SEMANTIC ANALYSIS OF METAPHOR FOUND IN POEMS OF EMILY DICKINSON

A THESIS

Presented as A Partial Fulfillment of the Requirements for the Bachelor Degree of Education English Language Teaching

By

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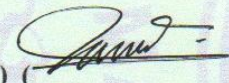
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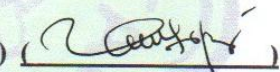
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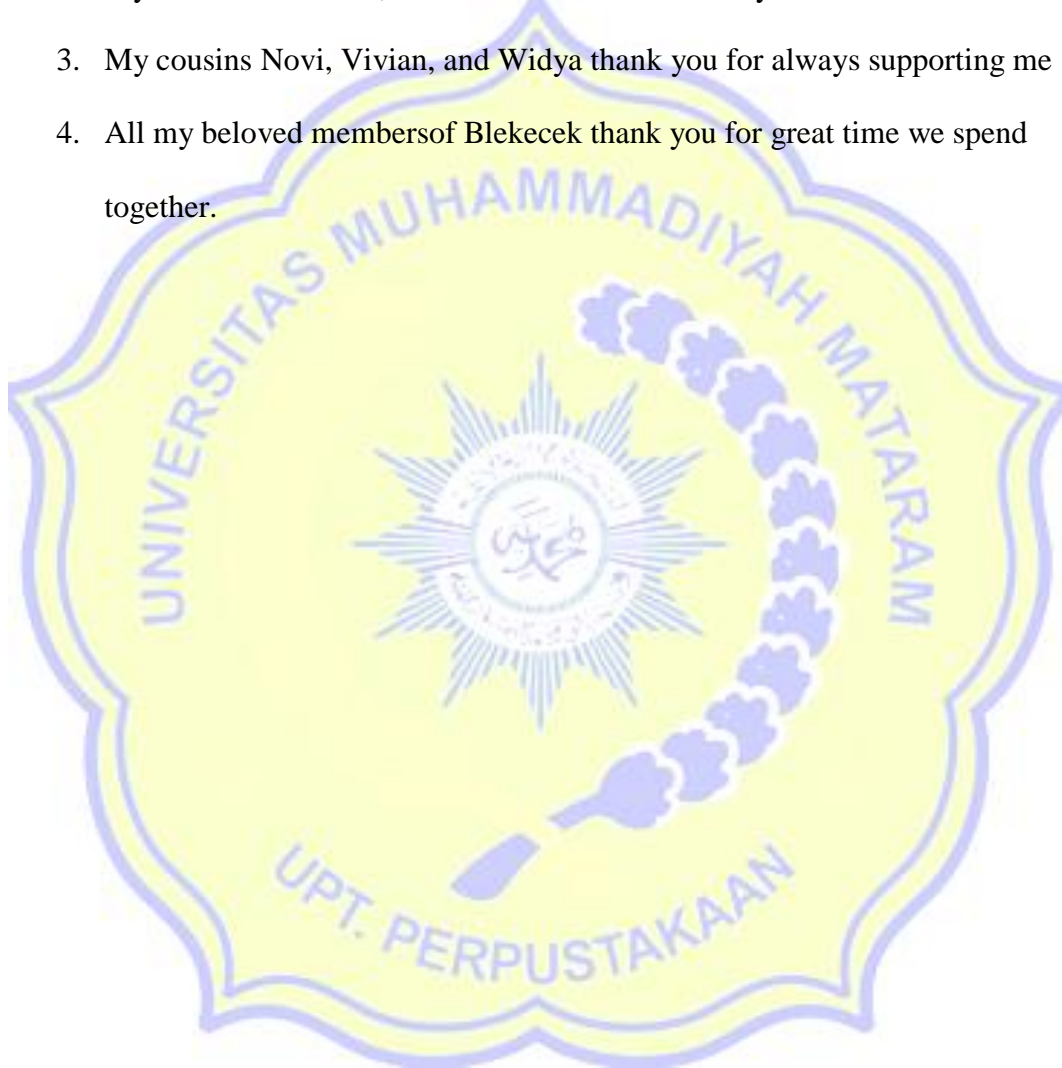
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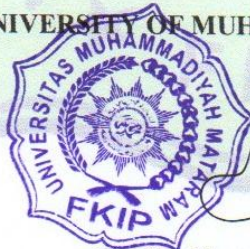
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DEDICATION

This thesis is dedicated to:

1. My parents, Muhammad Sukandar and ErniAstutiwho always give love, motivations, suggestions, prayer, and all the best things for my life.

2. My brother and sister, DaniArdian and RiskiaCahayani.

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DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

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The researcher certifies that the thesis entitled "Semantic Analysis of Metaphor Found in Poems of Emily Dickinson" presented as a fulfillment for the requirement in bachelor degree is my own work. Except where otherwise acknowledge and this thesis has not been submitted for the other higher degree Institution or University.

Mataram, 3 August 2019

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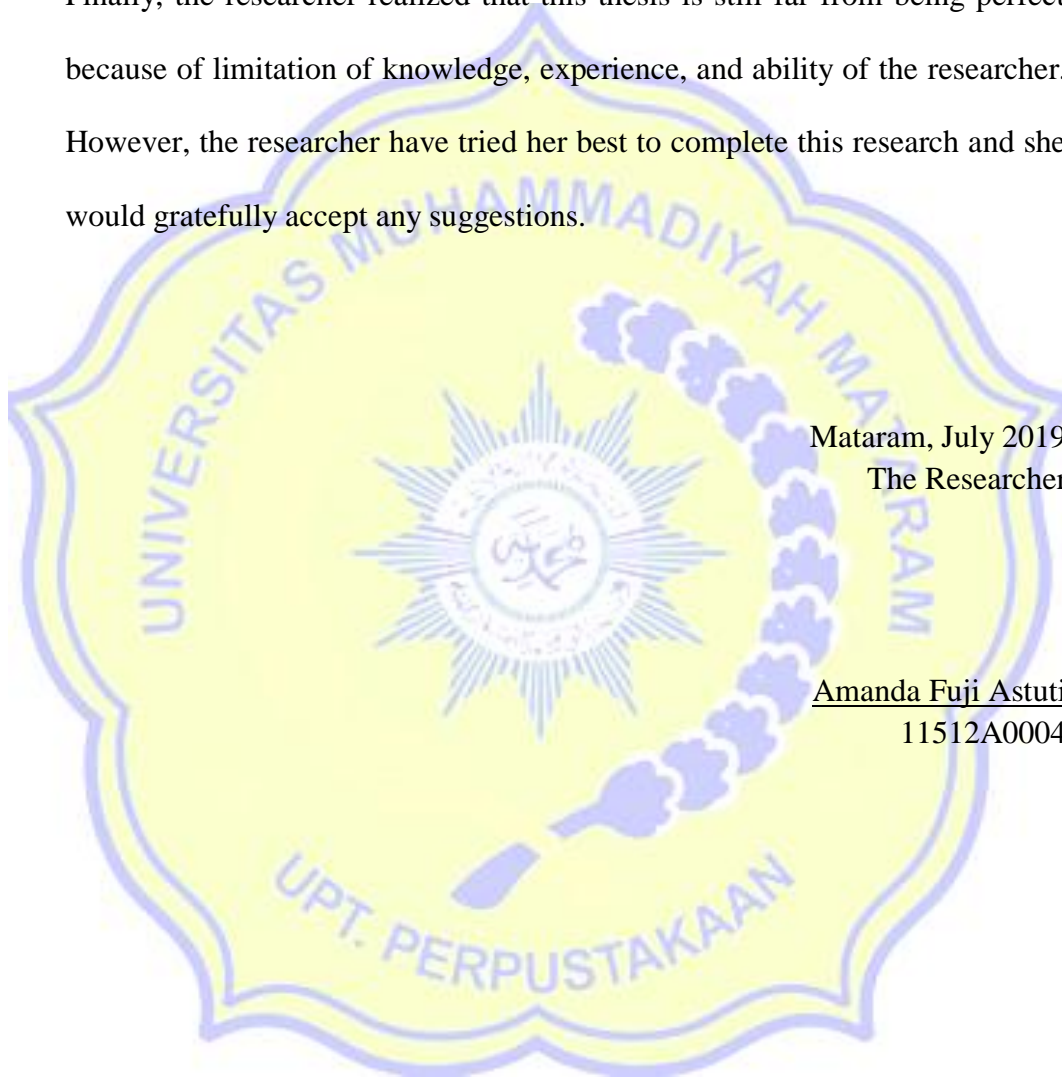
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Finally, the researcher realized that this thesis is still far from being perfect because of limitation of knowledge, experience, and ability of the researcher. However, the researcher have tried her best to complete this research and she would gratefully accept any suggestions.

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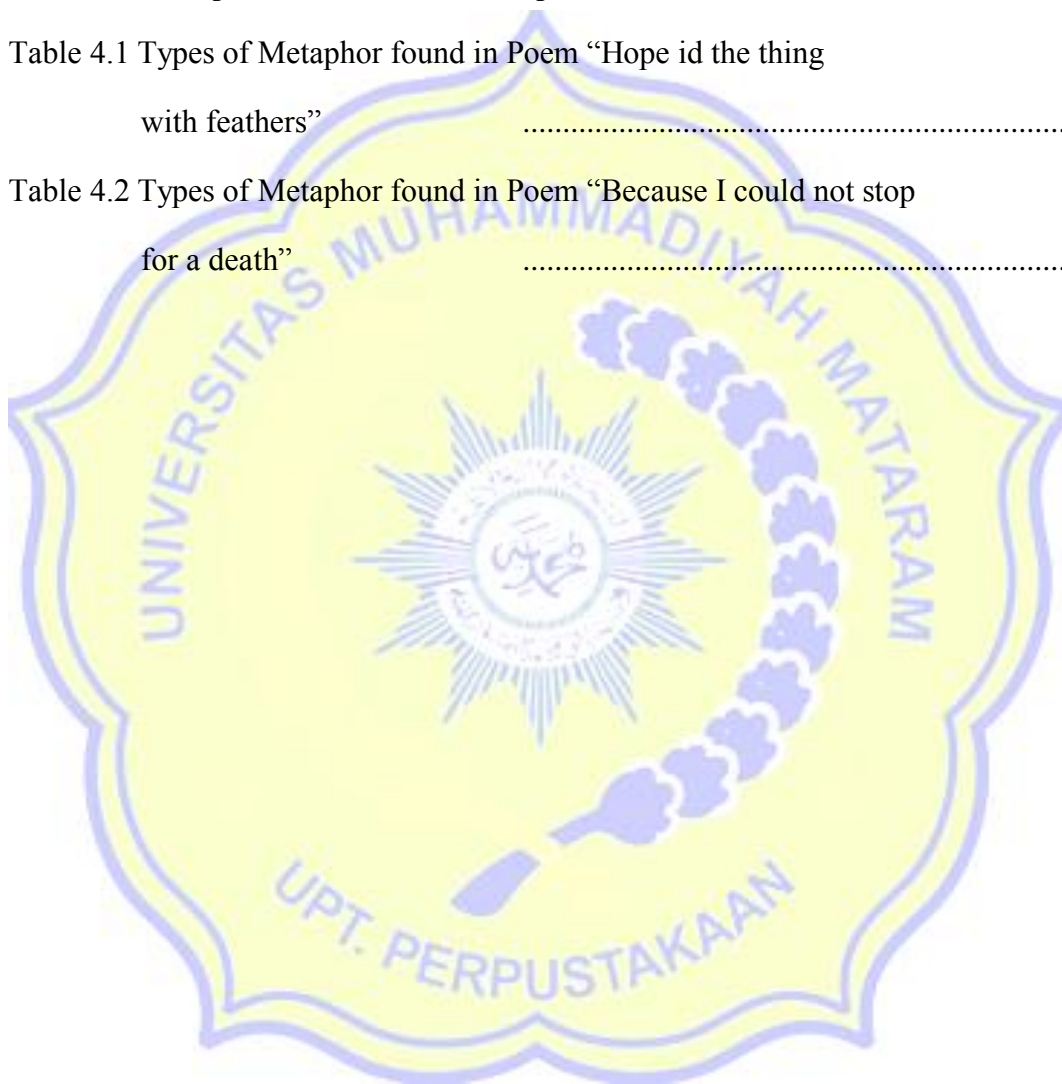The Researcher

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ABSTRACT

Astuti, A. F. 2019. *Semantic Analysis of Metaphor Found in Poems of Emily Dickinson.*Thesis, of English Department, Faculty of Teacher Training and Education, Muhammadiah University of Mataram.

Metaphor is the language expression to compare different things that will form new meanings that can be used to express ideas, feeling, and emotion. Metaphor generally used by the poets in writing the poems. The writer took poems of Emily Dickinson because Emily Dickinson is one of the greatest American poets. This study took two types of Emily Dickinson's poems which are "hope is the thing with feathers" and "Because I Could not Stop for A Death", and the analysis of this study based on the theories from Lakof and Jhonson. So, this study focused on analyzing the meaning of Emily Dickinson's poems based on the types of metaphor. This study used descriptive qualitative method, and the technique of data collection was reading the poems of Emily Dickinson intensively. Based on the result of this study the writer found 40% of ontological metaphor, 20% structural metaphor, 20% visual metaphor, 10% extend metaphor and 10% active metaphor, 0% oriental metaphor, 0% complex metaphor.

Key word: Metaphor, Poem,

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the statement of problem, objective of the study, significance of the study, scope of study and definition of key terms.

1.1 Background of the Study

In learning and understanding language, people do not only understand the form of language, but also the meaning lies behind in it. There are many ways people do in delivering their idea to other people so that the people can understand and catch the meaning of the idea. The meaning of word, phrase and sentence is very important to be analyzed because it can make something more understandable to be communicated to the others. According to Riemer (2010: 6) semantics is the study of the meaning. The definition above highlights that meaning being investigated is in the scope of linguistics. There are several types of meaning in semantic one of them is figurative language.

Figurative languageis one part in semantic studies thatfocuses to convey the meaning figuratively in the text.According to Pradopo (2000:61), figurative language is a language to describe the comparison, equation, and imagery. Figurative language is crucial to get the poetic meaning of poem. Figurative languages is able to make the poem more interesting, more beautiful, more life, and to make the imagination clearer. There are various types of figurative

language,some types of them are simile, metaphor, personification, allegory, metonymy. Yet,this reaserch is only concerned with the analysis of metaphor.

Metaphor isthe type of figurative languagewhich is the most common and widely used.Griffiths (2006:79) states that metaphor is comparison of two unlike things without the use of like and as.So, metaphor is the language expression to compare different things that will form new meanings that can be used to express ideas, feeling, and emotion.On the other hand, Ritchie (2013:5) claim that metaphor expresses one thing or idea in terms of another. Metaphor generally used by the poets in writing the poems because metaphor is a powerful tool of poets to expressing the meaning of poems and also withthe metaphor the poets can make extraordinary poems.According to Valery, (1989) poem is an art based on language and also expresses a certain state of mind. Moreover poem can persuade someone mind with strong feeling that is written in a beautiful stanza. Based on the description above the writer is interested in analyzingthe metaphor found in poemsof Emily Dickinson.

In addition, based on the literature studies conducted, the writer found someprevious researches that is relevant toSemantic Analysis of Metaphorfound in poemsof Emily Dickinson,such asa study conducted by Ade Puadah (2017) entitled "An analysis of metaphor in Edgar Allan poe's poems". He analyzedtype ofmetaphor used in that poem. Furthermore the other researchesconducted by Tutut Mariana Ulfa (2016) entitled "The metaphor used in Annie Bradstreet's Poem" and Oktavia Zunaik (2015) entitled "Metaphor in selected lyrics of Maher Zain's song".

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In this research, the writer focused on the types of metaphor found in poems of Emily Dickinson. The writer interested in analyzingthe poems of Emily Dickinson because Emily Dickinson is one of the greatest American poets. Her unique style of writing has become iconic in the poetry world. No one can quite capture her ability to write.

1.2 The Statement of Problem

The statement of problem in this study is formulated as follows:

1. What is the meaning of Emily Dickinson's poems base on types of metaphor?
2. Whattypesof metaphor found inpoems of Emily Dickinson?

1.3 Objectives of the Study

Based on the statement of problem above, the objective of the study is

1. To analyze the meaning of Emily Dickinson's poems base on types of metaphor
2. To analyze thetypes of metaphor found in poemsof Emily Dickinson

1.4 Significance of the Study

The writer hoped that the study would have both theoritical and practicalvalues:

1.4.1   Theoritical

The results of the study are expected to give contribution to develop the study about analysis on linguisticstudy and also the result of this study can give more information about analysis on poems especially in poems of Emily Dickinson.

1.4.2   Practical

The writer hopedthe study can gives valuable information to further researchers and students of MuhammadiahUniversity of Mataram, especially English Departmentas a source of information about how to analyze poem especially to find out the types of metaphorused in the poems. This study can be useful for anyone who wants to appreciate the literary work

1.5 Scope of the Study

This study focused on the semantic analysis of metaphor found in poemsof Emily Dickison which are "hope is the thing with feathers" and "Because I Could not Stop for A Death".

1.6 Definition of Key Terms

In order to have some ideas and concepts to understand this study, the writer tries to clarify the terms as used in this study.

a. Analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents (Audi, 1999)

b. Semantic is the study of the meaning (Riemer, 2010:5)

c. Metaphor is comparison of two unlike things without the use of like and as(Griffiths, 2006:79)

d. Poem is an art based on language and also expresses a certain state of mind(Valery, 1989)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the semantics, figurative language, metaphor, biography of Emily Dickinson and related previous studies.

2.1 Semantics

Semantics is the study of meaning and also it is one of the richest and most exciting parts of linguistic (Riemer, 2010:2-6). Because Informally it is easy to agree that meaning is the heart of language. Meaning, we might say, is that language is for. To have language without meaning would be like having lungs without air (riemer, 2010:2). So, without a capacity to express meaning, then, language lose one of its essential aspects. We practically always speak or write in order to express a meaning of one kind or another. This most obviously true for pieces of language which convey information. But, not only sentences have meaning to express information. Even the shortest most everyday words, which we would not normally consider as containing information like the, not, or even ouch!, contribute something specific to the meaning of utterance in which they occur and can thus be legitimately considered as having meaning in their own right.

Talks about semantics is extremely ancient, the name semantics was only coined in the late nineteenth century by the French linguist Michel Breal. As many other names of branches of linguistic, the word semantics reflects the origin of the western tradition of linguistic analysis in writings of Greek thinker from the

fifth century BC onwards. Semantics comes from the ancient Greek word semantikos, and adjective meaning 'relation to signs'. Based on the noun semeion 'sign'. (riemer, 2010:2).

2.2 Types of Meaning

Most words have more than one meaning, it is the characteristic of words that a single word may have several meaning, in fact, words may play an enormous part in our life. Words are use to express something and also conveys feelings about we are describing. In semantic there are severaltypes of meaning which are denotative, connotative, social, affective, and figurative language.

2.2.1Conceptual or Denotative Meaning

Conceptual meaning is sometimes called denotative meaning or cognitive meaning, it is widely assumed to be the central factor in linguistic communication. Denotative meaning is also called as primary meaning, that is the meaning suggested by the word when it used alone.It is the basic propositional meaning which corresponds to the primary dictionary definition (Larson, 1984:100). The aim of denotative meaning is to provide, for any given interpretation of a sentence. Conceptual meaning is also called logical or cognitive meaning.

2.2.2Connotative Meaning

Connotative meaning refers to what is communicated by virtue of what language refers to. In other words, it is the meaning above the conceptual meaning and it may vary according to culture, background or society. Thus, connotative meaning can be subjective or unstable. It depends very much on how

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an individual or society perceives a word. Moreoverconnotative meaning is not taken by the dictionary meaning.

2.2.3Collocative Meaning.

Collocative meaning consists of the associations a word acquire on account of the meanings of the words, which tends to occur in its environment. For instance the words pretty and handsome share common ground in the meaning of good looking. But may be distinguished by the range of noun in which they are like to occur or collocate, Pretty woman and handsome man. The ranges may well match although they suggest a different kind of attractiveness of the adjectives.

2.2.4Thematic Meaning

Thematic meaning is the meaning that is communicated by the way in which the speaker or writer organizes the message, in terms of ordering, focus, and emphasis. It is often felt an active sentence such as. Sentence has a different meaning from its passive equivalent, although in conceptual content they seem to be the same (Leech. 1974: 19). For example as follows :

1. Mrs. Bessie Smith donated the first prize.

2. The first prize was donated by Mrs. Bessie Smith

We can assume that the active sentence answers an implicit question "what did Mrs. Bessie Smith donate?", while the passive sentence answer the implicit question "who donates the first prize?".

2.2.5 Contextual Meaning

Context means a variety of things. Context is how words and their meanings are connected to each other in a written work. Most words have more than one meaning. The meaning of a word is determined through its contextual use, the words in the sentence that surround the word you are trying to define will give you contextual clues to help you define the word's meaning. A word is defined within the context of a sentence. We must also pay attention to whether the word is used as a noun, adjective, or adverb. As we know that meaning consists of two aspects, they are linguistic meaning and speaker meaning. Speaker meaning can be divided into literal meaning and non literal meaning.Moreover the meaning has a number of different interpretations since speaker expressing their ideas, minds and feeling (Fetzer, 2004:2).

2.2.6 Social Meaning

The meaning conveyed by the piece of language about the social context of its use is called the social meaning. The decoding of a text is dependent on our knowledge of stylistics and other variations of language. We recognize some words or pronunciation as being dialectical. Social meaning telling us something about the regional or social origin of the speaker. Social meaning is related to the situation in which an utterance is used.

Social meaning is concerned with the social circumstances of the use of a linguistic expression. For example, some dialectic words inform us about the regional and social background of the speaker. In the same way, some stylistic usages let us know something of the social relationship between the speaker and the hearer.

2.2.7 Affective or Emotive Meaning

Affective meaning is a sort of meaning which an effect the personal feeling of speakers. According to Leech, (1974:27) affective meaning refers to what is convey about the feeling and attitude of the speaker through use of language. Affective meaning is often conveyed through conceptual, connotative content of the words used. So, affective meaning is used to express personal feelings or attitude to the listener or to the subject matter of his discourse. For example, In order to get people attention to be quiet, we might say "I'm terribly sorry to interrupt, but I wonder if you would be so kind as to lower your voice as a little" or we might say "shut up".

2.2.8 Figurative Language

Perrine (2011: 61) said that figurative language is one type of semantic which the meaning of figurative language that can not be taken literary. She also says that a figure of speech is any way of saying something other than the ordinary way. In figurative language, people may find some words or sentences that have a beautiful, expressive, gloomy, or impressive meaning on its sentences. On the other hand according to pradopo, (2000:61) states that

figurative language is a language to describe the comparison, equation, and imagery.

Figurative language offers some interesting ways to convey language using extra language style and the election of words. By using language style in figurative language the reader will be interested to read the poem and the try to find the meaning of it.Figurative language is simply way to express an otherwise boring statement. For example, *"She is as pretty as a picture"* describes or compares a pretty girl to a beautiful piece of art.

According to Perrine (2011: 61), there are many types of figurative languages. They are imagery, simile, metaphor, metonymy, hyperbole, symbol, allegory, irony, paradox, personification.

2.2.8.1 Imagery

Perrine (2011: 49) states that imagery may be defined as the representation through language of sense experience. The word image perhaps most often suggest a mental picture, something seen in the mind's eye.Imagery may be defines as imagination of something that the writer thought then interpret it on the sentence.In imagery, the writer uses a word to make a sense to create a certain picture in the reader's mind. Imagery usually uses a sensory details. For example, *"The sweet scent of greentea had met us as she opened the door."*

2.2.8.2 Simile

Simile is a type of figurative languagethat uses comparison words or phrase on its application. Perrine (2011: 61) states that simile means comparing things that are essentially unlike, the comparison expressed by the use of some words or phrase, such as *like, as, than, similarto, resembles, or seems*. From the another expert, Nurgiantoro (2009: 62) defines that simile is a figurative language that compares one and another thing which uses comparison words such as: a*s, if, like, as wellas, same,* and another comparison words.

2.2.8.3 Personification

Personification is giving the attributes of a human being to an animal, an object, or a concept. It is really a subtype of metaphor, an implied comparison in which the figurative term of the comparison is always a human being (Perrine, 2011: 64).

According to Siswantoro (2005: 29), personification is an illustration of inanimate thing or object that visible or abstract which is treated like human. Actually, this figure of speech often appears on daily conversation around us.Personification is treating an inanimate thing as human, an inanimate thing can doing something like human do. The illustrations of personification usually treating an inanimate thing likes it can walks, run, breathe, etc. Here are some examples: *"The old train crept along the narrow path". "Flameate the house". "The wind whispered many truths to me".*

2.2.8.4 Hyperbole

Hyperbole is overstate in the service of truth (Perrine, 2011: 101). In hyperbole, we may assume something with over thinking and feeling. The object usually treats with over explanation or using over word illustration.

According to Wren and Martin (2005: 34), in hyperbole a statement is making emphatic by overstatement. They also states that language style is usually used by poet in illustrating object, idea and others by giving over quality pressure to get intensive effect. For example, *"She said youcrossed that river seven million times"*. It explains that shecrossed the river million times and it was something impossible to do. That's why is categorized as overstatement or hyperbole.

2.2.8.5 Metonymy

Perrine (2011: 65) states that metonymy is the use of something closely related for the thing actually meant. Metonymy substitute some significant detail or aspect of an experience for the experience itself.

According to Pradopo (2009: 77), metonymy defines as a attribute of object or the use of something that has a close relation to exchange the object. Metonymy is like a figure of speech in which the name of one thing applied to another with which it is closely associated. Metonymy usually called as a substitute the name of figure of speech.

2.2.8.6 Alliteration

Alliteration is derived from Latin's "latira". It is means "letters of alphabet". It is stylistic device in which a number of words, having the same first consonant sound, occur close together in a series. on another definition alliteration is a term to describe a literary device in with a series of words begin with the same consonant sound. For example, "she sells seashells by the sea-shore", "peter piper picked a peck of pickled peppers". Alliteration is meat to be more than a tongue twister. It is use to emphasize something important that a writer or speaker would like to express.

2.2.8.7 Metaphor

Metaphor is a form of figurative language in which one thing or idea is expressed in term of another (Ritchie, 2013:5). metaphor compare different things that will form new meanings that can be used to express ideas, feeling, and emotion On the other hand Perrine (2011: 61) says that metaphor is comparing two things but in the metaphor the comparison is implied. In this comparison, metaphor doesn't need a comparison words or phrase to compare two objects.

According to Wren and Martin in Siswantoro (2005: 27), metaphor is an implied simile. It does not, like the simile, state one thing is like another or acts as another, but takes that for granted and proceeds as if the two things were one.

There is a theorydeveloped byLakoff called Conceptual Metaphor. The basic idea of Conceptual Metaphor that is essentially a relation between

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conceptual domains, whereby ways of talking about one domain (the 'source domain') can be applied to another domain (the 'target domain') by virtue of correspondences, or mappingsbetween the two. Conceptually, metaphor is development of our language in our daily life. It is closely related with experience. Actually, indirectly we often create something strange word in our communication of our life. When a boy rescue a girl, that girl says to that boy "you are my hero". We like to compare something to something else that has equals characteristic. George Lakoff and Mark Johnsen (2003:6). In their book Metaphors we live by described, "Metaphor is pervasive in everyday life, not just in language but in thought and action. so it is explain how a metaphor simply understands and experiencing one kind of thing in terms of another. And they call this concept as conduit metaphor.An example of conceptual metaphor is life is journey. Here are the mappings to support the conceptual metaphor of "life is journey"

Table 2.1Mapping of "life is journey"

source: journey	Target: life
Life has start and an end	A journey has start and an end
Life has a goal	A journey has destination
Problem when achieving the goal	Obstacle during the journey

From the example that given from Lakoff and Johnson about "life is journey", it can be understood that people treat a variety of things they met, they feel, and they applied in the form of language which is metaphorical through their utterances in dailylife.This metaphor theory is known as Conceptual Metaphor Theory. In Conceptual Metaphor Theory, there are two conceptual domains,

thoseare thesourcedomainand thetargetdomain.Lakoff and Johnson,(1980:5) statethat "The essence of metaphor is understanding and experiencing one kind of thing in terms of another". According to Lakoff and Johnson (2003:14-25) said that there are several types of metaphor as follows:

1. Structural Metaphor, cases where one concept is metaphorically structured in terms of another. Structural metaphoroften involvesusing a concept from one domain to structure a concept from another domain. Structural metaphor based on two domains, source domain and target domain. Structural metaphor based on systematic correlation in daily experience.

2. Orientational Metaphor is one that maps an interface concept onto a spatial concept such as "up", "down," "left," or "right." Orientational metaphors leverage everyday understanding of spatiality in order to convey useful information, especially concerning navigation, quantification, and priority. As an example of an orientational metaphor, "he's at the peak of health", "she came down with pneumonia" here, good health is associated with "up" in part because of the general metaphor that "better is up" and perhaps also because when we are well we are on our feet, and when we are ill we are more likely to be lying down.

Table 2.2Excample Orientational

Upward orientation	Down orientation
Happy is up = Im felling up	Sad is down = I'm depressed
Conscious is up = I'm up already	unconscious is down = He dropped off to sleep
Good is up = things are looking	Bad is down = falling down is

good	pain

3. Ontological Metaphor that is In general, ontological metaphors enable us to see more sharply delineated structure where there is very little or none. We can perceive of personification as a form of ontological metaphor. In personification, human qualities are given to nonhuman entities. Personification is very common in literature, but it also abounds in everyday discourse, as the examples below.

His theory *explained* to me, the behavior of chickens raised in factories. Life has *cheated* me, Inflation is *eating up* our profits, Cancer finally, *caught up* with him, The computer *went dead* on me.

Theory, life, inflation, cancer, computer are not humans, but they are given qualities of human beings, such as explaining, cheating, eating, catching up, and dying. Personification makes use of one of the best source domains we have ourselves. In personifying nonhumans as humans, we can begin to understand them a little better.

4.Extended metaphors or compound metaphor is multiple Metaphor that describe the same entity or the other definition compound metaphor is make one central subject and add to it sub-multiple comparisons, compound metaphor also comparison throughout a series of sentences in a line is poem.

5. Active metaphors is called living metaphors. Active metaphors are those that have not yet become part of the daily use of language such as: - *the books are a window of the word* .Where the word books represent as something important

to explore the world and it's compare to the door to make the meaningful of the sentence. Active metaphor is often used in poetry to stimulate the reader. When words do not fit our patterns of meaning, we are force to think harder about them, their use and what is intended by the author in her poems. Active metaphor a particularly useful of impressing the readers while read the poem.

6. Visual metaphor is the representation of a person, place, thing, or idea by means of visual image that suggests a particular association or point of similarity. It's also known as pictorial metaphor and analogical juxtaposition. For example "his hand were ice", "she was a brick house".

7. Complex metaphor happened where a simple metaphor is based on secondary metaphorical element. For example, by using a metaphor of "light" for "understanding" may be complex by saying "throwing light" rather than "shining light". "throwing" is an extra metaphor of how light arrives. For other example, "the lands weight to the argument", "they stood alone, frozen statues on the pain".

Metaphor generally used by the poets in writing the poems because metaphor is a powerful tool of poets to expressing the meaning of poem and the metaphor has ability to convey the hidden meaning of the poems. Poets do not use the ordinary language to describe the meaning of poem but, usually the poets use of the metaphor to describe the meaning of poem figuratively.

2.3 Poem

There are many branches of literary works as short stories, novels, poems, and dramas. All of them become the main discussion and teaching topics in school and university levels. Before people attempt to define poem, they need to analyze

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every line to understand meanings behind the poem. Someone can express his or her ideas in many ways. One of the ways in expressing ideas in written form is poem. According to (Valery, 1989) poem is an art based on language and also expresses a certain state of mind. Moreover poem can persuade someone mind with strong feeling that is written in a beautiful stanza. A poem has deep meanings in every words, it depends how a poet tries to explain many things in life into a poem. People try to analyze poem because in a poem contains many specific elements and how these specific elements relate to daily life. A theme is the top point in a poem, because a poet makes a poem based on specific theme and a reader tries to understand and analyze the poem to get the whole point of the poem.

There are many great poet in the word one of them is Emily Dickinson. Emily Dickinson is one of the greatest American poets. Her unique style of writing has become iconic in the poetry world. No one can quite capture her ability to write. Her famous poems that still loved by the readers are "Because I Could not Stop for A Death" and "Hope is theThing with Feathers". So, this is the full version of the both poems.

Because I could not stop for Death (479)

Emily Dickinson 1830-1886

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

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

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

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

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

Since then – 'tis Centuries – and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity –

Hope is the thing with feathers (254)

Emily Dickinson 1830-1886

Hope is the thing with feathers –

That perches in the soul –

And sings the tune without the words –

And never stops– at all –

And sweetest– in the Gale – is heard –

And sore must be the storm –

That could abash the little Bird

That kept so many warm –

I've heard it in the chillest land –

And on the strangest Sea –

Yet – never – in Extremity,

It asked a crumb– of me.

Certainly In make the poem, the poet uses poetic device to make great poem. Poetic device is tools that a poet uses to createrhythm, enhance the poem's meaning, or intensify a mood or feeling.

2. 4 Poetic Devices

The English language contains a wide range of words from which to choose for almostevery thought, and there are also numerous plans or methods of arrangement of these words, calledpoetic devices, which can assist the writer in developing cogent expressions pleasing to his readers.Even though most poetry today is read silently, it must still carry with it the feeling of being spokenaloud, and the reader should practice "hearing" it in order to catch all of the artfulness with which the poet has created his work.

a. Diction

The term diction simply means a writer's choice of words. With the good diction uses by the writer could communicate the message of the poem perfectly . The particular words an author uses affect not only the message the reader, but the way in which we interpret that meaning within the poem.

b. Tone

Think of tone as the writer's or speaker's attitude toward her/his subject, her/his audience, or her/himself. When you are speaking with your mother, and she is berating you for not taking out the garbage as you had promised, you know she is unhappy by the sound of her voice, along with the words she is using. But we don't have the benefit of a person's voice to clue us in to the emotions when we read. Instead, we must recognize it by examining the various devices the author has used in the text. Here are a few words which could be used to describe an author's tone: hopeful, compassionate, disgusted, scornful, playful, urgent, nervous, proud, dignified, lively. These are not the actual words used by the author to communicate how s/he feels or thinks about his/her subject. They are rather the words we use to describe what we perceive as the author's attitude. Tone does not describe feelings, but it does express emotions.

c. Mood

Closely related to tone, mood refers to the overall emotional effect or "atmosphere" of a literary work. If tone refers to the emotions the author expresses in the writing of the work, mood refers to the kinds of emotions the work evokes in the reader. Much like tone, mood is usually described in terms of

emotional states: "dreamy", "menacing", "romantic", "humorous", "light-hearted", "gloomy", "tense". One way to think about the mood of a work is to think of it as a text's emotional weather.

d. Rhyme

Rhyme is a popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs. In a rhyme in English, the vowel sounds in the stressed syllables are matching, while the preceding consonant sound does not match. The consonants after the stressed syllables must match as well. For example, the words "gaining" and "straining" are rhyming words in English because they start with different consonant sounds, but the first stressed vowel is identical, as is the rest of the word.

e. Point of View

Point of view (often abbreviated POV) refers to the perspective from which a story is told. Of all the characters involved in a story, whose eyes are we looking through? Point of view may be "first person" (in which the narrator or main character speaks directly for him or herself, and says things like, "I walked down the street") or "third person" (in which the narrator describes the characters from an outside perspective, saying things like, "He walked down the street").

f. Rhythm

The word rhythm is derived from *rhythmos* (Greek) which means, "measured motion." Rhythm is a literary device that demonstrates the long and

short patterns through stressed and unstressed syllables, particularly in <u>verse</u> form. There are five basic rhythms:

Pattern	Name	Example
– /	Iamb/Iambic	invite
/ –	Trochee/Trochaic	deadline
– – /	Anapest/Anapestic	to the beach
/ – –	Dactyl/Dactylic	frequently
/ /	Spondee/Spondaic	true blue

g. Stanza

Stanza is a division of a poem created by arranging the lines into a unit. Stanza also a group of the line within the poem that go together. Stanza often repeated in the same pattern of meter and rhyme throughout the poem. The stanzas within a poem are separated by blank lines. Stanza may consist of any number of lines, even only a single line. But in modern poetry, such as free verse, often do not have lines that are all of the same length and meter, nor even the same number of lines in each stanza.

2.5 Previous Studies

Before the writer doing her analysis, there are previous researches that the writer found to analyze about Semantics Analysis of Metaphor Found in Poem "Because I Could Not Stop for a Death" Written By Emily Dickinsion, the first

research conducted by Ade Puadah (2017), a student at English Language Teaching DepartmentTarbiyah And Teacher Training SyekhNurjati Islamic Institute Cirebon. Her title was An Analysis of Metaphor in Edgar Allan Poe's Poems

This research analyzed the types of metaphor and the meaning of metaphor in Edgar Allan Poe's poems. The aim of this research is to identify the types of metaphor and to analyze the meaning of each metaphor in Edgar Allan Poe's poems. The methodology use is based on Jacob and Ary (2010) is qualitative content analysis approach.The results of this research were ten types of metaphor that found in Edgar Allan Poe's poems. In conclusion, Edgar Allan Poe's poems have high imagination inside the poems. It has many metaphor that should be analyzed. The types and the meaning of each metaphor that found in this research based on the Lakof&Jhonson (1980) and Zoltan (2010) theories that lift the metaphor clearly.

The second research conducted by Tutut Mariana Ulfa (2016), a student at English Language and Letters Department Faculty of Humanities Maulana Malik Ibrahim States Islamis University of Malang.Her title was "The metaphor used in Annie Bradstreet's Poem"The aim of this research are to find out the types and meaning of metaphor in "To My Dear and Loving Husband", " A Letter to Her Husband", and "For the restoration of my dear Husband", " from a Burning Ague, June, 1661" by Anne Bradstreet. In this research the researcher uses structural approach. The main data of this research 3 poems by Anne Bradstreet The result shows that there are 27 lines in three poems by Anne Bradstreet that include

metaphor. 17 lines belong to abstract to concrete metaphor, 8 lines belong to anthropomorphic metaphor and 2 lines belong to Synaesthetic

The last is Oktavia Zunaik (2015), a student at English Department of Letters and Humanities Faculty, State Islamic University Sunan Ampel Surabaya entitled "Metaphor in selected lyrics of Maher Zain's song".The statement of the problem that the thesis are two problems the first statement is types of metaphor are used in selected lyrics songs and the seconds is the meaning of each metaphors used in selected lyrics songs. The researcher is using the descriptive qualitative method. The findings of this analysis is the Muslim must remember to Allah. The lyrics are made for by the humans can understand what for to live in the world. Therefore, Muslim can be doing the best of the best, such as being explained in the Qur'an. Allah had created everything in the world, always be grateful to Allah The finding is the writer found three types of metaphors used in the Maher Zain's song. which are conceptual metaphor. orientational metaphors and ontological metaphor.

The gaps between those previous studies with this research are, from the first previous study conducted by Ade Puadah (2007) this research used qualitative content analysis approach as the methodology while this research the writer used descriptive qualitative method as the methodology. Second previous study conducted by Tutut Mariana Ulfa (2016) this research used structural approach as the methodology while the researcher use descriptive qualitative method as the methodology. The last previous study conducted by Okavia Zunaik

(2015) this research took songs of Maher Zain as the object in the research while

the research took poems of Emily Dickinson as the object in this research.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, research instrument, technique of collection and technique of data analysis.

3.1 Research Design

Setyosari (2015: 200) states that research design is the plan and structure ofthe research that are arranged in such a way that we can get the answers to research problems. In this study, the writer used descriptive qualitative method in semantic analysis of metaphor found inpoems of Emily Dickinsion, because the data were in the form of word or written language rather than number. The writer believed that descriptive method appropriated for this research, because as Sugiyono (2007: 15) state that, descriptive problems formulation guide the writer in exploring and capturing the situation to be study thoroughly, widely, and intensively.

Descriptive method is a method that aims at describing the character, fact, problem situation and issues in the text. The writer explained the quality of the object empirically. The object of this study is not the number of people or individual, but a literary work. Some characteristics of the research method above are the representative of source for the writer to conduct the research.

3.2 Source of Data

The data in this research are the poem written by Emily Dickinson taken from her book entitled Emily Dickinson Poetry Collection. The researcher also used library and the internet research to select the book, journal, and other written sources to support the research.

3.3 Research Instrument

The research instrument is a tool used to collect data or information thatcan be useful to answer the problem research. According to Arikunto (2013: 134),

theresearch instrument is a tool which help the writer to collect the data.Instruments used in this study are writer herself and her note taken from thepoem to get the data and the writer spend a great deal of time reading andunderstanding the related theories and concepts before collecting and analyzingthe data.

3.4 Technique of Data Collection

Technique is a way to get things done. Data collection is a very importantstep in a research, because the main purpose of research is to get data. Whenviewed from the source of data, then the data collection can use primary sources,and secondary sources (Sugiyono, 2014:62). Primary sources are data sources thatare directly provide to data collectors, and secondary sources are sources that donot directly provide the data to data collectors. The data of this study to be takefromthe poems of Emily Dickinsion. The techniqueof data

collection are reading intensively thepoem of Emily Dickinsion and based on types of metaphor found in poems of Emily Dickinsion

3.5 Technique of Data Analysis

In this study, the writerused descriptive method in order to analyze thedata supplied. Descriptive method is a type of research that is primarily concernedwith describing the nature or conditions and degree in detail of the presentsituations. Nazir (2011:64) state that descriptive method is a method inresearching the status of a group of people, an object, a set of conditions, a systemof thought, or a class of events in the future. The writer used a descriptive method that describetypes of metaphor of the poems of Emily Dickinsion.

According to Afrizal (2013:56), in analyzing the data, there are some steps in doing data analysis as follows:

1. After the data have been collected, the writer tried to review the collected data.

2. Classifying the data dealing with the statement of problems.

3. Analyzing the types of metaphor in the poems of Emily Dickinsion

4. Giving the conclusion after the data have been analyzed.