



An Analysis of Conceptual Metaphor in the Poems Entitled “Classic Poetry Series” by William Blake

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Abstract

This research aimed at analyzing the types of metaphors used and contained meanings contained in a collection of poems by William Blake. A metaphor is a part of figurative language that compares one thing to another. The researcher used a descriptive employed in study qualitative method to identify a collection of classic poetry by William Blake. The researcher uses the theory of Lakoff, George, and Johnsen (2003) to analyze the conceptual metaphors that shape the reality of 'life' which is reflected in poetry. There are three steps in collecting research data: observation, selection, and classification. This research result shows that ninety-five metaphorical lyrics are contained in the ten of classic collections of poetry by William Blake. The data were gathered using a collection of poems from three types of conceptual metaphors: structural, orientational, and ontological. The types of metaphors found in this research are ontological metaphors. And in reverse, the meaning of each metaphor depends on the type used in the poem. In conclusion, the poems by William Blake have a high imagination based on experiences as well as advice to the readers.

Keywords: Classic Poetry Series; Conceptual Metaphor; Poem

Introduction

Language plays a very important role in human life as a medium to communicate and express feelings. All languages in this world have literary work. This curiosity makes people want to learn more deeply by reading and understanding what is contained in it. Specifically, it also has an impact on English learners which is can learn about the state of culture, history, social class, and relationships between people discussed in literary works. Therefore, students can understand culture and history through literary works by analyzing the form of literary works.

According to Meyer (2017), literature is the careful use of language, usually

described through written texts in the form of creative metaphor features with good syntax, well-transformed phrases, rhymes, and alliterations, and the last one can be seen and read its beauty. Not only through the written word, but literary works are also presented in the form of symbols and numbers. Two types of literature are written forms and oral forms. The written forms of literary works consist of prose, drama, novel, and poetry.

Generally, poetry is a form of literary work. Poetry is a form of literary work that contains elements of beauty. It can be inferred that the language used in poetry that is packaged contains beautiful and aesthetic words. The content of poetry usually comes from the heart and mind of the person who made it. Each line of poetry has rhythm, rhyme, and lyrics. Poetry can also be used as a means to express happiness, love, sadness, and even hatred for many things (Rosmaidar 2012).

As part of poetry, a metaphor is also considered as a figurative language that equates one type of object or idea to another by showing its resemblance to one another. As described by Lakoff, George, and Johnsen (2003), metaphor is ubiquitous or universal. It can be inferred that the metaphorical is a structure of our conceptual knowledge. According to Mao, Lin, and Guerin (2019), metaphor is the most widely used and most basic figurative language. This can be seen from the ideas, features, and characteristics of the concept of metaphor. Also, Mao et al. (2019) defined metaphor as an expression or word that is intended for one intended for which equates to another. It can be deduced that the metaphor is a part of figurative language that compares one thing to another. The theory by Lakoff and Johnson divides metaphor into three types: structural metaphor, orientation metaphor, and ontological metaphor.

By looking at the definition above, the researcher tries to find a metaphor that can show how the metaphor can be interpreted in William Blake's poetry. The conceptual metaphor theory used in this research is the theory published by Lakoff, George, and Johnsen (2003). The topic of William Blake's poetry focused on his thoughts and feelings as he lived life as a poet, experiencing injustice, seeking God, and experiencing love and friendship. To clarify poetry clearly for the readers, William Blake usually used metaphors to make poetry lyrics look beautiful.

The research was expected to introduce figurative language types and specific metaphors for English students. In addition, this research provided information about how to analyze a poem based on the conceptual metaphor theory introduced by Lakoff, George, and Johnsen (2003). This research revealed that most students usually only read without knowing the meaning contained in the poem. Another problem found is the lack of students' vocabulary in writing poetry (Fithriani, 2021). In general, researchers found only a few similar studies in FKIP, Riau University. In terms of poetry content, William Blake's poems are very poetic and the meaning of his poems is difficult to interpret. Therefore, researchers are interested in doing this research.

Method

The researcher used the qualitative method to describe and interpret the poetry in this research. Due to the characteristics of the data, this research can be classified as qualitative research with a descriptive approach. The qualitative descriptive approach is one method used by researchers to investigate the problem, which is applied through the depth of understanding about something (Zhang, 2021). The research also belonged to library research. Library research is defined as a structured form of inquiry with specific rules, tools, and techniques. Also, library research is research that uses library sources to collect and analyze data. Therefore, from the definition, the researchers used several books and many reference sources to support the result of this research (Tella & Kwanya (2017).

The primary data source in this research is a collection of poetry by William Blake. The researcher only focuses on ten poems that are used as primary data sources, namely: "The Sick Rose", "The Chimney Sweeper", "The Tyger", "My Pretty Rose Tree", "Ah, Sunflower", "The Garden of Love", "London", "A Poison Tree", "The School Boy", and "A Little Girl Lost". The researcher chose the ten poems above as the primary source because it is clearly described the situation in society at that time and the content of these poems is beautiful.

Besides, the secondary data source in this research is in the form of documents. The secondary data sources are used as support to understand the problem and to clarify the problem in the research. The documents in question are articles, scientific journals, poetry, literature review and research books, results of literary research, and previous research on William Blake's poetry collections. In this research, the researcher used the observation of the figurative language used in the poem to be studied, "The Classic Poetry Series" written by William Blake.

Results

Table 1. Types of Conceptual Metaphors Found in Each Poetry

Poetry	Structural Metaphor		Orientationa I Metaphor		Ontological Metaphor		Total	
	N	%	N	%	N	%	N	%
	The Sick Rose	4	44.44	-	-	5	55.55	9
The Chimney Sweeper	4	33.33	-	-	8	66.67	12	100

The Tyger	5	26.31	1	5.26	13	68.42	11	100
		%		%		%		%
My Pretty Rose Tree	1	16.67	-	-	5	83.3	6	100
		%				%		%
Ah, Sunflower	5	45.45	-	-	6	54.54	11	100
		%				%		%
The Garden of Love	2	20%	-	-	8	80%	10	100
								%
London	6	37.5	1	6.25	6	37.5	13	100
		%		%		%		%
A Poison Tree	4	50%	-	-	4	50%	8	100
								%
A Little Boy Lost	8	38.09	2	9.52	11	52.38	21	100
		%		%		%		%
The School Boy	12	46.15	4	15.38	10	38.46	26	100
		%		%		%		%

After analyzing the data, the results show that of all the poems interpreted in Table 1, most of the metaphors are found in "The School Boy", with twenty-six metaphors. "My Pretty Rose Tree" has only six metaphors, fewer than other poems. Of the total conceptual metaphors found in each poem, these three types are found in "The School Boy", "A Little Boy Lost", "London", "The Chimney Sweeper", "The Tyger", "Ah, Sunflower", and "The Garden of Love." The rest of the poems have fewer than ten metaphors. "The Sick Rose" uses structural and ontological metaphors. "The Chimney Sweeper" uses structural and ontological metaphors. "The Tyger" uses structural metaphors, orientation, and ontology. "My Pretty Rose" uses structural metaphors and ontology. "Ah, Sunflower" uses structural metaphors and ontology.

"The Garden of Love" uses structural and ontological metaphors. Ontology "London" uses structural metaphors, orientation, and ontology "A Poison Tree" uses structural metaphors, and ontology "A Little Boy Lost" uses structural metaphors, orientations, and ontology. And "The School Boy" uses structural metaphors, orientations, and ontologies.

Table 2. Percentage of Each Type of Conceptual Metaphor Found

Conceptual Metaphors	Frequency	Percentage
Structural metaphor	51	37.7%
Oriental metaphor	8	5.92%
Ontological metaphor	76	56.29%
Total	135	100%

Blake often uses ontological metaphors, then structural metaphors, and then orientational metaphors less frequently. 51 structural metaphors use 37.7% of 135 metaphors. Oriental metaphors only use 8 metaphors, out of 5.92% of 135

metaphors. And the last ontological metaphor. The ontological metaphor uses 76 metaphors including 56.29% of 135 metaphors. The total metaphor used is 135.

Table 3. The Number of Conceptual Metaphors Found in Each Poetry

Poetry	Metaphors	Percentage
The Sick Rose	9	7.08%
The Chimney Sweeper	12	9.44%
The Tyger	11	8.66%
My Pretty Rose Tree	6	4.72%
Ah, Sunflower	11	8.66%
The Garden of Love	10	7.87%
London	13	10.23%
A Poison Tree	8	6.29%
A Little Boy Lost	21	16.53%
The School Boy	26	20.47%
Total	127	100%

Blake's "The School Boy" has the highest number of 26 metaphors out of 20.47% metaphors. "A little Boy lost" is 21 of 16.53% of metaphors. "London" is 13 of 10.23% of metaphors. "The Chimney Sweeper" has a metaphorical figure of 12 of 9.44%. "The Tyger" has an 11 of 8.66% metaphors. "Ah, Sunflower" has 11 of 8.66% metaphors. "The Garden of Love" has a 10 of 7.87% metaphors. "The Sick Rose" has 9 of 7.08% metaphors. "A Poison Tree" has 8 of 6.29% metaphors. And finally "My Pretty Rose Tree" has only 6 out of 4.72% metaphors.

Table 4. Types of Conceptual Metaphors in Classic Poetry Series by William Blake

Poetry	Structural	Orientalional	Ontological
The Sick Rose	✓	-	✓
The Chimney Sweeper	✓	-	✓
The Tyger	✓	✓	✓
My Pretty Rose Tree	✓	-	✓
Ah, Sunflower	✓	-	✓
The Garden of Love	✓	-	✓
London	✓	✓	✓

A Poison Tree	✓	-	✓
A Little Boy Lost	✓	✓	✓
The School Boy	✓	✓	✓
Total	10	4	10
(%)	100%	40%	100%

From the result gained that described in table 4, it can be inferred that the total conceptual metaphors found in each poem, structural metaphors account for one hundred percent of the ten types of poetry. Second, orientational metaphors make up forty percent of the four types of poetry. And finally, the ontology metaphor reaches one hundred percent of the ten types of poetry.

Conclusion

The importance and meaning of these metaphors are also discovered by research showing the thoughts and emotions William Blake feels while going through experiences that other people also experience, such as falling in love, being hurt, and grieving, among others. It can be seen that William Blake used the metaphor as a means of expressing himself in a way that made the subject more relevant to him and also more relatable to his audience. It can be deduced that the metaphor exists in every country and culture in the world. Also, the metaphor is often connected to human daily communication. Therefore, from the result, it can be concluded that the more people understand metaphors, the more the effect can be felt in many aspects of life, such as language, learning, speaking, and teaching.

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