

CHAPTER IV

FINDINGS AND DISCUSSION

4. Findings

4.1 Figurative language

Base on the research questions above the researcher analyze and classify poems and found meaning and some figurative language are personification, allegory, paradox, simile, metaphor, hyperbola, symbol, and irony.

a. Poem 1

My Life Is My Life Size

Jane Hirshfield (1953)

My life is the measure of my life.

The rooms are room size,

his soul was the size of a soul.

In the background, the mitochondria hum,

above it sun, clouds, snow,

transit of stars and planets.

It took the elevator, the bullet train,

various planes, a donkey.

It wears its own socks, shirt, ears and nose.

It eats, sleeps, opens

and closed his hand, the window.

Others, I know, have bigger lives.

Others, I know, live shorter lives.

The depth of life is also different.

There are times in my life and I make jokes together.

Sometimes we make bread.

Once, I became moody and distant.

I told my life I wanted some time,

I want to try to see other people.

Within a week, my empty suitcase and I returned.

I'm hungry, then, and my life,

my life is also hungry, we can't keep it

our hands off our clothes

our tongue from

the meaning of the poems above is about *My life was the size of my life* was intend to explains how the life that they lived were within the accurate state of life that should go on. How the person's life, have seen lots of things such as it's ups and downs. Absolutely still insisting on to keep the life they have though sometimes they wish to see how others would do with their live. To carry or to not, yet at the end, they realize it was nothing but a hunger from inside their heart, then proposedly keep their life on and on.

Number of the Lines	The Lines	Figurative Language
15	There were times my life and I made jokes together	Metaphor
2	Its rooms were room-sized	Personification
3	Its soul was the size of a soul	Personification
7	It rode elevators, bullet trains	Allegory
14	The depth of lives, too, is different	Paradox

From poem *My life was the size of my life* the researcher found four type of figurative language are personification, allegory, paradox and metaphor. each type divided into several lines are line 2 *The rooms are room size* in this line the researcher found type is personification, because the room was intend to be explained as the life of that person. Line 3 *Its soul was the size of a soul* the type is personification, because the soul was intend to be explained as the life of that person. In line 7 *It rode elevators, bullet trains* the type is allegory, because **It** based on the line has a meaning of the said person, as they had rode elevators or even bullet trains. Line 14 *The depth of lives, too, is different* the type is paradox, because It has a meaning that the person in this poetry tries to understand that one's life is different from another. Line 15 *There were times my life and I made jokes together* the type is metaphor, because it tries to decipher that sometimes the person was intend to made jokes about the life of theirs.

b. Poem 2

Daisy Cutter

Camille T Dungy

Pause at the flower stall-mom
and gladiolus, purple carnation
dark as my heart. We got engaged
in war, and I want to drag home
any distractions I can bring. Tonight
the children will wake up with a garland of sparks
that will take their breath away. Permanent,
I think about my life. The way you hug me,
sometimes, you can strangle me.
There's no way to protect myself,
except by some brilliant defences. I want to
black irises with their sword blooms.
I want a fire thrower: peonies,
sunflower. I will chop down the beautiful
and let the sweet taste of their nectar bleed
into the reckless air. This is not the world
I wish it could happen. This is terrible,
the way we proceed. Last night, you cataloged

our arsenal. You taught me destruction
is the goal that we announce in a celebration
from shrapnel. Bomb we shower
to anticipate their sign. you say this
is to ensure the damage will be widely distributed.
What terrible genius created our brutal hearts?
When you touch me I'm a green panic rod
and desire. Wait here while I decide which one
from this sprig of broken heart that blooms I can
to bring to my house. Tonight the dream will erupt
in a chaotic bud of fire. This is the world we have
set. This is terrible, this way we continue.

The meaning *Daisy Cutter* This poem was abundantly trying to explain how the author of the said poem went to the war, although in the back of their mind, they wish to come back home but instead, they keep doing their things to declare a win, by destroying everything that can be counted as beautiful, the flowers, in every road they had visited. Upon realizing it, the person in the poetry rather felt sorry and think that it is terrible of them to carry this moment into their life onwards, within the nightmare that just happened.

Table 4.1.2 Figurative Language on Daisy Cutter

Number of the Lines	The lines	Figurative Language
6	Children will wake the bouquets of fire	Personification
3	Dark as my heart	Simile
28	Tonight dreams will erupt	Metaphor
14	I will cut down the beautiful ones	Allegory
29	This is the world we have arranged	Paradox

From the poem *Daisy Cutter* the researcher found five type of figurative language are personification, simile, paradox, metaphor, allegory. Each type divided into several lines. Line 6 *Children will wake the bouquets of fire* the type is personification, because describing the heart's color as of its dark, and using *as* for imagine the feeling. Line 3 *Dark as my heart* the type is simile, because the fire in the line was described as something like a humanity, for trying to wakes it up. Lines 14 *I will cut down the beautiful ones* the type is allegory, because beautiful ones is the description meaning of the said flowers and that connected with line before for to be clear of the meaning in this line. Lines 28 *Tonight dreams will erupt* the type is metaphor, In daily basis, no dream would erupt like a volcano and in this line nothing using *as like etc.* like what has been explained. Lines 29 *This is the world we have arranged* the

type is paradox, because it means that the world changed and managed to be something that the people in it have created.

c. Poem 3

Homework Stew

By Kenn Nesbitt

I cooked my math book in a broth
and stirred it to a steaming froth.
I threw in papers-pencils, too
to make a pot of homework stew.
I turned the flame up nice and hot
and tossed my binder in the pot.
I sprinkled in my book report
with colored markers by the quart.
Despite its putrid, noxious gas,
I proudly took my stew to class.
And though the smell was so grotesque,
I set it on my teacher's desk.
My teacher said, "You're quite a chef.
But, still, you're going to get an F.
I didn't ask for 'homework stew,'
I said, 'Tomorrow, homework's due.'

The meaning *Homework Stew* is a poem that explains how the student had fails his hearing then managed to create a stew based from their homework book. Though they absolutely gain a creativeness upon making the stew, however they still had to miserably fail their own homework score afterwards.

Number of the lines	The lines	Figurative Language
4	To make a pot of homework stew	Metonymy
9	Despite its putrid noxious gas, I proudly took my stew to class	Paradox
7	I sprinkled in my book report	Hyperbola
13-14	My teacher said, “You’re quite a chef. But, still, you’re going to get an F	Irony
15-16	I didn’t ask for ‘homework stew,’ I said, ‘tomorrow, homework’s due.’	Allegory
8	With colored markers by the quart	Symbol
11	And though the smell was so grotesque	Metaphor

From the poem *Homework Stew* the researcher found seven of types of figurative language are metonymy, paradox, hyperbola, allegory, symbol, irony, and metaphor. Each type divided into several lines. Line 4 *To make a pot of homework stew* the type is metonymy, because homework stew is the homework subject that the person in this poet has to do. And poet has changed the homework into homework stew for more imagine the reader that homework too difficult. Line 7 *I sprinkled in my book report* the type is hyperbola, because It is near to bizarre of one could sprinkle their own binder to the pot. Lines 9 *Despite its putrid noxious gas, I proudly took my stew to class* the type is paradox, because meaning even though the homework stew smelled so bad, the person insist to bring their homework to the class and submit it like they usually do. Lines 8 *With colored markers by the quart* the type is symbol, because quart is the symbol of the colored markers, something that is came of as a brand of the said markers. Lines 11 *And though the smell was so grotesque* the type is metaphor, because A smell cannot usually describe as something that out of appearance, for grotesque has a meaning that direct to an ugly appearance. But it tries to describe that the smell is really bad that it became ugly as the metaphor of it. Lines 13-14 *My teacher said, "You're quite a chef. But, still, you're going to get an F* the type is irony, because Although the person in the poet managed to shows his capable on creating something creative, they still didn't get the chance to receive a good score at the end of the day. Lines 15-16 *I didn't ask for*

'homework stew,' I said, 'tomorrow, homework's due the type is allegory, because the student in this poem supposed to do their homework's for tomorrow's due but instead of doing so, they decide to make a homework stew.

Based on the poems above the researcher found (17) figurative language, are metonymy (1), personification (3), metaphor (3), hyperbola (1), simile (1), paradox (3), allegory (3), symbol (1), irony (1).

No	Type of figurative	Totals
1	Personification	3
2	Metaphor	3
3	Paradox	3
4	Allegory	3
5	Symbol	1
6	Irony	1
7	Hyperbola	1
8	Metonymy	1
9	Simile	1

4.2 Part of speech

Base on the research questions above the researcher analyze and classify poems and found some part of speech.

a. Poem 1

Line 2 Its **rooms** were **room-sized**, the type of this line are noun and adjective, **room** is noun and **room-sized** is adjective.

Line 3 Its **soul** was the **size of a soul**, the type of this line are noun and adjective, **soul** is noun and **size of a soul** is adjective.

Line 7 **It** rode elevators, **bullet trains**, the type of this line are pronoun and noun. **It** is pronoun and **bullet trains** are noun.

Line 14 The **depth** of **lives**, too, is different, the type of this line are adjective and verb. **Depth** is adjective and **lives** is verb.

b. Poem 2

Line 3 **dark** as my **heart**, the type of this line are pronoun and noun, **dark** is pronoun and **heart** is noun.

Line 6 **Children** will **wake** the **bouquets** of fire, the type of this line are noun, and verb, **Children** is noun, **wake** is verb, **bouquets** is noun.

Line 14 I will **cut** down the **beautiful** ones, the type of this line are Verb and adjective, **cut** is verb and **beautiful** is adjective.

Line 28 Tonight **dreams** will **erupt**, the type of this line is verb, **dreams** is verb and **erupt** is verb.

Line 29 This is the **world** we have **arranged**, the type of this line are noun and verb, **world** is noun and **arranged** is verb.

c. Poem 3

Line 4 To **make** a pot of **homework** stew, the type of this line are verb and noun, make is verb and homework is noun.

Line 7 I **sprinkled** in my **book report**, the type of this line are verb and noun. Sprinkled is verb and book report is noun

Line 9 Despite its putrid **noxious gas**, I proudly took my **stew** to class, the type of this line are noun. Noxious gas is noun and stew is noun.

Line 8 With **colored markers** by the quart, the type of this line are verb and noun, colored is verb and markers is noun.

Line 11 And though the **smell** was so **grotesque**, the type of this line are adjective and adjective, smell is adjective and grotesque is adjective.

Line 13-14 My **teacher** said, "You're **quite** a chef. But, still, you're going to get an F type of this line are noun and adjective, teacher is noun and quite is adjective.

Line 15-16 I didn't **ask** for '**homework stew**,' I **said**, 'tomorrow, homework's due. the type of this line are verb and noun, ask and said are verb and homework stew are noun.

Base poems above the researcher found (31) part of speech. Verb (7), noun (9) pronoun (5), adjective (9)

5. Discussion

5.1 Figurative language

After reading each poems, in this part the researcher tries to find the kinds of figurative language used in the selected poems as follows:

In this poem the researcher found 4 types of figurative are personification, metaphor, allegory and paradox.

a. Personification

According to (Christopher Russel Reaske, 2000) One of the most familiar kinds of comparison is personification. Personification is a figurative language giving the attribute of human beings to an animal, an object or a concept. It is subtype of metaphor, an implied comparison in which the figurative language term of the comparison is always human being. And that was in line 2 *Its rooms were room-sized* and line

3 *Its soul was the size of a soul* in poem 1, and in line 6 *Children will wake the bouquets of fire*

b. Metaphor

According to (Jay, 2003). The metaphor is used to compare similarities, to provoke thought, to clarify, and add interest. Jay (2003) explains that through metaphor, the abstract and confusing can be made more concrete and meaningful. That was in poem 1 line 15 *There were times my life and I made jokes together*. In poem 2 line 28 *Tonight dreams will erupt*. And in poem 3 line 11 *And though the smell was so grotesque*

c. Allegory

According to (Keraf. 2009) explain allegory is a short narrative or description that has figurative language. It means that the description has different meaning from its description.

In the allegory, each element is part of an interdependent system that tells a clear, separate, complete didactic story on the purely figurative. That was in poem 1 line 7 *It rode elevators, bullet trains*. In poem 2 line 14 *I will cut down the beautiful ones*. And in poem 3 line 15-16 *I didn't ask for 'homework stew,' I said, 'tomorrow, homework's due.'*

d. Paradox

According to (Keraf. 2009) states paradox as a figure of speech that contain a real contradiction with the facts. That was in poem 1 line 14 *The depth of lives, too, is different*. In poem 2 in line 29 *This is the world we have arranged*. And in poem 3 line 9 *Despite its putrid noxious gas, I proudly took my stew to class*

e. Simile

According to (James H Pickering, Jeffrey D Hoeper, 1981) Simile just like metaphor, the simile is an expression of comparing things that are absolutely different. A simile is a comparison which that formally develops a similarity between two things using *as, as when, like, than,* or other equivalent construction. That was in poem 2 line 3 *Dark as my heart*.

f. Metonymy

According to (Keraf , 2009) Metonymy is a figurative language that used word closely associated with another word. Metonymy is a close relationship which uses the name of things, a person, or characteristics as a substitute or something it self. It was in poem 3 line 4 *To make a pot of homework stew*.

g. Hyperbole

According to (Berteria Sohnata Hutahuruk, 2017) Hyperbole is like the other two figures, is frequently concerned with personal values and sentiment; that is, with making subjective claims which, however, exaggerated. The language can make attention to the reader and it is an exaggeration of the object. It was in poem 3 in line 7 *I sprinkled in my book report.*

h. Irony

According to According to (Jay, 2003), the irony is as the use of metaphorical words to evoke the opposite of the literal meaning, or as it is said to be, but something else. Interpreted as if intended. Then, according to (Dews, 1996), ironically, listeners demand that literal meanings be replaced with new ones. It was in poem 3 in line 13-14 *My teacher said, "You're quite a chef. But, still, you're going to get an F.*

i. Symbol

According to Perrine (1969:83) defines symbol as something which means more than what it is. (Kennedy and Gioia, 2007) say that symbol is a person, place, or thing in a narrative that suggests meanings

beyond its literal sense. It was in poem 3 line 8 *With colored markers by the quart.*

5.2 Part of speech

a. Poem 1

My Life Is My Life Size

By Jane Hirshfield

Line 2 Its **rooms** were **room-sized**, the type of this line are noun and adjective. Because rooms in this line is noun that not clear the meaning and room-sized adjective to explained that rooms.

Line 3 Its **soul** was the **size of a soul**, the type of this line are noun and adjective. Because in this line if just soul that meaning is not clear because of that the poet connected the noun with adjective for make sure the line can be understand clearly.

Line 7 **It** rode elevators, **bullet trains**, the type of this line is noun. Because it in this line is aim to person said and because it in first word that can not be “he said” and bullet trains is mean the train is so fast.

Line 14 The **depth** of **lives**, too, is different, the type of this line is adjective and verb. Because depth of lives in this line is to imagine that live from another people is different.

b. Poem 2

Daisy cutter

By Camille T Dungy

Line 3 **dark** as my **heart**, the type of this line are adjective and noun. Because in this line is to imagine the heart of person in this poem.

Line 6 **Children** will **wake** the **bouquets** of fire, the type of this line are noun, and verb. Because if just verb that can not be clear and the reader will confused with the meaning of the line.

Line 14 I will **cut** down the **beautiful** ones, the type of this line are Verb and adjective. Because if there verb must be followed with noun but in this line the poet change it into beautiful one its mean Flower.

Line 28 Tonight **dreams** will **erupt**, the type of this line is verb. Because this line the poet want reader to imagine too deep this night.

Line 29 This is the **world** we have **arranged**, the type of this line are noun and verb because world in this line is to imagine this word is too much rules.

c. Poem 3

Homework Stew

By Kenn Nesbitt

Line 4 To **make** a pot of **homework** stew, the type of this line are verb and noun. Because in this line if just verb that will be not understand because if just verb without noun the meaning of the line will not understand

Line 7 I **sprinkled** in my **book report**, the type of this line are verb and noun. Because in meaning of this line the poet used verb for more deep meaning and impossible verb not following with noun

Line 9 Despite its **putrid noxious gas**, I proudly took my **stew** to class, the type of this line is pronoun. Because the poet want make this line more deep meaning because of that the poet using pronoun for more deep meaning.

Line 8 With **colored markers** by the quart, the type of this line are verb and noun. Because impossible if verb not following with noun.

Line 11 And though the **smell** was so **grotesque**, the type of this line are verb and adjective. Because adjective in this line for make the verb easy to reader understand what mean in this line.

Line 13-14 My **teacher** said, “You’re **quite** a chef. But, still, you’re going to get an F type of this line are noun and adjective. Adjective in this line to clearly with the mean of this line.

Line 15-16 I didn’t **ask** for ‘**homework stew**,’ I **said**, ‘tomorrow, homework’s due. the type of this line are verb and adjective. Adjective in this line to clearly with the mean of this line.