

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Literature is closely related to life because it is the work of human being and enjoyed by human being. Literature can be interesting for a human. The materials are obtained from the experience of life. As it is stated by Hudson in *An Introduction to the Study of Literature*:

“Literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us. It is through the medium of language” (1965: 10).

Thus, that literature expresses the human experience in life in many aspects and it can be interesting for pleasure. Poetry is one of literary branches because literature is divided into three, there are poetry, drama and prose. Poetry is the oldest form of literature, poetry appears in the Old English period and still exists until now. The earliest form of English literature develops after the settlement of the Saxons and other Germanic tribes in England, and after the withdrawal of the Romans, and known as Old English or Anglo-Saxon. It is based on internet information from <http://e.n.wikipedia.org/beowulf/> (accessed on October 18, 2007), the most famous work in Old English is the epic poem *Beowulf*, and the oldest surviving text in English are Caedmon's hymn of creation. Kennedy states that “Poetry is a rhythmical composition of words expressing an attitude; design to surprise and delight, and to

arouse an emotional response” (1966: 411). In other words poetry is full of imagination and more variation, and it has to do with feeling. When people have already understood what they read, they will get the significant messages from the literary works like intrinsic elements, such as the symbol and the imagery in the poems. Kennedy states that “A symbol is something we can see in the mind’s eye” (1966: 610) and

“We should say meanings, for Eudora Welty has observed, it is a good thing Melville made Moby Dick a whale, a creature large enough to contain all that critics have found in him. A symbol in literature, if not conventional, has more than just one meaning” (1966: 607).

According to the statement, a symbol in a poem that is represented by a word or a phrase has a particular meaning or more than just one meaning or represent an idea.

In *Literature, An Introduction to Fiction, Poetry, and Drama*, Kennedy states that:

“The term image suggests a thing seen, when speaking of images in poetry we generally mean a word or sequence of words that refers to any sensory experience. Often this experience is a sight (visual imagery), but it may be sound (auditory imagery) or a touch (tactile imagery, as a perception of roughness or smoothness)” (1966: 464).

According to the quotation, in poetry, an image may occur in a single word, a phrase, or in a sentence which refers to visual imagery as the sight image, or auditory imagery as the sound image, or tactile imagery as the touch image.

Beckoff states that “The eighteenth century was brought to a close on a triumphant note by the new Romantic poets George Crabbe, William Cowper, William Blake, and Robert Burns. Their poetry gave evidence of how far the Romantic movement had progressed, and marked the transition to the glorious period of

Romanticism in the next century” (1971: 158). As it is stated by Beckoff In *English Literature II*:

“The Romantic Period has often been compared with the Elizabethan Period. Like the earlier period, Romanticism displayed a strong emphasis on humanism, a reaction against institutionalised religion, and a return to a Greek and Roman literature culture and mythology. Most particularly, the Romantic period was one of change and revolution agricultural, industrial, political” (1972: 01).

Thus, the Romantic Period is an era in which English literary works are the reflection of nature and humanism of the agricultural, political, and industrial revolution as it is shown by the Romantic Period poets of English literature such as William Blake:

According to Samuel Beckoff In *English Literature II*, William Blake (1757 – 1827) had the least influence on his generation. He was a poet and mystic, and for most of his life, the air and the earth were for him full off strange spirits, all concerned with his fate or with the fate of those around him. Blake was certain that he had a divine messages for humanity; but since he believed wholly in the imagination and not in reason, he rarely made sense to anyone”. (1971: 158).

In regard to the statement, the English Literary Poet such as William Blake writes his literary works that are based on his surrounding, then his poems give the evidences of the social condition in England during the 18th century.

The writer is interested to analyze William Blake’s three poems entitled *Holy Thursday*, *The Tyger*, and *The Little Black Boy* because these poems tell about the social situations that happen in England during the 18th century. At that time, the poor women and children become mental victims because they have to work in the factories, but they do not have time to take a rest. That is why the writer wants to analyze deeper about the social condition in England at that time like poor children’s life and racial discrimination that will be explained in this writing. The analysis focuses on the

auditory imagery, the visual imagery, the tactile imagery, the kinaesthetic imagery, the organic imagery, and symbols in the poems.

1.2 The Statements of the Problem

When analyzing the poems, the writer wants to understand the social life in England in the 18th century as seen in the imageries and symbols in William Blake's *Holy Thursday*, *The Tyger*, and *The Little Black Boy*. As the results, the writer feels so important to analyze the social conditions, which happen in England in the 18th century that are presented in William Blake's poems.

There are two points as the statements of the problem, as the following:

1. What are the imageries that have relation to the social conditions in England in the 18th century presented in William Blake's *Holy Thursday*, *The Tyger*, and *The Little Black Boy*?
2. What are the symbols that have relation to the social conditions in England in the 18th century presented in William Blake's *Holy Thursday*, *The Tyger*, and *The Little Black Boy*?

1.3 The Limitation of the Problem

The writer analyses the poems entitled *Holy Thursday*, *The Tyger*, and *The Little Black Boy* written by William Blake, which are published in the 18th century. In analysing these poems, the writer limits the writing on the auditory imagery, the visual imagery, the tactile imagery, the kinaesthetic imagery, the organic imagery and the

symbols included in each poems, which refer to the social conditions in England in the 18th century.

1.4 The Objectives of the Study

The writer has purposes to answer the questions in the statements of the problem. The writer of this thesis would like:

1. To find out and explain the imageries that have relation to the social conditions that happen in England in the 18th century presented in William Blake's *Holy Thursday*, *The Tyger*, and *The Little Black Boy*.
2. To find out and explain the symbols that have relation to the social conditions that happen in England in the 18th century presented in William Blake's *Holy Thursday*, *The Tyger*, and *The Little Black Boy*.

1.5 The Significance of the Study

This thesis explains about the auditory imagery, the visual imagery, the tactile imagery, the kinaesthetic imagery, the organic imagery and the symbols included in each poem, which are referring to the social condition in England in the 18th century. The writer hopes, by explaining this topic, the readers will receive good influences from these poems. The writer helps the readers think that literary work is not only an entertainment, but also a means of communication, values, and moral teaching.