

## IMAGERY ANALYSIS ON EMILY DICKINSON'S POETRY

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### Abstrak

This research was conducted to figure out the imagery and its meanings in the five poetry of Emily Dickinson. This research was regarded on a descriptive-qualitative study. The researcher applied documentation technique in collecting the data. In data analysis, psychoanalytic approach by Kristeva was used. The results of the research showed that there were sixty-two types of imagery found in the five poetry of Emily Dickinson, for instance; fifty-one visual, one auditory, one olfactory, three tactile, one organic and five kinesthetics. In addition, the five poetry of Emily Dickinson had something to do with the themes and meanings of humans' lives and their relationship with their God that symbolized and illustrated by things, and personally regarded on the reflections of Emily Dickinson's life.

**Keywords:** analysis, imagery, poetry.

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### Introduction

Language is a means of communication for mankind. It is regarded on both spoken and written forms, which is used to deliver messages, ideas, information, and feeling. It also enables people to communicate with their society. Fromkin, Rodman & Hyams, (2003) define language as an expression of human beings' lives that it hardly seems crucial to define it. Whatever else people may do, when they come together, whether they play, fight, make love, or make automobiles, they talk and use a language. As we are going to analyze a language, it will be much better to begin by defining what a marvelous attribute language is- and a language refers to (p. 3). Richards, Schmidt, Kendrick & Kim (2002), also state that a language is the system of human communication which consists of the structural arrangement of sounds (their written representation) into large units, e.g. morphemes, words, sentences, utterances, etc." (p. 283). It means that language is a tool or an instrument of communication, is arranged into parts structurally.

According to Brown (2007), a language into some categories, such as a set of arbitrary symbol, symbols of primarily vocal but may also be visual, having conventionalized meanings to which they

refer, being used for communication, operating in a speech community or culture, being essentially human although possibly not limited to humans, and being acquired by all people in much the way; language and language learning both have universal characteristics, including such systems of phonemes, morphemes, phrases, clauses and context (discourse). (p.6)

In addition, a language has something to do with literature which is used as a tool to build up a correlation with other aspects of language. Literature is one of interesting human's works of arts created in written language, such as poetry, prose, and drama that have an element of entertainment and give some contribution to daily life. Hornby, (2010) defines literature as the writing or the study of books, valued as works of arts (drama, fiction, essays, poetry, biography), contrasted with technical books and journalism. (p.572)

On the other side, Quinn (2006) states that literature is usually understood to refer to "creative" works of literature, for example the essays of Michel de Montaigne and Francis Bacon, biographies such as James Boswell's *Life of Johnson*, histories such as Henry Adams's *Mont-Saint-Michel and Chartres*, and diaries such

as those of Samuel Pepys and Anne Frank. (p. 243)

In this research, the researcher assumes that the main objective of learning literature is to build the awareness of human, and to compare the real life to the literary works itself. In this context, people as the objects of literature should know the message that the author wants to present his or her work, in order the audience could take the good things and leave the bad things that come out from literary work, specifically to help the students become more aware of the connection between their own lives. One of the literary works that illustrates and reflects, as well as builds up someone's awareness on his or her life is that poetry.

In practice, many people, particularly readers or those who learn poetry encounter some obstacles or problems in understanding the stanza of the poetry and determining the figurative languages (i.e. imagery) stated. In other words, they only read the poetry either for pleasure or for competition. In accordance with the illustrated explanations, the researcher was interested in conducting a research in relation to poetry analysis entitled "*Imagery Analysis on Emily Dickinson's Poetry*"

## Literature Review

### Concept of Literature

Peers are a good source of feedback, the helpfulness of their comments on peer writing can be very limited. In addition, they tend to be inexperienced in writing and generating constructive comments. Therefore, it is critical for the successful use of peer reviewing that students come to generate helpful reviews for their peer writers in the absence of strong expert input. Peer reviewing of writing is hard for the instructor to monitor. As the class size increases, the amount of peer comments increases in an exponential way.

Eagleton (1990) states that literature is an art of writing that has deep meaning and beautiful expression in its words. It consists of dream or imagination of human desire and also expresses the author's thought, mind, and creation about all aspects

of human beings' lives in the world, (p. 93). In brief, literature is such pieces of literary writings which bring artistic meaningful messages that rely on human passion of life. Moreover, Robert & Jacob (1982) say that literature is one of the interesting humans' works in term of art in written language. Robert & Jacob (1982) further say:

Literature can increase our personality and intellectuality: it serves based on our knowledge and interesting goals; it makes us know the other cultures; philosophy and religious world where was as a part of it. It is possible for us to identify human's ideas and competition in different places and times which we have never been known.

In this case, by reading and understanding the stanza of the poetry, the readers can improve their personal language performance and language competence that bear on other cultures. On the other side, Wellek & Warren (1977) identify literature as a work of human beings resulted by their art creativities, and it has purpose of enjoyment or entertainment.

Like other experts, Abrams & Harpham (2009) state that literature (from the Latin *litteraturae*, "writings"): Literature has been commonly used since the eighteenth century, equivalently with the French *belles lettres* ("fine letters"), to designate fictional and imaginative writings—poetry, prose fiction, and drama (pp. 177-178)

In this context, literature has been known since many years ago and written in terms of fiction and non fiction, like poetry and so on. In conclusion, the researcher presumes that literature is such a mankind literary creation in terms of fiction and non fiction which parses the feeling and emotion and reflects the author's personal condition related to humans' lives, and carries some moral messages explicitly and implicitly stated.

### Concept of Poetry

Baldick (2001) states that poetry is language sung, chanted, spoken, or written

based on some pattern of recurrence that emphasizes the relationships between words on the basis of sound as well as sense: this pattern is almost always a rhythm or \*metre, which may be supplemented by rhyme or alliteration or both. (p. 198), While Mikics (2007) states that poetry is from greek *poiein*, to make. the poet is traditionally seen as a maker, compared at times and originally meant imaginative literature in general. (pp. 237-238)

It can be inferred that poetry is a language harmony which is read words based pattern with rhythm and tempo. Cuddon (2013), poetry is something made, created. thus, a work of art, a composition, a work of verse, which may be in rhyme or may be blank verse or a combination of the two. Or it may depend on having a fixed number of syllables. (p. 559).

Cuddon (2013), further states:

In the final analysis what makes a poem different from any other kind of composition is a species of magic, the secret to which lies in the way the words lean upon each other, are linked and interlocked in sense and rhythm, and thus elicit from each other's syllables a kind of tune whose beat and melody varies subtly and which is different from that of prose, 'the other harmony'. (p. 559)

In this research, the researcher thinks that poetry or some people realize it as a poem, is such a literary work in the form of composition that can be interpreted as it is stated elicitly with beat and melody around.

### Concept of Imagery

Perrine and Thomas, (in Damanhuri, 2011), state that imagery usually called as a mental picture in a poem, where the readers can experience what the poem says, essentially the true meaning of a poem lies in the total effect that it has upon the readers, (pp. 9-14). Perrine and Thomas, (in Damanhuri, 2011) further classify imagery into seven types, as follows:

#### 1) Visual

Visual imagery is such an imagery which relates to the visual imagination and it is a kind of imagery that appears mostly in the poem because almost words represented in the poem are basically seeable. For instances: "Continuous as the stars that shine", "And twinkle in the Milky Way"

#### 2) Auditory

Auditory imagery is like an imagery which relates to the auditory that represent sounds, like words "buzzling", tinkling, chiming, and others related to the sound. For instances: "Hear the sledges with the bells", "How they are tinkle, tinkle, tinkle".

#### 3) Tactile

Tactile imagery is viewed as an imagery which relates to tactile sense, like cold and warm. It has something to do with temperature like heat and cold or our touch sense. For instances: "A dungeon horrible on all side round", "As one great furnace flamed".

#### 4) Olfactory

Olfactory imagery is confessed as an imagery that relates to olfactory or smelling sense, like "fragrant", unpleasant smell and others related to aroma. For instances: "The buzz saw snarled and rattled in the yard", "Sweet scented stuff when the breeze drew across it".

#### 5) Gustatory

Gustatory imagery is considered as an imagery that relates to the taste such as sweet and briny and others relate to the flavor. (i.e. she is as sweet as red apple), the word "apple" represent sweet taste to our imagination. For instances: "She is as sweet as red apples", "Night glow touched the heart inside".

#### 6) Organic

Organic imagery is known as an imagery that relates to internal sensation of human body, such hunger, thirst, pain, etc. For instances: "Where gat ye your dinner, Lord Randal my son?", "For I'm weary of hunting and fain wald lie down".

### 7) Kinesthetics

Kinesthetic imagery is called as an imagery which conveys a sense of movement, or tension in the muscles or joints. Like in the haunted house, can be studied how the poet describes the kinesthetic imagery. (i.e. the black bats tumble and dart) which impresses us about its sense of movement or tension in the muscles or joint of ours. For instances: "Hanging on the ceiling waiting for preys", "The black bats tumble and dart".

### Biography of Emily Dickinson

Emily Dickinson was born on 10th December, 1830, in the town of Amherst, Massachusetts. Amherst, 50 miles from Boston, had become well known as a centre for Education, based around Amherst College. Her family were pillars of the local community; their house known as "The Homestead" or "Mansion" was often used as a meeting place for distinguished visitors including, Ralph Waldo Emerson. (although it unlikely he met with Emily Dickinson). (Tejvan, 2006)

Emily was a bright conscientious student. At Mount Holyoke Female Seminary in South Hadley, she was able to study a range of subjects from Latin to English Literature. However, her studies were often interrupted by ill health. After a persistent cough developed, her father decided to remove her from college and bring her back home. Thus she left without any formal qualifications, but she had at least been able to broaden her education and vocabulary. (Tejvan, 2006)

However, the poetry of Emily Dickinson was often deliberately vague. The object of her devotion may have been no person in particular, but some unknown aspect of the divine. Emily Dickinson died at the age of 55 from Bright's disease, which is caused by kidney degeneration. Her doctor suggested that the accumulation of stress throughout her life contributed to her premature death. (Tejvan, 2006)

### Method of Research

The researcher used a descriptive research method and the data in this study were described descriptively based on the

facts. Donald (2010) descriptive method is used to describe events as they naturally occur, (p. 440).Tavakoli (2012) further states:

A descriptive method in descriptive research is to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event. (p. 160)

In this case, the researcher conducted the research and collected the data and information from many references. Indeed, this research was considered as a library research. Consequently, it illustrated the description and interpretation of the indication in literature components, especially poetry. The descriptions were oriented on describing the types and the meanings of imagery in the five poetry of Emily Dickinson.

In addition, the researcher analyzed the data of the five poetry of Emily Dickinson through psychoanalytic approach theorized by Kristeva (1984), a theory of analyzing a poetic language of poems which sustain imagery or symbol. Kristeva (1984) further deciphers:

Psychoanalytic approach is an approach related to a privileged discourse, able to function as a critical and criteriological tool by

which other discourses, including linguistics, can be examined derived from Lacan’s integration of Freudian psychoanalysis of infantile development and linguistic functioning in terms of its relation to poetic language will be studied. (p. 8)

In practice, psychoanalytic approach is such a poetic or poems approach or technique used to analyze poetry, particularly in finding out such figurative languages (i.e. imagery and symbolism). In keeping with the theory stated, there were some procedures that could be applied in analyzing the data, as follows:

- a. Collecting the data;
- b. Identifying the data;
- c. Classifying and categorizing the data;
- d. Interpreting the data;
- e. Drawing conclusions, and make a research report.

**Results**

**Because I Could Not Stop for Death**

Because I could not stop for the Death  
 He kindly stopped for me  
 The *Carriage* held but just Ourselves (VI)  
 And Immortality  
 We slowly *drove* – He knew no *haste* (VI) (VI)  
 And I had put away  
 My labor and my leisure too,  
 For His *Civility* (VI)  
 We passed the *School*, where *Children* strove (VI) (VI)  
 At Recess in the *Ring* (VI)  
 We passed the *Fields* of Gazing *Grain* (VI) (VI)  
 We passed the Setting *Sun* (VI)  
 The *Dews* drew *quivering* and *chill* (VI) (TI) (TI)  
 For only Gossamer, my *Gown* (VI)  
 My *Tippet* – only *Tulle* (VI) (VI)  
 We paused before a *House* that seemed (VI)  
 A *swelling* of the Ground (KI)  
 The *Roof* was scarcely visible (VI)  
 The *Cornice* – in the Ground (VI)  
 Since then – ‘tis Centuries and yet  
 Feels shorter than the Day  
 I first surmised the *Horses’ Heads* (VI)  
 Were toward Eternit

The results of the research showed that there were sixty-two imagery in the five poetry of Emily Dickinson. The imagery had a line with visual, auditory, olfactory, tactile, organic and kinesthetic. To be detailed, Table 1 illustrated.

**Table 1.** Types of Imagery found in the Five Poetry Emily Dickinson

Types of Imagery					
Vis ual	Aud itor y	Olfa ctory	Tacti le	Orga nic	Kine sthet ics
<b>51</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>

\* The Imagery are symbolized by bold and italic characters

From Table 1, it was known that there were fifty-one visual imagery, one auditory imagery, one olfactory imagery, three tactile imagery, one organic imagery and five kinesthetics imagery and to make the results of the research clear, the researcher illustrated the analysis of the five poetry of Emily Dickinson as follows:

From the poetry, there were seventeen visual imagery, one kinesthetic imagery, and two tactile imagery. These imagery had something to do with *man in his attempt to reach God, God's*

*attribute. Destination, and God's quenches.* In addition, this poetry describes a theme of perpetual life of mortality and immortality of calm death.

### A Narrow Fellow in the Grass

A narrow <i>Fellow</i> in the Grass	(VI)
Occasionally rides	
You may have met <i>Him</i> – did you not	(VI)
His notice sudden is-	
The <i>Grass</i> divides as with a <i>Comb</i>	(VI) (VI)
A <i>spotted shaft</i> is seen	(VI)
And then <i>it closes at your feet</i>	(VI) (KI)
And open further on	
He likes a <i>Boggy Acre</i>	(VI)
A <i>floor</i> too <i>cool</i> for <i>Corn</i>	(VI) (TI) (VI)
Yet when a <i>Boy</i> , and <i>Barefoot</i>	(VI)
I more than once at <i>Noon</i>	(VI)
Have passed, I thought, a <i>Whip lash</i>	(KI)
Unbraiding in the <i>Sun</i>	(VI)
When stopping to secure it	
It <i>wrinkled</i> , and was gone	(AI)
Several of Nature's <i>People</i>	(VI)
I know, they know me	
I feel for them a <i>transport</i>	(VI)
Of <i>cordiality</i>	(VI)
But never met his <i>Fellow</i>	(VI)
Attended, or alone	
Without a <i>tighter breathing</i>	(OI)
And Zero at the <i>Bone</i>	(VI)

From the poetry, there were seventeen visual imagery, two kinesthetic imagery, one tactile imagery, one organic imagery and one auditory imagery. These imagery had something to do with *transitoriness of happiness, emptying the*

*self, God's attribute, God's quenches, drawing near to God, men's urgency, and one's approaching eternity.* Additionally, this poetry describes a theme of fear in relation to the nature.

### Further in Summer than the Birds

Further in Summer than the <i>Birds</i>	(VI)
Pathetic from the <i>Grass</i>	(VI)
A minor Nation celebrates	
Its unobtrusive <i>Mass</i>	(VI)
No Ordinance be seen	
So gradual the <i>Grace</i>	(VI)
A pensive <i>Custom</i> it becomes	(VI)
Enlarging Loneliness.	
Antique felt a Noon	
When <i>August burning</i> low	(TI)
Arise this spectral Canticle	

Repose to typify  
Remit as yet no Grace  
No Furrow on the Glow  
Yet a Druidic Difference  
Enhances *Nature* now

(VI)

From the poetry, there were six visual imagery, and one kinesthetic imagery. These imagery had something to do with *aspiration to eternal, transitoriness of*

#### **Tell All the Truth but Tell It Slant**

Tell all the Truth but tell it slant  
Success in *Circuit* lies  
Too bright for our *infirm* Delight  
The Truth's superb *surprise*  
As *Lightning* to the *Children* eased  
With explaining kind  
The Truth must dazzle gradually  
Or *every man* be blind

(VI)

(VI)

(VI)

(VI) (VI)

(VI)

From the poetry, there were six visual imagery. These imagery had something to do with *struggle for spiritual improvement, and God's attribute.*

#### **A Route of Evanescence**

A Route of *Evanescence*  
With *arevolving Wheel*  
A Resonance of Emerald  
A Rush of Cochineals  
*And every Blossom* on the Blush  
Adjusts its trumbled *Head*  
The *mail* from Tunis, probably,  
An easy *Morning's Ride*

(VI)

(KI)

(OLI)

(VI)

(VI)

(VI) (VI)

From the poetry, there were five visual imagery, one kinesthetics and oneolfactory imagery. These imagery had something to do with *mystic journey, danger and fear through journeyand transitoriness of happiness.* Additionally, this poetry describes the future fate of humans.

#### **Conclusion and Suggestion**

In this research, the researcher took alean from of the five poetry of Emily Dickinsonhad something to do with human beings' lives and their God. Theseresults of the researchshowed that there were sixty-twoimagery in relation to fifty-one visual imagery, one auditory imagery, one olfactory imagery, three tactile imagery, one

*happiness, and purgation.* Additionally, this poetry describes on the year going down to death of humans.

Additionally, this poetry describes the truth beyond lies.

organic imagery and five kinesthetics imagery. The poetry mostly describe humans' lives and their relationship with their God. In addition, the reseracher illustrated some suggestions to the following parties, as follows:

#### **1) Teachers of English**

It is suggested that teachers of English get accustomed and familiar with literary works, such as poetry, play drama and others. They also need to ask the students to learn and understand such a poetry as well as perform reading it before the class to set up their individual literary reliance within the language learning.

## 2) Students of English

It is suggested that students of English get used to learning literary works, particularly a poetry. They should understand every stanza they read and it is much better if they can analyze it as a contribution for literary appreciation.

## 3) Other Researchers

It is suggested that other researchers feel like to conduct an ongoing deep research or a quest in accordance with literature, specially in a poetry which has something to do with this research topic in order to make a better one.

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