

CHAPTER I

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1.1 Background of the Study

Howe, Hollander, and Bromwich (1979:2) claim that literature is an imaginative writing which in the forms of stories, novels, plays, poems which deal with human existence.

Literature, as an art of words, helps us become more sensitive to language, both our own and other people's. Being sensitive to our own language means that we have the ability to use words to express our own feelings, thoughts and ideas in a better and clearer way. Literature also helps us grow, both personally and intellectually; it provides an objective base on our knowledge and understanding; it helps us connect ourselves to the broader cultural, philosophic, and religious of which we are a part; it enables us to recognize human dreams and struggles in different places and times that we would never otherwise know.

However, learning a literary work is not as easy as what people think because it needs a deep discussion to reveal the message from the post to the reader. Because of this problem, most students get discouraged to study Literature and some others even think that it does not support the education. It is a wrong interpretation. Richard Courtney (1966:vii) knocks down this interpretation by arguing that from ancient time until today poetry and education have been closely associated. Actually, by learning any literary works such as: poem, short story, play or drama, and novel, we can get not

only enjoyment, but also understanding about culture and life value. It is important to be learned in schools and colleges because literature is an important element of people's value, their thought, their problems and conflicts.

In addition, studying literature can also broaden our vocabulary and grammar. We also automatically learn about another culture and way of life. By reading a literary work, we can immerse into the feeling of happiness, sadness, or anger. The beauty of literary works becomes available for us who have developed not only the basic abilities in reading but also our skills of interpreting, appreciating, judging, and understanding what is read.

There are two types of literary works. The first type is such as poem, short story, and novel. While play or drama are categorized in the second type. The functions of both of them are the same. They say something worth saying and also help people to appreciate and criticize about the value of life around us.

Here, the writer takes poetry as the subject matter of the study because it is interesting and challenging. First, we can bring ourselves to such pleasures by learning to understand individual poems. Second, poetry is the art of saying something that can hardly be said in any other way. We can judge and give critic to other people with poems, without hurting their feeling. Poets could present things clearer and more beautiful where common people could not. Third, if someone observes poems carefully, he can find many human's issue that are very essential to learn as a guidance to the better value of life. One of the poets who has the power of presenting natural beauty of arts is Robert Frost. Thus, the writer is interested in analyzing his poems because natural beauty and human values result in moral education to the appreciators.

In poems, there are many kind of meanings comparing to the other reading texts. Poems usually present not only literal but also figurative words or language. Because of this fact, meaning is necessary to be analyzed. Since by understanding the meanings people can understand the idea of the whole poem and get the moral messages.

1.2 Statement of the Problem

The study is intended to analyze Robert Frost's poems. The writer would like to find the types of meaning in Robert Frost's poems. The analysis will be based on Leech's types of meaning. Therefore, the formulation of the problem is stated as follows:

1. What types of meaning are found in Robert Frost's poems?
2. Which types of meaning is dominantly used?
3. Why does Robert Frost use the above types of meaning dominantly ?

1.3 Objective of the Study

In line with the problem statement, the purpose of this study is to analyze Robert Frost's poems. The writer wants to find out the types of meaning in Robert Frost's poems, which type is dominantly used and why he uses that types.

1.4 Significance of the Study

This study is expected to give some contribution to the students of the English Department of Widya Mandala Catholic University Surabaya in studying Literature. They are expected to be able to understand how to analyze a literary work, especially

finding types of meaning in poems. Hopefully, this study can be taken into account by the students as a model in analyzing a literary work.

1.5 Scope and Limitation

Since there are a lot of poems, the writer limited to analyze only ten poems by

Robert Frost. They are:

1. *Stopping by Woods on a Snowy Evening*
2. *Departmental*
3. *The Road Not Taken*
4. *Fire and Ice*
5. *The Rose Family*
6. *Reluctance*
7. *The Armful*
8. *Come In*
9. *The Oven Bird*
10. *The Pasture*

The writer will use seven types of meaning by Leech in analyzing the above poems.

1.6 Definition of Key Terms

Before coming to further discussion of this thesis, it is necessary to define some key terms used in this thesis writing to avoid misinterpretation.

1. **Meaning** is what is meant or intended (Hornby, 1962:609). In this thesis the

meaning of meaning concerns more about the connotation of a word (Leech, 1977:1).

2. **Poet** is a writer of poems (Hornby, 1962:745).
3. **Poem** is a piece of writing in verse form, especially one expressing deep desire to communicate an experience; piece of prose writing in elevated style (Hornby, 1962:745).

1.7 Organization of the Study

This study consists of five chapters. Chapter I deals with the introduction which consists of: background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, definition of key terms, and organization of the study. Chapter II will concern with the review of related literature such as: literary review on poetry, background knowledge of Robert Frost, the meanings of meaning and seven types of meaning. Chapter III deals with methodology. In this chapter, the writer uses analytic method since it is trying to analyze ten Robert Frost's poems by using Leech's seven types of meaning. Chapter IV contains the content analysis and the finding while chapter V concerns with conclusion and suggestion.