

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Poem is a type of prose which is one of literature genres besides novel and drama. Unlike novel or drama, poem is one of way to express the poet feeling. There are a lot of poets that create a poem with various kinds of theme but they still use their own style. The readers can imagine the story in the poet's mind through the story presented in it. The readers give response to the imaginary experience in the poem as a pleasing experience. This response makes the writer more interested to poem than other genres. Besides, poem can entertain the readers, it also teaches us about the value of life.

“The Little Boy Lost” and “The Little Boy Found” are William Blake's poem written in 1789. These poems are 13th and 14th poem in *Songs of Innocence* and these poems were written as a couple of poem. These poems have correlation each other, which tell about a little boy who is seeking his father that never found. Finally he is rescued by God to find his affection.

The writer chooses these poems because both contain many interesting aspects. Firstly, both consist of ordinary words that attract and make the readers have a strong passion to read the entire story of these poems. Secondly, the uniqueness of these poems created as couple of poem. It is Blake's the first couple of poem, and then the language style used is influenced by his belief that all of things are described have relationship to God.

1.2 Purpose of the Study

In general, the purpose of the study is to know the content of the poem, analyze the poem with elements of poetry. In specific purpose is to know about Blake's spiritual journey reflected in his poems; "The Little Boy Lost" and "The Little Boy Found".

1.3 Scope of the Study

The scope or limitation of this analysis is to find intrinsic elements approach. As the writer explained in the background of the study, this proposal will analyze rhyme scheme, diction, symbol and imagery which are found inside the poems "The Little Boy Lost" and "The Little Boy Found" she uses Frankl's meaning of life theory to reveal the relationship between those poems and Blake's life. The writer chooses library research as one of the research methods. So, since the background of the writer is a literature student, she studies some books and other references to help her understanding the subject and object of analysis.

CHAPTER II

LITERARY REVIEW

2.1 Biography of William Blake

William Blake was born on November 28, 1757 in Soho, London, the third of five children. He is a hugely famous figure of Romantic literature, whose work is open to various interpretations, which has been known to take a lifetime to establish. As well as his works being difficult to interpret, him as a person has also provoked much debate. His father James was a hosier, and could only afford to give Blake enough schooling to learn the basics of reading and writing, though for a short time he was able to attend a drawing school run by Henry Par. He finished his apprenticeship at age 21, and set out to make his living as an engraver. Blake married Catherine Boucher at age 25, and she worked with him on most of his artistic creations. Together they published a book of Blake's poems and drawings called *Songs of Innocence* in 1789. Blake did not have a head for business, and he turned down publisher's requests to focus on his own subjects. In his choice of subject Blake was often guided by his gentle, mystical views of Christianity. *Songs of Experience* (1794) was followed by *Milton* (1804-1808), and *Jerusalem* (1804-1820).

William Blake is a religious like his mother, Catherin. He was becoming a sort of unofficial Christian anthem of English nationalism in the 20th century. The lack of public recognition sent him into a severe depression which lasted from 1810-1817, and even his close friends thought him insane. He proved that he afford to create a great works. He died on August 12, 1827, and is buried in an unmarked grave at Bunhill Fields, London.

2.2 Rhyme Scheme

Rhyme is repetition sounds in every end of stanza. In the book *A Handbook to Literature* (1980:384), Holman said:

Rhyme –scheme is the pattern, or sequence, in which the rhyme sounds occur in a stanza or poem. It is usually presented by the assignment of the same letter of the alphabet to each similar sound in a stanza.

According to its position, rhyme has an internal rhyme which is inside of the stanza and end rhyme which is placed in the end of the stanza.

2.3 Diction

Diction is the choice of word to show feeling of the poet that represented his or her experiences or intense emotion. A poet has different ways to say something to another poet. The poet's language may differ from the writer to writer and period to period. For instance, "love" it could be said with "rose", "red" or "heart" according to poet's emotion while writing his or her poem. Diction or word choice becomes the main element in the poetry. To comprehend the poem the readers have to know the meaning both denotation and connotation.

Denotation is the real meaning of a word in dictionary. "*Denotative is a language towards correspondence one against one of among signs (the words) with the designed words, so that one word point one thing only*" (Welleck and Warren, 1968:22). On the other hand, poetry is one of literary works that need imagination to be understood. Mostly, connotative language and figurative

language used in connotation that the meaning is away from the real meaning. According to *Oxford Learner's Pocket Dictionary*, "*connotation is the idea or quality suggested by a word in addition to its main meaning.*" (2008:87). Connotation also means words that have more reference than the real word. Perrine states that connotation is what it suggests beyond of its expresses.

2.4 Imagery

The poet expresses his experience through choosing the exact words to provide a selection of the sense impression that he has. "*Imagery may be defined as the representation to the imagination of sense experience*" (Perrine, 1969:552)

In the poetry, there are many kinds of imagery: visual imagery (the imagery that can be gained from the experience of the senses of sight), auditory imagery (an image that can be heard or comes from the sense of hearing), organic imagery (the imagery that emerged from our minds. It appears the emotion, the desire, and the feeling inside of readers, such as thirst, hunger, drunkenness, etc.)

2.5 A Will to Meaning by Viktor Frankl

Frankl says that meaning is not to be given nor be chosen, but has to be found by the person. Every man is responsible to his life in discovering his meaning. According to logotherapy, we can discover this meaning in life in three different ways that are through creative values (art), through experiential value (love), and through attitudinal value (suffer). In *Man's Search for Meaning*, he says this: "*Man is capable of changing the world for the better if possible and of changing himself for the better if necessary*" (1992: 119). From this quote, Frankl assumes that finding meaning is a choice. Finding meaning can be found by passing suffer and sorrow. When a man can pass that process, he will understand how to appreciate his own life and find the real things in the world which is meant in his life. That is why man is even ready to suffer, on the condition, to be sure, that his suffering has a meaning.

CHAPTER III

DISCUSSION

3.1 The Poems

The Little Boy Lost

“Father! father! Where are you going?
O do not walk so fast.
Speak, father, speak to your little boy,
Or else I shall be lost.”

The night was dark, no father was there;
The child was wet with dew;
The mire was deep, & the child did weep,
And away the vapour flew.

The Little Boy Found

The little boy lost in the lonely fen,
Led by the wand’ring light,
Began to cry; but God, ever nigh,
Appear’d like his father in white.

He kissed the child & by the hand led
And to his mother brought,
Who in sorrow pale, thro’ the lonely dale,
Her little boy weeping sought.

3.2 The Translation

Bocah yang hilang

“Ayah! ayah! Pergi kemanakah engkau?
Oh jangan berjalan terlalu cepat.
Bicaralah, ayah, bicaralah pada anakmu ini,
Atau aku akan tersesat.”

Malampun larut, tiada ayah disitu;
Anak itu basah karena embun;
Lumpurnya dalam, & anak itu meratap,
Dan jauh mengangkasalah embun.

Bocah yang ditemukan

Bocah itu tersesat di rawa yang sepi,
Dibimbing cahaya berkelana,
Mulai menangis; namun Tuhan yang dekat,
Nampak seperti ayahnya dalam warna putih Dia menjelma.

Dia mencium si bocah & dan dengan tangan Dia memimpin
Dan membawanya pada sang ibu,
Yang pucat pasi, melewati lembah sepi,
Anaknya menangis dalam pencarian itu.

3.3 The Analysis

3.3.1 Rhyme Scheme

Both poems “The Little Boy Lost” and “The Little Boy Found” have the same rhyme for each stanza. The two-stanza poem has an ABCB DEFE rhyming scheme. The poem begins:

The Little Boy Lost

“Father! father! where are you going? ¹	A
O do not walk so fast. ²	B
Speak, father, speak to your little boy, ³	C
Or else I shall be lost.” ⁴	B

The night was dark, no father was there; ⁵	D
The child was wet with dew; ⁶	E
The mire was deep, & the child did weep, ⁷	F
And away the vapour flew. ⁸	E

The Little Boy Found

The little boy lost in the lonely fen ¹ ,	A
Led by the wand’ring light, ²	B
Began to cry; but God, ever nigh, ³	C
Appear’d like his father in white. ⁴	B

He kissed the child & by the hand led ⁵	D
And to his mother brought, ⁶	E
Who in sorrow pale, thro’ the lonely dale, ⁷	F
Her little boy weeping sought. ⁸	E

3.3.2 Diction

By using diction, the poet can devote and show his or her feeling and mind exactly. Diction gives also a space for the poet in expressing his or her idea, mind, and soul in appropriate sense vividly. It can extend the aesthetic

imagination in reader's mind and then the messages that want to be conveyed by the poet can be grasped and caught by them accurately. In both poems, there is diction used by Blake:

"Father! father! where are you going?"

The denotation meaning of *father* is male parent. While in this poem, *father* means the aim and the guide of life.

And to his mother brought,

The denotation meaning of *mother* is female parent. While in this poem, *mother* is representation of a comfortable and pleasant place, also means sincerity and love.

*The night was dark, no father was there;
The child was wet with dew;
The mire was deep, & the child did weep,*

The word *night* and *dark* describe a darkness of the night which represents the suffering of the child who cannot find *father*, the purpose of his life. The word *child* represents the innocent of soul in knowing meaning of life. While, the *mire* has similar meaning with mud, affirms the suffering passed by the little boy. He lumbering walks because he does not know the way to find his meaning.

*The little boy lost in the lonely fen,
Led by the wand'ring light,
Began to cry; but God, ever nigh,
Appear'd like his father in white.*

The word *the little boy* has the same meaning with *child* affirms that the kid is a boy. It represents the immature of thought and innocent in facing the world. The word *fen* means a deep swamp which represents an

uncomfortable place, dark and full of suffer. The word *wandering light* represents the little boy's hopes and guidance from God, whereas the word *white* is representation of the Holy Father who comes to secure the little boy.

*He kissed the child & by the hand led
And to his mother brought,
Who in sorrow pale, thro' the lonely dale,
Her little boy weeping sought.*

The next stanza continues telling with God who rescues the little boy and lead him to her *mother* whose representation of comfortable place, affection, and the real sincerity. The little boy is reunited to his mother after through the lonely *dale*. *Dale* represents the sorrow that is passed while seeking his *father*.

3.3.3 Imagery

The author delivers his spirit experiences can through the exact choice of word. The exact word can raise the imagination of the readers. "*Imagery may be defined as the representation to the imagination of sense experience*" (Perrine, 1969:552)

Kinds of Imagery

3.3.3.1 Visual Imagery

Visual imagery is an image that appears from eyesight.

*The night was dark, no father was there;
The child was wet with dew;*

Both verses show visual imagery. In the writer's opinion, the poet asks the readers to imagine a specific situation, in which a little boy who feels cold in the night, standing alone without his father that appeals to our sense of sight.

*Began to cry, but God, ever nigh,
Appeared like his father, in white.*

In this verse, the readers is persuaded to see what the main character see, in which God comes as if like his father wearing white dress.

*He kissed the child, and by the hand led,
And to his mother brought,
Who in sorrow pale, through the lonely dale,
Her little boy weeping sought.*

The readers are persuaded to see God comes rescuing the little boy, He kiss the boy and takes him to his mother. Moreover, the fear and sadness of the boy that is described on his face when he lost and does not know the way go home.

3.3.3.2 Auditory Imagery

Auditory imagery is an image that can be heard or comes from the sense of hearing. By this imagery, the author wants to deliver what he heard or the readers hear something what he show.

*“Father! father! Where are you going?
O do not walk so fast.
Speak, father, speak to your little boy,
Or else I shall be lost.”*

From this stanza, the readers hear the boy summoning his father because he lost and fear.

*Began to cry, but God, ever nigh,
Her little boy weeping sought.*

From these verses, the readers can hear that the boy begins crying in his sadness in seeking his father who never comes.

3.3.3.3 Organic Imagery

Organic imagery is an image that appears from thought or consideration. It appears the emotion, the desire, and the feeling inside of readers, such as thirsty, hunger, tiresome, sadness, etc.

*The night was dark, no father was there;
The child was wet with dew;*

These verses are persuaded the readers to feel that the night is really dark and cold. He is alone without his father beside him. The readers can feel the worry and sadness that he feels.

*Who in sorrow pale, through the lonely dale,
Her little boy weeping sought.*

This verse affirms that the boy is suffering when he cannot find his father nor the ways go home. He lost in the silent valley, alone. The readers is asked to feel how cold the place is, and how the boy fear for.

3.3.4 The Spiritual Journey

The poem “The Little Boy Lost” describes the little boy who find himself is lost. “*Father! father! where are you going?/ O do not walk so fast./ Speak, father, speak to your little boy,/ Or else I shall be lost.*” (1-4).

He lost his *father*, the purpose, ways, hopes and guide of his life. The little boy does not know what he wants and has to do because he feels that his guide disappears and he cannot find it. This stanza explains that Blake feels nothing and worries because he does not have any purpose of life. He feels meaningless because he does not have anything which gives a greater meaning.

The second stanza tells about the boy as the son ultimately loses his way: "*The night was dark, no father was there, / The child was wet with dew*" (5-6). He cannot find his way because he cannot see anything in the darkness of the acknowledgement and spirit. It means that Blake cannot find the way how to pass his life meaningfully. It is followed by "*The mire was deep and the child did weep, / And away the vapor flew*" (7-8). The boy is sinking into the deep mire and he is alone. This stanza describes how Blake sunken in the world without knowing what have to do and look for. He suffers because he feels that what he has done cannot make him getting his purpose. He had done his best in his jobs. He tries to get the earthly joy from it, but he thinks that the earthly joy cannot steady forever; there are many obstacles and disguises.

The little boy who represents Blake's innocent. "*The mire was deep and the child did weep, / And away the vapor flew*" (7-8) shows how Blake feels sinking. He lost his father and brother, he is disappointed with his partner and the traditional religion. When Blake did his best on his jobs, he got betrayal from his partner. He was also assumed as an insane

man because he has different thought. This condition makes Blake feel getting heavy world as if he gets crisis of identity.

In turning to Blake's two-stanza follow-up piece, "The Little Boy Found", also from his *Songs of Innocence*, and comparing the two works, a deeper analysis becomes available.

The first stanza details how the little boy is given hope and a chance to be redeemed as he is suffering, "*The little boy lost in the lonely fen*" God's help come and rescue him from his sunken. *Led by the wand'ring light, / Began to cry, but God, ever nigh/ Appeared like his father, in white*". Not only has some mysterious holy *light* or heavenly apparition been guiding the little boy, even God himself steps down from the heavens to lead this little boy home. This stanza tells about Blake who is still distraught passing his life although he sees the *wandering light*. He gets hopes and guidance from God that always stays near both time and place to find his way.

The second stanza ends the piece, as well as the little boy is suffering He is guided by God to find his meaning and his affection. His belief leads him close to God. Therefore, in the verses: "*He kissed the child & by the hand led/ And to his mother brought/ Who in sorrow pale, thro' the lonely dale*". God rescues the child and reunites him to his mother.

Blake's sorrowfulness passed and the God's guidance leads Blake who passed the difficulties finding *mother*, the affection, love, sincerity and of course his meaning.

CHAPTER IV

CONCLUSION

The writer used rhyme scheme to look for the similar repetition in these poems. As couple of poem, both poems have the same rhyme that is ABCB DEFE. The writer used diction, symbol, and imagery which can help in analyzing its meaning deeply. Moreover, she also used Frankl's *a will to meaning* to analyze the relation between literature and biography.

From those poems, Blake tells about his journey to find meaning of life. The writer used Blake's biography to be related to this analysis. Through these poems, the writer analyzed Blake's who is represented by the little boy has innocent of soul in seeking his meaning. He discovers that earthly joy cannot make him complete. He finds his meaning when he believes in God and lives for God. Blake's belief in God leads him to get happiness and meaningful in this world. Overall, both pieces show emotion, sorrow, and more importantly, innocence.