

CHAPTER I

INTRODUCTION

This chapter will explicate matters related to the research. Those are background of the study, statement of the research problems, objectives, significances, and scope and limitation.

1.1 Background of the Study

The literary language is different from the everyday and scientific language. A literary language needs to be interpreted deeper than everyday language and scientific language. In everyday and scientific language say what they want to say clearly, but in literary language says something but the meaning is others. As Tyson (2006) said that literary language is expressive: it communicates tone, attitude, and feeling. While everyday language is often connotative and expressive, too, in general it is not deliberately or systematically so, for its chief purpose is practical. Everyday language wants to get things done.

The literary language is arranged into a special arrangement so that creating into special form in a literary work. A poem is the most condensed and concentrated form of literature (Arp and Johnson, 2002) which gives enjoyments to the reader and also uses a special language in it because a poet using and playing a special language in creating poem is to convey the meaning. Language in poem is an interesting part to be analyzed because every word in poem has deep and special meaning. So, it is needed to be analyzed deeper to understand the poem.

This beauty language of poem makes people interested to understand the poem. Diction, for example, is a part which is given more attention by the poet in creating a work especially a poem because word is everything in the poem. As one of the proofs, there is an American author, Sylvia Plath who uses one word but it replaces many words in her poem. Plath's poem, "The applicant" tells about the woman who does not have a power in her life.

But in twenty-five years she'll be silver,
In fifty, gold.
A living doll, everywhere you look.
It can sew, it can cook,
It can talk, talk , talk.

(Plath, 2004)

The quotation above is the last second stanza from Sylvia Plath's poem, "The applicant". In this poem, Plath describes a woman with using pronoun "it". The word *it* is a pronoun which refers to animal and noun but in this poem the word "it" refers to a woman. It shows that a woman is in low position in her life, as weak person in her life, not reputed by other people. Actually it is contrary with the real life because a woman is human being who can do anything in this life. This is the proof of previous explanation that Plath uses one word but it replaces many words and shows several meaning, too in this poem. From that analysis, it gives evidence that a language or every word in literary text especially in poem can connote a different meaning from literal meaning.

According to Wellek and Warren (1997) a poem is one of the literary works that is a mirror of human life that portrays human feeling, thought, imagination, and

perception which can be viewed based on personal judgment. A poet creating a poem is a reflection of life around him/her or a reflection of his/her experience. It is created by words to extend the meaning for people or reader. Trying to understand the language in a poem is trying to understand what poet mind is about. So, every word in poem is important and interesting part to be analyzed because poem is not only an amusement but also knowledge and important thing that should have been known and understood by people properly.

Concerning with the language in poem containing a great meaning in every word, the writer is interested to analyze a poem from American poet, Adrienne Rich. Adrienne Cecile Rich who is known Adrienne Rich is an American poet, essayist and feminist. She was born on May 16, 1929 in Baltimore, Maryland, the older of two sisters. She has been called one of the most widely read influential poets of the half of the 20th century. Her father, Arnold Rice Rich was a Jewish and her mother, Helen Jones Rich was a Southern Protestant; the girls were raised as Christians. Adrienne Rich's early poetic influence stemmed from her father who encouraged her to read but also to write her own poetry (The world's Poetry Archive, 2012). Her interest in literature was sparked within her father's library.

"Diving Into the Wreck" (1973) is one of her extraordinary works. Rich plays the word in this poem very beautiful and interesting such as a word which cannot be translated into literal meaning. The word "diving" in title is translated into literal meaning; it is the activity done the person going to deep underwater (Hornby, 2005). But the meaning of "diving" here is the activity diving which is not like the real

diving activity. It is the exploration done the speaker to reach into the wreck facing many difficult things. Beside of the word, the speaker shows his/her difficult exploration through figure of speech and imagery in this poem. Hence, the exploration here is presented in very detail by the speaker. All of them appear beautifully and almost all the words have the hidden meaning which needs to be interpreted well. Adrienne Rich's poem, "Diving Into the Wreck" is taken as the source of data by the writer in this study. Therefore, to get a good understanding of this poem, the reader especially the writer herself has to read many times in order the writer can understand and define the theme of this poem based on analysis of the text itself which are only focused on figure of speech and imagery found in this poem.

Many researchers (Kostić, 2006), (Soules, 2011), (Ülker, 2012) had taken *Diving Into the Wreck* poem by Adrienne rich as their source of data but none of them analyzed that poem which focused to text itself. Therefore, the writer wants to focus on the text itself in this research especially figure of speech, and imagery found in this poem to define the poem meaning. As the writer said before that Rich's poem, "Diving into the wreck" consists of words that have an implied meaning. It is interesting to be analyzed further in this research. From that analysis, the writer can define the poem's theme of "Diving into the wreck". In relation, the writer only focuses to the text itself not the historical or sociological context of the poem to define the theme. Hence the writer is going to apply the New Criticism theory in this research.

New Criticism theory is an appropriate theory to be applied in this research because it only focuses on the text. Tyson (2006) said that the goal of New Criticism is to help enrich our reading of literary text, to help us see and appropriate in new ways the complex operations of their formal elements and how those elements function to create meaning. In relation, this research also focuses on the text itself of poem to define the theme of poem by Adrienne Rich, “Diving Into the Wreck”.

New Criticism theory ignores the biographical, historical, or cultural context that is known as extrinsic element of text. Tyson (2006) explains that New Criticism asked us to look closely at the formal elements of the text to help us discover the poem’s theme and to explain the ways in which those formal elements establish it. Steven (1987) said in his book *A Guide to Literary Criticism and Research* that New Critics typically rejects the notion that a work of literature as poem is expression of a historical or sociological trend or of the author’s psychological state: a literary work is shaped by the struggle between meaning and form, not by the struggle between agrarianism and commercialism, etc. It shows that using New Criticism theory, the researcher especially the writer will give a concern to the text not beyond the text. That is the reason; New Criticism theory will be applied in this research in order to make this research clearer about defining the poem’s theme.

1.2 Statement of the Research Problems

The problem of this research is to define the theme of poem, “Diving Into the Wreck” by Adrienne Rich based on figure of speech and imagery analysis-poem-text

itself. Related to the background of the study, the questions that belong to the statement of the problem can be formulated as follows:

1. What kind of figures of speech and imagery are appeared by Rich on poem, “Diving Into the Wreck”?
2. What is the meaning of them and how do they give meaning to the poem?

1.3 Objectives of the Study

Based on the research statements above, there are two objectives found in this research. They are:

1. To find what kinds of figures of speech and imagery appearing in this poem.
2. To define or reveal the poem’s theme based on the poem text analysis especially on figure of speech and imagery.

1.4 Significance of the Study

This research is expected to give significance and contribution to the readers generally and poem’s lover especially, such as:

Theoretically,

1. Giving knowledge in understanding or analyzing poem deeper based on the text itself using New Criticism theory and also how to apply this theory into literary works especially poem.

2. Helping English Department students in attempting to define the poem's theme from reading and understanding the text itself especially.

Practically,

1. To give a comprehension to the reader generally that a poem is not only an amusement but there is knowledge or message extended by a poet for the reader.
2. To convey information that through the words, poem can give many lessons for the society, can be moral lesson or motivation.

1.5 Scope and Limitation

In order to avoid an overlapping explanation which will not be directed to the subject, this analysis should have a clear scope and limitation. This research uses New Criticism theory which is applied into Adrienne Rich's poem, "Diving into the wreck". It is only focused on analyzing a poem based on the text itself. Then, the discussion is limited on the words, phrase, or line relating with the discussion. It is figure of speech and imagery that emerge on every stanza in the poem. From this analysis, the writer can get a summary of poem and then define the theme of this poem.