

CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool or system used to convey information and to express humans' feelings and emotion, both in spoken and written forms. While most people use language every day, it can be a tricky concept to define accurately. Essentially, language is a term for any complex communication system used by humans that consists of words and phrases that, when combined, can create infinite variable utterances. In the process of understanding and learning the language, people do not only learn about how the language is formed, but also the meaning contained in the language itself.

Every human being has different life experiences, such as differences in feelings, opinions, ideas, and others. Many of them pour their feelings into a work of writing and have a deep meaning. Among the many literary works, the meaning contained in poetry is not as clear as other literary works.

Poetry is a form of literary work from the expression and feelings of the poet with language that is bound by rhythm, rhyme, arrangement of lyrics and stanzas, and full of meaning. Poetry expresses the poet's thoughts and feelings imaginatively and is composed in concentrating the power of language with its physical structure and inner structure. Poetry prioritizes sound, form and also the meaning conveyed which is meaning

as evidence of good poetry if there is a deep meaning by compressing all elements of language.

The ideas and messages contained in a poem are sometimes difficult to understand, because in poetry there is ambiguous language or figurative language that is often used by writers to make their work more beautiful. because of this, most readers find it difficult to understand the true meaning or message that the author wants to convey.

Basically, the discussion of meaning is often sidelined. In fact, most readers are ignorant and end up not knowing the meaning and message contained in the poem, whereas readers who want to know the overall meaning and message that the author wants to convey should dig deeper into the meaning of the poem in order to know the meaning and message conveyed by the author.

By learning about semantics that discusses specifically about meaning, it can make it easier to dig deeper into the meaning contained in poetry. According to Kreidler (1998) semantic is the systematic study of meaning, and linguistic semantics is the study of how languages organise and express meanings.

There are many types of meaning, one of which is connotative meaning. Connotative is a word meaning that is not true, a word that has been added to its basic meaning, which gives a positive or negative taste value. generally, Connotative meaning refers to additional meaning or not

the actual meaning, and contains imagination, or things that are meant to evoke feelings.

This research will analyze the form and connotative meaning contained in Emily Dickinson's selected poems, using the main theory from Geoffrey Leech's and supporting theory from Chaer. It is important to understand what exactly is contained in the poem, because it would be useless if people only read the poem without understanding what the poet actually wants to convey to the reader, therefore we need to analyze the form and meaning contained in the poem in order to better understand what is conveyed by the author.

This research will analyse the selected poems of Emily Dickinson those are; "Tell all the truth but tell it slant, I had no time to hate, I'm nobody! Who are you?, A bird come down the wall". Emily Dickinson's poems have the unique characteristics, her poem uses unconventional punctuation and does not have a title and uses the first lines to be a title or by a number assigned to them by posthumous editors. She known for her innovative use of the free temple and the selection of unusual subjects such as nature, spirituality, and solitude.

In the poem "I'm nobody! Who are you?" there is a connotative meaning. Which connotative meaning is the meaning of words that are not real, words that have experienced additions to their basic meaning, namely those that give positive or negative taste values. An example can be seen in the first paragraph, fourth line below;

“Don’t tell! they’d advertise – you know!”

The sentence contains the connotative word "advertise" which has a negative connotative meaning and not the actual meaning. In the connotative word “advertise” has the meaning of blabbering.

The reason the researcher chose this topic is because as we all know when listening to songs, reading advertisements, novels, poems or other literary works sometimes we find ambiguous words or figurative language that is difficult to understand. Many readers just read without knowing the true meaning and message contained in the literary work that the author wants to convey. Researchers feel it is important to analyze the form, and connotative meaning, to find out the meaning and message contained in literary works, especially the connotative meaning contained in several selected poems of Emily Dickinson.

1.2 Statements of the problems

1.2.1 what are the forms found in Emily Dickinson's selected poems?

1.2.2 what connotative meaning are found in Emily Dickinson's selected poems?

1.3 Scope of the study

There are a lot of things that can be discussed in a poem, but this research focus on the analysis of what is the forms and connotative meaning in Emily Dickinson’s selected poems.

1.4 Objectives of the study

According to the problem stated above, this research aims to;

1.4.1 To Identify the forms that are found in Emily Dickinson's selected poems.

1.4.2 To describe the connotative meanings contained in Emily Dickinson's selected poems.

1.5 Significances of the research

The researcher hopes this research can be useful for reader which can be divided into theoretical and practical significance;

1.5.1 Theoretical significance

Theoretically, this research has several purposes. First, this research aims to provide information to readers about the forms and know the connotative meaning. second, this research can increase knowledge and understanding the forms and connotative meaning. finally, this research can be used as a reference or comparison material in future studies for researchers who conduct the same research.

1.5.2 Practical significances

The researcher is expected to be useful for those who read, especially teachers, students, and readers.

1. The researcher hopes that this research can help teachers in providing learning about the form and connotative meaning contained in poetry as teaching material.

2. After reading this research, students are expected to increase their knowledge and know the form and understand connotative meaning.
3. This research makes readers understand more about forms and connotative meaning, because when learning about language we cannot be separated from ambiguous word, especially poetry.

1.6 Theoretical basis

In supporting the research and analyzing the selected poems of Emily Dickinson, the researcher would like to express some related definition as follows;

1.6.1 Definition of poetry

Poetry is a form of literary work from the expression and feelings of the poet with language that is bound by rhythm, rhyme, arrangement of lyrics and stanzas, and full of meaning. Poetry expresses the poet's thoughts and feelings imaginatively and is composed in concentrating the power of language with its physical structure and inner structure. Poetry prioritizes sound, form and also the meaning conveyed which is meaning as evidence of good poetry if there is a deep meaning by compressing all elements of language.

In poetry, the main elements referred to when talking about structure are meter, rhyme, stanza, verse, and scheme. here are the types of poetry structure:

1. Meter

Meter is the fundamental rhythmic pattern in a poem, defined by the arrangement and number of syllables in each line. Different types of meter include iambic pentameter, dactyl, spondee, and trochee. The formal study of meter in poetry is known as prosody.

2. Scheme

Also called rhyming scheme, this refers to the pattern of rhymes in a poem. Rhyming schemes can occur at the end of lines, alternate lines, or throughout a stanza, and may involve rhyming couplets. Schemes are often denoted by letters, such as A B, where lines marked with the same letter rhyme with each other, while different letters indicate different rhymes.

3. Verse

The term verse in poetry denotes segments or parts of a poem. It can refer to the specific arrangement of rhyme and meter within a section of a poem, and encompasses rhythm, rhyme, or stylistic patterns. A verse might be a single line, a stanza, or the entire poem if written in a particular style.

4. Rhyme

Rhyme involves the repetition of similar-sounding words or syllables at the end of lines, though it can also occur irregularly within

lines. Typically, rhymes occur at the end of lines and often involve stressed syllables. Rhyme is a prevalent structural feature in poetry and is particularly effective in spoken poetry and songs.

5. Stanza

A stanza is a grouping of lines within a poem, similar to a paragraph in prose. Stanzas may vary in length but usually follow a consistent pattern. They are separated by breaks or spaces, distinguishing them from one another, much like paragraphs in prose.

1.6.2 Definition of semantic

Semantics is a field of linguistics focused on the meanings of words. As previously stated, it examines meaning and can be divided into two categories: literal meaning and non-literal meaning.

As stated by Leech (1969, as cited in Sinambela, 2020) "Semantics is central to the study of communication; and as communication becomes an increasingly important factor in social organization, the need to understand it becomes even more urgent.

Leech (1981) categorises meaning into seven types, namely conceptual meaning, connotative meaning, social meaning, affective meaning, reflective meaning, collocative meaning, and thematic meaning.

Connotative meaning is the communicative value of an expression according to what it refers to, beyond its conceptual meaning. for example, the word woman in its conceptual meaning only means human, not male,

and adult. however, in connotative meaning there are additional properties that are referred to whether physical, psychological, or social properties, such as for example the connotation of weak psychological properties, easy to cry, timid, and so on attached to the word 'woman'. connotative meaning arises as a result of our feeling associations with words spoken or heard. connotative meaning is also used to refer to other forms or meanings that exist beyond their lexical meaning.

Leech (1981) states that firstly, connotative meaning is not specific to language, but is shared with communicative systems, such as visual art and music, secondly, connotation is relatively unstable, meaning that it changes a lot according to culture, time, and individual experience, thirdly, connotative meaning is open just as our knowledge and beliefs about the universe are open; any objectively or subjectively marked reference characteristic may support the connotative meaning of the expression that marks it.

Chaer (1990) suggest that, a word is called connotative if it has a sense value, either a positive, pleasant sense value or a negative or unpleasant sense value. If a word does not have such a sense value then it is said to have no connotation. It is also commonly called neutral connotation.

Two or more words with the same denotation can have different “overall meanings” due to the views of the community based on the values

or cultural norms prevailing in that community. The words get “additional meanings” that are not the same or different from the language-using society. The inequality of additional meanings given can occur as a Historical event or also a distinction in the social function of the word.

Chaer (1990) argues that the connotation meaning of a word can differ from one community group to another, according to the worldview and norms of judgment of that community group.

The connotations used in a written work certainly have the following functions; to beautify and refine a speech, to show dislike, anger, sadness and also to increase the intensity of meaning. In addition, the function of connotative words in a conversation or in a literary work is to provide richness in literary works and poetry. By using words that have connotative meanings, communication can become deeper and the nuances conveyed will feel richer.

1.7 Review of related literature

There are many previous studies related to the current research, these previous studies have the same topic of discussion, including the following;

The first researcher is Serda Güzel (2023) Semiotic Analysis of the Denotative and Connotative Meaning: A study of the Poem “The Road not Taken” by Robert Frost. this research focuses on analyzing the connotative, denotative, mythical, and hidden meanings contained in the

poem. the researcher used Roland Barthes' (1957) semiotic theory of signs, and also this research uses qualitative descriptive method.

The second researcher is Panji Rustandi (2021) Connotative and dennotative meaning in poem “Who Am I, Without Exile?” by Mahmoud Darwish. this research aims to find out the denotative, connotative and mythical meanings contained in the poem, the researcher uses Roland Barthes semiotic theory of signs, this research also uses a qualitative method with an interpretive descriptive approach.

In the first and second studies above, the research objects used are different but have the same topic of discussion, and theory, when compared to this new research, the research objects are different but have similarities in the topic of discussion, namely analyzing connotative meaning but in the first and second studies also analyzed denotative meaning, while in this study only analyzes the form and connotative meaning contained in poetry using the theory of Leech and Chaer.

The third research from Lisa R, Abdul M, and Titik C. M (2022) Analysis of Connotative Meaning in Joko Pinurbo's Poetry. this research focuses on analyzing connotative meaning and aspects of meaning. This research uses the theory of Leech (1981) and Palmer (1976) with descriptive qualitative method.

In the third study above compared to this study, it has different research objects but has the same discussion about connotative meanings contained in poetry, the third study uses Leech's theory (1981) and

Palmer (1976) with descriptive qualitative methods. while this study aims to find out the form and connotative meaning contained in poetry using Leech and Chaer's theory.

1.8 Conceptual framework

