

**AN ANALYSIS ON UNITS OF MEANING
IN ROBERT FROST'S POEMS**

THESIS

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**ENGLISH LETTERS DEPARTMENT FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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THESIS

Presented to:

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Malang

In Partial Fulfillment of the requirement for the
Degree of Sarjana Sastra (S.S)

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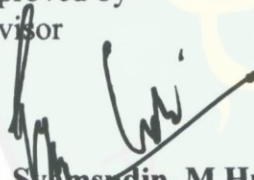
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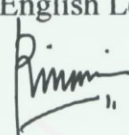
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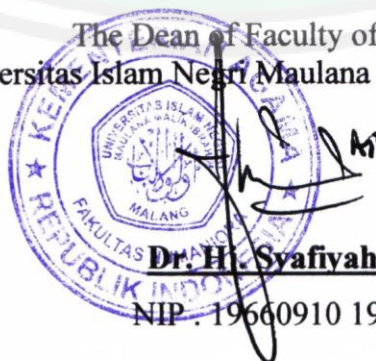
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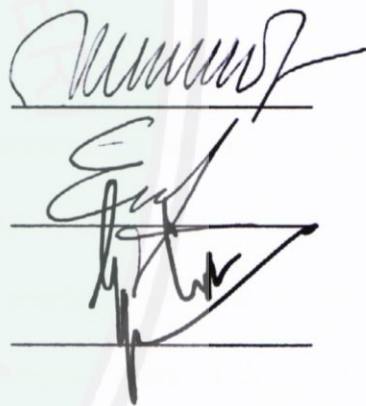
APPROVAL SHEET

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Malang, December 27, 2017



The researcher

Winda Rini Widya Hapsari

MOTTO

Be as yourself as you want



DERICATION

I proudly dedicated thesis to:

First, my family, parent. Who always support and help me all my hard-work.

Secondly, my uncle and aunt, always give me some advices and encourage to finish thesis. Then, a thousand thanks to my friend. They are a part of finishing this research. Last thanks for all wishes.

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In the name of Allah, The Most Gracious The Most Merciful, praise be to Allah who encourages me in finishing this thesis. Peace and blessing always be presented to Muhammad SAW, the last messenger of Allah, who guided us to the light of Islam.

On this occasion, the writer would like to express her gratitude to all Lectures of English Language and Letters for their guidance, especially to her advisors, Dr.Syamsudin, M.Hum. For their guidance that is very useful, so that this thesis can be completed. Her gratitude also goes to Mrs. Dr. Hj. Syafiyah, M.A. As The Dean Faculty of Humanities for giving the chance to the writer to complete this thesis. The writer would also like to thank to all her family and friends for their support in the process of finishing study at English Language and Letters.

This thesis is not perfect, so that I welcome all critiques and suggestions from the readers of this thesis happily. The last but not the least, I hope this thesis, which is not perfect yet, can be useful for the further study. May Allah always blesses us in doing all our daily activities that are useful for both ourselves and others.

Malang, December 27 , 2017

The writer

ABSTRACT

Widya hapsari, winda rini. 2017. *An Analysis on Units of Meaning in Robert frost poems..* Thesis. English letters department faculty of humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Key words: An analysis, Units of meaning, Poetry,

This research is done in order to find out and to describe well the existence of units of meaning in Robert Frost poems. It is hoped that this research can help the readers in analyzing literature especially poetry. It is also hoped that this research is useful to give information to the reader so that they are able to take the result of this research in their daily life. It is important too to convey that this research is expected to be used as model in doing further literary research. This research employed one research question is what are the unit of meaning that build Robert Frost's poems?.

This research uses literary criticism as the research design in analyzing the units of meaning of poem. The data are purposively chosen in order to answer the problem of this study. The subject of this study is Robert Frost's poem. The step to receive data are choosing data dealing with unit of meaning in Robert Frost's and selecting data dealing with the purpose of this study that are finding out and describe well the unit of meaning in Robert Frost's poems. As a result of the discussion of the analysis of the unit of meaning in Robert frost's poetry is expressed as follows: we should appreciate them as great literature because we can learn many things about humans, the world and life in analyzing Robert frost's poetry in this thesis. Finally, it can be concluded that Robert Frost's is truly a gifted poet. As a result of the discussion to give recommendation to other research. The writer can analyze and explore in more aspect in different thing. The writers also hope that the readers of this study can take the life values of Robert frost's fourth poems.

The Writer

تجريد

ويديا هافساري، ويندا ريني. 2017. تحليل وحدة المعنى في شعر روبرت فروست. البحث. قسم الآداب الإنجليزية. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

الكلمة المفتاحية : تحليل، وحدة المعنى، الشعر.

لقد تم إجراء هذا البحث لمعرفة وحدة المعنى وتصويرها في شعر روبرت فروست. ومن المتوقع أن يساعد هذا البحث القراء على تحليل الأعمال الأدبية، خاصة في الشعر ويجعلهم أكثر دقة. في هذه الحالة فمن المهم تقديم المعلومات للقارئ، يستخدم هذا البحث سؤالاً واحداً: ما هي وحدة المعنى في شعر روبرت فروست؟ يستخدم هذا البحث دراسة النقد الأدبي. تم اختيار البيانات بشكل متعمد لحل مشكلة البحث. وموضوع هذا البحث هو الشعر. الخطوة الأولى التي اتخذتها الباحثة للحصول على البيانات هي اختيار الشعر لتحليله في وحدة المعنى وإيجاد استنتاجات تستند إلى تحليل البيانات. ومن نتيجة في مناقشة تحليل وحدة المعنى في شعر روبرت فروست، يمكن العثور على النتيجة على النحو التالي: يجب أن ندرك أن هذا عمل أدبي عظيم يمكننا أن نتعلم كثيراً عن البشر والعالم والحياة في تحليل شعر روبرت فروست في هذا البحث، وتقدم نتيجة هذا البحث توصيات لمزيد من البحث. يمكن للباحثين التحليل والاستكشاف في العديد من الجوانب المختلفة من وجهات نظر مختلفة. ومن المتوقع أيضاً أن القراءة من هذا البحث يمكن أن يأخذ قيمة الحياة من الأشعار الأربع لروبرت فروست.

ABSTRACT

Widya hapsari, winda rini. 2017. *Analisis Kesatuan Makna Di Robert Frost Puisi*. Skripsi. Bahasa Sastra Inggris Fakultas Humaniora, Universitas Islam Negri Maulana Malik Ibrahim Malang.

Kata Kunci: Analisis, kesatuan makna, puisi

Penelitian ini dilakukan untuk mengetahui dan menggambarkan lebih lanjut adanya kesatuan makna dalam puisi Robert Frost's. Penelitian ini diharapkan akan membantu pembaca untuk menganalisis karya sastra terutama puisi dan membuat mereka lebih kritis. Dalam hal ini sangat penting untuk memberikan informasi kepada pembaca. Penelitian ini mengunakan satu pertanyaan penelitian : apa kesatuan makna dalam puisi Robert Frost's?.

Penelitian ini menggunakan penelitian kritik sastra. Data dipilih secara sengaja untuk menjawab masalah penelitian. Subjek penelitian ini adalah puisi. Langkah pertama yang dilakukan peneliti untuk mendapatkan data adalah memilih puisi untuk di analisis ke kesatuan makna dan menemukan kesimpulan didasarkan analisis data. Sebagai hasil dari pembahasan analisis kesatuan makna di puisi Robert Frost's, dari kesimpulan dapat di temukan sebagai berikut: kita harus menyadari bahwa ini sebagai karya sastra yang besar karena kita bisa banyak belajar sesuatu tentang manusia, dunia dan kehidupan di analisis puisi Robert Frost's di penelitian ini. Hasil penelitian ini memberika rekomendasi untuk penelitian lebih lanjut. Peneliti dapat menganalisis dan mengeksplorasi dalam banyak aspek dari sudut pandang yang berbeda. Peneliti juga beharap pembambaca dari penelitian ini bisa mengambil nilai kehidupan dari empat puisi Robert Frost's.

Penulis

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents seven aspects including background of the study, problem of the study, objective of the study, significance of the study, scope and limitation of the study, definition of the key terms, research design, research strategy, data source, technique of data collection and data analysis.

1.1. Background of the Study

Literary work is creation that can contribute to the communities. According to Wellek and Warren (1990:109), "Literary relation with communities supporting the values of culture are inseparable, because literature presents the life and largely made up of reality social, although literary work imitate the world of nature and human. Literature concerns with life and human being. Therefore, it automatically expresses the values of life and human being themselves. The life and human being values taken from literature may be applied into the life of the readers. Besides that, literature could give the readers a lot of information that enrich their knowledge about many things. It also tells them about the experience of the authors. When the readers enter the experience in the literature, the literary works may have a great impact on their experience in life. The choice and arrangement of words have special value of art. The expression of sadness and happiness are able to touch the person's feeling, so that someone who is reading

literary work will be influenced and involved in. Clearly the author's expression can give fascination to the readers.

In literary class, the students learn about poetry, prose and drama. Therefore, to increase literary skill of the students, the study of literature provides how to read and to analyses poetry, short story, and novel. It also provides how to practice drama. However, the writer is more interested in analyzing poetry because it generally communicates using more imaginative languages to the readers. According to Frost (in Arp, 2012:72) states that poetry provides that is permissible way of saying one thing and meaning that is describe something by using connotative meaning, so that it makes her more challenging in looking for the essential fact about the poetry.

Literary works such as novels, poems, prose, and drama has elements the construct literary works. Prose, novels, and drama have a plot or story line because it tells a story with a plot. While the poems have not the story line but they have some elements such as theme, style, imaging, and others. The poem is written literary work that is often used to express thoughts and feelings. The poet usually modified many events happening personal expericein the society and expressed it in beautiful language. According to Perrine (1974:553), "Poetry might be defined as a kind of language that says more and says it more intensely than do Ordinary language ". Based on the definition of the poem, the author argues that the language used in writing a poem has a special meaning. The poem, usually have a variety of purposes, among others, to entertain, criticize, invites, and more. Pradopo opinion (2005:3), that poetry can be examined through the

structure and elements of the work, given that the poem's structure is composed of a variety of elements and means poetic devices. The poem has elements within it, such as the theme, the style of language, imagery, diction, and so on. Each poem has one or more message conveyed by the poet to readers.

Furthermore, the most difficulty in perceiving poetry is understanding the meaning or message. I. A. Richards (1929) in Aminuddin (2002: 110) said that the original difficulty of all reading, the problem of making out the meaning, is our obvious starting-point. He also expressed his opinion that poetry is pseudo-statement, so that the understanding of its meaning is basically between certainty and uncertainty. The Richards' statement above is another reason of the writer to analyze the units of meaning in poetry. It is interesting for the writer to analyze them in her thesis. From some of the above statements, it is very interesting to do analysis of a poem to find out the meaning of the poet to readers. Using analyze in structural elements contained in the poem, we can know the theme, sense, subject matter, the feeling, the total meaning and tone of a poem. In this thesis, the writer try to analyze some poetry by Robert Frost, using theory I. A. Richards. Robert Frost is a renowned poet who came from America. The literary works of Robert Frost describe a lot of human life in particular about the social life. The literary works of Robert it could inspire many people to become better.

In this research, the writer uses three theses as the previous study. The first Sri Imawati (2004), her thesis entitled "Symbol of Life Used Robert Frost's Poem", it discusses about the kind of symbols and meaning in Robert Frost's poem by using structuralism approach. The second previous study is written by Laily Maghfuroh,

a student of English Language and Letters Department of Universitas Islam Negeri Maulana Malik Ibrahim Malang in 2015 with her thesis “ Poetic Signs Of Love In Robert Frost’s Poems”, the thesis applies semiotic approach and semiotic theory of Michael Riffaterre. These previous study give contribution to the writer about how Robert Frost poems. The last previous study by Damanhuri(2011). His thesis entitles “Imagery and Figurative Language Analysis on Robert Frost’s Poems: To Earthward and Wind and Window flower”. Darmanhuri focuses on analysis of the intrinsic element of the poem. The poems were analyzed are To Earthward and Wind and Window flower. To conduct his research, Damanhuri use qualitative method with the analytic-descriptive writing method. The previous studies above focus on Robert Frost’s poems are analyzed in structuralism, semiotic and imagery figurative approach.

Related in the explanation above, the writer is interested in analyzing Robert Frost’s poems because his poems express his personal life and behavior. In the other hand, Robert Frost’s poem also describe about the life of society around. In this research , the writer want to focus on the Unit of meaning used in Robert Frost’s poems especially in the masterpiece poem, the writer take four of masterpiece poems written by Robert Frost’s, those are The Road Not Taken, Love and a question Meeting and passing Nothing Gold Can Stay. The written takes those poems because those have different theme each other. In this research, the writer wants to know deeply about unit of meaning in Robert Frost’s poem. To analyzing this study, the writer use I. A. Richards’ theory because this perception in appropriate to done this study based on the research question of the study.

1.2. The Problem of Study

To guide the study, the writer formulates the problem as follow:

1. What are the unit of meaning that build Robert Frost poems?

1.3. The Objective of Study

On the basis of the problem of study,

1. the objective of the study is to find out unit of meaning that build Robert Frost poems

1.4. The Significance of Study

The writer will have a description about the importance of study. First of all is to help the readers in analyzing literature especially poetry and make them more critical in finding out and describing the unit of meaning in Robert Frosts poetry.

Secondly, it is hoped that the study is useful to give information to readers so that they are able to take the result of this study as the lesson in their daily life.

Finally, this study is expected to be used as a model in doing further literary research.

1.5. The Scope and Limitation of Study

There are a lot of Robert Frost's poetry. This study just concerns in analyzing units of meaning in four Robert Frosts poem. The four poems that will be analyzed were published to international acclaim and enormous popular success. The four poems are mentioned below:

1. The Road Not Taken
2. Love and a question

3. Meeting and passing
4. Nothing Gold Can Stay

There also some theories of units of meaning such as I. A. Richards' theory, Wellek's theory and Ingarden's theory. The writer of this thesis limits herself to one theory that is I. A. Richards' theory. In her opinion, the classification of units of meaning based on I. A. Richards' theory is simpler to be used in this study rather than the two other's theories.

1.6. The Definition of Key Terms

To make study clear to the readers and to avoid confusion in understanding this study, the writer would like to present several definitions of key terms as follows:

1. *An analysis* is the description of its elements that has purpose to comprehend the relationship between one element and the others supporting the meaning of literary (John Mercy, 1925)
2. I. A. Richards in Aminuddin (2002) classified units of meaning, as follows: sense, subject matter, feeling, tone, total of meaning and theme.
3. *Poetry* is the result of literary art and if it is compared with the other literary works, poetry is more connotative because the language has many possible meanings (Herman J. Waluyo, 1987).

1.7. Research Method

1.7.1 Research design

Research design is the method used in analyzing and collecting the data to solve the research problem. Research aims to discover the answer to the problem through the application of some scientific procedures (Ary, 1986: 21).

The research design that is used in this study is literary criticism. In this study, the writer to analyze the units of meaning in three poems written by Robert frost. Accordance with Peck and coyle's statement (1984:149) that literary Criticism is regarded as the analysis, interpretation, and evaluation of literary work. Criticism as an academic activity expresses the reader sense of what is happening in a next.

Abram (1971:4) states that literary criticism is conducted to establish principle enabling people to justify, order, and clarify their interpretation and appraisal of the aesthetic and facts themselves. The critical statement must have coherence with valid theories and appropriate approach. This study use Objective approach is the work as something, which stand free from the poet, audience and environment's word. It illustrates the literary product as a self-sufficient object that is to be analyzed and judged by intrinsic criteria such as complexity, coherence, integrity and the interrelations of its component elements. The readers can understand it in their own analysis.

1.7.2 Data source

The data source of this study is the four of Robert frost poems. The writer would like to quote words, phrases, sentences or stanzas in the poetry to be the sample of this study. It means that the data selected is in accordance with the purpose of this study.

1.7.3 Technique of data collection

The data of this study are words, phrases, sentences or stanzas quotation of the poetry that deals with the analysis on unit of meaning. The technique to collect the data is based on the steps below:

Reading and understanding the four of Robert frost poems that will be analyzed.

1. Choosing data dealing with the units of meaning in the three of Robert frost poems that are going to be investigated.
 2. Selecting data dealing with the purpose of this study that are to find out and to describe well the units of meaning in the four of Robert frost poems
- Conducting examination towards words, phrases, sentences or stanzas in the poetry.

1.7.4 Data analysis

To analyze the data, the steps are drawn below:

1. Reviewing the data that have been collected.
2. Finding the problem dealing with the purpose of the study.
3. Analyzing the data based on analysis on unit of meaning.
4. Drawing conclusion based on the analyzing data

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the writer presents the review of the aspects dealing with the analysis of units of meaning in Robert Frosts. The aspects include literature, poetry, units of poetry and units of meaning. Each of the aspects are reviewed below.

2.1. Literature

According to Jones (1968) literature is simply another way we can experience the world around us through our imagination. Meanwhile, Kennedy (1983) said that literature is a kind of art, usually written, that offers pleasure and illumination.

Based on the explanations above, it can be concluded that literature is the writing that is valued as work of art.

Thomas de Quincy (1785 - 1859) in Hartiningsih (2001) divided literature into two kinds: literature of power and literature of knowledge. Literature of power can be called imaginative literature; Literature of knowledge can be called informative literature. Literature of power is one that has the power to move the hearts, which appeals to the imagination rather than the intellect, the emotion rather than the reason to the readers. Meanwhile literature of knowledge functions to teach. It deals with fact, explanation, real people's life and history.

Connolly (1955) in Hartiningsih (2001) said that there are three characteristics of literature. Firstly, literature has power. It means that the use of language in a certain piece of work of literature may create a powerful emotional impact in readers' mind. Secondly, literature is vivid. The written work of literature can make someone hear, feel and see. Thirdly, the language of literature is clear. To clarify this, the author uses a passage to describe the character. In this literary description of this character, the author clarifies his definition of person by showing who he is, why he does it, how he does it or what he would never do.

We can take benefit by reading literature. Francis Connolly (1995) in Hartiningsih (2001) said that men read because of hunger for information or amusement or solace on appetite for truth that literature is anthology or collection of stories, poems, plays, novels and other works of literature written by many different authors. According to what Francis Connolly said above, we can conclude that there are two benefit of reading literature, as follows:

1. It gives something important to our life because it will expand or refine our mind and our sense of life.
2. It provides us enjoyment

Another literature contribution to the readers are also discussed by Hartiningsih (2001) said, as follows:

1. The great work of literature can obtain the deep knowledge and understanding about human being, the world and the life.
2. It gives the readers feeling of amusement and satisfaction.
3. The great work of literature is immortal because it contains messages that are

real truth. It is different from other kinds of writing such as newspapers and magazines that will be out of date when they are read a week after.

4. It helps the readers in understanding people of another culture because it is not restricted in certain nationality even though a work of literature is written on the basis of certain situation and of certain period of time.
5. It constitutes a work of art. Art in general and literature in specific constitute a masterpiece of culture created and needed by human being.
6. It helps the readers be cultured being who are responsive toward any kind of goodness in this life. The cultured human being are hoped to be kind, wise and free but having ability to control themselves wisely.

2.2. Poetry

2.2.1. The Definition of Poetry

Poetry is the oldest literature among the other of literary works. The greatest and monumental literary works in the world such as Oedipus, Antigone, Hamlet, Macbeth, Mahabharata, Ramayana, Bharata Yudha, etc are written in poetry. Poetry is not only used to express feeling and ideas of the poet but also relates to our daily life closely. The existence of poetry makes our life more beautiful (Herman J. Waluyo, 1987 : 1).

There are many experts who give the definition of poetry and up to now there is no satisfactory definition of poetry. Several experts give the definition, which is viewed from several sides. Robert Frost (1983: 393) in Hartiningsih Has the same opinion with By she Shelley in Rahmad Djoko Pradopo (1987: 6) that

poetry is a rhythmical composition of words expressing an attitude, designed to surprise and delight and to arouse an emotional response.

According to Herman J. Waluyo (1987), poetry is the result of literary art and if it is compared with the other of literary works, poetry is more connotative because the language has many possible meaning. That is why some readers of poem feel difficult in understanding its meaning or even its message.

Based on the definitions above, it can be concluded that poetry is the expression of the poet's feeling, experience, imagination and emotion to raise the reader's emotional effect that is composed in imaginative and connotative language.

Basically, it is not too important to definite what poetry is. One thing that is more important than knowing the definition of poetry is understanding the meaning of it. It is too hard to take the understanding about life and the enjoyment of poetry if we cannot understand the meaning of the poetry itself.

2.2.2. The meaning of poetry

It is sometimes difficult to the readers of poetry to understand the meaning conveyed by the poet on his poem. Finding and understanding the meaning of a poem is very important to know the message inside the poems.

Rolland Barthes in Waluyo (1987: 105) says that there are five codes that help readers to understand the meaning of the poetry. They are mentioned below:

1. Hermeneutic code, the meaning that is expressed implicitly which cause a question to the readers from which a poem can be interpreted.

2. Act code, this code is based on the plot of a poem. Ideas, thoughts or concepts flow at every line, and then they are bounded into stanza.
3. Semantic code, the meaning that is expressed is connotative. Here the readers should be reading to understand its meaning.
4. Symbolic code is the symbolic meaning. It is expressed in poem to tell an event and to symbolize what happens in the past and in the future.
5. Culture code is the appreciation of a poem that will be complete if the readers can understand culture code of language that is used.

Perine suggests some ways to ease reading poem to us as follows:

1. It is necessary for the reader to read a poem more than once to yield its full meaning
2. The reader is suggested to use dictionary or reference books to get the information related to the content of poem. If it is related to religion for example, so that Al-Quran or Hadist is needed.
3. Poetry is written to be heard. So, the reader has to be able to bring something to his mind. It means the detailed reading is needed. The reader should read a poem as slowly as he can.
4. The readers should always pay attention to what poem is saying. It is the wrong way to read the poem without knowing the ideas of the poem.
5. The reader should practice read a poem loudly because the ideas of a poem will be expressed itself.

The five ways above may help the reader a lot in catching the idea, even the message in a poem.

2.2.3. The element of poem

There are three general elements, which can be discussed in studying poem. They are diction, imagery and figurative language.

2.2.3.1. Diction

Diction is a system of words from the grossness of domestic use (Johnson, 1983: 443) in Hartiningsih. The system is admitted into serious poem only in certain words and subject, excluding others as violations of decorum (propriety)

Kearns (1984: 569) in Hartiningsih defines that diction is another term for word choice. Good writer chooses their words carefully and precisely, so that the words that are chosen express exactly what the writer intends to.

From the explanations above, it can be concluded that diction is the selection of words in order to convey the intended meaning of the poet. Good diction begins with the process of selection.

2.2.3.2. Imagery

According to Kennedy (1983: 465), Imagery is a word or sequence of words that refers to any sensory experience. Often this experience is a sight (visual imagery) but it may be a sound (auditory imagery) or a touch (tactile imagery as a perception or roughness or smoothness).

In other words, imagery is some images that will increase sensory images of emotion, imagination and thought in the reader's mind. Knowing the imagery will help the reader to know what the poet exactly wants to show to the readers.

2.2.3.3. Figurative language

Language can be shaped in many ways to create any different impressions. The poets often make a conscious attempt to mold language, whenever they have something special to say. All of the forms of literature, poetry molds and stretches language most. Macmillan (1985: 179) states that the poet stretch words beyond their literal meaning by using figurative language or figure of speech, which are usual comparisons that embroider, exaggerate the literal facts to make special point.

In a broadest definition, a figure of speech may be said to occur whenever the writer or speaker, for the sake of emphasis, departs from the visual denotations of words (Kennedy, 1983: 479).

Based on the two statements above, it can be concluded that figurative language is the language that makes imaginative description in fresh and literal ways of describing persons or objects. Figurative language has many components that are commonly applied in analyzing a poem such as simile, metaphor, symbolism, personification, hyperbole, synecdoche and paradox.

A simile is direct comparison between two things, which are not particularly similar in their essence (Reaske, 1966: 41). He most frequently used connective are “like”, “as” and “than”. For example, “*She was happy as a lark*”.

Kennedy says that metaphor is statement that one thing is something else, which, in a literature sense, it is not. For example, “*My love is a bird, flying in all directions*”.

Symbolism is a visible object of action that suggests some further meaning in addition to itself (Kennedy, 1983: 600). For example, if a poet uses the word “sun” every time he obviously is speaking about goodness, the sun may be said to be a symbol of goodness.

Personification is the process of assigning human characteristic to non-human objects, abstractions or ideas (Reaske, 1966: 39). For example, “*the moon smiles to me*” and “*the sky looks angry*”.

Hyperbole is a figure of speech emphasizes a point with a statement containing exaggeration (Kennedy, 1983: 488). For example is in a sonnet written by Shakespeare below:

In faith, I do not love thee with nine eyes

For they in thee a thousand error note

Synecdoche is the use of a part of a thing to stand for the whole of it or vice versa (Kennedy, 1983: 480), for instance is “galloping hooves” represents “galloping horses”.

Paradox is a statement or situation that at first seems impossible or self-contradictory but may be true in fact or in a figurative sense (George Kearns, 1984: 41). For example is “*the child is father to the man*”. It is a paradox that expresses a child’s imagination of adult he becomes.

2.3. Units of Poetry

Based on the components that perform poetry, Aminuddin (2002) classified poetry into two units that are units of structure and units of meaning. Units of structure is units in the poetry that can be viewed visually from its structure, and the units also still consists of five other units that are sound, word, line, stanza and typography. Units of meaning are units in the poetry that cannot be viewed visually because they are hidden by the structure of the poetry itself.

Meanwhile, Wellek in Aminuddin (2002) classified poetry into five units that are mentioned below:

1. Sound stratum
2. Units of meaning
3. The reality that is viewed from a certain point of view
4. The reality that is described by the poet
5. The reality that is viewed metaphysically

The opinion of J. Waluyo (1987) can be a conclusion of the two theories that are given by Aminuddin and Wellek. He said that poetry, basically, is performed by two main units that are physical structure and non-physical/ spiritual structure. Physical structure is performed by the language used in the poetry, and non-physical/ spiritual structure is performed by the idea and feelings that is expressed by the poet in his poetry.

He also added that physical structure of poetry consists of diction, imagery, words, figurative language, versification and typography. Meanwhile, non physical/ spiritual structure of poetry consists of theme, tone, feeling and message.

2.4. Units of Meaning

Wellek in Aminuddin (2002) divided units of meaning into four other units that are meaning, the reality that is described by the poet, the reality that is viewed from a certain point of view and the reality that is viewed metaphysically.

Meanwhile, I. A. Richards in Aminuddin (2002) classified units of meaning, as follows: sense, subject matter, feeling, tone, total of meaning and theme.

It is still based on I. A. Richards in Aminuddin (2002), the explanation of the six units in the units of meaning are explained below:

1. *Sense*

It is something that is created or is described by the poet in his poetry. The existence of *sense* in the poetry basically will relate to the meaning of poetry in general that the poet would like to express. In analyzing poetry, the existence of *sense* will produce a question, “*What will the poet express in his poetry?*”

2. Subject matter

It is idea that the poet expresses in his poetry. *Sense* just relates to the description of meaning in the poetry in general, but *subject matter* relates to the certain idea that specifically creates something in the poetry. In order to make easier in indicating *subject matter* in poetry, the readers should appear this question, “*What ideas that are expressed by the poet, referring to something that the poet expresses in general in his poetry?*”

3. *Feeling*

It is the poet's attitude to the idea that he expresses in his poetry. The opinion of Tarigan (1986 : 11) is almost the same with I. A. Richards. He said that *feeling* is the poet's attitude to the main problem in the poetry. It means, each man will have different attitude to the same problem, and the poet will either. Elizabeth Browning may feel a deep pity to a beggar, but Maya Angelou may feel a little pity or even hate him so much.

4. *Tone*

It is the poet's attitude to the readers of his poetry, referring to the idea that he expresses in his poetry. So, tone more focus on the readers of poetry. For example, it will be different in conveying our love to our spouse with conveying our love to our friends.

5. *Total of meaning*

It is the total meaning in the poetry. The identification of *total meaning* is based on *subject matter, feeling and tone*. The conclusion of the three units of meaning will produce *the total meaning* of poetry. In order to be easier in analyzing *the total meaning* of poetry, the readers should use this question, "*What is the total meaning of poetry that I read based on subject matter, feeling and tone that I have found?*"

So, it is clear that *total of meaning* is not the same with *sense* that just describe the meaning of poetry in general.

6. *Theme*

It is main idea of poetry that is being the essence of total meaning of poetry.

It is not the same with *message*. The difference between *theme* and *message* can be explained as follows: we can definite *theme* only by concluding the *total meaning* of poetry. Meanwhile, we can take *message* of poetry from ideas that can be found in stanza or even in line in the poetry. In other words, the scope of *theme* is wider than *message*.

The question that will help readers in concluding theme is “*What is the main idea or the essence of total meaning of poetry?*”

2.4.1. The Procedure in Analyzing Units of Meaning

Based on Aminuddin (2002 : 151), the procedure in analyzing units of meaning is basically the continuity of the activities in analyzing units of structure or physical structure of poetry. Meanwhile, analyzing units of meaning can be separated from analyzing units of structure or physical structure of poetry although in certain aspects we still need to involve the analysis of physical structure of poetry.

Aminuddin (2002 : 152) has ever applied the I. A. Richards’ theory about analysis of units of meaning in poetry. He used the procedure which he made by himself in his application in analyzing the units of meaning in poetry. He suggests us to use his in analyzing poetry, the existence of *sense* will produce a question, “*What will the poet express in his poetry?*” procedure in analyzing units of meaning in poetry. The procedure is mentioned below:

1. Reading the poetry several times.
2. Trying to understand the meaning of the poetry's title.
3. Trying to find out the sense of poetry.
4. Choosing symbols or utterances from the words in the poetry.
5. Trying to understand each symbol in the poetry.
6. Trying to find out the meaning in each line of the poetry.
7. Trying to understand the correlation among phrases or stanzas in the poetry.
8. Trying to find out the subject matter of poetry that can be there in the stanza or even in the several phrases.
9. Trying to understand the feeling of poetry.
10. Trying to understand the tone of poetry.
11. Concluding the subject matter, the feeling and the tone of poetry in order to find out the total meaning of poetry.
12. Trying to definite the theme of poetry based on the total meaning of poetry, and then expressing it in one or two sentences that can convey the total meaning of poetry.

The procedure above is flexible. It means, it can be added or be reduced. Besides that, the procedure should not be extremely separated one another in the implementation because we sometimes do more than one activity in one time.

CHAPTER III

FINDING AND DISCUSSION

In this chapter, the writer presents the discussion of problem that is stated on chapter I. The writer would like to present the finding out and to describe well the units of meaning in four poems written by Robert Forts. The discussion of units of meaning in the fourth poems will be presented one by one using the procedure that is drawn on chapter II.

3.1. The road not taken

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1. Sense

In the first stanza of the poem, the poet starts to show his confuse of choosing the decision. It is stated in the first and second lines “*Two roads diverged in a yellow wood, and sorry I could not travel both*”. He regrets that he cannot follow both road. Furthermore, in the second and third stanza, the poet more shows of his dilemma of taking decision. On that road, the poet saw, thought and took the decision. On one road, it seems that nobody pass it, while in the other side, it is so tidy that means there are so many people pass there. At the end the poet decide to pass one on of the road that rarely pass thought he didn’t know yet the end of the road.

2. Subject matter

subject matter of this poem is about how the poet confused to choose one of two path he pass, and at the end, the poet choose one of the path that rarely pass though he never knows the end of that path. He won’t came back to the others.

3. Feeling

At the end, the poet decides to pass one of the path the less traveled, though he never knows how is the end of the path. Perhaps, he will tell his story with a sigh however, if someone ask him, he will say he probably little bit proud of his decision.

4. Tone

The poet talks about communicatively to reader of the poem. He invites them directly to support his idea in the poetry by using the first pronoun that is I in communicating with the readers of the poem. In others words, we can say that the

poet basically hopes the readers have the same attitude with his in appreciating idea in the poem.

5. Total meaning

This poem is deceptively simple but actually quite complicated. The narrator pauses between two roads the they are about same. Based on the subject matter, feeling and tone that are stated above, we can conclude that the total meaning of the poem is talking about the life choice.

6. Theme

That two paths reflects two different ways of life where we can only choose one of them. Ehen we choose our decision, we couldn't come back. Thus, we must really wise in ever deciding one choice since it is very important and influential in our life.

3.2. Love and A question

LOVE AND A QUESTION

A stranger came to the door at eve,
And he spoke the bridegroom fair.
He bore a green-white stick in his hand,
And, for all burden, care.
He asked with the eyes more than the lips
For a shelter for the night,
And he turned and looked at the road afar
Without a window light.

The bridegroom came forth into the porch
With, 'Let us look at the sky,
And question what of the night to be,
Stranger, you and I.'
The woodbine leaves littered the yard,
The woodbine berries were blue,
Autumn, yes, winter was in the wind;
'Stranger, I wish I knew.'

Within, the bride in the dusk alone
Bent over the open fire,
Her face rose-red with the glowing coal
And the thought of the heart's desire.
The bridegroom looked at the weary road,
Yet saw but her within,
And wished her heart in a case of gold
And pinned with a silver pin.

The bridegroom thought it little to give
A dole of bread, a purse,
A heartfelt prayer for the poor of God,
Or for the rich a curse;
But whether or not a man was asked
To mar the love of two
By harboring woe in the bridal house,
The bridegroom wished he knew.

1. Sense

In this poem, the poet tend to use imagery connotation, particularly visual imagery in every stanza. In the first stanza the poet states the visual imagery in the third, fourth and fifth line “*He bore a green-white stick in his hand, And, for all burden, care. He asked with the eyes more than the lips.*” These line use visual imagery, they show us that the stranger brought a stick with loads over his shoulder and he requested for something he really needed just by using his eyes to describe his request for the house. Furthermore, in seven line and eight line the poet states the word “*And he turned and looked at the road afar, without a window light*”. These lines show us that the bridegroom observe the road by paying close attention to the road and house surrounded without light from the window of those houses shown by the visual imagery of window light.

In the second stanza the writer founded visual imagery in the fifth and six lines “*The woodbine leaves littered the yard, The woodbine berries were blue*”, in this line use visual imagery in which show us that kinds of plants woodbine berry colored in blue has dirtied the yard. Furthermore the writer find in third stanza, in first, second, third and fifth lines, “*Within, the bride in the dusk alone, Bent over the open fire, Her face rose-red with the glowing coal, and The bridegroom looked at the weary road*”, in this line above use visual imagery. It is show us that the bride was alone waiting for her husband to come close to her in which she was in her sensual desire shown by her face that turned rose-red. Meanwhile the bridegroom still observed the road, made

sure the road wasn't too bad for the homeless stranger to walk through. And the last stanza the writer find the visual imagery in first line "*The bridegroom thought it little to give*", in this line the visual imagery show that the bridegroom again observed the road, make sure that it is not too bad road for the stranger to be outside.

2. Subject matter

The poem is marred with some interesting thought provoking ideas. Love and question is a highly contemporary poem, the poem is a delicate study of a man's sentiments. Men tend to be more logical than being emotional. The groom's (denial to the stranger) embarks a feeling of romance and sensuality towards his bride "face rose-red with the glowing coal". Man may tend to understand the emotional aspect of lovemaking, but he is never truly capable of delving into the heart without the activity of this logic. Just notice the last line of the poem. *The bridegroom wished he knew.*

There was a marriage couple was on their honeymoon, they wanted their time together. Suddenly a stranger (old man) came to their house. He asked to stay for a night, because of the bride was fulfill of love to her husband, the groom did not want to make his wife disappointed and disturbed their first night. The groom denied the man to stay in their house, but with the feeling of pity, the groom gave a piece of bread and few money and pray for the man. Then man was feeling dilemma because was his action right or not.

3. Feeling

The poem "love and a question" may appear to a lay reader as small episode in the life of a wanderer. However, the poem brings into focus the moral dilemma and conflicting calls of conscience that the reader grapple with their daily lives. Robert frost, no doubt, has a deep understanding of the moral dilemma faced by ordinary mortals as they wade through their lives. He knew, most humans fall easily to the lure of worldly pleasures, but some others rise to the occasion to demonstrate the power of conscience over the fragile mind.

4. Tone

The speaker's tone is hesitancy because he was in his dilemma whether or not he would allow the stranger to stay in his bridal house. The poem begins with hesitancy tone. Then the tone changed from the third stanza, it become sensuality tone desired by the bride in the line of her face rose-red with the glowing coal and the thought of heart's desire. Then in the last stanza shows its back to the hesitancy tone since the man still confused whether his decision was right or wrong by the line of *the bridegroom wished he knew*.

5. Total meaning

After we read the poem entitle "love and a question" depicts the beautiful young bride was waiting for her husband with fulfilling of love. This poem is about compassionate love and passionate love which inside the love contains of problems and evokes to question where decision is needed to made.

The poem is marred with some interesting though provoking idea. Love and a question is a highly contemporary poem, the poem is a delicate study of a man's sentiments. Men tend to be more logical than being emotional. The groom's (denial to the stranger) embarks a feeling of romance and sensuality towards his bride. The action may be in response to his bride face rose-red with the glowing coal. Man may tend to understand the emotional aspect of lovemaking, but he is never truly capable of delving into the heart without the activity of his mind/logic. Just notice the last line of the poem, but whether or not a man asked to mar the love of two by harboring woe in the bridal house, the bridegroom wished he knew. Thus, the groom even after understanding the sensual needs of his bride and making a decision, remains perplexed. This poem reflects the frost's original thinking about men and to a large extent he is correct.

6. Theme

- The theme of story is "natural human nature is love and affection where those feelings, often because unrest in which we have to consider the problems that they caused.
- This poem teaches us that we have to be wise in choosing compassionate love to others and passionate love, so we don't regret the decisions that we make. Be wise for now and future life. In this poem, we see frost, both as a realistic poet and idyllic romantic poet. The beautiful picture of the young bride awaiting her husband in the dusk with a face rose-red with glowing coal creates an anticipation of fulfilling love. Love in all forms is important.

3.3. Meeting and Passing

MEETING AND PASSING

As I went down the hill along the wall
there was a gate I had leaned at for the view
and had just turned from when I first saw you
as you came up the hill. We met. But all
we did that day was mingle great and small
Footprints in summer dust as if we drew
the figure of our being less than two
but more than one as yet. Your parasol
pointed the decimal off with one deep thrust.
And all the time we talked you seemed to see
something down there to smile at in the dust.
(Oh, it was without prejudice to me!)

Afterward I went past what you had passed
before we met and you what I had passed.

1. Sense

In this poem “meeting and passing”, Robert frost portends the theme that one will not experience anything stronger than a bond one and another human through the use of diction, figurative and structure. “But all we did that day was mingle great and small *foot prints* in the summer *dust*”. “The figure of our being less than two but more than one as yet”. “Your parasol pointed the *decimal* off with one deep *thrust*”. “You seemed to see something to smile at in the *dust*”. In this poet the writers using parallelism in example “*we meet*” in the (line 4) as you came up the hill. We met. But all and in the (last line) before we met and you what I had passed. “Afterward I went past what you had *passed* “and “before we met and you what I had *passed*”.

2. Subject matter

The poem is more about meeting someone for the first time. The writer seems to have an attraction to someone he sees at a distance and as they come closer, they exchange a few words. And it appears that the writer has said something to make the woman laugh, shyly looking down at the ground. It seems after their brief run in, though they have both enjoyed each other’s company, they go their separate ways. This poem could be taken to have either a hint of a disappointing ending, seeing how the poet has not ended up with the woman or this poem could be seen as having a happier ending. Showing some content in the idea that though they go their own ways, they have not forgotten each other, as they walk past what each has walked.

3. Feeling

In this poem Frost is talking about the transient nature of human relationship. Here a man and a woman meet on a road and are mutually attracted. The figure of speech used here is 'Our being less than two but more than one as yet', showing that even though they talked that day there was no mingling of their identities. So even though they were not in a relationship yet and therefore not one. The word 'decimal' used here indicates their separateness. Even though they both liked each other, they just moved on with their walk to opposite directions. The last line indicates that even though their sight is the same, their experience is different. Even though the man sees what the woman had passed earlier and vice versa the way both conceive what they see is different. Frost is maintaining their separateness. The poem is a Petrarchan sonnet and the line structure is enjambment and caesura. Here caesura should be given more attention.

4. Tone

This poem is a little bit hard to understand the true meaning of. What did Frost pass in the dust before him meet the woman, anyway, the poem is about how he met a woman and they spent a lot of time together having fun, however she looked down and smiled, saw something in the dust.

5. Total meaning

It is two people meeting, nearly became one, that they each experience what the other has gone through and that they remade their connection sometime after this meeting.

6. Theme

This poem about meeting and the smallness of meeting is somehow, in the end, really about the largeness of passing. The poem's final couple lifts off. The turn there is sudden and mysterious. Furthermore, without understanding the past experiences another has, it is difficult to understand them upon first meeting.



3.4. Nothing Gold Can Stay

Nothing gold can stay

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

1. Sense

The poet personifies nature with a commonly used term as “mother nature” and I think the hidden meaning behind this is that the poem he has written carries the same message that has been preached for years, yet no one bothers to follow or listen to it. The poet says “*nature's first green is gold*” he compares the color of nature “green” with something that can be bought i.e. gold. Maybe he is trying to say that nature's first baby is green that is just as valuable as gold but the he says “her hardest hue to hold” which might mean that green was her hardest hue to hold as it was the most valuable just like gold and it would be taken away from her “a flower” flower symbolizes purity, beauty and nature just like a new born baby, and when the poet says “her early leaf's” it proves that he is talking about something just born or created. However, he then says, “but only so an hour.” which makes evident that the beauty and innocence will only stay for an hour and then fade away. Eden sank to grief, the Garden of Eden has always been symbolic of Adam and Eve and the forbidden fruit, so the poet probably wants to say that nature's first flower, i.e. Adam and Eve were innocent

and pure but after a certain time, they too were tempted by the fruit and they had to come down to earth and that's why Eden was angst. "Dawn goes down to day" just like dawn has to finally depart and the day has to end even gold has to take its leave. The poem is written in couplets e.g. "gold hold" etc., and this might indicate that every happiness comes with sorrow or vice-versa. So when nature receives its first gold, she has already accepted that she can't hold on to it and she says that it will last "so an hour" The poet has used lots of figurative and pastoral language to create vivid imagery, "*nature's first green is gold*", and here imagery and alliteration are both used to create a very vibrant opening line that will appeal to the reader. The poet also uses alliteration throughout the poem mostly "S's" to give a soft and harmonious tone to the poem. The poet uses strong and deep language to express the sadness felt by nature by using words like "grief" and "subsides" instead of not strongly emotive words like unhappiness etc.

2. Subject matter

The most significant meaning we can take away from "nothing gold can stay" is that, well, nothing gold can stay. Let's face it: the most beautiful things in life often have the least longevity. The poem uses the examples of spring blooms, the Garden of Eden and sunrise to get this point across, leaving us to think about all the things in our lives that are so wonderful and so transient. Whether it's the euphoria of winning a soccer game, or the youth of our minds and bodies, we have all experienced something wonderful that has faded away incredibly fast.

3. Feeling

Gold can refer to preciousness, innocence, valuable, etc. later on when quoted. “Her early least a flower but only so an hour means that it won’t stay innocent or precious forever. The next line means that the thing that is “gold” will eventually turn out and become what the others like it have become. Finally the last line ties it together saying that nothing precious valuable innocent will stay like it currently is forever.

4. Tone

In this poem, Frost explains that nothing special that which is perfect and beautiful, can last forever. He gives several examples of this:

- The first green of spring is *her hardest hue to hold*
- *So Eden sank to grief*
- and *So dawn goes down to day*

These are all different ways of saying the same thing: nothing good can last.

Frost uses nature as the main symbol for his theme because the cycle of life and death shown through the four seasons provides imagery that many people can identify with; and in this poem, nature symbolizes the idea that all the good and beautiful things in life will eventually fade away. One of the most important messages to take from this poem is that once you recognize how fleeting and precious certain moments are, you will appreciate them even more.

On the surface, it seems that the theme of this poem is a bleak one. Spring flowers will die, children will grow up and lose their innocence, and all people will eventually die too. This may seem depressing, but there is a silver (or gold) lining to be found in this poem. Frost uses examples of things that are cyclical:

- Spring flowers may die, but they will bloom again next year.
- Children may grow up and die, but their children will live on.

5. Total meaning

The title of the poem is metaphorical and gold represents value and wealth so when it says nothing gold can stay it means that nothing that is precious or of great value in the materialistic way can stay forever. As gold symbolizes materialism it won't last for long and it will give us fake happiness and another thing is that gold and other things which are money based can take years to accumulate but can be washed away in a millisecond. On the other hand, things having emotion and sentimental values cannot be bought with money and therefore will remain with us throughout our life.

6. Theme

The theme of this poem is that things of line change very quickly. This poem reflects life in a number of ways. Few things are permanent. Life itself eventually comes to an end. We often try to hold on to something or someone that is precious to us (gold). And many times we are not able to keep it like wise. Relationships between people are constantly changing relationships go through "season".

CHAPTER IV

CONCLUSION AND SUGGESTIONS

Based on the result of discussion in the previous chapter, here are the writer draws the conclusions and suggestions.

5.1. Conclusion

Based on analyzing, researcher found the unit of meaning of Robert frost's poem by using the I. A. Richards theory, the writer states the conclusions. First, the fourth poems that are analyzed in the thesis consists of the something the poet creates by the poet he presents. There is a sense in a poem, basically going to relate to the image of the world or the meaning of poetry in general that the poet wants to express in his poetry. Either the meaning of each word, line, stanza, or overall meaning. Second, the fourth poems that are analyzed in the thesis is not only successful in combining the power of imagination and intellect, but also are successful in combining the power of emotions and reasons. In other words, they do not only have the power to move the hearts, but also function to teach. So, based on the divide of literature according to Thomas de Quincy, we can conclude that the fourth poems that are analyzed in the thesis are categorized as both of literature of power and literature of knowledge.

The third, we can take benefit by reading literature. By reading The seven poetry that are analyzed in the thesis, we can take not only enjoyment because they are so poetic but also take something important to our life because they will expand or refine our mind and our sense of life, they are categorized not only as

literature of power but also as literature of knowledge. Fourth although “message” is not a part of the analysis of units of poetry, it is too important to convey the messages of the fourth poem that are analyzed in the thesis because they flows clearly in the subject matter of the poetry. There are a lot messages that we can take but we can conclude them to be one message that is stated as follow: Fourth, we must be wise to realize the importance of a life and respect for humanity. The fifth analyzing the fourth poem of Robert frosts is something of value. It is because the seven poetry themselves are great literature that should be something valued. We can learn many things about human being, the world and the life by analyzing them.

The last Robert frost’s words in Robert poem that are analyzed in this thesis can stir our souls, energize our bodies, liberate our mind and heal our hearts. It is basically relates to her actions as civil rights activist that color the poetry strongly. It is also shows that she is really a talented poet.

1.2. Suggestions

The suggestions that are stated below are basically the writer’s hope for ones who read this thesis. Firstly, the analysis of units of meaning of poetry is one of many strategies that is used in analyzing poetry. There are still many other strategies can be used in analyzing poetry. The writer hopes other researches using other strategies are to be continued in order to maintain the existence of literature, especially poetry, in the society.

Secondly, poetry can give influences to our mind about good and bad, right and wrong and other things that are related to our relationship with other people in the society. So, the readers of the fourth poem that are analyzed in the thesis should take values of life from what they have read in order to live more comfortable by being wiser human.

The last it means it is also good in order to develop their personality. So, it is good to use them as references in literary class at schools or universities.



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