers have argued that he accompanied it impulsively, or supported it as a revolutionary act. In contrast, Jerome McGann argues that the riots were reactionary and that events would have provoked "disgust" in Blake.

d. Marriage and early career

In 1782, Blake met John Flaxman, who was to become his patron, and Catherine Boucher, who was to become his wife. At the time, Blake was recovering from a relationship that had culminated in a refusal of his marriage proposal. Telling Catherine and her parents the story, she expressed her sympathy, whereupon Blake asked her, "Do you pity me?" To Catherine's affirmative response he responded, "Then I love you." Blake married Catherine - who was five years his junior - on 18 August 1782 in St. Mary's Church, Battersea. Illiterate, Catherine signed her wedding contract with an 'X'. Later, in addition to teaching Catherine to read and write, Blake trained her as an engraver; throughout

his life she would prove an invaluable aid to him, helping to print his illuminated works and maintaining his spirits throughout numerous misfortunes.

At this time George Cumberland, one of the founders of the National Gallery, became an admirer of Blake's work. Blake's first collection of poems, Poetical Sketches, was published circa 1783. After his father's death, William and his brother Robert opened a print shop in 1784, and began working with radical publisher Joseph Johnson. Johnson's house was a place of meeting for some of the leading intellectual dissidents of the time in England: Joseph Priestley, scientist; Richard Price, philosopher; John Henry Fuseli; Mary Wollstonecraft, an early feminist; and Thomas Paine, American revolutionary. Along with William Wordsworth and William Godwin, Blake had great hopes for the American and French revolution and wore a Phrygian cap in solidarity with the French revolutionaries, but despaired with the rise of Robespierre and the Reign of Terror in the French revolution.

Blake illustrated Original Stories from Real Life (1788; 1791) by Mary Wollstonecraft. They seem to have shared some views on sexual equality and the institution of marriage, but there is no evidence proving without doubt that they actually met. In 1793's Visions of the Daughters of Albion, Blake condemned the cruel absurdity of enforced chastity and marriage without love and defended the right of women to complete self-fulfillment.

e. Relief etching

In 1788, at the age of 31, Blake began to experiment with relief etching, a method he would use to produce most of his books, paintings, pamphlets and of course his poems, including his longer 'prophecies' and his masterpiece the "Bible." The process is also referred to as illuminated printing and final products as illuminated books or prints, illuminated printing involved writing the text of the poems on copper plates with pens and brushes, using an acid-resistant medium. Illustrations could appear alongside words in the manner of earlier illuminated manuscripts. He then etched the plates in acid in order to dissolve away the untreated copper and leave the design standing in relief (hence the name).

This is a reversal of the normal method of etching, where the lines of the design are exposed to the acid, and the plate printed by the intaglio method. Relief etching, which Blake invented, later became an important commercial printing method. The pages printed from these plates then had to be hand-colored in water colors and stitched together to make up a volume. Blake used illuminated printing for most of his well-known works, including Songs of Innocence and Experience, The Book of Them, The Marriage of Heaven and Hell, and Jerusalem.

2. Later life and career

Blake's marriage to Catherine remained a close and devoted one until his death. There were early problems such as Catherine's illiteracy and the couple's failure to produce children [citation needed]. Gilchrist refers to "stormy times" in the early years of the marriage. Some biographers have suggested that Blake tried to bring a concubine into the marriage bed in accordance with the beliefs of the Swedenborg a Society, but other scholars have dismissed these theories as conjecture. Blake taught Catherine to write, and she helped him to colour his printed poems.

In 1800, Blake moved to a cottage at Felltham in Sussex (now West Sussex) to take up a job illustrating the works of William Hayley, a minor poet. It was in this cottage that Blake wrote Milton: a Poem (published between 1805 and 1808). The preface to this work includes a poem beginning "And did those feet in ancient time", which became the words for the anthem, "Jerusalem". Over time, Blake came to resent his new patron, coming to believe that Hayley was disinterested in true artistry, and preoccupied with "the Meer drudgery of business". Blake's disenchantment with Hayley has been speculated to have influenced Milton: a Poem, in which Blake wrote that "Corporeal Friends are Spiritual Enemies".

Blake's trouble with authority came to a head in August 1803, when he was involved in a physical altercation with a soldier called John Schofield. Blake was charged not only with assault, but also with uttering seditious and treasonable expressions against the King. Schofield claimed that Blake had exclaimed, "Damn the king. The soldiers are all slaves." Blake would be cleared in the Chic ester assizes of the charges. According to a report in the Sussex county paper, "The

invented character of [the evidence] was so obvious that an acquittal resulted." Schofield was later depicted wearing "mind forged manacles" in an illustration to Jerusalem.

a. Return to London

Blake returned to London in 1804 and began to write and illustrate Jerusalem (1804-1820), his most ambitious work. Having conceived the idea of portraying the characters in Chaucer's Canterbury Pilgrims, Blake approached the dealer Robert Cromer, with a view to marketing an engraving. Knowing that Blake was too eccentric to produce a popular work, Cromer promptly commissioned Thomas Stoddard to execute the concept. When Blake learned that he had been cheated, he broke off contact with Stoddard, formerly a friend. He also set up an independent exhibition in his brother's shop, designed to market his own version of the Chaucer illustration, along with other works. As a result he wrote his Descriptive Catalogue (1809), which contains what Anthony Blunt has called a "brilliant analysis" of Chaucer. It is regularly anthologized as a classic of Chaucer criticism. It also contained detailed explanations of his other paintings.

He was introduced by George Cumberland to a young artist named John Linnell. Through Linnell he met Samuel Palmer, who belonged to a group of artists who called themselves the Shoreham Ancients. This group shared Blake's rejection of modern trends and his belief in a spiritual and artistic New Age. At the age of 65 Blake began work on illustrations for the Book of Job. These works were later admired by Ruskin, who compared Blake favorably to Rembrandt, and by Vaughan Williams, who based his ballet Job: A Masque for Dancing on a selection of the illustrations.

Later in his life Blake began to sell a great number of his works, particularly his Bible illustrations, to Thomas Butts, a patron who saw Blake more as a friend than a man whose work held artistic merit; this was typical of the opinions held of Blake throughout his life.

b. Dante's Inferno

The commission for Dante's Inferno came to Blake in 1826 through Linnell, with the ultimate aim of producing a series of engravings. Blake's death in 1827

would cut short the enterprise, and only a handful of the watercolors were completed, with only seven of the engravings arriving at proof form. Even so, they have evoked praise: '[T]he Dante watercolors are among Blake's richest achievements, engaging fully with the problem of illustrating a poem of this complexity. The mastery of watercolor has reached an even higher level than before, and is used to extraordinary effect in differentiating the atmosphere of the three states of being in the poem'.

Blake's illustrations of the poem are not merely accompanying works, but rather seem to critically revise, or furnish commentary on, certain spiritual or moral aspects of the text. In illustrating Paradise Lost, for instance, Blake seemed intent on revising Milton's focus on Satan as the central figure of the epic; for example, in Satan Watching the Endearments of Adam and Eve (1808), Satan occupies an isolated position at the picture's top, with Adam and Eve centered below. As if to emphasize the effects of the juxtaposition, Blake has shown Adam and Eve caught in an embrace, whereas Satan may only annalistically caress the serpent, whose identity he is close to assuming.

In this instance, because the project was never completed, Blake's intent may itself be obscured. Some indicators, however, bolster the impression that Blake's illustrations in their totality would themselves take issue with the text they accompany: In the margin of Homer Bearing the Sword and His Companions, Blake notes, "Everything in Dantes Comedia shews That for Tyrannical Purposes he has made This World the Foundation of All & the Goddess Nature & not the Holy Ghost." Blake seems to dissent from Dante's admiration of the poetic works of the ancient Greeks, and from the apparent glee with which Dante allots punishments in Hell (as evidenced by the grim humor of the cantos).

At the same time, Blake shared Dante's distrust of materialism and the corruptive nature of power, and clearly relished the opportunity to represent the atmosphere and imagery of Dante's work pictorially. Even as he seemed to near death, Blake's central preoccupation was his feverish work on the illustrations to Dante's Inferno; he is said to have spent one of the very last shillings he possessed on a pencil to continue sketching.

c. Death

On the day of his death, Blake worked relentlessly on his Dante series. Eventually, it is reported, he ceased working and turned to his wife, who was in tears by his bedside. Beholding her, Blake is said to have cried, "Stay Kate! Keep just as you are - I will draw your portrait - for you have ever been an angel to me." Having completed this portrait (now lost), Blake laid down his tools and began to sing hymns and verses. At six that evening, after promising his wife that he would be with her always, Blake died. Gilchrist reports that a female lodger in the same house, present at his expiration, said, "I have been at the death, not of a man, but of a blessed angel."

Since 1965, the exact location of William Blake's grave had been lost and forgotten, while gravestones were taken away to create a new lawn. Nowadays, William Blake's grave is commemorated by a stone that reads 'nearby lay the remains of William Blake and his wife Catherine Sophia'. This memorial stone is situated approximately 20 meters away from William Blake's grave. The actual spot of Blake's grave is not marked. However, members the group Friends of William Blake have rediscovered the location of Blake's grave and intend to place a permanent memorial at the site.

George Richmond gives the following account of Blake's death in a letter to Samuel Palmer: "He died ... in a most glorious manner. He said He was going to that Country he had all His life wished to see & expressed Himself Happy, hoping for Salvation through Jesus Christ - Just before he died His Countenance became fair. His eyes Brightened and he burst out Singing of the things he saw in Heaven."

Catherine paid for Blake's funeral with money lent to her by Linnell. He was buried five days after his death - on the eve of his forty-fifth wedding anniversary at the Dissenter's burial ground in Bun hill Fields, where his parents were also interred. Present at the ceremonies were Catherine, Edward Calvert, George Richmond, Frederick Tat ham and John Linnell. Following Blake's death, Catherine moved into Tat ham's house as a housekeeper. During this period, she believed she was regularly visited by Blake's spirit. She continued selling his

illuminated works and paintings, but would entertain no business transaction without first "consulting Mr. Blake". On the day of her own death, in October 1831, she was as calm and cheerful as her husband, and called out to him "as if he were only in the next room, to say she was coming to him, and it would not be long now".

On her death, Blake's manuscripts were inherited by Frederick Tat ham, which burned several of those which he deemed heretical or too politically radical. Tat ham had become an Irvington, one of the many fundamentalist movements of the 19th century, and was severely opposed to any work that smacked of blasphemy. Sexual imagery in a number of Blake's drawings was also erased by John Linnell. Blake is now recognized as a saint in the Ecclesia Gnostic Catholic. The Blake Prize for Religious Art was established in his honor in Australia in 1949. In 1957 a memorial was erected in Westminster Abbey, in memory of him and his wife.

E. The Example of William Blake's poem

A Dream
Once a dream did weave a shade
O'er my angel-guarded bed,
That an Emmet lost its way
Where on grass meth ought I lay.

Troubled, wildered, and forlorn,
Dark, benighted, travel-worn,
Over many a tangle spray,
All heart-broke, I heard her say:

'Oh my children! Do they cry?
Do they hear their father sigh?
Now they look abroad to see,
Now return and weep for me.

Pitying, I dropped a tear:
But I saw a glow-worm near,
Who replied, 'What wailing Wight
Calls the watchman of the night?

'I am set to slight the ground,
While the beetle goes his round:
Follow now the beetle's hum;
Little wanderer, hie thee home!'

F. The Previous Study

There are many researchers which research about literature, especially about a poem. One of them is Arina Ruainida Fera Emham (2010) and Ijoh Hodijah (2004). Arina was done a research about literature entitled "Loneliness in Emily Dickinson's Poems". She analyzes figurative speech (Simile, metaphor, personification, apostrophe, imagery, symbol, irony, and paradox). But besides that, she also analyses theory of Loneliness. Ijoh was done a research about poem which analyze in the analysis of Figurative Language in a poem's Khaled. From the results of her research, she concluded that language is the expression of feeling, passion and emotion caused by a sensation of the writer. According to Ijoh in her research, there are three genres of language, they are: poetry, drama, and prose. The important of studying poems for the language learners in improving people's competence in literary terms.

Besides that, there are some researchers that research about the poem; there are also many researchers which research about the figurative language. One of them is Dian Siti Khodijah (2010) and Ita Rosyanti (2010). Dian was done a research about literature especially is about a figurative language in a song entitled "The Figurative Language of Nirvana's Song". She has done research by analyzing figurative language on the Nirvana's song. From the research findings, she conclude that there are some kinds of figurative language are used on that song such as Simile, metaphor, personification, apostrophe, imagery, symbol, irony, and paradox, pun, hyperbole, etc. She is also explained that figurative language is categorized as the implied meaning, because the words used in figurative language is not the real meaning but it is the connotative meaning.

Besides that, same with Dian, Ita is also was done her research about a figurative language on a song of the famous singer entitled "A Study on

Figurative Language In Celine Dion's Song". From the research findings, she concluded that, there are three kinds of figurative language, as follows: Simile, Metaphor which contents are: Epithet, Eponym, Hyperbole, Oxymoron, Paradox, Personification, Pun, and Synecdoche, and other kinds of figurative language is rhetorical terms Aposiopesis. The most basic of all figures is the metaphor which states an analogy.

Thus some previous researchers from year to year which have the same object of research with this study, which analyzed a poem and figurative language, whether used in it or in other literary works such as a novel, or song.

CHAPTER III
METHODOLOGY OF RESEARCH

In this chapter, the writer will discuss about the methodology of research used in the research. It consists of the objective of the research, the object and time of the research, the method of research, the sample of data, the source of data, the techniques of collecting data, and the techniques of analyzing data.

A. The Objective of the Research

Based on the background of the problems mentioned above, the objective of this research is to analyze figurative language on the poems "Classic Poetry Series" by William Blake.

B. The Object and Time of the Research

The object of this research is a poem entitled poems "Classic Poetry Series" by William Blake. This poem was published by PoemHunter.Com-The World's Poems Archive in 2004. The writer will do this study on 15[th]May up to July of 15th, 2013.

C. The Method of the Research

The researcher used qualitative method to describe and interpret the poem in this research. It is qualitative as the researcher is the primary instrument for gathering and analyzing data (Merriam, 1998: 20; Alwasilah, 2008: 78). It captures process of understanding a social or human problem, based on building complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in natural setting to its subject matter (Cressweell, 1994; Denzin And Lincoln, 1994). This research use this method because a poem can be called is abstract or concrete, and to analysis it, have to uses the qualitative method with steps read the poem intensively. After that, find the meaning of the poem by using figurative language in the poem. And then, after read a poem intensively a sense of poem will appear in your head.

According to Mahsun (2005: 231) said that qualitative research is the reality is subjective and multiples as seen by participant a study, other that qualitative research is also showing the natural facet which controversial with quantum or sum up. Moleong (2007: 3) argued that the qualitative problems has tight field with mount variation is low it has the deeper classification is unlimited. According to Sukmadinata (2010: 60), qualitative research is a research that is purposed to describe and analyze a phenomenon, event, social activity, behavior, belief, perception, individuals or group's thought. He is also mentions that qualitative research has two aims, firstly, to describe and to explore; secondly, to describe and explain.

Besides that, different from Mahsun and Sukmadinat's explanation that according to Lichtman (2006: 7-8), qualitative research is conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest, and the purpose is to understand and interpret social interactions, and to understand perspectives. The qualitative method investigates the way and how of decision making, not just what, where and when, Johnson & Christensen (2008: 34). In other hand explains that qualitative method is emerging methods, it has opened-questions, interview data, observation data, document, and audio-visual. It involves text analysis and picture, Yanuar (2012: 125).

Therefore, from the explanation above, the writer can conclude that qualitative of research method is one of the methods that can be used by researcher to investigate the problem. It is applied through the deepness comprehension about something.

The writer chooses this method because there are some reasons. Firstly, qualitative method is good method in studying plural reality. Secondly, it presents the relation between the researcher and research itself directly. This matter is also stated by Sukmadinata (2010: 61) that in qualitative research there is an interaction relationship between the researcher and the object of the research. And thirdly, it is more sensitive and more adaptive to the influential precisions with message, value, and norm. The qualitative research of this thesis uses a content analysis.

D. The Sample of Data

According to Robert (1994: 2) stated that a sample is any part of population regardless of whether it is representative or not. And Sugiyono (2007: 8) defined that sample is a part of a number and characteristic that is possessed by that population itself.

In this research, the researcher takes only 3 poems as the sample, which assumes representing the typical of William Blake's poems. The selected poems that will be discussed are as below:

1. Echoing Green, The
2. My Spectre Around Me
3. The Little Black Boy

First, the researcher chose the title of "Echoing Green, The" as the sample because it related to the figure of William Blake who loves the environment around him. This poem describes about her wonderful life, and teaches the reader to always give thank to God.

Second, this title of poem "My Spectre Around Me" chosen by the researcher because of William Blake is a person who has a strong principle and always believe in the things that is around him.

And third, the researcher chose the poem by the title "The Little Black Boy" because William Blake wanted to give messages that all people are created by the God is same, although from a different physical look, but in essence all that live in the world is equal in the god's view. Therefore, in this poem there are many messages that describe a good personality of William Blake.

E. The Source of Data

In this research, the researcher uses two kinds for getting the data, they are:

1. Primary Data Source

Primary data source of this research is the poem entitled. The primary data on the poems of this research are taken from some poems which are obtained from the book entitled "Classic Poetry Series" by William Blake, which was published by PoemHunter.Com – The World's Poetry Archive, London (2004).

2. Secondary Data Source

Besides the primary data source, the researcher uses the other data source or secondary source. In this case, secondary data source can help the researcher to conduct the content of this thesis well. Moreover, secondary source data can support what the writer wrote in this thesis. It can become as references for someone who will do a research about literature. The secondary data sources are acquired in the forms of books about *A Glossary of Literary Terms* by M. H. Abrams (1999), *English Literature* by Anthony Burgess, and *Figures of Speech* by Christina Alm-Arvius (2003).

F. The Techniques of Collecting Data

Research on teaching the English language is a planned, methodical exploration of some aspect of language teaching and learning. Researchers will plan what they are going to do and proceed by systematically gathering data of some kind to address the question or problem. According to Floop and Lapp (2005: 3) mentioned that data are facts. Sometimes they may be easily established and verified by others.

In this research, the writer only chooses the library research as the technique for collecting the data about figurative language from the William's poems entitled "Classic Poetry Series".

1. Library research

The library research was applied to support the analysis of the poem, collecting some data and information needed from the relevant books or other resources. Then reading and comprehend the data, making some notes until making conclusion. According to Attarsemi (1993:8), library research is a method of doing a research in a working room or library, where the needed data and information about the subject matter are required through books or other audiovisual means.

Library research is done to collect the data by finding some books related to the research as references. The data were collected through a library research,

which means that the data source was read repeatedly to identify the figurative languages are used and the messages expressed by figurative language in that poems.

Besides the techniques of collecting data, the steps are called by the strategy of collecting and analysis data, and the techniques that is used flexible, Sukmadinata (2010: 114). According to Sukmadinata (2010: 114-115), there are five steps can be used to collect and analyze data, they are:

1. Planning
2. Begin to collect the data
3. Collecting of basic data
4. Collecting of closing data
5. Completing

G. The Techniques of Analyzing Data

In this study, qualitative methods were applied. The data were classified and analyzed descriptively. The analysis was presented in forms of words and sentences. The analysis presented in two aspects, namely figurative language analysis and poems analysis. In figurative language analysis, consists of the kinds of figurative language which are used in the poems, and the most figurative language is found on the poems. And in poems analysis is the messages which are expressed by the meaning of figurative language in the poems.

There are many kinds of techniques for analyzing qualitative data. In this research, the writer has been carried out technique collecting data and the data was analyzed. Technique of analyzing data which used in this study is content analysis.

According to Stone, Dumpy, Smith, and Ogilvie in Neuendorf's book (2002: 10) content analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics within text. In other hand, Agus S. Ekomadyo (2006: 52) argued that Content Analysis is a method to collect and analyze the payload of a "text". Text can be said- words, the

meaning of images, symbols, ideas, themes and various forms of messages that can be communicated.

Neuman (2000: 296-298) mentioned the steps in researching with the content analysis method, namely (1) determine the unit of analysis (e.g. amount of text defined as code), (2) determine the sampling (3) determine the objects and construct coding categories, and (5) explain conclusions. From those steps, there are some steps that are used by the researcher in this research in analyzing the data, they are:

1. Reading the poem

    The researcher read the poem is repeated to get some information about what the basic situation of the poem entitled "Classic Poetry Series" by William Blake.

2. Underlying

    The researcher underlined some words which are found the figurative language; such as hyperbole, irony, litotes, metaphor, or personification in the poem.

3. Writing

    The researcher writes about the figurative language; such as hyperbole, irony, litotes, metaphor or personification in the poem.

4. Coding Data

    The researcher gives the coding data in data sheet. It is used only to analyze about figurative language in the poem. Besides that, coding data is also used to give initial for page and line.

    a. Figurative Language

        1) Alliteration   : AL

        2) Hyperbole   : HB

        3) Irony   : IR

        4) Litotes   : LT

        5) Metaphor   : MP

        6) Metonymy   : MT

        7) Paradox   : PD

8) Personification   : PF

9) Pun   : PN

10) Simile   : SM

11) Synecdoche   : SD

b. Number

1) P   : Page

2) L   : Line

CHAPTER IV
RESEARCH FINDINGS

In this chapter, the writer would like to explore some of the research findings. Answering the problem of the study stated in the previous chapter that this study analyzed to identify the figurative language are used in the poems of William Blake, to find the most figurative language is found in the poems of William Blake, and analyzed the messages expressed by figurative language in the William Blake's poems and discussion.

The process of analyzing the data of this research was conducted mainly in three sections, namely: (1) Figurative language in the poems, (2), the most figurative language in the poems, and (3) the messages expressed by figurative language in the poems. Each of those sections above analyzed in two ways, namely: (1) Figurative analysis and (2) Poems analysis. In figurative language analysis, the kinds of figurative language which are used in the poems were analyzed; the most figurative language is used in the poems. And in the poem analysis, the analysis focused on analyzes the messages which are expressed by the meaning of figurative language in the poems.

A. Figurative Languages are Used on the Poems

In the collection data, the method used in this research using library research to choose three poems as the sample in the collection of William Blake's poems, because this method is effective to implemented where accordance with a research's time that has determined, and also same as used by the some previous researchers.

The researcher chose three poems as the sample in the collection of William Blake's poems, and then she identified and analyzed every meaning from every line of that poem. From every the meaning in the line of poem, the researcher, and then the researcher can know the kinds of figurative language used in that poem.

After the researcher get the data from book of poems collection William Blake and the researcher checking and identifying figurative language used in

every line of poem. From the result of research, it can be found that the total numbers of the line of poem which use the figurative language from the three poems are about 66 lines of poem. And this research can be done on time.

In this section, the data that consist of types of structure of predication on 3 poems are presented as follows:

1. Echoing Green, The

The sun does arise,
And make happy the skies;
The merry bells ring
To welcome the spring;
The skylark and thrush,
The birds of the bush,
Sing louder around
To the bell's cheerful sound,
While our sports shall be seen
On the Echoing Green.

Old John with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say:
"Such, such were the joys
When we all, girls and boys,
In our youth time were seen
On the Echoing Green."

Till the little ones, weary,
No more can be merry;
The sun does descend,
And our sports have an end.
Round the laps of their mothers
Many sisters and brothers,
Like birds in their nest,
Are ready for rest,
And sport no more seen
On the darkening Green.

William Blake

The poem above was included in the free poem has ten lines in the stanza. Therefore, the poem can be called sonata. And the following will be explained the kinds of figurative language are contained in each line in that poem, it will be presented in alphabetical order for some practicality.

a. **Alliteration**

- In line 7 of the second stanza: "Such, such were the joys"

The lines above includes in Alliteration, because in each lines use the repetition of the first consonant or sounds in words or lyrics, such as: "Such, such". This figurative language is used to create special effects or establish a particular mood or feeling.

b. **Hyperbole/Overstatement**

- In line 2 of the first stanza: "And make happy the skies"

The line above uses Figurative language of Hyperbole or Overstatement, because from that three of lines use an extravagant or exaggerated statement to express strong feelings. The meaning is not meant to be taken literally.

c. **Irony**

- In line 5 of the first stanza: "The skylark and thrush"
- In line 3 of the second stanza: "Sitting under the oak"

The lines of poem mentioned above are used Irony, because that lines of poem use words to convey the opposite of their literal meaning. Like "The skylark and thrush", it's mean that someone is crying because sick.

d. **Litotes/Understatement**

- In line 1 of the first stanza: "The sun does arise"
- In line 6 of the first stanza: "The birds of the bush"
- In line 5 of the second stanza: "They laugh at our play"
- In line 2 of the third stanza: "No more can be merry"

Some lines of poem above use languages which are opposite to what is expected or less than expected. Those lines have purpose to scorn their self, and emphasizing the magnitude of a statement by denying its opposite.

e. **Metonymy**
- In line 7 of the first stanza: "Sing louder around"
- In line 8 of the first stanza: "To the bell's cheerful sound"
- In line 9 of the first stanza: "While our sports shall be seen"

Some of lines mentioned above using Metonymy, because they use words which describe something indirectly by referring to thing around it, such as describing someone are clothing to characterize the individual.

f. **Personification**
- In line 4 of the first stanza: "To welcome the spring"
- In line 2 of the second stanza: "Does laugh away care"
- In line 3 of the third stanza: "The sun does descend"
- In line 4 of the third stanza: "And our sports have an end"

Some of lines above include Personification, because they use the words of a personal nature or character to inanimate objects or abstract notions.

g. **Pun**
- In line 9 of the second stanza: "In our youth time were seen"
- In line 5 of the third stanza: "Round the laps of their mothers"

Some of lines above are Pun. In those lines, there are plays of words which an expression intended for a humorous or rhetorical effect by exploiting different meanings of words, sometimes on different senses of the same word and on the similar sense or sound of different words.

h. <u>Simile</u>

- In line 7 of the third stanza: "Like birds in their nest"
- In line 9 of the third stanza: "And sport no more seen"

Some of lines above have figurative language is Simile. In every that lines, it uses a comparison of two things, indicated by some connective, usually "like", "as", "than", sometimes to show how they are similar.

i. <u>Synecdoche</u>

- In line 4 of the second stanza: "Among the old folk"

The line use figurative language of Synecdoche, because in that line use word "among" that mean mention one part of overall of old folk. Sometimes for two things become so closely related that we use the name of one for the other, or the name of a part of something.

2. My Specter Around Me

My specter around me night and day
Like a wild beast guards my way.
My emanation far within
Weeps incessantly for my sin.

A fathomless and boundless deep,
There we wander, there we weep;
On the hungry craving wind
My specter follows thee behind.

He scents thy footsteps in the snow,
Wheresoever's thou dost go
Through the wintry hail and rain.
When wilt thou return again?

Dost thou not in pride and scorn
Fill with tempests all my morn,
And with jealousies and fears
Fill my pleasant nights with tears?

Seven of my sweet loves thy knife
Has bereaved of their life.
Their marble tombs I built with tears
And with cold and shuddering fears.

Seven more loves weep night and day
Round the tombs where my loves lay,
And seven more loves attend each night
Around my couch with torches bright.

And seven more loves in my bed
Crown with wine my mournful head,
Pitying and forgiving all
Thy transgressions, great and small.

William Blake

The poem above is a kind of prismatic poem. This is evident from the choice of diction is used mostly figurative meaning. And the following will be explained the kinds of figurative language are contained in each line in that poem, it will be presented in alphabetical order for some practicality.

a. **Alliteration**
   - In line 2 of the second stanza: "There we wander, there we weep"
     The line uses Alliteration, because in that line uses the repetition of the first consonant or sounds in words or lyrics, such as: "There we wander", "there we weep".

b. **Hyperbole/Overstatement**
   - In line 1 of the first stanza: "My specter around me night and day"
   - In line 3 of the first stanza: "My emanation far within"
   - In line 1 of the third stanza: "He scents thy footsteps in the snow"
   - In line 2 of the third stanza: "Wheresoever's thou dost go"
   - In line 2 of the fourth stanza: "Fill with tempests all my morn"
   - In line 3 of the fourth stanza: "And with jealousies and fears"

- In line 4 of the fifth stanza: "And with cold and shuddering fears"
- In line 3 of the seventh stanza: "Pitying and forgiving all"

Some lines above use Figurative language of Hyperbole or Overstatement, because from that lines use an extravagant or exaggerated statement to express strong feelings. Their meanings are not meant to be taken literally.

c. **Irony**

- In line 1 of the fourth stanza: "Does thou not in pride and scorn"
- In line 2 of the fifth stanza: "Has bereaved of their life"

The lines of poem mentioned above are used Irony, because that lines use words to convey the opposite of their literal meaning. That situation meaning is contradicted by the appearance or presentation of the idea.

d. **Litotes/Understatement**

- In line 4 of the first stanza: "Weeps incessantly for my sin"
- In line 3 of the second stanza: "On the hungry craving wind"
- In line 4 of the second stanza: "My spectre follows thee behind"
- In line 4 of the fourth stanza: "Fill my pleasant nights with tears?"
- In line 3 of the fifth stanza: "Their marble tombs I built with tears"
- In line 4 of the sixth stanza: "Around my couch with torches bright"
- In line 2 of the seventh stanza: "Crown with wine my mournful head"

From some lines of poem above, we can conclude that they use languages which are opposite to what is expected or less than expected. The lines have purpose to scorn their self, and emphasizing the magnitude of a statement by denying its opposite.

e. **Metaphor**

- In line 1 of the fifth stanza: "Seven of my sweet loves thy knife"

The line above uses Metaphor. It's mean use direct comparison which does not require special key words. It is in which two "essentially unlike things" are shown to have a type of resemblance or create a new image.

f. **Pun**

- In line 3 of the third stanza: "Through the wintry hail and rain"
- In line 4 of the third stanza: "When wilt thou return again?"
- In line 4 of the seventh stanza: "Thy transgressions, great and small"

Some of lines above include in Pun. In that line, there are plays of words which an expression intended for a humorous or rhetorical effect by exploiting different meanings of words, sometimes on different senses of the same word and on the similar sense or sound of different words.

g. **Simile**

- In line 2 of the first stanza: "Like a wild beast guards my way"

The lines has figurative language is Simile. In that line, it uses a comparison of two things, indicated by some connective, usually "like", "as", "than", sometimes to show how they are similar.

h. **Synecdoche**

- In line 1of the second stanza: "A fathomless and boundless deep"
- In line 3 of the sixth stanza: "And seven more loves attend each night"
- In line 1 of the seventh stanza: "And seven more loves in my bed"

Some of lines use figurative language of Synecdoche, because in that line use word "among" that mean mention one part of overall of old folk.

3. **The Little Black Boy**

My mother bore me in the southern wild,
And I am black, but oh my soul is white!
White as an angel is the English child,
But I am black, as if bereaved of light.

My mother taught me underneath a tree,
And, sitting down before the heat of day,
She took me on her lap and kissed me,
And, pointed to the east, began to say:

"Look on the rising sun: there God does live,
And gives His light, and gives His heat away,
And flowers and trees and beasts and men receive
Comfort in morning, joy in the noonday.

"And we are put on earth a little space,
That we may learn to bear the beams of love
And these black bodies and this sunburn face
Is but a cloud, and like a shady grove.

"For when our souls have learned the heat to bear,
They cloud will vanish, we shall hear His voice,
Saying, 'Come out from the grove, my love and care
And round my golden tent like lambs rejoice'."

Thus did my mother say, and kissed me;
And thus I say to little English boy.
When I from black and he from white cloud free,
And round the tent of God like lambs we joy

I'll shade him from the heat till he can bear
To learn in joy upon our Father's knee;
And then I'll stand and stroke his silver hair,
And be like him, and he will then love me.

William Blake

The poem above is a kind of prismatic poem. This is evident from the choice of diction is used mostly figurative meaning. And the following will be explained the kinds of figurative language are contained in each line in that poem, it will be presented in alphabetical order for some practicality.

a. **Hyperbole/Overstatement**
   - In line 1 of the third stanza: "Look on the rising sun: there God does live"

- In line 2 of the first sixth: "And thus I say to little English boy"
- In line 1 of the seventh stanza: "I'll shade him from the heat till he can bear"

Some lines above use Figurative language of Hyperbole or Overstatement, because from that lines use an extravagant or exaggerated statement to express strong feelings. Their meanings are not meant to be taken literally.

b. **Litotes/Understatement**

- In line 1 of the second stanza: "My mother taught me underneath a tree"
- In line 1 of the fourth stanza: "And we are put on earth a little space"
- In line 3 of the fourth stanza: "And these black bodies and this sunburn face"
- In line 1 of the fifth stanza: "For when our souls have learned the heat to bear"
- In line 3 of the sixth stanza: "When I from black and he from white cloud free"
- In line 2 of the seventh stanza: "To learn in joy upon our Father's knee"

From some lines of poem above, we can conclude that they use languages which are opposite to what is expected or less than expected. The lines have purpose to scorn their self, and emphasizing the magnitude of a statement by denying its opposite.

c. **Metaphor**

- In line 4 of the second stanza: "And, pointed to the east, began to say"
- In line 3 of the fifth stanza: "Saying, 'Come out from the grove, my love and care"

- In line 3 of the seventh stanza: "And then I'll stand and stroke his silver hair"

Some lines above use Metaphor. It's mean use direct comparison which does not require special key words. It is in which two "essentially unlike things" are shown to have a type of resemblance or create a new image.

d. **Metonymy**

- In line 2 of the fourth stanza: "That we may learn to bear the beams of love".

That line mentioned above use Metonymy, because they use words which describe something indirectly by referring to thing around it, such as describing someone are clothing to characterize the individual.

e. **Paradox**

- In line 2 of the first stanza: "And I am black, but oh my soul is white!"
- In line 4 of the third stanza: "Comfort in morning, joy in the noonday"

The line includes figurative language of Paradox, because it is a term in rhetoric for a situation or statement that is or seems contradictory, but may contain an insight into life.

f. **Pun**

- In line 2 of the second stanza: "And, sitting down before the heat of day"
- In line 2 of the fifth stanza: "They cloud will vanish, we shall hear His voice"
- In line 1 of the sixth stanza: "Thus did my mother say, and kissed me"

Some of lines above include in Pun. In that line, there are plays of words which an expression intended for a humorous or rhetorical effect by exploiting different meanings of words, sometimes on different senses of the same word and on the similar sense or sound of different words.

g. __Simile__

- In line 3 of the first stanza: "White as an angel is the English child"

- In line 4 of the first stanza: "But I am black, as if bereaved of light"

- In line 4 of the fourth stanza: "Is but a cloud, and like a shady grove"

- In line 4 of the fifth stanza: "And round my golden tent like lambs rejoice"

- In line 4 of the sixth stanza: "And round the tent of God like lambs we joy"

- In line 4 of the seventh stanza: "And be like him, and he will then love me"

Some of lines has figurative language is Simile. In that line, it uses a comparison of two things, indicated by some connective, usually "like", "as", "than", sometimes to show how they are similar.

B. The Most Figurative Language is Found on the Poems

Giroux (1974: 10) emphasized that Figurative language is language which departs from the straight-forward use of words. It creates a special effect, clarifies an idea, and makes writing more colorful and forceful. Accordingly, there are 14 kinds of figurative languages; they are Alliteration, Allusions, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche, and Symbol.

In the collection data, the method used is library research, because this method is effective to implemented where accordance with a research's time that has determined, and also same as used by the some previous researchers. As mentioned in the previous chapter, investigating whether or not there are kinds of figurative language are used in the poems of William Blake. It form in the sentence or lines can be done to identify the existence or inexistence of figurative language in a poem. The sentence cannot be constructed word-for-word or literally.

Therefore, after we have to analyze what kinds of figurative language are used in some of William Blake's poems in the previous paragraph, so, we can

know what the figurative language is most commonly used in those poems as an example in this research.

And the following will be explained in a table on the classification of the types of figurative language contained in the poem.

Table 4.1 Classification of Figurative Language on the Poems

NO	Echoing Green, The	My Spectre Around Me	The Little Black Boy
1.	Alliteration : 1 lines	Alliteration : 1line	Hyperbole : 3 lines
2.	Hyperbole : 1 lines	Hyperbole : 8 lines	Litotes : 6 lines
3.	Irony : 2 lines	Irony : 2 lines	Metaphor : 3 lines
4.	Litotes :4 lines	Litotes : 7 lines	Metonymy : 1 line
5.	Metaphor : 3 lines	Metaphor : 1 line	Paradox : 2 lines
6.	Metonymy : 3 lines	Pun : 3 lines	Pun : 3 lines
7.	Personification: 4 lines	Simile : 1 line	Simile : 6 lines
8.	Pun : 2 lines	Synecdoche : 3 lines	
9.	Simile : 2 lines		
10.	Synecdoche : 1 line		

Source: Processed by researcher (2013)

From the description of table above, the writer can conclude that the figurative language most commonly is used in the collection of William Blake poems is Hyperbole. It is is a figure of speech which uses an extravagant or exaggerated statement to express strong feelings, and obtain certain effects, not the actual.

C. The Messages Expressed by Figurative Language

In this case, the collection data is also using library research. Poem is difficult enough for us to be able to capture the intent or message of a poem. However, According to Martani (2011: 21) that there are several ways that people can do as a 'tool' to detect what exactly is the message to be conveyed by the poem, they are:

1. People should read the poem carefully.
2. Look at the title of the poem, because the title of the poem will give clues about the dominant purpose of poem.

3. Observing diction or word by word selected by the author (Language code), especially those referring to the context of the local culture (Culture code), to search for referential or contextual meaning.

4. Noting the connotative meaning (Literature code), to determine textual meaning.

5. Observe how the delivery it and figurative language.

6. And the last for the message to be conveyed by the poem

After the completion of a series of stages, of course people can gain an impression and message to be conveyed by the poem. Most poetry is quite easy to catch eminent, but there is also a very abstract poem and foresight needed to be able to understand the meaning to be conveyed by the author.

The message in a poem is a recommendation or advice of the poet to the reader of poem. Message conveyed by the poet in the poem verbatim. The messages which expressed by figurative language on the poems will be explained in every line of poems. It will be presented in the following table:

Table 4.2 Messages Expressed by Figurative Language on the Poems

NO	Quotations of the Poems	Figurative Language	Messages
1	The sun does arise	Litotes	What happens in nature, people should be grateful. Do not underestimate that the sun does not rise, it may just not the time for cloud covered.
2	And make happy the skies	Hyperbole	Bright sky always brings happiness to everyone.
3	To welcome the spring	Personification	Do not suppose that it could be laugh body treatments.
4	The skylark and thrush	Irony	Do not be insinuating or demeaning someone with a situation that is not real.

5	The birds of the bush	Litotes	Do not underestimate the birds out of the trees because nature is not good.
6	Sing louder around	Metonymy	People do not shout superfluous.
7	To the bell's cheerful sound	Metonymy	People do not shout superfluous.
8	While our sports shall be seen	Metonymy	People should be always to sport for our bodies healthy.
9	Does laugh away care	Personification	Do not suppose that it could be laugh body treatments.
10	Sitting under the oak	Irony	Do not lower someone who was sheltering under a tree.
11	Among the old folk	Synecdoche	Look for as many friends, including the elderly.
12	They laugh at our play	Litotes	Should not be laugh or insult another person in any case.
13	Such, such were the joys	Alliteration	People must be able to understand and respect the positions of others.
14	In our youth time were seen	Pun	Youth is a great time to start something good.
15	No more can be merry	Litotes	Do not be laugh or insult another person in any case.
16	The sun does descend	Personification	What happens in nature, people should be grateful. Do not underestimate that the sun does not rise, it may just not the time for cloud covered.
17	And our sports have an end	Personification	What happens in nature, people should be grateful. Do not underestimate that

			the sun does not rise, it may just not the time for cloud covered.
18	Round the laps of their mothers	Pun	A mother has a lot of advice for his children.
19	Like birds in their nest	Simile	Always be yourself in your life.
20	And sport no more seen	Simile	People should be always to sport for our bodies healthy.
21	My specter around me night and day	Hyperbole	Do not be excessive with the other creatures around us.
22	Like a wild beast guards my way.	Simile	Do not ever compare someone with something else.
23	My emanation far within	Hyperbole	Do not be excessive mention our self.
24	Weeps incessantly for my sin.	Litotes	Should not be too humble ourselves against what we have done.
25	A fathomless and boundless deep,	Synecdoche	Do not measure everything in a limited way.
26	There we wander, there we weep	Alliteration	Do not ever compare someone with something else.
27	On the hungry craving wind	Litotes	Do not be too humble ourselves against what we have done.
28	My spectre follows thee behind	Litotes	Do not be too humble ourselves against what we have done.
29	He scents thy footsteps in the snow	Hyperbole	Do not talk anything excessive about the nature.

30	Wheresoever's thou dost go	Hyperbole	Do not talk anything excessive in everywhere.
31	Through the wintry hail and rain	Pun	Every season there must have been its impact.
32	Dost thou not in pride and scorn	Irony	People should not insult others and prides themselves.
33	Fill with tempests all my morn	Hyperbole	Do not excessive it with all the talk that is going.
34	And with jealousies and fears	Hyperbole	Do not excessive it with other people.
35	Seven of my sweet loves thy knife	Metaphor	Our mouth is very important to keep our attitude.
36	Has bereaved of their life	Irony	People should not insult others and prides themselves.
37	Their marble tombs I built with tears	Litotes	Do not be lower others with their condition.
38	And with cold and shuddering fears	Hyperbole	Do not excessive it with all of conditions and situations.
39	And seven more loves attend each night	Synecdoche	Do not measure everything with the other.
40	Around my couch with torches bright	Litotes	Do not be lower others with their condition.
41	And seven more loves in my bed	Synecdoche	Do not measure everything with the other.
42	Crown with wine my mournful head	Litotes	Do not be lower others with their condition.
43	Pitying and forgiving all	Hyperbole	Do not excessive it with all of our mistakes.

44	Thy transgressions, great and small	Pun	Every mistake, there are big mistake and small.
45	And I am black, but oh my soul is white!	Paradox	Do not talk excessively inconsistent with the facts.
46	White as an angel is the English child	Simile	Do not ever compare someone with something else.
47	But I am black, as if bereaved of light	Simile	Do not ever compare someone with something else.
48	My mother taught me underneath a tree	Litotes	Do not be lower others with their condition.
49	And, sitting down before the heat of day	Pun	Do not be lower others with their condition.
50	Look on the rising sun: there God does live	Hyperbole	Do not excessive it with all of conditions and situations.
51	Comfort in morning, joy in the noonday	Paradox	Do not ever compare someone with something else.
52	And we are put on earth a little space	Litotes	Do not be lower others with their condition.
53	That we may learn to bear the beams of love	Metonymy	Every experience there must have been a silver lining.
54	And these black bodies and this sunburn face	Litotes	Do not be lower others with their condition.
55	Is but a cloud, and like a shady grove	Simile	Do not ever compare someone with something else.
56	For when our souls have learned the heat to bear	Litotes	Do not be lower others with their condition.
57	They cloud will vanish, we shall hear His voice	Pun	Do not be lower others with their condition.

58	And round my golden tent like lambs rejoice	Simile	Do not ever compare someone with something else.
59	Thus did my mother say, and kissed me	Pun	Listen to all the advices from parents.
60	And thus I say to little English boy	Hyperbole	Do not excessive it with all of conditions and situations.
61	When I from black and he from white cloud free	Litotes	Do not be lower others with their condition.
62	And round the tent of God like lambs we joy	Simile	Do not ever compare someone with something else.
63	I'll shade him from the heat till he can bear	Hyperbole	Do not talk over the advantages of others.
64	To learn in joy upon our Father's knee	Litotes	Do not underestimate for everything our parents say there must have been benefit.
65	And then I'll stand and stroke his silver hair	Metaphor	Give our affection for older people.
66	And be like him, and he will then love me	Simile	Do not compare to the attitudes of others.

Source: Processed by researcher (2013)

After analyzing the messages which expressed by figurative language on the poem of William Blake, the writer finds some different messages and moral values. In those poems, the writer finds statements and narration that might be message as moral values. For example, by seeing the lines 3 of the sixth stanza in the William Blake's poem entitled "The Little Black Boy", the line is "When I from black and he from white cloud free".

The message that can be taken from the lines of the poem is that people should not compare our situation with the others, and belittle themselves, because everyone is same, the different is the character of our God.

D. Discussion

This thesis is arranged based on theory of Giroux (1974: 10), it is that Figurative language is language which departs from the straight-forward use of words. It creates a special effect, clarifies an idea, and makes writing more colorful and forceful. Accordingly, there are 14 kinds of figurative languages; they are Alliteration, Allusions, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche, and Symbol.

Alliteration is the repetition of the first letters or sounds in words. This figurative language is used to create special effects or establish a particular mood or feeling. Allusions express comparisons by referring to an incident in history, a quotation from literature, a geographical location, or a current event. Hyperbole is exaggeration in language; it is so common that we have come to expect it as a natural part of colorful speech and writing. Irony is the use words to convey the opposite of their literal meaning. A statement or situation meaning is contradicted by the appearance or presentation of the idea. Litotes is emphasizing the magnitude of a statement by denying its opposite. Unlike the simile which depends on "like", "as", or "than", the metaphor is a direct comparison which does not require special key words. Metonymy and synecdoche is the substitution of one word for another. Onomatopoeia, expresses the sounds made by the thing described. Paradox is a term in rhetoric for a situation or statement that is or seems self-contradictory and even absurd, but may contain an insight into life. Personification, sometimes an object or animal is described as if it were human. Pun is a play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words. A simile is a comparison which uses "like", "as", or "than". And a symbol is a concrete object used to represent an abstract idea; in other words, something which stands for something else.

In this research, the researcher uses one instrument; there is library research. According to Attarsemi (1993:8), library research is a method of doing a research in a working room or library, where the needed data and information about the subject matter are required through books or other audiovisual means. So, after the researcher has read and analyzed the collection of William Blake's poems, and then the researcher goes to Library of IAIN Syekh Nurjati Cirebon to search some books of literature especially about the figurative language as the source data. The researcher read and analyses the book of William Blake's poems, and search three poems as the sample.

After the researcher determined three poems as the sample, and she read the poem one by one repeatedly, then gave underline in every line of poem. After that, the researcher wrote the kinds of figurative language underline correctly and gave coding data. The codes are: Alliteration is AL, Hyperbole is "HB", Litotes is "LT", Irony, is "IR", Metaphor is "MP", Metonymy is "MT", and Paradox is "PD". And then do the same thing to the other two poems.

It is known from the table above that the most figurative language used in the poems of William Blake is Hyperbole. The one of factor is because William Blake is one Romantic Movement in his time, so he many use the exaggeration language in his poems.

CHAPTER V
CONCLUSION AND SUGGESTION

Having analyzed the types of figurative language and messages which are found on some William Blake's poems by using Giroux's theory, so in this chapter the researcher will present the conclusions and suggestions dealing with the finding of this research.

A. Conclusion

1. Based on the findings and discussions, so, the researcher has found eleven types of figurative language used on some of William Blake's poems. The eleven types of figurative language are found based on the data are used in the collection of William Blake's poems there are: Alliteration, Hyperbole, Irony, Litotes, Metaphor, Metonymy, Paradox, Personification, Pun, Simile, and Synecdoche.

2. The conclusion which can be taken from the data source is that the most commonly figurative language which used in the poems of William Blake is Hyperbole.

3. From the eleven kinds of figurative language which used in the poem, so, there are many different messages that can be taken from those poems.

B. Suggestion

Based on the result of this research, the researcher suggests to the reader, and other researchers. The suggestions are as follows:

1. To know the kinds of figurative language in a poem, the reader should learn and understand first about the definition and kinds of figurative language, in order to the reader can know and understand the kinds of figurative language are used in every lines of poem.

2. The researcher also suggest to the readers to pay more attention of reading William Blake in other book, because his poems many use romantic language it's mean that use exaggeration language.

3. The reader and other researcher who want to improve their knowledge in knowing and interpreting the messages which expressed by the meaning of figurative language in the poems, especially in the collection of William Blake's poems; so, they are suggested to understand the meaning of the kinds of figurative language.

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APPENDICES