“THEME ANALYSIS OF EMILY DICKINSON’S POETRY; I’M NOBODY! WHO ARE YOU? AND BECAUSE I COULD NOT STOP FOR DEATH”

Presented to the Faculty of Adab and Humanities in Partial fulfillment of The requirement for the Sarjana Degree (S1) A Thesis

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Jakarta, March 2008

The writer

Poetry is a kind of literary work in which the author can express her idea. The idea can be a reflection of the situation surrounds the author’s life. Literary work sometimes can be a reflection of the society, and many things. poetry analysis Emily Dickinson also reflect a social condition, about life and death, about discrimination, and so on in America in 1860’s.

Poetry is a creative writing that Emily Dickinson choose to explore her idea about many thing. Poetry can be understood completely when it is combain with the history where literature is created, except analyzed it word by word . It is significance because it will give people a chance to explore the poets’ life experience and it will enable them to understand why some poets write from different perspectives.

Here the writer tries to get the reader to see why Emily Dickinson was so concerned with the subject of life and else, and try to understand that her quite private life style has influenced her to write philosophically on the phenomena of life it self.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Literature is a creative writing for recognizing artistic values. Literature as an artwork with language as its medium is the result of imagination of the author as the reflection to social problem. Therefore literature becomes part of social life in which the author as an individual subject tries to produces his or her realm of view for collective subject1.

Literature has some objectives such as to help human reveal his real condition, to give meaning for his existence and also to open a way to the truth. It is not only a produce of imagination but also as a reflection of social life. Its also reaction to specific personal, social, and environmental condition.

Literature cannot avoid the social and historical condition. According to the Levin statement in Suwardi Endraswara’s book, “The literature is not only the effect of social causes but also the cause of social effect” Also De Bonald statement “literature is an expression of society”2. Literary history is very important for literary critics, if a critic wants to go further than empathy or antipathy of one man, a critic that ignores a historical relation will misjudge3.

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3 Ibid. p.23
One of the most famous and greatest American poetry was Emily Dickinson, who was writing with much sensitiveness and influenced by the social condition around her. If Harriet Beecher Stowe wrote Uncle Tom’s cabin to criticize slavery which she consider as an American national sin and hope it would help bring slavery to an early and peaceful end, Walt Whitman which is famous with his modern and innovative writing, Thoreau who often reversed meaning of words and phrases and Emily Dickinson - a radical and nonconformist poet - implied many hope and expectation to get a better life, with more modern and innovative often used paradox to great effect in her poetry.

Emily Dickinson is an American poet, she was the most productive and famous poet in her era – about 1800 poetry. The United States of America is a democratic nation that raises justice and equality, but it is paradox when we know in 1860’s civil war broke out in America caused by a myriad of conflicting pressures, principles, and prejudice. At the root of all the problems was the institution of slavery. This new situation also impact to the changing of many aspects’ life.

Since Emily Dickinson’s full maturity as a dedicated artist occurred during the span of the civil war, the most convulsive era of the nation’s history. Her works were influenced by the social condition of her life time. In biography of Emily Dickinson in “The Harper American Literature” volume 2, second edition, page 175 says: “The are other Dickinson’s – the love poet, the social satirist, the observer of people, the poet of aesthetic reflection – each of them considerable

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talent. The almost two thousand poems in the Dickinson canon can scarcely be
fully present to Dickinson’s critics, let alone to the common reader.”

Through her poems, Emily Dickinson reflected her idea in many themes
such as about life, death, and social. But how the poem is relevant to the situation?
And how writing and reading about it may helped Dickinson view her situation
and experience more clearly?

Therefore, based on the ideas above, the writer conducts a literature
research under the title “Theme Analyses of Emily Dickinson Poem: I’m nobody!
Who are you and I could not stop for death.”

B. Focus of the Study

The analysis about theme in Emily Dickinson’s poem that are “I’m
nobody! Who are you and Because I could not stop for death”. Relation to the
situation the poem has written that might be influenced Dickinson directly or
indirectly.

C. Research Questions

1. What is the theme that the author tries to show through the poem?

2. How the poem is relevant to the situation?

D. The Objectives of the research

The objectives the research of this study is as follows:

1. To explain what theme that Emily Dickinson tries to show through
   the poem.

2. To find how the poem is relevant to the situation of Emily
   Dickinson.
E. The Significance of the Study

The writer hopes this paper would be advantage in study about literature and help the reader to understand the way of talk of the poem. Furthermore, the writer hopefully this paper can be used as reference in literary subject in the faculty of English letters department.

F. Research Methodology

1. Method

In doing this research the writer uses a descriptive analysis and qualitative method to describe and also to infer the theme of the poem.

2. Technique of Collecting Analysis

The writer will use the library research and website research to find out supporting data for the research.

3. The Technique of Data Analysis

The data obtained will be analyzed using the analytic qualitative method to get conclusion inductively. The data chosen randomly from Emily Dickinson poetry according to the required then analyzed it using the relevant theory to the research.

4. Unit of Analysis

The unit of analysis in this research is the complete poetry of Emily Dickinson, which wrote almost ± 2000 poetry during her lifetime and also the books and websites that has connected with the object as the secondary data.
G. The Organization of the paper

The paper is divided into four chapters. The first chapter is Introduction, where this chapter commonly talks about background of the study, statement of the problem, the objective of the research, the significance of the problem and the organization of the problem.

The second chapter is theoretical framework which explains about basic elements of the poem, definition of each element of the poem and the explication as theory used to explain literary work.

The research finding as the result of analysis that deal about data description and data analysis are includes in the third chapter.

The last chapter is dedicated to conclusion and suggestion, the writer concludes the research finding and gives best suggestion to the readers in getting better understanding of the paper.
CHAPTER II
THEORITICAL FRAMEWORK

A. Definition of poetry

According to the Oxford Concise Dictionary Of Literary Term’s Poetry is language sung, chanted, spoken or written according to some pattern of recurrence that emphasize between words on the basis of sound as well as sense¹. Another definition about poetry is a kind of language that says it more intensively than does ordinary language², for an instance in a dictionary of literary terms, poetry is a comprehensive term, which can be taken to cover any kind of metrical composition³. In summary, poetry is a kind of a comprehensive term language that reflects feeling of something that says intensively word by word whether spoken or written that has connected with representation of things from the past.

B. Explication

The idea and practice of explication is rooted in the verb to explicate, which concerns the process of "unfolding" and of "making clear" the meaning of things, so as to make the implicit explicit. The expression "explication" is used in literary theory. An explication in the Carnapian sense is purely stipulative, and

thus a subclass of normative definitions\textsuperscript{4}. Hence, an explication can not be true or false, just more or less suitable for its purpose. Explication is often associated with its use in literary criticism, where additional understandings and meanings are derived from the "close reading" of a poem, novel or play. In this process explication often involves a line-by-line or episode-by-episode commentary on what is going on in a text. While initially this might seem reasonably innocuous as an interpretative process where the resulting new knowledge, new insights or new meanings, are open to subsequent debate and disaffirmation by others.

Nevertheless, the explication of poem cannot be separated from basic element of the poem because explication must involves a consideration of the form of the poem and an intensive of diction, imagery, figurative language and all technique, so the poet can understanding what the poem talking about. Basic elements of the poetry include its diction, its imagery, figurative language, etc\textsuperscript{5}. So to analyze the poetry is needed a detail explanation through the element of the poetry for the reader can get the purpose.

C. Element of the poetry

1. Diction

In writing a poetry a poet commonly using a word that give the reader some effects and its called Diction. Diction is the choice of a particular word as


\textsuperscript{5}Ibid.P.695
opposed to others\(^6\). Diction, in its original, primary meaning, refers to the writer's or the speaker's distinctive vocabulary choices and style of expression. A secondary, common meaning of diction is more precisely expressed with the word enunciation — the art of speaking clearly so that each word is clearly heard and understood to its fullest complexity and extremity. This secondary sense concerns pronunciation and tone, rather than word choice and style.

Diction can give some effect toward a poem which can explore a certain of emotion. A writer could call a rock formation by many words--a stone, a boulder, an outcropping, a pile of rocks, a cairn, a mound, or even an "anomalous geological feature." The analytical reader then faces tough questions.

2. **Figurative Language**

A deviation from what speakers of a language understand as the ordinary or standard use of words in order to achieve some special meaning or effect\(^7\). A type of language that varies from the norms of literal language, in which words mean exactly what they say. Figurative language does not mean exactly what it says, but instead forces the reader to make an imaginative leap in order to comprehend an author's point. It usually involves a comparison between two things that may not, at first, seem to relate to one another.

In traditional analysis, words in literal expressions denote what they mean according to common or dictionary usage, while the words in figurative expressions connote—they add layers of meaning. To convert an utterance into

\(^7\) J.A. Cuddon *Op.Cit*. p. 329
meaning, the human mind requires a cognitive framework, made up of memories of all the possible meanings that might be available to apply to the particular words in their context. This set of memories will give prominence to the most common or literal meanings, but also suggest reasons for attributing different meanings, e.g., the reader understands that the author intended it to mean something different.

For example, the sentence, "The Ground is thirsty", is partly figurative. "Ground" has a literal meaning, but the ground is not alive and therefore neither needs to drink nor feels thirst. Readers immediately reject a literal interpretation and confidently interpret the words to mean "The ground is dry," an analogy to the condition that would trigger thirst in an animal. However, the statement, "When I first saw her, my soul began to quiver," is harder to interpret. It could describe infatuation, panic, or something else entirely. The context a person requires to interpret this statement is familiarity with the speaker's feelings. Other people can give a few words a provisional set of meanings, but cannot understand the figurative utterance until acquiring more information.

Figurative Language usually involves a comparison between two things that may not, at first, seem to relate to one another. Figurative language facilitates understanding because it relates something unfamiliar to something familiar. Some popular examples of figurative language include a simile and metaphor.

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8 http://en.wikipedia.org/wiki/Poetry
A simile is a literary device where the writer employs the words "like" or "as" to compare two different ideas. In a simile, for example, an author may compare a person to an animal: "He ran like a hare down the street" is the figurative way to describe the man running and "He ran very quickly down the street" is the literal way to describe him. A simile is a literary device where the writer employs the words "like" or "as" to compare two different ideas. It can be a strong word to use as a describing word in a simile or metaphor. Other example are:

- He flew like a dove
- I am as bold as a lion.
- He has a heart as big as the outdoors.
- Her eyes sparkle like a crystal.
- Her hair is like a sea.
- He is acting like a clown.
- I am as red as a tomato.

A metaphor is similar to a simile; however this literary device makes a comparison without the use of "like" or "as".

- He has a hyena's laugh.
- Her face is a garden.
- Her eyes were endless pools of beauty.
- His voice was an explosion of sound.
Beside some elements above, also include other elements that give some effect to the poetry and usually used by the poet in their poem. Those are:

- Personification is an endowing inanimate object or abstract concepts with animate characteristics of equalities.9
- Apostrophe used in a contracted form indicated the omission of letters or figures; it is also a way to addressing someone or something.
- Dash used to separated extra information, an after-though or a comment in a vivid or dramatic way.
- Question Mark is used to express doubt.
- Exclamation Mark at the end of the sentences or remark expressing a high degree of anger, amazement or other strong emotion.10

3. Imagery

Imagery is a concrete representation of a sense impression, feeling, or idea.11 Imagery is a common term of variable meaning, its includes the "mental pictures" that readers experience with a passage of literature. It signifies all the sensory perceptions referred to in a poem, whether by literal description, allusion, simile, or metaphor. Imagery is not limited to visual imagery; it is simply descriptive language that evokes sensory experience, it can appeal to any of the

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11 Ibid. p.547
five senses, includes auditory (sound), tactile (touch), thermal (heat and cold), olfactory (smell), gustatory (taste), and kinesthetic sensation (movement)\(^\text{12}\).

a. Visual imagery is perhaps the most frequently used form.
   - The crimson liquid spilled from the neck of the white dove.

b. Auditory imagery represents a sound.
   - The bells chimed 2 o'clock.
   - Onomatopoeia: a word that makes a sound.

c. Olfactory imagery represents a smell.
   - His socks, still soaked with sweat from Tuesday's P.E. class, filled the classroom with an aroma akin to that of salty, week-old, rotting fish.

d. Gustatory imagery represents a taste.
   - The sweet marinara sauce makes up for the bland sea-shell pasta beneath.
   - Tumbling through the ocean water after being overtaken by the monstrous wave; I unintentionally took a gulp of the briny, bitter liquid causing me to cough and gag.

e. Tactile imagery represents touch.

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• The spongy soufflé was a pleasure to squeeze.

4. Theme

Theme is a central idea or statement that unifies and controls an entire literary work. The theme can take the form of a brief and meaningful insight or a comprehensive vision of life; it may be a single idea such as "progress" (in many Victorian works), "order and duty" (in many early Roman works), "seize-the-day" (in many late Roman works), or "jealousy" (in Shakespeare's Othello). The theme may also be a more complicated doctrine, such as Milton's theme in Paradise Lost, "to justify the ways of God to men," or "Socialism is the only sane reaction to the labor abuses in Chicago meat-packing plants" (Upton Sinclair's The Jungle). A theme is the author's way of communicating and sharing ideas, perceptions, and feelings with readers, and it may be directly stated in the book, or it may only be implied.

D. American Civil War 1860’s

Civil war in American history, the conflict between the Northern states (the Union) and the 11 Southern states that seceded from the union and were organized as the Confederate State of America. It was not a Civil war in the usual sense of opposing sides contending for control of one government, but rather a conflict precipitated by one side’s creation of a separate nation.

Some say simplistically that the Civil War was fought over slavery. Unfortunately, there is no simple reason. The causes of the war were a complex

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series of events, including slavery that began long before the first shot was fired. Competing nationalisms, political turmoil, the definition of freedom, the preservation of the Union, the fate of slavery and the structure of society and economy could all be listed as significant contributing factors in America's bloodiest conflict.

Many different opinions and contradiction that caused the war, in Encyclopedia of American History by Richard B. Morris stated that the war aims for the North originally was the restoration of the union, after 1862 freeing of the slaves – which had been introduced into North American in early colonial times- became a secondary objective. For the South, the war aims was recognition by the North of the independence and sovereignty of the confederacy\textsuperscript{15}.

CHAPTER III

A. Research Finding

1. Data Description

   a. I’m nobody! Who are you?

      (1) I’m Nobody! Who are you?

         Are you – Nobody —Too?

         Then there’s a pair of us?

         Don’t tell! they’d advertise – you

      (5) know!

         How dreary — to be — Somebody!

         How public— like a Frog—

         To tell one’s name— the livelong

         June —

      (10) To an admiring Bog!

   1. Diction

      To get a special effect from the poem, the poet usually apply

      words that have denotation and connotations, so the reader can

      convey feelings and indirectly imply ideas. Here we can see

      some diction in Emily Dickinson’s poetry.

      In first poem that are:

      • (line 3) Then there’s a pair of us? Couple

      • (line 4) Don’t tell they’d advertise – you know!
• (line 6) How dreary – to be – Somebody!

• (line 7) How public – like a Frog –

2. Figurative Language

Figurative Language usually involves a comparison between two things that may not, at first, seem to relate to one another. Figurative language facilitates understanding because it relates something unfamiliar to something familiar. Some popular examples of figurative language include a simile and metaphor.

In the first poem:

• (line 7/Simile): How public— like a Frog –

3. Imagery

Imagery is an important element in a poem to strengthen the reader's imagination and bring the reader's imagination to the poet's mind. In the first poem, none of the Imagery.

b. Because I could not stop for Death

(1) Because I could not stop for Death –

He kindly stopped for me –

The Carriage held but just Ourselves –

And Immortality.

(5) We slowly drove – He knew no haste

And I had put away

My labor and my leisure too,
For his Civility –

We passed the School, where Children strove

(10) At Recess – in the Ring –

We passed the Fields of gazing Grain –

We passed the Setting Sun –

Or rather – He passed Us –

The Dews drew quivering and chill –

(15) For only Gossamer, my Gown –

My Tippet – only Tulle –

We paused before a House that seemed

A Swelling of the Ground –

The Roof was scarcely visible –

(20) The Cornice – in the Ground –

Since then – ’tis Centuries – and yet

Feels Shorter than the Day

I first surmised the Horses’ Heads

(24) were toward Eternity –

1. Diction

In second poem are:

- (line 4) and Immortality –
- (line 20) For only Gossamer, my Gown –

2. Figurative Language

In the second poem:
• (line 15/hyperbole) For only Gossamer, my Gown –
   My Tippet – only Tulle –

• (line 21/hyperbole) Since then – ’tis Centuries – and
   yet, Feels Shorter than the Day, I first surmised the Horses’
   Heads, were toward Eternity –

3. Imagery

Some imagery include in second poem, that are:

• (line 14/Tactile Imagery) The Dews drew quivering and
   chill –

• (line 17/Visual Imagery) We paused before a House that
   seemed

• (line 19/Visual Imagery) The Roof was scarcely visible –

2. Data Analysis

a. In “I’m nobody! Who are you?” that are:

• (line 3/ Diction) Then there’s a pair of us?

• (line 4/ Diction) Don’t tell they’d advertise – you know!

• (line 6/ Diction) How dreary – to be – Somebody!

• (line 7/ Diction) How public – like a Frog –

• (line 7/ Simile) How public— like a Frog –

In this line session Emily apply a word “Pair” than “Couple” to show that the poem not only have similarity between the speaker with someone else, but more than that. They may have a similar in opinion, an idea, or even the way of life. It can be seen by the poem using question
mark as the speaker expression to show that she was curious about that one. In next line a words “Don’t tell! they’d advertise – you know!” implied a bitter tone, which is show by the expression of the speaker in using a word advertise. Why the speaker did not use a word “ publish” because it seem having some pressure when it end by exclamation mark. Like an order so you can not refuse. A word advertise give a connotation meaning than denotation, as the speaker using a dash ( –) seem like she want to give further information but canceled.

*How dreary — to be — Somebody!* Why the speaker did not apply a word “ Someone”? because a word somebody seems more common than a word someone. *How public like a frog,* in this simile the speaker try to show similarity between human being and a frog, This connotation showing a descend of human level in this case a public, not only someone. Why frog? Because only frog that is yelling together to quest something, like whishing of rainy day in the summer time, because June is a summer and it is impossible to get wet in the summer of June. No different with public nowadays, where people will do everything to get what they wanted, although it is impossible. At least this poem try to tell to the reader how people easier discriminated other whom have not alike to them, a word nobody in Emily poem decelerated that is the speaker is nobody, that is very meaningful, nobody mean a human have nothing, neither money (wealthy) or position in government that the speaker call somebody. Its give connotation *How dreary – to be – Somebody,* although
to be somebody is something that people looking for but the speaker choose to be nobody, because to be somebody people have to lose their humanities and lose their position as a human being and acting like an animal, frog. Many dash (—) that Dickinson apply in her poem to show that she has many information about it but can not describe it clearly in a word, indicated she have much attention to her surround live, but not all people can understand the way of talk of other. In resume, this poem talk about discrimination in life, you will not accept if you are not equal with another, you will not accept if you have nothing and do not try to be nobody because you will take a risk, they will looking for you and you will get an embarrass.

b. In “Because I could not stop for Death” that are:

- (line 4/Diction) And Immortality.
- (line 20/Diction) For only Gossamer, my Gown –
- (line 15/hyperbole) For only Gossamer, my Gown – My Tippet – only Tulle –
- (line 21/hyperbole) Since then – ‘tis Centuries – and yet, Feels Shorter than the Day. I first surmised the Horses’ Heads, were toward Eternity –
- (line 14/Tactile Imagery) The Dews drew quivering and chill –
- (line 17/Visual Imagery) We paused before a House that seemed
- (line 19/Visual Imagery) The Roof was scarcely visible –
In this second poem, Emily call the death similar to a man, a man who ride the carriage to bring the speaker to her destination. The carriage in line 4 make the reader imaging about a real carriage with someone who ride it and slowly take the speaker go for a journey, to immortality not to the death. Why? Immortality mean something that has no end anymore, something that people looking for in this real life in pleasure of course, but in here immortality is a peaceful that people can get if they can find it. Mean while, the death is only a break for a while of a breath in life, people can not say this is immortality because in real there is a life after the death and Emily know about it very well, that’s why she call it ‘death’ not ‘Immortality’. In next line “We slowly drove – He knew no haste” show the reader, that the speaker not alone by her self but she with someone that take her to the journey, and of course he know it clearly where have to go, like a guide. The speaker realize she can not avoid it anyway, or even reject it, and then she left all activity pleasure or not and then the journey is begin. In their journey the speaker and the man who ride the carriage bring her to the images which play like a episode in a film.

“We passed the School, where Children strove, We passed the Fields of gazing Grain –, We passed the Setting Sun –“ in this line the speaker try to show the pleasure of life she ever passed, where only a happiness she saw. “Or rather – He passed Us –, The Dews drew quivering and chill –, For only Gossamer, my Gown –, My Tippet – only Tulle –“ different from four lines above, in this lines the speaker show the sorrow, if they passed now the speaker tells may the episode she met passed them. This change from happiness into
sorrow, where the using of tactile imagery as she applied in *The Dews drew quivering and chill* – make the reader believe that the speaker feel it and tells it to the reader. People know where someone almost dying they will cold and tremble, as Emily wrote it in her poem, she want the reader could feel it too and it gives dramatically effect.

A hyperbole the speaker take in here “*For only Gossamer, my Gown –, My Tippet – only Tulle –*”, the diction of *my Gown* contras than a dress, where a dress using by a woman in life but gown only wear in conditional time, if not in the party so must be wear in procession of and the death, now the reader can distinguish which one the gown in this poem belong to of course in procession of the death because this gown made from a gossamer.

In here “*We paused before a House that seemed, A Swelling of the Ground –*” the reader can see the speaker using a visual imagery, she almost arrive in her house, before she paused for a while. Emily did not use a word “home” but house, it make the reader see that house is a place where people can stay into, but home gave deep meaning that is a place where people not only stay but also live. Here, people can see the speaker give us image of the house that she seen, that is only “*A Swelling of the Ground – The Roof was scarcely visible – The Cornice – in the Ground –*” not an ordinary house, just a place with a sign on the ground, like a gravestone, the house where all of the people came back.

Emily again using a hyperbole in line of 21 that “*Since then – ‘tis Centuries – and yet, Feels Shorter than the Day*” century is a very long time
how came it become so short like a day? It is using to show how years in our life just feel so short when people realized it, when people will get realize? When people can see as Emily applied the speaker house in this poem, that is only the cornice in the ground, the gravestone. As if people can see there is no more activity in life will useful except all the things that people do in kindness. So make people believe there is no use to crying over the split milk, with expectation using our time in life with something useful.

*I first surmised the Horses’ Heads, were toward Eternity*, the speaker realize it carriage will not go to the eternity since the speaker sees her house is only a gravestone, just a house where she only stay for a while before she came to the real destination, that is eternity. Eternity, a place where all of the people end all the sadness and only peaceful, no more trouble, sadness, or even the death there is only eternity.

**B. Civil War and Emily Dickinson’s Poetry**

Since Emily Dickinson's full maturity as a dedicated artist occurred during the span of the Civil War, the most convulsive era of the nation's history, one of course turns to the letters of 1861-1865, and the years that follow, for her interpretation of events. However, the fact is that she did not live in history and held no view of it but gives much contributed to many peoples through her poetry, past or current. Her works were influenced by the social condition of her lifetime, where’s in her autobiography stated, some stress moment was influenced her in writing poetry, where the death of her closely family and friends, and its turmoil
her poetry into a death theme, sad atmosphere and must be her analysis toward the war years.

In Biography of Emily Dickinson in *The Harper American Literature*” Volume 2, Second Edition, page 175 says: “The are other Dickinson’s – the love poet, the social satirist, the observer of people, the poet of aesthetic reflection-each of them considerable talent. The almost two thousand poems in the Dickinson canon can scarcely be fully present even to Dickinson’s critics, let alone to the common reader.”

It is obviously tells that those poetry talk much about her care to the war and the environment effected her in writing poetry. It is much giving her ideas to reflect through writing poetry. Once again, she makes any general allusion to the mighty conflict, the repercussions of which are clearly audible even after the lapse of a century. The attitude of mind that could prompt such shallow facetiousness understood in the light of her personal intent in living. The rejection of society as such thus shows itself to have been total, not only physically but also psychically, like in her poem “I’m Nobody! Who are you?” where written in 1862.

Her works gives many contribute to the world. It was her kind of thought by something she seen and heard through her observation to the world she had live, a frugality she sought in order to make the most of her world; to focus, to come to grip with those universals which increasingly concerned her. It could shown in her letter to Walt Whitman that she wrote some of her poetry with so much attention to the death, the death of her close friend and her family. As
people can read it in her poetry with title ‘because I could not stop for death’ written in 1863.
CHAPTER IV
CONCLUSION AND SUGGESTIONS

A. Conclusion

In final analysis the writer can conclude the poetry of Dickinson many talks about social satirist and social critic as in “I’m Nobody! Who are you?” the poem is trying to tell to the reader about the social satirist, the social critic that people have to know that human being was created equal, and there are no rights for one to feel higher then another or more respectable compared to the other, and expected that people have to avoid an ego so that people can respect each other and own self.

The writer can see obviously that Emily Dickinson’s poem indirectly infected by the moment time when the poetry wrote. Something that created with some purpose has it own history, and must be gave impact of a thing or something.

The Poetry was created by Emily Dickinson not only having relation to the moment of her life time, the writer believe these poem indirectly have some relation to the Civil War in America in 1860’s. Beside from the moment of her life time, Dickinson also applied and conveyed her idea about against unequal and discrimination through the point of view from her poem, the sarcasm and the word choice inside her poetry.
In 1860’s American Civil War happen, the conflict between the Northern states (the Union) and the 11 Southern states that seceded from the union and were organized as the Confederate State of America. It was not a Civil war in the usual sense of opposing sides contending for control of one government, but rather a conflict precipitated by one side’s creation of a separate nation. Many major issues that are: Slavery system or Discrimination, the decrease of economical condition and un-arrangement political condition.

It is clear that Dickinson’s poetry written in 1860-1865 represented her masterpiece, which is pursuant to the social turbulence that happened in America that is Civil war. It is written down as represent one of protest to circumstance dazed that time and poured in a creative masterpiece result. Not only from the year had the poem written but also the subject talked in those poetries as reflection of Dickinson’s mind and thought.

As in “Because I could not stop for Death” the reader can get a message clearly, whereas this poem actually talking about the death and it can be seen in her poem line by line. People must know that Emily Dickinson knew bible and many of her work addresses to God. The writer can say Emily Dickinson’s poem in this thesis is relevant to the situation of her.

B. Suggestion

Through this research I suggest to all the reader that need to analyze the same topic or having similar with the subject, it is necessary to understand the meaning of the words of the poem and analyzed it line by line and must know about the basic element in the poetry, background of the author and the moment
the poetry wrote because its help people to understanding the theme and the message that is conveyed by the author through their work.

History cannot be separated from one’s life through their masterpiece, especially in the art of literature. Correlation between realities and the contents of one’s work are clearly seen in most artwork, such as poetry, drama and so on, but here specifically in poetry. Most literature works are the representation of the realities around and some are personal experiences, which contain a taught with an artistic structure and selective diction that has rigorous meaning in every word.

The process of diction needs a great analyzing from deep thinking and contemplation to get a major work and representation of that feeling of the author itself. But many interpretation of one’s artwork always related to major events in her life.

By learning about this element of work of literature that will be analyze, people can understand more deeply than recognize them in pure generally. At least the writer hopes it will give some contribute to people who analyze all the work of art and literature. The comprehension of all that may contribute in the author’s life is necessary in the writing of many colleagues in universities.
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