SELECTING METAPHORS ABOUT NATURE IN SELECTED POEMS: STUDENTS POINT OF VIEW

Yan Ardian Subhan
Universitas Pamulang: English Department
Tangerang Selatan, Indonesia
dosen00184@unpam.ac.id

Abstract

Metaphors are commonly used in literary work especially poetry, to beautify language and to deepen the meaning. Poems have a variety of genres and themes, but this study focuses on selected poems about nature from William Wordsworth and William Blake. The aim of this study is to portray metaphors selection and its possible meaning from the perspective of students. So the questions posed in this study are (1) what metaphor the students chose and their reasons in selecting it and (2) what are the possible meanings of that metaphor and its category? The method used in this study is a qualitative descriptive approach. Data were gathered from students by using questionnaires and were analyzed descriptively. The results of the study show that predominantly students choose the metaphors that are easiest for them to recognize. While the results of the analysis of the meanings produced by students, found 4 types of meaning based on Leech's (1981) theory, namely conceptual or denotative meanings, collocative meanings, reflective meanings, and connotative meanings..

Abstrak

Kata Kunci:
pembelajaran sastra; analisis puisi, metafora, puisi tentang alam

Judul Artikel dalam Bahasa Indonesia
Metafora banyak digunakan dalam karya sastra khususnya puisi, untuk memperindah bahasa dan memperdalam makna. Puisi memiliki genre dan tema yang beragam, namun penelitian ini berfokus pada puisi-puisi pilihan tentang alam dari William Wordsworth dan William Blake. Tujuan dari penelitian ini adalah untuk menggambarkan pemilihan metafora dan kemungkinan maknanya dari perspektif siswa. Jadi pertanyaan yang diajukan dalam penelitian ini adalah (1) metaphor apa yang dipilih oleh siswa dan apa alasan pemilihannya dan (2) apa makna dari metafora tersebut? Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif. Data dikumpulkan dari siswa dengan menggunakan angket dan dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa secara dominan siswa memilih metafora yang paling mudah mereka kenali. Sementara hasil analisa terhadap makna yang dihasilkan siswa, ditemukan 4 jenis makna berdasarkan teori Leech (1981) yaitu makna konseptual atau denotatif, makna kolokatif, makna reflektif, dan makna konotatif.

Introduction

Poetry is one of the well-known literary works. Among other literary works, such as short stories and novels, poetry is known because it is the shortest and most compact literary work, but has a deep meaning. Poetry is also known for other characteristics such as the use of rhythm and various figurative languages. For students majoring in English literature, they have learned that poetry has various types, genres, and histories. In the early history of the development of poetry in England, there was a period in which poetry about nature and romance were the dominant themes of literary work in that period. These periods were named pre-romantic and romantic periods, and were pioneered by William Blake and William Wordsworth. Both were even called the "fathers of nature poetry". The romanticism of this

poem arose at that time because the poets felt bitter to see England, which had begun to move forward by its industrialization, thus forgetting and destroying nature.

Figurative language itself is commonly used in poetry. Figurative language are the words that poets use to make poetry more interesting. Furthermore, figurative language is used by poets to express meaning. By using figurative language, it can make poetry have lots of meaning. The use of figurative language appropriately can grab the reader's attention and emphasize the message that the poet wants to convey. A figurative language is a form of language that the writer or speaker leads to a different meaning from the literal. It also can be a tool to assist the readers in imagining what happens in the poem. According to Beckson and Ganz (2009), "Figurative language is language which makes use of certain devices called figure of speech, most of which are techniques for comparing dissimilar objects, to achieve effects beyond the range of literal language". It generally refers to comparisons, repetitions of the sound, overstatement about something, and description of a human or thing use the other ways. It is all used to convey emotion, illustrate the mental picture, or replace the actual thing. There are several figurative language types such as metaphor, simile, personification, allegory, hyperbole, paradox, and many more.

Many studies have confirmed that teaching English with poetry has a positive effect on increasing language competence. Antika (2016) for example, has confirmed the benefits of using poetry in teaching her EFL classes. Through the results of her assessment, she found that the use of poetry can improve students' competence and promote the use of literary works in the classroom, especially as a substitute for reading comprehension materials. Another study from Utami (2021) involves students in learning English through reading and writing poetry. As a result, poetry can increase sensitivity to language and also students' creativity in using English.

Using poetry to boost language competence may not be too difficult, but it is not so possible with understanding poetry itself. Due to the characteristics mentioned earlier, the use of various figurative languages will slightly slow down students' understanding of the meaning of the poem. Especially for students who have a background in English as a Foreign Language like in Indonesia, learning to understand poetry would be a challenge. For instance, a research by Eliasari (2018) found that from a sample of 50 students who studied poetry, they still had difficulty learning poetry in terms of understanding figurative language, analyzing its elements, finding its meaning, as well as reciting and writing poetry. Other research showed that students prefer analysis in the form of subjective responses to literary works, especially in poetry analysis (Subhan, 2021).

Some experts claim that a successful poetry class may actually depend on using the right approach and method. Kellem (2009) for example offers many variations of approaches that can be used in teaching poetry in English as a foreign language (EFL) setting. Current approaches used are varied starting from the stylistic approach, reader response, transactional theory, or response approach in general. In teaching poetry to students, many teachers have used various techniques and approaches in teaching. In the context of teaching English poetry among EFL students, Alvi and Alvi (2019) through their research at the University of Saudi Arabia in finding that the teacher-centered approach in teaching poetry and teaching poetry only as a source of information is no longer relevant and interesting among students, especially to female students.

Syamsia and Ismail (2021) for example, teach poetry by doing class presentations. A total of 20 fifth semester students majoring in English became their research sample and the results showed that class presentations can strengthen students' understanding of poetry. Dirgeyasa (2017) uses a semiotic approach in teaching his poetry to a sample of 37 students. The results of the assessment showed an increase in the average score of 71 or 11% on poetry

mastery from the previous average score of 60 during the pre-test. Current issues can also be used in teaching poetry. A study by Dewi (2018) uses ecohumanism approach in teaching reading and writing poetry about nature. As a result, students get rational reasons about the importance of nature conservation. Another study by Civeekoğlu and Saka (2018) even use poetry to teach intercultural awareness among their students.

With the explanation above, the research questions are formulated as follows: what metaphor they choose and the reasons for choosing it and what the meaning of the metaphor they choose according to their own analysis is. This research then tries to describe the students' learning process in poetry analysis, especially in terms of recognizing figurative language. This study focuses on how students choose metaphors, what reasons they choose these metaphors, and what meanings may be contained in them. Through this research, it is hoped that teachers will better understand how students think when learning poetry, especially in recognizing metaphorical language. In literary studies, there are many studies of meaning where generally meanings can be categorized into three; explicit, implicit, and ideological meanings. In children's literature, for example, there are two types of meaning, namely explicit meaning and implicit meaning, which are ultimately related to the ideological meaning (McCallum and Stephens, 2011). This ideological meaning is also often used in literary and film studies. From linguistics point of view, Leech (1981) categorized meaning into 7 types, namely conceptual meaning, connotative meaning, affective meaning, social meaning, reflected meaning, collocative meaning and thematic meaning.

Methodology
Design

This research dealt with a qualitative approach in collecting, analyzing, and describing the data. This research used questionnaires as the main techniques in collecting the data. Descombe (2017) explained there are some advantages using survey techniques in collecting data:
1.   Empirical data; it produces data based on the observation process.
2.   Wide and inclusive coverage; it is able to be implemented on a small and large scale.
3.   Costs and time; it promotes low cost and effective time consumption in collecting the data.

Participant

An English class with 25 to 30 students at the English Department, Universitas Pamulang with their ages varied between 18 and 24 are the participants for this study. These are all students of the seventh academic semester, majoring in English Literature. Poetry chosen to be read by participants and filled in the questionnaire were poems entitled The Echoing Green by William Blake and Daffodils by William Wordsworth. In the questionnaire, the two poems were attached, then students were given three short entries to fill in, namely (1) choosing 3 metaphors from the two poems, (2) writing down the reasons for choosing them, and (3) writing down what their possible meanings might be.

Finding and Discussion

From the questionnaires that have been distributed, 14 students answered the questionnaire. The respondents to the questionnaire were dominated by female students (10 people) while the rest were male students. Of the total data of 40 metaphorical sentences mentioned by the respondents, 24 sentences came from the first poem, entitled The Echoing Green, written by William Blake, while the other 16 came from the second poem, Daffodils, written by William Wordsworth. The following is a recap of the data findings, which are summarized in the table below:

Table 1 Data Findings

NO	STUDENT	METAPHORS SELECTED	REASONS	POSSIBLE MEANINGS
1	Ainul Jannah	"The sun does rise and make happy the skies" (The Echoing Green)	I have determined the metaphors (why I took those parts) because when I read it, I am sure the sentences is not the real meaning	when sun rise in the sky make all people be happy to response of the day (=*conceptual/denotative meaning*)
		"The Merry bells ring to welcome the spring" (The Echoing Green)		the bell rings indicating the sun is shining and welcomes a bright day (=*conceptual/denotative meaning*)
		"The birds of the brush, sing louder around to the bells cheerful" (The Echoing Green)		I thinks the birds welcome the sunny day with cheering (=*conceptual/denotative meaning*)
2	Desya Dwi	The Sun does arise, And make happy the skies. (The Echoing Green, 1st-2nd line)	(No answer)	In that line there is an analogy that the rising sun seems to make the sky happy (=*collocative meaning*)
		A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze. (Daffodils, the first stanza, 4th-6th lines)		the author likens the daffodils to flutter and dance like living things (=*collocative meaning*)
		The waves beside them danced (Daffodils, 3rd stanza, 1st line)		he likened the waves to dance like humans (=*collocative meaning*)
3	Araulia Nanda	and make happy the skies (The Echoing Green)	I choose that three metaphors from both the poems because I think that's metaphor can be easily to identify	it means when the sun rise, the sky will be bright (=*conceptual/denotative meaning*)
		the birds of the bush, sing louder around (The Echoing Green)		it means the birds chirp (=*conceptual/denotative meaning*)
		I wandered lonely as a cloud (Daffodils)		it means somebody can be lonely like a lump of cloud in the sky (=*collocative meaning*)
4	Wulan Y.	" Are ready for rest " (The Echoing Green)	(No answer)	Evokes a weariness with life, that one is preparing for the final sleep (=*connotative meaning*)
		" On the darkening green" (The Echoing Green)		Conjures images of grass covering a grave (=*connotative meaning*)
5	Lalang Wijaya	Many sisters and brothers, like birds in their nest (The Echoing Green)	there is no strong metaphor used in both poems, the closest thing to metaphor in these two poems are similes which use the word "as/like	Birds help each other just like family of humans. They also rest and live in a nest they can call home (=*collocative meaning*)
		I wandered lonely as a cloud (Daffodils)		He sees himself as a cloud which wanders around without direction, having no clear goals whatsoever (=*reflective meaning*)
		Continuous as the stars shine (Daffodils)		It mean that daffodils have been continuously brightening his life like the stars (=*reflective meaning*)

6	Intan Apriani	the sun does arise and make happy the skies (The Echoing Green)	This poem spans the length of an entire day on the green, how the entire poem functions as a symbol for human life itself	It suggests happiness and an ideal day (=*conceptual/denotative meaning*)
		the merry bells ring to welcome the spring (The Echoing Green)		The Spring, like the day, is a metaphor for life's cycle (=*collocative meaning*)
		To the bell's cheerful sound (The Echoing Green)		Church bells is a metaphor signify praise to God and summon to prayer (=*collocative meaning*)
7	Erlangga	The sun does descent (The Echoing Green)	I think the metaphor that I chose is implicit about Nature and being a good phrase that makes me interested	the sign that activities of creatures (People, Animal, Plant) will over and it's time to rest (=*connotative meaning*)
		Fluttering and dancing in the breeze (Daffodils)		Here, some people try to enjoy or continue their activity in cold weather (=*conceptual/denotative meaning*)
8	Nandita	"Are ready for rest" (The Echoing Green)	The poem, in my opinion, is structured to represent the stages of life	The metaphor connotes a weariness with life, as if one is preparing for death (=*connotative meaning*)
		"I wandered lonely as a cloud" (Daffodils)		He compares his loneliness with a single cloud (=*collocative meaning*)
		"They flash upon that inward eye" (Daffodils)		Here "inward eye" represents the sweet memory of daffodils (=*reflective meaning*)
9	Ahmad Ridho	The sun does arises (The Echoing Green)	The first poem is written by William Blake and show the appreciation of nature in simple terms. Using a nature metaphor such as sun, spring, oak and etc. Shows the theme of life and death	Means that the life is beginning like the sun rises like spread across the sky looks so sparkling (=*conceptual/denotative meaning*)
		The merry bells ring to welcome the spring (The Echoing Green)		Merry bells refer to the church bells which ring in the morning. The word spring shows the beautiful morning of spring (=*conceptual/denotative meaning*)
		The birds of the bush, sing louder around (The Echoing Green)		Even the animals sing praise for life in proper balance and close to God (=*reflective meaning*)
10	Iftah Rindy	To welcome the Spring (The Echoing Green)	I chose the words or phrases from the two poems because they contain metaphors or have related allusions about nature such as the spring, the oak, the echoing green, etc.	Spring here can be interpreted as the start of a new season that is introducing happiness. Spring is the season for the growth of new plants, which of these represent the beginning of life (=*connotative meaning*)
		On the Echoing Green (The Echoing Green)		echoing green seems to reflect life, such as nature or peaceful and beautiful countryside (=*connotative meaning*)
		They flash upon that inward eye (Daffodils)		the eyes and the memory represents the beautiful memories of meeting daffodils (=*reflective meaning*)
11	Dellia Paramita	The sun does arise (The Echoing Green, paragraph 1 line 1)	The reason I chose the metaphor from both poems because the	In my opinion, William Blake is trying to compare the sun as a human being and the meaning of "arise" itself is born (=*collocative meaning*)

		Continue as the stars that shine (Daffodils, paragraph 2 line 1)	Three sentences use words or groups of words not with the Real meaning, but as an image based on similarities or comparisons.	William Wordsworth compares Daffodils to the beauty of the stars in the sky because at that time Daffodils are blooming everywhere (=*collocative meaning*)
		twinkle on the milky way (Daffodils, paragraph 2 line 2)		the writer compares the beautiful view of the Daffodils flowers as stars scattered in the sky (=*collocative meaning*)
12	Puji Lestari	And make happy the skies (The Echoing Green)	The reason for choosing the three metaphors above is because the sentence has an implicit language style according to the metaphors, and of course it contains natural elements	The word "happy" is interpreted as a clear sky so that it gives positive vibes for people (=*connotative meaning*)
		The sun does descend (The Echoing Green)		"Descend" here refers to the word sunset, so it means that the sun has set and does not show its light again for that day (=*conceptual/denotative meaning*)
		The waves beside them danced (Daffodils)		"Dance" here is defined as waves that move in rhythm like dancing people (=*conceptual/denotative meaning*)
13	Orbit A	On the darkening Green (The Echoing Green)	the choice of the metaphor was also chosen because it contains elements of nature, in which the 2 poems are themed about the nuances of nature	the meaning of the word is that the sun is setting, causing the green shades of spring to fade (=*conceptual/denotative meaning*)
		Tossing their heads in sprightly dance (Daffodils)		The meaning is that when the wind blows against the daffodils, their flower heads move waving to follow where the wind blows (=*conceptual/denotative meaning*)
		And dances with the daffodils (Daffodils)		"Dance" here is defined as a pleasant feeling for the author when thinking about daffodils (=*conceptual/denotative meaning*)
14	Susari	the sun (The Echoing Green)	Theme of the poem is nature which gives peace and pleasure in our heart, these are figures of speech which are found in this poem	The sun is a metaphor for the beginning of the day (=*collocative meaning*)
		cloud (Daffodils)		the poet compares himself with a cloud that floats, as he is all alone (=*collocative meaning*)
		the waves (Daffodils)		waves cannot dance and neither can they be happy (=*conceptual/denotative meaning*)

From the first poem, the most used metaphors are the first and second lines which read "the sun does arise and make happy the sky" (Blake, The Echoing Green, lines 1-2) which were chosen by 8 respondents from 17 questionnaires (students 1, 2, 3, 6, 9, 11, 12, and 14). The reasons for choosing them are because:
 they believe the sentence is not the original meaning (student 1),
the most easily recognizable metaphor (student 3),
the whole poem tells about greenery and life (student 6),
shows the appreciation of nature in easily recognizable terms (student 9),
the sentence is not the original meaning and shows a comparison (student 11),
the sentence is implicit and contains elements about nature (student 12),
the poem is about nature and the sentence is one of the figurative languages found (student 14).

From the eight sentences above, it can be seen that the dominant reason for the selection is because students consider the metaphor the easiest metaphor to be recognized and the second reason is because there is an element of nature in it. When interpreting the metaphors they have chosen, their descriptions are as follows:

when the sun rises makes people happy (student 1),

the line is analogous to the sunrise making people happy (student 2),

when the sun rises, the sky will be bright (student 3) ,

the sentence means happiness and an ideal day (student 6),

meaning the start of life like the sun shining in a sparkling sky (student 9),

William Blake tries to compare the sun like humans where the word arises there means birth (student 11),

the word happy it means that the clear sky gives positive vibes to people (student 12), the sun is a metaphor for the start of the day (student 14).

From the eight sentences above, it can be seen that half still tend to interpret the poem explicitly, while the other half have tried to interpret it implicitly even though only one clearly succeeded in doing it (sun like human, arise means birth).

The second most widely chosen metaphor is the sentence "I wandered lonely as a cloud" which comes from William Wordsworth's poem entitled Daffodils (line 1) which was chosen by four students and the sentence "The merry bell rings to welcome the spring" from the poem The Echoing Green (William Blake, row 3-4). The reasons for choosing "I wandered lonely as a cloud" are as follows:

the metaphor is easy to identify (student 3),

the metaphor in this poem that uses like/as (student 5),

describes the stages of life (student 8),

because it is about the nature of figurative language found (student 14)

These four students above agree that the cloud can be interpreted as a comparison with being all alone. While four other students who chose "The merry bells ring to welcome the spring" gave reasons:

sure it was not a sentence with the original meaning (student 1),

talk about greenery and life (student 6),

talk about appreciating nature (student 9),

because it contains words about nature (student 10).

Meanwhile, of the four students who chose this metaphor, two people focused on interpreting the word the bells as the start of a sunny day (students 1 and 9) and two students chose to interpret the word spring as the start of a new season (student 10) and the circle of life (students 6).

For the rest of the metaphors mentioned in table 1 above, the dominant reason for choosing them are because these metaphors are the most easily recognized and have words related to nature. In interpreting the metaphor, the meaning is still dominated by explicit meaning rather than implicit meaning. However there is one interesting pick of metaphor, "Are ready to rest" (The Echoing Green) which means tiredness in life and ready to welcome death (student 8). Even though this line is not directly related to nature, but the way it is interpreted is quite interesting.

Conclusion

From the presentation of the data above, it can be concluded that in choosing the metaphor and the reason for choosing them, students dominantly still have not experienced significant difficulties in recognizing metaphors due to reasons that are easy to recognize and there are words related to nature according to the theme of the poem. But when interpreting the

metaphor they have chosen, most students still interpret the meaning explicitly rather than implicitly. This can be seen from the sequence of findings of the types of meaning which are still dominated by conceptual or denotative meanings, then collocative, reflective, and few that produce connotative meanings. Other implicit or ideological meanings such as social, reflective, or thematic are still cannot be found.

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