

THE METAPHOR IN WILLIAM SHAKESPEARE'S POEM: "SONNET LXIII"

Noni Marlianingsih

Program Studi Pendidikan Bahasa Inggris,
Fakultas Bahasa dan Seni Universitas Indraprasta PGRI
Jl. Nangka 58 Tanjung Barat, Jakarta Selatan, Indonesia
marleeanee@yahoo.co.id

Abstract

This study uses stylistic focused on the theory of figure of speech. Stylistic approach is done by analyzing the entire poem and continued to interpret their characteristics, and to find out the whole meaning of poem. Technique of data analysis uses qualitative descriptive analysis. The descriptive data was taken from the form of phrases, words, and sentences in the Sonnet 73 poems by William Shakespeare. The main problem of this research was to find out the metaphor in sonnet 73. Metaphor is a figure of speech that makes a comparison describing one thing as another, suggesting a likeness between them. It does not use "like" or "as". This poem talks about aging, dying, and death, and portrays a feeling from the poet when he is so close to death and it influences his love relationship with his dear friend.

Key words: Metaphor, Poem, Sonnet, William Shakespeare.

Abstrak

Penelitian ini menggunakan pendekatan stilistika dengan kajian teori majas. pendekatan ini dilakukan untuk menganalisis puisi secara keseluruhan, kemudian menginterpretasikan karakteristik puisi, mencari tahu makna secara keseluruhan dari puisi. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif. Data deskriptif diambil dari bentuk frase, kata, dan kalimat dalam puisi Soneta 73 oleh William Shakespeare. Masalah utama dari penelitian ini adalah untuk mengetahui majas metafora dalam soneta 73. Metafora adalah kiasan yang membuat perbandingan menjelaskan satu hal dengan yang lain, menunjukkan kemiripan di antara mereka. Tidak menggunakan "sama" atau "seperti". Puisi ini berbicara tentang penuaan, sekarat, dan kematian, dan menggambarkan perasaan dari penyair ketika dia begitu dekat dengan kematian dan itu berpengaruh terhadap hubungan cintanya dengan kekasihnya.

Kata kunci: Metafora, Puisi, Soneta, William Shakespeare.

INTRODUCTION

BACKGROUND

Literature is the power of language, which has made the words more valuable than before. It gives a big contribution for development of science and art for many years until now. From literature people not only know the way to express what their feelings, emotions, and their experience, but also can represent their culture or another country's culture. Beside that literature has many products of written works such as drama or play, short story, novel and poem.

The writer interested in analyzing poetry, especially English poetry. As we know England has many writer and poets. They are famous cause of their works are filled with beautiful words, the grace of an expression, the simplicity of an utterances, the depth of meaning filled with humor, daily language, humanity values, and also cultural content that containing of educational values and will make our perception or knowledge about literature more widely.

A Poem is created seriously by a poet, because poem is a media to communicate what the poet feels, to share their experiences with other individual, observe their environment and also to imagine. Beside that a poet can create a certain kind of sounds to support the meaning and will get the harmony cause of it. (Siswantoro, 2002: 1)

The writer appreciates all poems, but from several William Shakespeare poems, the writer interested to analyze "**Sonnet LXIII**" "as the main material source for this scientific research. Although almost sonnets written by William Shakespeare deal with tragedy, love and death, but in *sonnet 73* he focuses on death a long with the signs of aging. Whether or not he is the topic of the sonnet or an observer, and the poet expresses everything as if he were the

topic. Beside that *sonnet 73* created by Shakespeare using old English language made the writer more interested in analyzing and comprehending it. Prominently this sonnet is perfect example of the Shakespearean form. Three quatrains, each line with its own governing figure of decline, serve as incremental parts of a discourse; each parallels and reinforce the others with beauty and delicacy of detail, and describes the inexorable truth of the natural world's mutability. (Evans, G.Blakemore, 1996: 7)

The writer not only wants to know the whole meaning of sonnet and find out the figurative language in sonnet 73 but also eager to know the reason why William Shakespeare using himself as the topic in his *sonnet 73*, and what is the purpose and messages to all readers from the poet.

In this sonnet, the author depicts that as human beings, we have to submit everything. Such as getting old, the destiny from the God, and the demise of someone that we love so much. And also we must appreciate more for this life because we live in this world quickly and only happen just once in our life and it would become a precious thing if we were get sick and realize that the demise is so close with us.

PROBLEM FORMULATION

The main problem of this research is formulated as follow: what metaphors are there in "**Sonnet LXIII**"?

LIMITATION OF THE PROBLEM

The writers limits her focus on describing metaphors in "**Sonnet LXIII**" written by William Shakespeare.

Aims of study

This writing aim of study is to find out the metaphors in "**Sonnet LXIII**".

RESEARCH METHOD

DATA ANALYSIS TECHNIQUE

Data analysis technique used is qualitative descriptive analysis. This study uses stylistic focused on the theory of figure of speech. Stylistic approach is done by analyzing the entire poem and continued to interpret their characteristics, and try to find out the whole meaning of poem. The data in this research is descriptive data in the form of phrases, words, and sentences in the Sonnet 73 poems by William Shakespeare. As the data source is Sonnet 73 by William Shakespeare and published by Harcourt Brace Jovanovich, 1989.

DATA COLLECTION TECHNIQUE

Technique of Data collection used in this study is *documentation*. According to Guba and Lincoln (in Moleong, 2010: 216), document is any written material or films. Documentation in this study performed by highlighting the text passages which express the using of figure of speech, and meaning of the Sonnet 73 by William Shakespeare. Then classifying the data according to figure of speech theories. And describing the results of analyzing the sonnet 73.

In completing this writing, the writer uses *the library research* and will conduct some steps are as follow:

Read the sonnet 73 through at least twice. The writer will have to read a poem multiple times before even attempting to approach it for deeper meanings. Give the writer a chance to thoroughly and fully experience the poem.

Try to understand the title to consider it as a message. The writer often skip over a poem's title, which may contain important clues for understanding the piece. Often the title is an introduction that can guide the writer; immediately lets

the writer know who the speaker of the poem is and to whom she is speaking.

Collecting data from the books that can support to analyze the sonnet and to find out the figure of speech is metaphors.

Classifying the data according to the theories of figurative language, **do not expect a definitive reading**. Many poems are intentionally open-ended and refuse to resolve their internal tensions. While it is desirable to understand what a poem is saying, and consider that there are approaches and interpretations other than the writer's interpretation.

Analyzing data or poems, **there are no useless words**. Poets select each and every word carefully. None should be dismissed. Images and symbols all have a purpose in the overall meaning of the poem.

The last is giving a conclusion about the finding, **try paraphrasing**. It may be best for the writer to write in my own words what the poet is saying in each line of the poem. As my work through it, the writer will see which areas I need to concentrate on. But again, avoid the notion that there is "one true meaning."

THEORETICAL REVIEW

Definitions of Literature

Literature is the vague, which usually denotes work that belongs to the major genres: Epic, Drama, Lyric, and Short Story. (Cuddon, 1982:362).

Literature is writing valued as work of art. (Oxford, 1980: 244).

Literature is a body of written works related subject matter by language or place, or by prevailing cultural standards of merits. (The Concise Oxford Dictionary of Literature Terms, 2001).

Literature is the writings of a period or of a country, especially those valued for their excellence; of the style of form; all the books and articles on a subject; any printed matter including erudition,

learning, letters, lore and writing. (New English Dictionary and Thesaurus, 1994).

From the definitions of literature above, the writer draws a conclusion that literature is the power of language which has made the words more valuable than before and the product of literature is written works.

Definitions of Stylistic

Stilistika etymologically related to style (English). *Sytle* means that the style, while Stylistics means the science of style (Jabrohim, 2001: 172).

Stilistika is the style, the way in which a speaker or writer to convey his point by using language as a means (Sudjiman, 1993: 13). Styles in this regard of course refers to the use of or the use of language in literature.

Definitions of Poetry

According to Perrine (1988: 509) said that poetry is as universal as language and almost as ancient.

Poetry combines emotional expression, meanings, and experience through rhythm, images, structural form and above all words. (Gillespie, Fonseca, & Sanger, 1994: 988).

Samuel Taylor Coleridge (in Drury, 1991: 5). said that Poetry as “that species of composition, which is opposed to works of science, by proposing for its immediate object pleasure, not truth, and from all other species... is discriminated by proposing to itself such delight from the whole, as is compatible with a distinct gratification from each component part.”

From the definitions of poetry above, so the writer makes a conclusion that poetry is the expression of the poet in written works which contains of beautiful words and depth of meaning.

The Elements of Poetry

1. Rhythm

Rhythm is a direct consequence of the fact that words are made up of syllables that are both stressed and unstressed. (P. Birkerts, 1993: 535)

Rhythm, the most fundamental technical element of poetry is rhythm, established by the regular or almost regular or almost regular recurrence of similar units of a pattern of sound. (Encyclopedia Americana, 1994: 277)

From the definitions of Rhythm above, the writer draws a conclusion that rhythm is regular, patterned repetition of stressed and unstressed sounds in poetry and in music.

2. Rhyme

A rhymed poem should sound contemporary, not like a throwback to an earlier style. (Drury, 1991: 52)

Rhyme, one of the poet’s basic tools, is another way that sound can function in a poem. (P. Birkerts, 1993: 492)

From the definitions of rhyme above, so the writer makes a conclusion that Rhyme is a repetition of end sounds.

3. Refrain

Based on Perrine (1988: 665) said that Refrain, when such repetition is done according to some fixed pattern.

4. Tone

Tone, in literature, may be defined as the writer or speaker’s attitude toward his subject, his audience, of himself. (Perrine, 1988: 647)

5. Imagery

The word image perhaps most of them suggests a mental picture,

something seen the in mind's eye-and visual imagery is the kind of imagery that occurs most frequently in poetry. An image may also represent a sound (auditory imagery), a smell (olfactory imagery), a taste (gustatory imagery); touch, such as hardness, softness, wetness, or heat and cold (tactile imagery); an internal sensation, such as hunger, thirst, fatigue, or nausea (organic imagery). (Perrine, 1988: 552-553)

Imagery is a peculiarly effective way of evoking vivid experience, and since it may be used to convey emotion and suggest ideas as well as to cause a mental reproduction of sensations, it is an invaluable resource of the poet. (Perrine, 1988: 555).

Imagery has always mattered in poetry, but many twentieth century poets have elated it to primary importance. Instead of spelling out their ideas, they let the image suggest ideas by its vividness, emotional depth, psychological overtones, strangeness of familiarity, and connections to other images in the poem. (Drury, 1991: 42)

From the definitions of imagery above, so the writer makes a conclusion that Imagery may be defined as the representation through language of sense experience.

6. Figurative language

Figurative language is language that cannot be taken literally (or should not be taken literally only) (Perrine, 1988: 565)

Figure of speech is also called a trope, a use of language that twists or distorts the usual meaning of a word. A figure of speech applies a word to a context in which it is not proper.

To call a traitor a snake is to use the word outside its proper or literal

meaning, applying to the traitor the characteristics of the snake. (Mc. Laughlin, 1989:31).

From the definitions of figurative language above, the writer draws a conclusion that figurative language, also referred to as metaphorical language, or figures of speech, is a form of language in which words are put together according to a metaphorical or borrowed sense to create either familiar or unfamiliar associations, impressions, and reactions. Figurative language makes use of figures of speech, techniques such as metaphor, simile, personification, paradox, hyperbole, and onomatopoeia.

Kinds Of Figurative Language

1. Metaphor

A metaphor is an implicit comparison that omits like or as. (Gillespie, Fonseca & Sanger, 1994: 989).

A metaphor, which fuses together two separate things, packs a wallop and can shock us by its equations; it offers no comfortable distance between objects. A simile, which points out a likeness between different things, is easier going, off-handed, relaxed, it lets us superimpose one object over another temporarily. (Drury, 1991:45)

A metaphor is literally a "carrying a cross," or substitution. Metaphor and simile have both been mentioned in earlier sections, but since they are such an integral part of poetry they deserve to be discussed at greater length. Both are forms of comparison and we resort to them naturally whenever we wish to give a special emphasis to our expression. (P. Birkerts, 1993: 595).

2. Simile

The simplest form of figurative language is a *simile*, in which the comparison of two terms in direct and explicit of ten a marker such as *like* or *as* or *as if* lets us know that our job is to work out the result of the comparisons are easy enough to figure out. But in poems often the similes are based on odd or extreme comparisons. (McLaughlin, 1989:

3. Personification

Personification consist in giving the attributes of a human being to an animal, an object, or a concept (Perrine, 1988; 568). Personification is the attribution of human qualities to animals, ideas, or inanimate thing. (Gillespie, Fonseca & Sanger, 1994: 989).

From the definitions of personification above, the writer grame a conclusion that personification is a figure of speech in which human qualities are attributed to n animal, object, or idea.

4. Hyperbole

According to Uchicago (2014) said that Hyperbole, it is an exaggeration, often extravagant, which may be used for serious or for comic effect.

5. Paradox

According to Perrine said that (1988: 604) A paradox is an apparent contradiction that is nevertheless somehow true.

A paradox is a statement that appears to be contadictory and absurd but displays an element of truth. (Gillespie, Fonseca & Sanger, 1994: 990).

From the definitions of paradox above, the writer draws a conclusion that Paradox is a statement which

contains apparently opposing or incongruous elements which, when read together, turn out to make sense.

6. Metonymy

Metonymy, is a figure of speech in which an object or a person is spoken of interns of some other object that is associated with it “The crown” is a metonymy for a king; “the white house “is a metonymy for the president in such phrases as” the white house announced...” (McLaughlin, 1989: 34).

Metonymy is a related term, but refers to things simply *associated* with the main thing. (Drury, 1991: 50).

Metonymy (the use of something closely related for the thing actually meant) are alike in that both substitute some significantdetail or aspect of an experience for the experience it self. (Perrine, 1988: 571).

7. Synecdoche

Synecdoche (the use of the part for the whole) and metonymy (the use of something closely related for the thing actually meant) area like in that both substitute some significant detail or aspect of an experience for the experience itself (Perrine, 1988: 571).

Synecdochand Metonymy are two related figures of speech so related, in fact, that is often difficult to tell the difference between them, Synecdoche (si-nec-do-kee) makes use of a part to indicate a whole. Metonymy (m'-tawn-Ni-mee), meanwhile replaces the thing intended with some other thing that is associated with it. (P. Birkerts, 1993: 597).

8. Apostrophe

Apostrophe is a figure of speech that literally means "a turning a way" it occurs in poetry when the speaker addresses words to some person or thing, very often calling it to mind in its absence. (P. Birkerts, 1993: 599).

Apostrophe, which consists in addressing someone absent or dead / something non – human as if that person or thing were present and alive and could reply to what is being said (Perrine, 1988: 569).

9. Oxymoron

Oxymoron is figure of speech that links together two terms which are customarily opposite. (Mc. Laughlin, 1989: 462).

10. Symbol

A symbol may be viewed as a specific sort of metaphor, at least in so far as one thing is made to stand in for, or represent, another. (P. Birkerts, 1993: 608).

Symbol is a sign that points to meanings beyond its literal significance. (Gillespie, Fonseca & Sanger, 1994: 989).

RESULTS AND DISCUSSION

THE SUMMARY OF THE POETRY

Sonnet 73

That time of year thou mayst in me be hold,
When yellow leaves, or none, or few,
do hang

Upon those boughs which shake against
the cold,

Bare ruin'd the choirs, where late the
sweet birds sang.

In me thou see'st the twilight of such
day,
As after sunset fadeth in the west,

Which by and by black night doth take
away,

Death's second self, that seals up all in
rest.

In me thou see'st the glowing of such
fire,

That on the ashes of his youth doth lie,
As the death bed where on it must expire,
Consum'd with that which it was
nourish'd by. This thou perceiv'st, which
makes thy love more strong,

To love that well, which thou must leave
are long.

(Mc. Laughlin, 1989: 32).

Paraphrase Sonnet 73

In me you can see the time of year
When a few yellow leaves or none at all
hang

On the branches, shaking against the cold,
Bare ruins of church choirs where lately
the sweet birds sang.

In me you can see only the dim light that
remains

After the sun sets in the west,
Which is soon extinguished by black
night

The image of death envelops all in rest.
In me you can see the glowing embers
That lie upon the ashes remaining from
the flame of my youth,

As on a death bed where it (youth) must
finally die

Consumed by that which once fed it.
This you sense, and it makes your love
more determined.

To love more deeply that which you
must give up before long.

ANALYSIS OF SONNET 73

Poetry is a common medium for people to express love, and one of people who always using poetry to express love is William Shakespeare. He wrote about love in all his works including poem sonnets. William Shakespeare's sonnet 73 is no exception. Sentiment of love along with those of against and death are expressed through the use of figurative of language. And some of sonnets written by him deal with tragedy and death, in sonnet 73 he focuses on death along with

the signs of aging. Whether or not he is the subject of the sonnet or an observer, he expresses everything as if he were the subject. Shakespeare was at an age in his life where he could relate to the sonnet, which made the poem so much more effective. The subject of this sonnet is being looked at, and the observer comes to the conclusion that they see late fall, Twilight and a dying fire, that is, the observer realizes that the person is getting old and they will soon lose him. The significant points that reflect the onset of aging and death are portrayed through the metaphors of a tree at the end of autumn and a dwindling fire. In the beginning of the poem the author uses the metaphor of autumn to stand for his progression in years. Just like the leaves change and fall from the trees, the author has changed and lost his youth. The sonnet takes place in autumn, because in the very beginning a tree is being leaves falling in autumn support the idea of winter's immediate approach, which indirectly suggest that people get old and will perish as years slip by. This could also be taken as a metaphor, suggesting there are only a few years left on the subject's tree, of life "Bare ruined choirs (lines 04), where once the sweet late birds sang" tells the reader that in the summer time the birds would be on the branches singing like a church choir, whereas, in autumn the birds do not sing because they are gone from the bare branches. Another metaphor of the tree of life is being bare. The author next state a comparison of his aging to a sunset. In me thou seest the twilight of such day/ as after sunset fadeth in the west (lines 05-06). Here sunset represent dying. The next metaphor compares night, which occurs after sunset, to death. Which by and by black night doth take a way / Death. Second self that seals up all in rest (07-08). It is important to note that the author has changed his focus from aging, to dying, to

death, and narrowed his scope to the close of one day (05). Shakespeare sees sleeping and twilight as "Death's second self", because at night approaches people are unconscious like being dead. Shakespeare also suggests that the person is nearing the end of his life when such fire is glowing. The glowing of the fire is nourished by the burnt wood, and as the wood gets smaller the fire dyes out. The tree that is depicted in the autumn setting is compare to the subject of this sonnet. The tree is nearly bare with the wind blowing at the last leaves clinging on the branches; only a few stalwart ones finally remained. Although the description of the birds singing on the branches is that of the summer time in contrast, the branches are bare in the autumn; the picture depicts the subject in his youthful years. Shakespeare's interpretation from the quotes "...seals up in rest" gives a couple of different images. That quotation can portray a coffin that is sealing up the lid, or when nightfall's people go to sleep; therefore sleep indirectly implies death. In the final quatrain the author speaks of a deathbed of ashes (10-11). These ashes can be interpreted as the ashes of his youth. Those ashes had once been the fuel of the man's youth, that which provided youthful energy. But now, they are know the place where the dying fire of his youth and strength dwindles to nothingness. The person and his own youth are lying on a bed of ashes that was fed by the burning of wood, which is compared to a deathbed. Shakespeare sonnets use a variety of words to manipulate the actual meaning of sentences. His creative words tell a story all by itself with the use of metaphors, from the words describing the subject's youth to the ashes of his deathbed. Shakespeare write about yellow leaves clinging on to the trees and birds that use to sing on the branches in the summer time. These images can be interpreted as the person whom

Shakespeare is referring to was young before but at the present moment, he is old and almost ready to die. The ash that his youth lies upon is manipulated to represent his deathbed where upon he will lie when it is time for him to die. Shakespeare compares the love between the two people as log burning, as the fire is burning the log, the log becomes smaller consequentially resulting in the fire to die out.

CONCLUSION

Shakespeare's *sonnet 73* provides an excellent example of three individual metaphor, related together in the end by the couplet. The vehicle (the image of the metaphor that is used to carry the tenor the overall significance or meaning) of the first quatrain is autumn and falling leaves. The second quatrain focuses on the sunset. And the third quatrain deals with the dying of the fire. Each quatrain relates to time: the end of a season, the closing of a day, the end of an evening, respectively. The tenor within this sonnet is seen through the measure of time and how each measure becomes progressively shorter in each quatrain season, day, and evening. The writer suggests that the students try to read all poems to get much important knowledge about English literature and will get some points of moral value from the poem that they already read. Students will be able to understand the message and the positive aims of the poet in his poetry to do in their daily activities.

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