

## **CHAPTER V**

## **CONCLUSION**

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### CONCLUSION

This chapter is devoted to summarizing what has been discussed in the previous chapters, concluding the result of the study and giving some suggestions related to the study under report.

#### 5.1 Summary

This thesis is the result on the study of three of King David's psalms numbered 23, 29, and 133 which talk about the imagery, figurative language, and parallelism in the verses of the chosen psalms. The writer analyses words of imagery, figurative language, and parallelism because the three are the keys to understand biblical poetry in general and psalms 23, 29, and 133 in particular since the psalms uses poetic language.

In analysing the imagery, figurative language, and parallelism of the chosen psalms, the writer uses different ways in analyzing psalms 23,

29, and 133. In psalms 23 and 133, the writer analyses the imagery, figurative language, and parallelism verse by verse. First, the writer analyzes the words of imagery that can be found in a verse. From the words of imagery, the figures of speech are identified. The last, from the meaning of the figures of speech, the writer analyses the parallelism of the verse.

Psalm 29 is analyzed different from the two previous psalms, 23 and 133. It cannot be analyzed verse by verse. Every verse in Psalm 29 sticks close each other. One verse is a part of the other verses. One verse completes the thought of other verses. Because of that reason, this psalm should be analyzed globally, from the first verse to the last verse.

This difference of the way on analyzing psalm 23, 29, and 133 makes the analysis in Chapter IV cannot be done in order, from the small number of the psalm to the large number.

The analysis of imagery and figurative language are made based on the supporting information, such as the situations at that time, culture, background of the psalmist, and so on. At the end of the study, the meanings are gain to fit the objective of the study.

## 5.2 Conclusion

The analyzed David's psalms (Psalms 23,29, and 133) have shown that the psalmist uses a lot of the imagery, figurative language, and parallelism in his work. In psalms 23 and 133, David uses words of imagery to give the readers a picture about a certain situation. He also uses the figurative language to clearer the meaning he wants to say to his reader. Not all the figures of speech as written in Chapter II are found in these two psalms. David only uses the figures that fit in the psalms. Also, not all kinds of parallelism are used in these psalms. The writer identifies that only the synthetic parallelism is used in Psalms 23 and 133.

Psalm 29 is full of the words of imagery. In this psalm, David just wants to bring the reader's imagination to see a certain situation he wants the reader to see. It is like a pictorial poem. He just uses one figure of speech, simile, because he just wants to clarify the picture he intended. The writer finds that Psalm 29 is built from more various kinds of parallelism than the previous ones. They are synonymous, synthetic, and climatic parallelism.

The use of imagery and figurative language are very much affected by the characteristics of the psalmist. The basic characteristics, which are formed by the background of life and the feeling of the psalmist at the time

of writing, are manifested through his works. Because of that, the understanding of the background of the psalmist, the situation, and the feeling at the time of writing will bring the reader to understand the meaning of the works.

Finally, it can be concluded that by analyzing and understanding the meaning of the imagery, figurative language, and parallelism, the reader will also understand the content of the biblical literary work which uses poetic language like these three psalms.

### **5.3 Suggestion**

Based on the findings discussed so far, the following suggestions are given.

First, since the biblical works are a kind of literary works, in this case poetry, it is necessary for the teachers to give this kind of work such as biblical poetry which consists of imagery and figurative language in literary class. Moreover, this kind of work has a peculiarity which no other works have it. The peculiarity is the parallelism that builds the work. So, it is really useful to teach the students the biblical works as an alternative work and discuss the imagery, figurative language and parallelism deeply.

Besides, it can help to grow the faith to God for the Christian and Catholic teachers themselves and the students they teach.

Second, the students should be encouraged to make an analysis of the biblical works that are rare to be discussed for the imagery, figurative language, and parallelism. The purpose is the students can learn more kinds of literary works and important of a literary work. It will enable them in getting the meaning of the literary work.

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