

CHAPTER I
INTRODUCTION

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1.1 Background of the Study

Both linguistics and literature are the two majors which are given in the faculty of Letters in Indonesia. However, they are given minimally that it is far from our expectation. According to Carter (1982:11), English literature has had a very limited time to discuss and to teach in the pedagogy of teaching English as a foreign language or second language. From the view point of linguistics, literary language does not have an important role as a result the learners understand or grasp the literary texts partially.

Since linguistics and literature are inter-related to get the real meanings of literary texts, the learners should have ability how to interpret texts in order to get the aesthetics value of them. Croce in Enkvist, *et. al.* (1964:7) stated that "Language is expression, and the study of expression is the task of aesthetics; therefore both aesthetics and linguistics are concerned with one and the same phenomenon." Studies in literary communication done by Zwaan (1993) in Mulyoso show that "there would be no communication between a literary text and its reader if there is no convention concerning the aesthetic code" (1999:39). It is very clear that the appreciation of literature, poetry, is connected with linguistics. How to interpret poetry, we cannot avoid using stylistics. By applying it, the readers will be able to understand or even grasp profoundly what exact meanings that are used by the poets to express their ideas, thoughts and feelings.

In addition, stylistic analysis plays an important part in literature since it can establish an aesthetics of a whole work. It is a tool that readers of literature can grasp the contents of the literary text as a whole. In this matter, every poem may have different messages that a poet tells the readers in a different way. Consequently, different poets will have different styles as how to transmit their messages to their readers. In interpreting the literature, the readers cannot ignore linguistics and literary criticism. As stated by Widdowson, stylistics is an area of mediation between linguistics as well as literary criticism (1975:4).

Literature is not only a text but it is also a piece of communication, such as a discourse. The question arise is what is the significance of a textual feature to understand the literature as a discourse. Therefore, Widdowson states that the purpose of teaching and learning is to give learners' awareness to analyze literature as a discourse (1975:116). Stylistics can be applied both to literary text, such as poetry, drama, and novel and also to non literary texts/speeches, such as politics, religion, culture, and mass media. Both of them are under the umbrella of rhetoric.

It is very essential for the teachers of English who have been teaching literature to give the learners the concepts of styles and the stylistics. Through stylistic analysis, the learners will get something helpful as how to analyze literature properly. By giving clear instructions and knowledge of stylistics, the learners will enjoy more in learning and reading the literature. As stated by Ching, *et. al.*, (1980:6), "It is unreasonable to expect our students fully to understand or appreciate a great poem – even a relatively simple one – until they have some

notion of what to look for and enjoy.” Related to this matter, stylistics provides the students to develop the feelings of the English language deeper since dictions in literary texts are quite often different from ordinary English language. One of the literary texts is poetry.

Poetry has a special message. Understanding some poems can make the readers broaden their horizon of thinking since they have hidden or intended meanings to convey the poet’s messages to the readers. The messages are usually not written concretely by using literal words but they are presented by using stylistic devices, such as symbols, metaphors, imageries, and mythology. These terms become the core of the theory of poetry. As asserted by Wellek and Warren, they are the characteristic of the literature in contrast to scientific discourse” (1956:186). In addition, the words portray ideas. For example, the word “cold” represents suffering, loneliness, or frigidity. According to Kooser in Johnson, “the writing and reading of poetry is the sharing of wonderful discoveries” (Volume 44 number 1, 2006:33).

For this matter, poetry is not explaining experience – it is a state of experiencing. Bly also stated that poetry is something to do with unconsciousness (1991:33). And, it is not only for fun, but it can also contribute to the quality of human beings as a whole. In other words, poetry deals with a philosophy of life since the meanings are still obscure. In this matter, the learners of literature should comprehend the theory of a poetry. As asserted by Hogan (2000;4), “literary theory has been developed most widely and most consistently as a part of philosophy.” Through understanding poetry, people would remember

what they did not know they knew. A poem is not didactic, but provides an immediate experience which begins in delight, and ends in wisdom; and it provides at least “a momentary stay against confusion.”

Through understanding and digesting poetry, it will also be very helpful for the learners, especially for the learners of literature or even non literature because it is like an art. The readers will have the enjoyment to read and digest the meanings of the poems. The enjoyment will arise because the deeper meanings or intended meanings of the poetry are closely related to the human beings' lives as a whole. In addition to the meanings, according to Bateson in Wellek and Warren (1956: 175), sounds are also associated in its language. It is what we call *rhyming*. It can also make poetry wonderful since it is related to its intended meanings.

In addition to the characteristic of poetry stated above, the use of figurative language is also essential since it conveys feelings, thoughts and emotions, and attitudes of human beings as a whole. As stated by Perrine that poetry is a figurative language. It suggests more than it says. It is a kind of language that says more intensely than an ordinary language (1973:3). Thus a literature is a social discourse (Fowler, 1981:81).

One of the most famous poetry is an American poetry. It becomes more dominant factor to be discussed because of its simplicity than British poetry. According to Bly (1991:7), “American poetry resembles a group of huge spiral arms whirling about in space”. It is widely spread out all over the world. So, according to Mencken in Smolinski, American people are communicative

(1985:27). While Pooley in Mencken also stated that “the most surprising fact about the illiterate level of speech is its widespread uniformity. It is not merely a haphazard series of lapses from standard English, but ...grammar of its own (1967:525)”. For that reason, the researcher is really interested in analyzing the American poetry stylistically.

Related to the American poetry, Robert Frost’s poetry and life are very interesting and challenging since they are humanly contradictory and his life and his family experienced a very hard life (Potter,1980: 3). The way to survive made him write the poems which were related to lexical items describing nature in his surroundings where he liked gardening as his hobby. His poems also reflect the universal values which give support of life to other people in the world. They can be easily understood and accepted by all groups of people in different cultures through out the world. Untermeyer stated that “he has chosen one part of the country for his special province ---the very titles of his books seem local: *North of Boston, Mountain Interval, New Hampshire, A Further Range*--- yet no poetry so regional has ever been so universal” (1946:2). So, it is the magic of Robert Frost’s poetry.

The words used are as simple as his thought. Therefore people who read his poems are interested in interpreting them profoundly. He is also considered as a terrifying poet. His poems portray realistic, ordinary, and vulnerable people. Because of this matter, most of his poems have been becoming widely well-known not only in America but also in England. According to Herzberg, he has also quite popular audience just because his work is rustic and has simple-sceming

appearance (1962:365). His poetry has become so touching since it has a permanent aspect of life of human beings as a whole. Therefore, he becomes the great living poet. Robert Frost is considered as being unique because of the use of every day language and lonely images and have influences to others.

Robert Frost is quite different from others since he posted number 2 out of 49 poets through out the world (<http://www.emule.com/poetry/?> Page:top-authors). So, he is an America's National poet. During all his life, he was not only a poet but also a worker, a man of action, a discoverer, a dreamer and a doer. In addition to be considered as the greatest American poet, he worked also as a farmer, a bobbin boy in a Massachessetts mill, a shoemaker, and a teacher in country schools.

One of the most popular American poets, he was first recognized not only in his own country, but also abroad; and his first two books, *A boy's Will* (1913) and *North of Boston* (1914) were published in England. Later, those two books republished in the United States within the year. In addition, he ever got pulitzer prizes for the best poetry of the year four times. Potter stated that he ever became the United States' *de facto* poet laureate (1980:3). While as asserted by Bradley, *et al.*, (1967;1064), Frost also became "*poet-in-residence*" at Amherst college in 1916 where he returned for a time each winter for four years. Robert Frost thinks in images and dreams in fantasy, he lives by poetry. Related to this matter, he ever read his old and fine poems at the inauguration of President Kennedy, "The Gift outright" in 1960. According to Hall, "for the first time in our history, a poet had taken part in an inauguration; and for the first time in our history, tens of

millions of Americans heard a great American poet read a poem” (1978:60). Robert Frost is also considered as being a descriptive realism. A poet who liked a meditative sobriety and the truths he sought were innate in the hearth of man and in common objects. Based on the statements above, the researcher is determined to choose four of his poems to be analyzed stylistically.

Related to stylistic analysis of Robert Frost’s poems, the researcher chose his four poems which were written between 1900 and 1911 in his third volume: *Mountain Interval* (1916). It was published in America in 1916 where he spent most of his time writing poems before leaving for farms. After returning from England in 1915, the Frosts lived on a New Hampshire farm at Franconia on a side-hill or “Interval” between mountains. He talked about the universals and the wholeworld in terms of New England. Therefore, the New England becomes the focus on Frost’s vision of place.

1.2 Statement of the Problem

Triggered by the fact that Robert Frost uses lexical items describing nature in his surroundings where he lived, the researcher is determined and wonders what kinds of stylistic devices used in Robert Frost’s poems. To answer this major question, the researcher would like to divide it into some minor questions:

1.2.1 What kinds of tones are found in each poem?

1.2.2 What kinds of communicative functions are found in each poem?

1.2.3 What kinds of choices of words are found in each poem?

1.2.4 What kinds of imageries are found in each poem?

1.2.5 What kinds of figures of speech are found in each poem?

1.2.6 What kinds of grammatical choices are found in each poem?

1.2.7 What kinds of patterns are found in each poem?

1.3 Objective of the Study

The researcher would like to provide the description of the stylistic devices which are used by Robert Frost through:

1.3.1 The tones of each poem.

1.3.2 The communicative functions of each poem.

1.3.3 The choices of words of each poem.

1.3.4 The imageries of each poem.

1.3.5 The figures of speech of each poem.

1.3.6 The grammatical choices of each poem.

1.3.7 The patterns of each poem.

1.4 Significance of the Study

The first, through the stylistic analysis of Robert Frost's poems in his third volume: *Mountain Interval (1916)*, the researcher wants to help the readers to understand Robert Frost's poems profoundly. In this matter, the researcher would like to know more about Robert Frost's poems from the point of view of stylistics.

The second, by having the analysis, the researcher also wants to enrich the researcher's English competence and knowledge as a part of an English culture

and to really understand Robert Frost's poems. Furthermore, it is expected that this research can be used to help those who are interested in studying poetry and/or stylistics since it helps the readers become more consciously aware of the process of literary interpretation which is used in order to understand the texts they read as a whole. It is also expected that this study will also give much contribution to the development of literary study especially of literary criticism on stylistics as well as poetry. By doing this kind of stylistic analysis, a literary text especially poetry can be analyzed more deeply, systematically and effectively.

1.5 Scope and Limitation of the Study

The researcher will limit his study only in discussing *the stylistic devices* that are used by Robert Frost to describe the human beings' lives as a whole by using lexical items describing nature and which are related to his surroundings where he lived as reflected on his four poems in his third volume: *Mountain Interval (1916)*. In addition, human beings must be consciously aware of how to face reality in the world. Related to this problem, the researcher analyzes in what ways Robert Frost uses the tones, the communicative functions, the choices of words, the imageries, the figures of speech, the grammatical choices and the patterns in his poems to express his thoughts, feelings, and ideas.

1.6 Theoretical Framework

The underlying theory related to the objectives of the study is stylistics since it is believed that stylistics is the bridge between literature and linguistics. As asserted by Fowler, “Stylistics makes the individual work more recognizable, more discrete, its physiognomy more salient” (1975:11). So, it can be considered as the prominent characteristic in a literary study, in this case of poetry. According to Turner, “Stylistics is a part of linguistics which concentrates on variation in the use of language, often, but not exclusively, with special attention to the most conscious and complex uses of language in literature” (1973:7). From the diagram below, it can be said that stylistics can provide a way of mediating between two subjects (branch of knowledge studied in school) – English language and literature and two disciplines (branch of knowledge) – linguistics and literature or literary criticism. Through stylistics, there will be a progression of a student from either language or literature toward either literary criticism or linguistics (Widdowson, 1975:4)

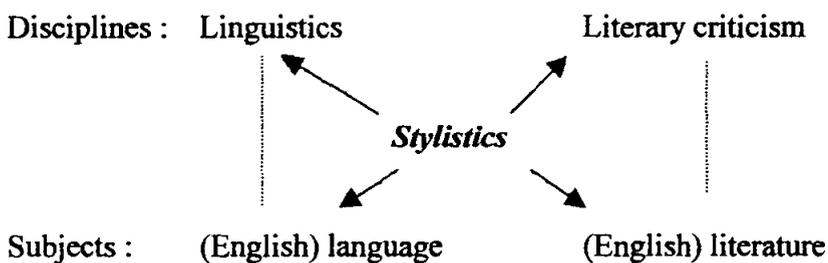


Figure 1. The diagram of Stylistics by Widdowson

1.7 Definition of Key Terms

As a means of clarification of the idea in this research, the following constructs and concepts are defined.

- Style is the perceived distinctive manner of expression writing or speaking (Wales, 2001:371).
- Stylistics is “an approach to the analysis of *linguistic* description” (Short, 1996:1). Webster’s stated that stylistics is “the study of the devices in a language that produce expressive value” (2000:1166). It deals with the characteristics of the text, which analyzes text in terms of objective investigation of textual features. It also characterizes individual or group style.
- Device is instruments in a literary work designed to achieve a particular artistic effect or a piece of equipment or a mechanism designed to serve a special purpose or perform a special function (Webster’s, 2000: 316).
- Stylistic device is “a characterization of style, which includes such concepts as deviation, addition, and choice, defines it as the difference between alternative message” (Noth, 1995:343 in Prasetyo, 2003:8). They are as follows: the tones, the communicative functions, the choices of words, the imageries, the figures of speech, such as symbols, metaphors, personifications and so on, the grammatical choices, and the patterns.
- Tone is writer’s or speaker’s attitude toward his subject, his audience, and himself (Perrine, 1973:152).
- Communicative function is a message is sent by an addresser to an addressee for a special purpose. For this matter, there are six constituent elements, such

as context, message, addresser, addressee, contact, and code (Jacobson in <http://www.hongik.edu/-----yhyo/jacobson.html>).

- Choice of word or diction is words which are used in oral or written discourse, and divided into vocabulary and syntax (Holman and Harmon, 1986:142)
- Imagery is the use of words that appeal to the senses: taste, touch, smell, sight, and sound (Sutton, 1970:328).
- Figure of speech is “the various uses of language that depart from customary construction, order, or significance in order to achieve special effects or meanings” (Holman and Harmon, 1986:203).
- Grammatical choices are some choices of an utterance or sentence which conforms to the rules of a language’s grammar (Wales, 2001: 180). In this matter, it deals with some grammatical choices, such as tenses, gerund, passive voice, and so on. And, they are sometimes deviated from the rules of a language’s grammar, e.g. deviation.
- Pattern is “the organization of poetry. It is related to the ordering of ideas, images and thoughts in a poem” (Perrine, 1973:717 in Octavia, 2004:11). In poetry, it contains a form, such as continuous, stanzaic, and fixed form. While a type contains narrative, lyric, dramatic, and sonnet. And, there is also structure, such as repetition, and parallelism. By having the pattern, poetry becomes so touching to human beings’ feelings as a whole and makes poetry alive and touching.

- Repetition is a word or phrase in a rhetorical device which is repeated or written again in different words and has the same idea in order to maintain emphasis (Holman and Harmon, 1986:424).
- Parallelism is “such arrangement of parts of a sentence, sentences, paragraphs, and larger units of composition that one element of equal importance with another is similarly developed and phrased” (Holman and Harmon, 1986:358).

1.8 Organization of the Study

This study consists of five chapters. Chapter One gives the background of the study, along with the research problem, objectives, significance, scope and limitations, and theoretical framework of the study. This Chapter also includes the definition of key terms.

And, in Chapter Two, the researcher reviews some related studies and theories. There are theories of poetry, rhetoric, stylistics, style, stylistic devices, discourse and pragmatic approaches to stylistics. The researcher will also discuss the tone, the communicative function, the choices of words (dictions), the imageries, the figures of speech, the grammatical choices, and the pattern. Then some review of the previous studies as well as summary and conclusion are also included.

Next is Chapter Three, which consists of the methodology of the study. It conveys the research nature and its design, the data of the study and its sources, the research instrument, the procedures of data collection and data analysis.

While the stylistic analysis of Robert Frost's poems can be found in Chapter Four. It will discuss the tones, the communicative functions, the choices of words or dictions, the imageries, the figures of speech, the grammatical choices, and the patterns that are used by Robert Frost in four poems in his third volume: *Mountain Interval (1916)* to express his thoughts, feelings, and ideas related to human beings' lives as a whole.

Finally, in Chapter Five the researcher writes about the conclusions of his research and the implications of the research findings.