

CHAPTER I

INTRODUCTION

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1.1. Background of The Study

Literature is a subject taught at English Department of Widya Mandala University. It is one of the most important subject for literature is a part of language, in particular English language. Actually, learning literary works as they are given in class is very interesting, but fewer readers are able to appreciate it. They have no impression to the works and consider them boring.

In learning language certainly there is a part which is known as literature, which, as Little states, "Whenever there is education, there is the study of literature" (1966 : 2). It is important to be learned in schools and colleges because literature is an important element of people culture and contains the record of people's values, their thought, their problems and conflicts.

Learning literature is not only interesting but also important. Mayhead (1981 : 12) claims that the reading of good literature can bring a man more closely into contact with the "real world". Learning literary works can also sharpen analytical ability to analyze what the writer means. Bazerman (1985: 354-55) says that to understanding particular modes of creative experience is very subtle and technical.

All readers can gain such rich values in literature in the form of short stories, novels, poetry and even drama. And until nowadays there have been a lot of literary works produced with high quality by the novelist, playwrights and poets, such as Sophocles, William Shakespeare, John Keats, Anthon Chekov, Tennessee Williams, D.H. Lawrence, Eugene O'Neil, Edgar Allan Poe, William Butler Yeats, Katherine Mansfield and many others.

Realizing the importance of learning literature, it is necessary for the readers to have more attention to and interest in literary works. There are deep meaning inside the literary works that can be studied briefly since such works are written beautifully to afford pleasure and seek for insight and truth.

In this study, the writer wants to choose drama to be analyzed. There are some reasons why the writer chooses it for her study. First, the writer is always interested in drama because she considers it beautiful, pleasant, and interesting to be analyzed. Second, she considers drama is the "imitation" of life. Life which is needed to be known by people will be realized into drama. Third, the writer finds out that many readers of certain classical plays cannot enjoy the activity because of their inability to catch the meaning of the drama they read. Forth, the writer thinks that the readers can learn about themselves and humanity. This opinion is supported by Roberts and Jacobs who say that we can learn about ourselves and about humanity by watching the ways characters deal with the great and small pleasures and pains of living. In

short, we experience and enjoy plays through reading exactly the way we do other types of literature.

Since drama is also concerned with human issues, the readers studying it do not have to see the play on stage ; instead, they can learn drama by reading it as a literary form. Scholes (1978 : 737) asserts that drama is also a literary form - an art made out of words - and should be understood in relation not only to the theater but also to the other literary forms : essay, fiction, and poetry. Therefore, drama can be studied as a literary form.

After doing some difficult selection, the writer decides to take William Shakespeare whose work is to be analyzed. She is impressed by him for he was not only a dramatist with the big two aspects : tragedy and comedy, but also a great poet. His works are known and admired by many people. People must also admit that most of his works are difficult yet full of imagination.

The writer chooses a tragical drama Julius Caesar which was written in 1599 when Shakespeare was 35 years old. It was the Elizabethan period in which the future of the country England was very uncertain. Even in a play about ancient Rome, the readers may see Shakespeare's concerns for strong and legitimate government, his fear of social disorder and anarchy, and his appreciation of the political importance of religion. The writer takes this play because she is impressed by the author's attitude toward the political condition of his time and because Julius Caesar is regarded as a difficult and unsatisfactory play with two problems that require a solution as Foakes states.

that Julius Caesar has often been regarded as a difficult and unsatisfactory play and two problems in particular seem to demand a solution, problems that do not even arise in the discussion of many other plays by Shakespeare. The two problems here are first that which concerns what the play is about, and second that which concerns imagery.

After deciding Julius Caesar to be analyzed, the writer decides to focus her study on imagery and figures of speech. She chooses them because they are the keys to understand certain literary works, in this case, including the play Julius Caesar.

There are many languages within English language, language of science, of journalism, of history and of poetry. Particularly in poetry, imagery and figures of speech are mostly used, because they are the key to understand poetry. In a poem the words can say more than a dictionary and grammar can afford, because they force the reader to use imagination from the concrete words in the poem into something that he has experienced before or it can be said that the words bring real, concrete life into it, that they represent the life that the poet wants the reader to experience. Such concrete words are called 'imagery'. Without imagery, a poem will be abstract and it will lack those qualities which raise it above clear, logical expression. While figures of speech are parts of imagery. In other word, figures of speech are imagery in specific ways. By using figures of speech, one expresses something unknown through the known. There are many kinds of figures of

speech under the roof of imagery. Only some of them will be discussed in this study. Each of them will determine the classification of any words, phrases or sentences in the literary work into the kinds of figures of speech.

The relationship between the use of imagery and figures of speech in poetry and Julius Caesar is that Julius Caesar is a play which is written by using poetic language. A reader who reads Julius Caesar will find no differences in a way he reads a long poem. That is the reason the writer considers imagery and figures of speech important in interpreting and understanding the play of Julius Caesar.

Finally, the writer decides to limit her study in analyzing imageries and figures of speech only in the speeches among the important characters. They are Marcus Brutus, Cassius, Julius Caesar, Antony, Portia, and Calpurnia. Caesar is the source where the problem begins in the play, while the others are the characters which extremely support in building up the plot of the play. They play an important role in carrying the idea, action, emotion and language. Their speeches are full with imageries and figures of speech and by understanding them will help the readers to understand the story of the play.

1.2. Statement of The Problem

In studying William Shakespeare's Julius Caesar, the writer would like to identify words, phrases and sentences that can be considered as imagery and figures of speech. The problems are stated in the questions below,

- What imageries are found in the speeches of the important characters in William Shakespeare's Julius Caesar ?
- What figures of speech are used by the important characters in William Shakespeare's Julius Caesar ?
- What is the meaning of the figures of speech used by the important characters in William Shakespeare's Julius Caesar ?

1.3. Objective of The Study

The writer plans in her study to answer the statements of the problems in 1.2. They are:

- To find out the imageries in the speeches used by the important characters in Shakespeare's Julius Caesar.
- To find out the figures of speech in the speeches used by the important characters in Shakespeare's Julius Caesar.
- To find out the meaning of figures of speech to help the reader in more appreciating the literary work by understanding the language used in the play.

1.4. Significance of The Study

Before analyzing the play, the writer considers the significance of her study. The study is expected to help the readers to appreciate literary works in general by understanding the poetic language, in particular the meaning of

imageries and figures of speech used in the works. This study is also expected to be useful for the teaching of literature at English Department in Widya Mandala Catholic University.

1.5. Definition of the Key Term

The definitions of the key term will explained by the writer to give general picture of the theories related to this study.

Imagery

Imagery is the use of concrete words to replace the abstract ones in order to enable the reader of a literary work to join in everything experienced by the author (Knickerbocker, 1969). The experience can be got by using the five senses, internal physical sensations or the mind of the author himself.

Figures of Speech

Figures of speech is the use of accurate, specific, informative and concrete words to conjure up a picture (Guth, 1975). This is about any way of saying something unknown through the known.

Drama and play

Drama is an art composed of words and should be understood in relation not only to the theatre as it is usual but also to the other literary forms: story,

poems and essay (Scholes, 1978). The word drama is used interchangeably with the word 'play', that is a popular synonym of drama.

Character

Character is any person taking part in a story, narrative poem, novel or play who carry the action, language, ideas and emotion of the play (Graham, 1980).

1.6. Scope and Limitation

In this thesis the writer discusses the imageries and figures of speech of certain characters in the play. The thesis consists of the analysis of the imageries and the analysis of the figures of speech used by the important characters: Marcus Brutus, Cassius, Julius Caesar, Antony, Portia, and Calpurnia in their speeches. The writer will also describe the meaning of each figure of speech. From every character, the writer will discuss no more than two samples of each figure of speech which represent the figure of speech or the characteristics of the speaker because the play has so many samples.

1.7. Organization of the Thesis

This thesis is organized carefully by the writer. It is divided into five chapters. Chapter one talks about the introduction. Review of the related literature is stated in chapter two. The writer presents the research

methodology in chapter three. Then, the analysis of the imageries and the figures of speech used by the important characters occurs in chapter four. Finally, the conclusion (s) and suggestion will end chapter five.