

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of the related literature of the research, it contains some sub chapter. They are literature, poem, the definition of figurative language, the type of figurative language.

A. Literature

According to Rainsford (2014, p.8) in his book he stated that there are definitions tend to fall within one, or more than one, of the following categories:

1. Form and Content

literature as a kind of writing in which the way that something is said matters as much as what is said; or where the way that something is said is *part of* what is said.

2. Imagination and Creativity

Literature as writing that is not just the reporting of facts, but in which things are created or ‘made up’. Usually, in fact, a kind of fiction.

3. Subjectivity

Literature as writing in which things, persons and events are described from a particular individualistic viewpoint, in a way that is different from an ‘objective’ understanding.

4. **Artistry**

Literature as deliberately artistic writing, intended to take its place in an existing 'literary' tradition.

5. **Greatness**

Literature as a kind of writing that only a few especially talented people are capable of, but which is relevant and perhaps useful to other people and deserves their admiration.

According to Kennedy (1998) states that literature is a term describes written or oral material that is usually used to describe anything whether it is creative writing or a more technical or scientific work, but the term is commonly used in works of creative imagination, including works of drama, poetry, fiction, and nonfiction. In literature, ambiguity used to describe the unlimited number of meanings in the text which is not a mistake- as might happen if someone complies a legal document (Beard,2001).

Burto, Sarman and Burnet (1963, p.3) clarified more about literature. They give a viewpoint of literature by putting three classifications of the nature of literature which can be called, "imitative", "expressive", and "affective theories".

1. The Imitative Theory

The imitative theory holds that art is an imitation of something. That strategy is an imitation of an action that is serious and complete. The

imitative theory often includes the notion that art gives not only pleasure but also knowledge, insight into the nature of reality.

2. The Expressive Theory

The Expressive theory holds that the artist is not essentially an imitator but a man who expresses his feeling two quotations from William Wordsworth will make this theory clearly. The work of art is not an imitation of the external world but an expression of the internal world, the embodiment of an emotion.

3. The Affective Theory

The affective theory holds that a work of art ought to arouse a particular emotion, an effect, in the perceiver: the artist allegedly expresses his emotion, embodying it in a work of art, and this work evokes in the perceiver a similar or identical emotion.

According to Rampa (1986, p.139) there are two types of literature; they are imaginative type and non-Imaginative type. Imaginative type consists of poetry or poem, fiction, and drama. And non-imaginative type consists of essay, criticism biography, autobiography, history, memoir, diary, and letters. Imaginative type is commonly using connotative sentence to express an idea, while non-imaginative type is more realistic than the imaginative one. It uses denotative sentence.

Meanwhile, Jones (1968, p.1) states literature is simply another we get experience the world around us through our imagination. According to Homby (1995, p.687) states literature is writing that are valued as works

of art, especially fiction, drama, and poetry. Another definition of literature is stated by Wellek and Warren (1956, p.15) literature is creativity an art.

From the definition above, it can be concluded that literature has been regarded as profound human creation to express ideas, or thoughts. Literature has some advantage such as, a reader who read a literature can know many knowledge and vocabulary and they can know the differences between British style and American English style about pronunciation and word style of them.

B. The Definition of Poem

In literary works divided into several genres those are play, prose, and poem. Here will show several definitions that stated by the expert about poem. Such as Longman dictionary (2003 p.1085) writes that poem is a piece of writing arranged in pattern of lines and sounds which often rhyme, expressing thoughts, emotions, and experience in words that excited your imagination.

Jones (1968, p.100) also stated that poetry, you see, tries to exit our imagination. Like short stories and novels, prose expresses truth, but poetry expresses truth through imagination more than prose does. The thought in poetry is not hidden, but we grasp it through suggestion, which is often more pleasurable than grasping it through reason. According to Attarsemi (2009, p.930) stated that an art and poetry cannot do without one another, from some experts, their definition is different from one another. A skilful and careful use of grammatical patterns is a key starting point for recognizing

significant meanings in the poem and that such analysis can provide a basis for further exploration and interpretation, Carter and Goddard (2001, p.129-130).

According to Beard (2001, p.55) in his book by the title „Texts and Contexts, Introducing Literature and Language Study’ explained that unlike novels, most poems are relatively brief and can be read quickly, they can also be re-read. These readings can be both private and public. He is also explaining that reading a poem silently creates a different impact than reading it aloud, while hearing it read aloud by someone else is different again. Hearing the poem read to you alone is different from hearing it read to a group, where you may well be influenced by the reactions of others.

From the explanation of the expert above about poem, we can conclude that poem is a language that difficult to understand the meaning because there are many beautiful words and has multiple meaning. But to determine meaning cannot do mistakenly.

C. The Definition of Figurative Language

In literature, there are many definitions stated by the expert about figurative language. According to Dian Siti Khodijah in her paper (2010, p. 2) mentioned that figurative language is categorized as the implied meaning, because the words used in figurative language is not the real meaning but it is the connotative meaning. She is also explaining that it is language whit

its literally in compatible term forces the readers to attend connotation rather than to the denotation.

Figurative language is a word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness. Metaphor and simile are the two most common examples of figurative language, but figurative language is also including hyperbole, synecdoche, puns, and personification, among other (Ginny Wiehardt, About.com). Figurative language is language which departs from the straight-forward use of words. It creates a special effect, clarifies an idea, and makes writing more colorful and forceful, Giroux and Williston (1974, p.10).

Figurative language is that such uses have a poetic function in the sense of Jakobson (1996, p.15): they “focus on the message for its own sake”, and increase “the fundamental dichotomy of signs and objects”. Accordingly, language that is poetic does not just represent things in the world, nor does it merely express some kind of affective or interpersonal meaning (Halliday 1996; Jakobson 1996; Bühler 1982).

Based on some explanations above, it can be conclude that figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. Figurative language is used in any form of communication, such as in daily conversation, articles in newspaper, advertisements, novels, poems, etc. It is very common in poetry, but is also used in prose and nonfiction writing as well.

Figurative language is expressed by means of metaphor or other figure of speech. Figurative language is addicted to or abounding in figures of speech (Webster, 1994:350).

Types of Figurative Language and Their Meaning. There are 10 kinds of figurative language expressions. Although each expert has their own definition about type of figurative language, but they share the same essence. The description of the figurative expressions below is derived from Arvius (2003); Pardede (2008); Dancygier & Sweetser (2014); Kneedy & Gioia (2002).

1. Metaphor

Metaphor is kind of figurative language that made comparison between two things that different to identify one with another (Arvius, 2003, p.19). Metaphor is used in poetry to explain emotions, feelings, and relationship other elements that could not be described in ordinary language. For example, of metaphor is her teeth are pearl.

1. Personification

Personification consist of giving human characteristics to an object. Personification is a figure of speech that describes something that is not human as though it could feel, think, act, live, or die in the same way as people (Arvius, 2003, p.129). For example, in Emily Dickinson's poem in the title "*Ambition cannot find him*".

2. Hyperbole

Hyperbole is the term used that overstatement. This figure use by someone who has desire and expectation to the thing that happen to make object greater than the real object (Arvius, 2003, p.135). For example: '*I will **die** if I don't meet him tomorrow*', the word 'die' is over expression if the reader wants to thing that in the real life.

3. Simile

Simile is the figure that make comparison between two different things, just like metaphor but in simile usually using the word as, then, like, seem, so, appear, more, than (Arvius, 2003). Christina also given an example of simile "*he is **as hard as nails***" more specifically, the adjective here used to describe behavioral and attitudinal characteristics of person referred to as "*he*" via comparison with concrete, physical hardness of nails, which made of metal, typically steel.

4. Metonymy

Metonymy is a word or complex expression that basically stands for one thing, or it also use for one lexical thing which connected with other through experience (Arvius, 2003, p.125). It also about *part-whole* relationships, the kind which allows the same word to be used in many languages for 'hand' and 'arm' or for 'leg'.

5. Synecdoche

Synecdoche is a figure of speech that a part refers to the specify whole (Pardede, 2008). Synecdoche which express either more or less than it

literary denotes. For example, is “*I got a new **wheels** from my father*”. Word ‘wheel’ represent meaning car, so she got a new car.

6. Irony

Irony statement are untrue, based reasoning that interpreted by the hearer from the speaker’s meaning if irony not praise but usually criticism (Dancygier & Sweetser, 2014). Example: ‘no doubt, you are the best person that ruined my life’.

7. Antithesis

Antithesis is figure speech that combine two things which different or contradiction in one sentence or negation. Antithesis is a device for placing opposing ideas in grammatical parallel. Antithesis is results when a pair or more strongly contrasting terms are presented together (Pardade, 2008). Example: “*speech is silver; silence is golden*”

8. Symbolism

Symbolism is a kind of figure speech that using symbol animal, plants, or things for substitute something. Symbolism established from the result of personal; experience or fantasies (Arvius, 2003, p.137). For example, word “rose” is referent for beauty destroyed by time, sexuality, secrecy, and guilt, all seem drawn in by the implications of these words.

9. Paradox

Paradox is a figure speech that deliver two things which contradictory but this figure reveals the real fact that make sense even the speaker or the writer use a word that absurd, (Kneedy & Gioa, 2020). For example, “Experience is simply the name we give to our mistakes” by Oscar wilde. Those quote that actually fact, when we have done something wrong in our life

D. Biography of Maya Angelou

1. Biographical Information

Maya Angelou was born on April 4,1928 as Marguerite Ann Johnson. She was born in St. Louis, Missouri to bailey Johnson, Sr., a doorman and Vivian Baxter Johnson, a card dealer in a local gambling Parlor. Marguerite’s brother Bailey was a year older. He gave Marguerite her nick name when he couldn’t say her name and called her ‘my sister’ or ‘my-a-sister’. The nickname was shortened to maya. Although Bailey called Marfuerite ‘Maya’, she went by the name Margeurite Jhonson or Rita until adulthood. In 1949 she changed her name to Maya Angelou for professional and stage recognition.

When she was three years old, their parents divorced and the children were sent to live with their grandmother in Stamps, Arkansas. Angelou claims that her grandmother, whom she called “momma, had a deep-brooding love that hung over everything she touched. Growing up in Stamps, Angelou learned what it was like to be a black girl in a world whose boundaries were set by whites. She learned what it meant to have to wear old hand me downs from a white woman. And she also

learned the humiliation of being refused treatment by a white dentist. As a child she always dreamed of waking to find her “nappy black hair” metamorphosed to a long blond bob because she felt life was better for a white girl than for a black girl. Despite the odds, her grandmother instilled pride in Angelou with religion as an important element in their home.

After five years of being apart from their mother the children were sent back to Saint Louis to be with her. This move eventually took a turn for the worst when Angelou was raped by her mother’s boyfriend. The devastating act of violence committed against her caused her to become mute for nearly five years. She was sent back to Stamps because no one could handle the grim state Angelou was in. With the constant help of a woman named Mrs. Flowers, Angelou began to evolve into the young girl who had possessed the pride and confidence she once had.

Marguerite was impacted by Mrs. Flowers, a woman of means and influence in the black community of Stamps. Mrs. Flowers knew that Marguerite was bright and a voracious reader. Kirkpatrick 4 She encouraged Marguerite to read every book in the library and convinced her that words were not nearly as meaningful if they were not spoken. Mrs. Flowers helped Marguerite overcome her muteness and once again be able to use her voice. Marguerite attended a predominantly white high school in San Francisco. She was a troubled teen and experienced several crises related to her own identity. She convinced a local boy to have sex with her and she became pregnant. Her son, Clyde, was born just days after she graduated from high school. Marguerite worked as the first African American streetcar conductor in San Francisco during her high school years.

As a young mother she experienced life in poverty and a world of illicit activity. She experienced multiple traumas during her early years as a poor, single mother, including the kidnapping of her son by a babysitter.

As a young adult, Angelou worked as a dancer, singer and actress, and she began to write songs and poetry. She traveled a European tour with the opera *Porgy and Bess*. Angelou learned new languages as she traveled and she became fluent in English, Italian, Spanish, French, Arabic, and West African Fanti. In the 1950's Angelou joined the Harlem Writer's Guild and began to work on her writing with earnest. She wrote prose, poetry, screenplays, songs, short stories and more. She also became involved in the civil rights movement during that time and wrote and produced a show to benefit the Southern Christian Leadership Conference. She later became the Northern Coordinator of that organization for several years. Angelou and her son spent a number of years living in Cairo, Egypt and Ghana. During that time, she worked as a newspaper editor and teacher of dance and drama. During her time overseas Angelou became familiar with the home and culture of her African heritage. She met Malcolm X and became even more closely aligned to the civil rights activities. She returned to the United States and had hoped to work closely with Malcolm X but he was assassinated as she was to begin her work with him. She was also involved with the work of Martin Luther King, Jr. It was not until after his death, and at the urging of friends, that she wrote her first autobiography at the age of 42.

Angelou has written six autobiographical volumes. They have alternated with books of poetry and essays. She has also written several children's books. All

of the autobiographical works have been produced as adult looking through the eyes of the child and young woman who was evolving. The work is a glimpse into the experiences of a black, female individual who has had to find an identity through the experiences lived.

Maya Angelou has been married several times but none of the relationships survived. As she grew older she continued to write autobiographical material, poems, songs, screen plays, television series, and directed a motion picture. In 1981 Angelou was offered a lifetime chair as the Reynolds Professor of American Studies at Wake Forest University in North Carolina. She has had an active lecture schedule as well.

Maya Angelou was asked by then President-elect Bill Clinton to write a poem for his inauguration. She read a poem she wrote for the occasion, "*On the Pulse of Morning*", at the 1993 inauguration ceremony. She was the first African American and first woman to be given such an honor.

Ms. Angelou has received many other academic and national honors. She was granted her first honorary doctorate degree in 1975. She was granted the Presidential Medal of the Arts in 2000. She received the Lincoln Medal from the Ford's Theatre in 2008. In February, 2011 she was awarded the Presidential Medal of Freedom, America's highest civilian honor, by President Barak Obama.

2. Autobiographical Works and Poetry

Maya Angelou provides a narrative of her life from early childhood until the age of 16 in her first autobiographical publication, *I Know Why the Caged Bird Sings*. The first volume ends with the birth of her out-of-wedlock son. Her second work, *Gather Together in My Name*, describes the troubled years between the ages of 17 and 19 when she was struggling as a single mother living in poverty and surrounded by illicit activities. *Singin' and Swingin' and Gettin' Merry Like Christmas* is the third autobiographical volume. It portrays the adventures of her young adult life in San Francisco through her European tour with the Broadway musical *Porgy and Bess*. The fourth volume, *The Heart of a Woman*, outlines her personal and artistic growth along with her perceptions of racial relations during the 1950's and 1960's. *All God's Children Need Travelin' Shoes*, the fifth autobiographical work, describes her years of living in Ghana and her reconnection with her African roots. This volume also portrays some of her interactions with Malcolm X. The final autobiographical work is *A Song Flung Up to Heaven*. In this last work she shares her experiences in the four years between her return from West Africa and the time she began work on *I Know Why the Caged Bird Sings*. The final volume of relays the pain experienced by the African American community as it watched the assassinations of Malcolm X and Martin Luther King, Jr. and lived within the racial tensions in the United States during the closing years of the decade of the 1960's.

Maya Angelou has been a prolific writer of poetry and multiple volumes of her work have been published. Many of her poems speak to the experience of the

African American community, most especially the African American woman. Common themes of the poetry include topics such as love, the beauty of the black woman, the strength of woman, political statements, social justice, and the resilience of the human spirit.