

THE ANALYSIS OF EMILY DICKINSON'S LIFE BACKGROUND ON THE INTROVERT AND EXTROVERT FOUND IN HER POEM ENTITLED "BECAUSE I COULD NOT STOP FOR DEATH"

Edi Firman¹, Tawali²

^{1,2}English Language Education Faculty of Language and Art Education Mataram Institute of Teacher Training and Education

edifirman@ikipmataram.ac.id¹, tawaliyosi@gmail.com

Abstract. This research was aimed to revealed the analysis of Emily Dickinson's life background on the introvert and extrovert found in her poem entitled "Because I Could Stop for Death". The method on this research was qualitative descriptive. The techniques of data collection used documentation, close reading, identification, classification, and note taking. The techniques of data analysis used the interactive model namely data reduction, data display, and conclusion drawing or verification. The analysis of "Because I Could Not Stop for Death" by Emily Dickinson's used theory personality of Jung G Carly, especially concerning in Introvert and Extrovert. The poem contains six stanzas. In every stanza there are four lines. The conclusion of this research was the total of Introvert were found 5 and total of Extrovert found 1. In other words the general problem of this study had been answered.

Key Words: *Introvert and Extrovert, Emily Dickinson and Poem.*

Abstrak. Penelitian ini bertujuan untuk mengungkapkan analisis latar belakang kehidupan Emily Dickinson tentang introvert dan ekstrovert yang ditemukan dalam puisinya yang berjudul "Because I could stop for Death". Metode penelitian ini kualitatif deskriptif. Teknik pengumpulan data yang digunakan dokumentasi, membaca, identifikasi, klasifikasi, dan pencatatan. Teknik analisis data menggunakan model interaktif yaitu pengurangan data, tampilan data, dan gambar kesimpulan atau verifikasi. Analisis dari "Because I could stop for Death" oleh Emily Dickinson teori digunakan kepribadian Jung G Carly, terutama mengenai introvert dan ekstrovert. Puisi ini berisi enam bait. Dalam setiap bait ada empat baris. Kesimpulan dari penelitian ini adalah total Introvert ditemukan 5 dan total Extrovert 1. Dengan kata lain masalah umum dari kajian ini telah dijawab.

Key Words: *Introvert dan Extrovert, Emily Dickinson dan Sajak.*

INTRODUCTION

A literary work is consisting of various kinds such as Novel, Poem, Short Story and Drama. In this writing, the researcher wants to specialize analyze about "Poetry", poetry is form of literary work that is bound by rhythm, rhyme, and compilation of stanzas and lines whose language looks beautiful and full of meaning.

Such literary works mentioned above are the products of creative compositions of an

author. Each of the writers creating a certain literary work owns a different life background. He or she may be a person from high class, middle class or even lower class.

There is a statement clarifying that the life background of an author influence the literary work he or she composed. According to Rene Wellek and Austin Warren "the main reason of literary work given birth is the composer himself or herself namely an author. That is why the explanation of personality and the

author's life is the oldest and established method in the literary work study". Furthermore, it is also said that biography explains and clarifies the truth composition process of literary work (Rene Wellek & Austin Warren, 1977:82). Based on the previous explanation, the writer wants to present to the readers that there is an influence of author's life background on the literary work he or she created.

Allport (1961: 28) said that personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behaviour and thought. It is undeniable that important individual differences exist among second language learners. A number of personality characteristics have been proposed as likely to affect second language learning, some of them are introvert and extrovert.

Extrovert Personality is social, practical, appear affectionate, good conversationalists, active and lively. They are habitually outgoing, prefer outdoor activities, and tend to be essentially social, participating in various social and personal activities. Contrary to extrovert, Introvert Personality is idealistic, less social, talk less and brood about the future. They involve themselves minimally in social activities or in those activities which demand their active, with direct interaction with many people.

Emily Dickinson is one of the great female poets in America in nineteenth century. She was the poet growing in a well-known and educated family. As long as she lived her life, the environment around her absolutely influenced her.

She spent almost the whole life of hers by writing a lot of poems. She had written many poems for the entire of her life. Most of her poems are about love, nature and death. The

poem entitled "Because I Could Not Stop for Death" is one of hers, which tells us about death.

Many biographers speculate that Emily Dickinson's is in love with Susan, but there is no evidence they are having a sexual relationship. Emily Dickinson's work has an extraordinary influence on contemporary American poem. She and his contemporary, Walt Whitman, were primarily responsible for the shift from a formal rhyme to a free rhyme.

Based on the elaboration above, the researcher is interested to analyze the poem by Emily Dickinson, entitled "Because I Could Not Stop for Death". The researchers chose this titles to analyze because I want to know, presence or absence of introvert and extrovert in Emily Dickinson's Poems, and the researchers chose this poem because Emily Dickinson's expressed as a pleasure journey and a nice experience.

REVIEW OF RELATED LITERATURE

Emily Dickinson

Emily Dickinson is a poet of the United States, she is famous for his poems have been written to this day. His is from the state of Massachusetts. She is famous for his poems which are full of test words and are unique. His spent most of his life at his home. Emily Dickinson's loves flowers and uses them to show her feelings in her poems.

Life Background

According to Hudson, in Fredrick's book, he said that to read and understand literature means to know and understand the author's social, cultural, and intellectual background (Juliana, 1988:

4). While, Sylvan Bamed & William E. Cam state that the really good biographies enable us to return to the literary texts with a deeper understanding of how they came to be

what they are (Sylvan Barnet & William E. Cam, 2003: 113).

Introvert

Introverts are more comfortable living alone and being by themselves. They depend on their “me time” to recharge; they become immersed in their inner world and run the risk of losing touch with their surroundings or their outer world.

Extrovert

Extroverts are actively involved in the world of people and things; they are socially active and more aware of what is going on around them.

Poem

A poem comes from the Greek “poesis” which means creation. In English it is called “poetry” meaning poetry, poet means poet, poem means poem. The meaning of this kind is gradually narrowed its scope to “the results of literary art whose words are arranged according to certain conditions by using rhythmic rhymes and figurative worlds. (Tarigan, 1984: 4).

RESEARCH METHOD

Research Design

Research Design is qualitative descriptive to describe the concept of Emily Dickinson’s life background on the concept of death found in her poem “Because I Could Not Stop for Death”. According to Uwi Flick (2009: 30) Qualitative research is specific relevance to the study of social relations, due to the fact of the pluralization of life worlds. Qualitative research claims to describe life worlds ‘from the inside out’, from the point of view of the people who participate. (Uwe, Ernst & Ines, 2004: 3). **Data and Source of Data**

The data in this study is poem “Because I Could Not Stop for Death” by Emily Dickinson. The data source classified

into two categories, primary data and secondary data.

1. Primary data Sources

Primary data is the main data obtained from all the structural elements in the poem in Emily Dickinson Poem, which form such like image, speaker aspect, figurative language, rhyme, rhythm and meter.

2. Secondary data

The secondary data are taken from other source, such like literary books, criticism, and some articles related to the poem and website which related to the Emily Dickinson Poem.

Techniques of Data Collection

Data of the study is collect through these following technique, they are:1) Documentation, 2) Reading, 3) Identify, 4) Classify, 5) Note Taking

Techniques of Data Analysis

Data analysis is the process of reducing large amounts of collected data to make sense of them. (Barbara B. Kawulich, 2004: 97).

Technique of data analysis used by the researcher is method analysis. It used to describe the analysis of Emily Dickinson’s life background on the introvert and extrovert found in her poem “Because I Could Not Stop for Death”.

According to Miles and Huberman (1994: 10-11) qualitative data analysis is a continuous, iterative enterprise. Issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episode follow each other. The analysis of the data describe and analyze on the following procedures, as follows:1) Data Reduction, 2) Data Display, 3) Conclusion Drawing/Verification

RESEARCH FINDING AND DISCUSSION

Research Finding

The analysis of the study focused on the analysis of Emily Dickinson's life background on the introvert and extrovert found in her poem "Because I Could Not Stop for Death". As the writer has presented in the first chapter, the sub problems would be two factors which influenced her perception of death. The first is her life background and the second is her past experience. In this analysis, we can find some introvert and extrovert from the poem.

Poem "Because I Could Not Stop For Death"

Because I could not stop for Death
Emily Dickinson - 1830-1886
Because I could not stop for Death – He kindly stopped for me –
The Carriage held but just Ourselves – And Immortality.
We slowly drove – He knew no haste
And I had put away My labor and my leisure too,
For His Civility – We passed the School,
where Children strove At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun – Or rather –
He passed us – The Dews drew quivering and chill –
For only Gossamer, my Gown – My Tippet –
only Tulle – We paused before a House
that seemed A Swelling of the Ground –
The Roof was scarcely visible – The Cornice –
in the Ground – Since then – 'tis Centuries –
and yet Feels shorter than the Day I first
surmised the Horses' Heads Were toward
Eternity –

Analysis of the Poem

To analyze this poem, the researcher used the types of personality introverted and extroverted. The poem written by Emily Dickinson's entitled "Because I Could Not Stop for Death" contains six stanzas. In every stanza there are four lines. In order to know the introvert and extrovert, the analysis of each stanza is presented below:

The First Stanza:

Because I could not stop for Death – He kindly stopped for me – The Carriage held but just Ourselves – And Immortality.

It can be seen, from the first stanza, Emily Dickinson's determine introvert personality, of usually Emily Dickinson's very influenced of script. The result of this stanza shows the introvert so that the reader make easier to know the personality belong to introvert and extrovert.

In every stanza, Emily Dickinson's always show her personality with belong to the introvert and extrovert.

The first stanza, Emily Dickinson's said "Because I Could Not Stop For Death", this line belong to introvert, nobody be able to stop for death of the persons, event doctors or healer only the God, for everything. But before that Emily Dickinson's was confronted with many problems, it was not only she who experienced it but everyone.

The problem comes not looking at who and where, but Emily Dickinson's kindly and politely appeared it all. This stanza belong to introvert.

The second stanza:

We slowly drove – He knew no haste
And I had put away My labor and my leisure too,
For His Civility –

After analysis of the first stanza of the poem, the writer of the study continued find the personality belong to introvert and extrovert which is express by Emily Dickinson's on her poems.

The first lines of the second stanza. Emily Dickinson's shows how easy it is to face something difficult whatever is however difficult, but most emotional people are difficult to hide in their face of a difficulty. All difficulties in any form he always gets rid of,

does not want to be a burden of his life. So the writer concluded, the second lines of the following stanza Emily Dickinson's so her passive. Her anger, distress, anxiety, and happiness, those who belong to the introvert of the Emily Dickinson's expressed on the poems.

In her pleasure she always hide it and just enjoyed it herself without sharing her pleasure or happiness to others. This is all Emily does for her of civility. She did not show civility through body language or utterances.

Each person will show introvert or extrovert personality through many things, once from popularity, once his knowledge, once from creation, once from painting, and from the poems. It can be seen this very common for everyone, directly or indirectly in her/his personality in life. And Emily Dickinson's from the first lines until the last lines from second stanza continually reveal her introvert.

The third stanza:

We passed the School, where Children
strove
At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –

In life appeared many of take less in education or others business, formal or informal activity, and she never give up whatever that. She always self- confidence, for the taking action and this is clearly copiously seen that Emily Dickinson's is showing her personality which belongs to introvert.

The first stanza, the second stanza, and the third stanza is really different above in meaning, expression, idea, and rhythm. All different with the stanza, almost doesn't have on connected, although in one title of poem but

the writers fortunately available the theory as device to different every personalit which appeared on the first, second, third, and last lines. Without theory stated on chapter 2 cannot be analysis at all. It's means that the writer cannot be separated with the theory in analysis literature or literary work.

The fourth stanza:

Or rather – He passed us –
The Dews drew quivering and chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –

The fourth stanza, she says whatever problems or trials still come to her but she can still get through it all. But sometimes Emily Dickinson's felt trembling, stiff, and she felt like her was in darkness, and dying. But Emily Dickinson's remains optimistic and believes that every suffering through which she must pass. In this stanza belong to introvert.

The fifth stanza:

Since then – 'tis Centuries – and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity –

The fifth stanza, Emily Dickinson's shows that she has a very difficult problem. In the face of a very difficult problem he sometimes feels like falling in a hole in the ground that makes her stop and disappear from everyone or the public. Emily Dickinson's did not want to be seen by others that she was depressed by all the problems she was appeared.

Her did not want the trials she went through to be told to others, because she did not want to burden others. But even though Emily feels down with all her problems, she still doesn't want to show everything she feels to others. In this stanza Emily Dickinson's shows the personality of introverts.

The sixth stanza:

Since then – 'tis Centuries – and yet
Feels shorter than the Day I first
surmised the Horses' Heads Were
toward Eternity –

In the last stanza, Emily Dickinson's explained that we are always confronted with problems, even death. Emily Dickinson's never thought that after death there is life without end or time without end, that is eternity. In this stanza Emily Dickinson's show the personality extrovert.

This poem uses a lot of idioms and this poem is very difficult to translate because there are many idioms expressions but here I am helped by the idioms dictionary.

Discussion

As stated in the previous chapter, this study was conducted in order to reveal the analysis of Emily Dickinson's life background on the introvert and extrovert in her poem entitled "Because I Could Not Stop for Death". Based on the data above, the researcher found the total of Introvert found were 5 (five) stanza and total of Extrovert found 1 (one) stanza.

The analysis of data found in the poem by apply theory of Jung G Carlv. This theory very usefully and help the researcher in developing her analysis through theory introvert or extrovert.

This study begin looking at the personality belong to introvert and then continued to extrovert. The appeared of the personality introvert and extrovert, cannot be separated in her background of life she always do the positive thinking, positive acting, and positive behavior, event through she is very self them to communication with other many people. It can be seen the theory introvert described someone who stay alone, but has brilliant idea and good solution to overcome her

problems. That are belong to life journey of Emily Dickinson's and the end reveal in her poem.

The first stanza, it can be seen from the stanza Emily Dickinson's determine introvert personality, of usually she's very influenced of script.

The second stanza, refers to introvert, it can be seen Emily Dickinson's shows how easy it is to face something difficult what ever is how ever.

The third stanza, refers to introvert it can be seen in life Emily Dickinson's appeased many of take less in education and formal or informal activity and she never give up whatever that.

The fourth stanza, refers to extrovert. In this stanza Emily Dickinson's says feel trembling, stiff, and feel like was in darkness and dying.

The fifth stanza, refers to introvert. Emily Dickinson's did not want to be seen by others that she was depressed by all the problems she was appeared.

The last stanza, refer to introvert. In can be seen Emily Dickinson's tell about life without end of time without end, that is eternity.

CONCLUSION

This chapter deals with the conclusion concerning the result of the research. It also purposes some suggestions for the reader and the next researcher in analyzing poem of Emily Dickinson's.

After analyzing the data by theory applied in chapter two, the writer concluding that there is analysis of Emily Dickinson's life background on the introvert and extrovert found in her poem "Because I Could Not Stop for Death". The researchers found out the theory of personality introvert on the first stanza, second stanza, stanza, third, fifth stanza, and sixth stanza. On the fourth stanza,

researchers found out the theory personality extrovert.

The writer of the study concluded that the dominant on the poem is the theory personality introvert. The researcher found the total of introvert found 5 (five) and total of the extrovert found 1 (one)

REFERENCES

- Allport, G.W. (1961). *The Individual and His Religion, A Psychological Interpretasi*. New York: The Macmillan Company.
- Aminuddin. 2011. *Pengantar Apresiasi Karya Sastra*. Bandung: Sinar Baru Algensindo.
- Amanta Yuniariandini. 2013. *Figurative Language Used In Emily Dickinson Death Poems*. A Thesis. Fakultas Sastra Study Budaya Program Study Bahasa Inggris. University Brawijaya Malang.
- Bogdan, R.C. & Biklen, S.K. 2003. *Qualitative research for education: An introduction to theories and methods*. New York: Pearson Education Group.
- Baiq Lia. 2018. *The Correlation Between Personality and Speaking Competence of Second Grade Students in MA NW Narmada*. IKIP Mataram.
- Barnet, S and W. E. Cam. 2003. *A Short Guide to Writing about Literature*. New York: Longman.
- Dornyei, Z. (2005). *The Psychology of the Language learner: Individual differences in second language acquisition*. New York: Lawrence Erlbaum Associates.
- Drs. Kuntjojo, M.Pd. 2009. *Psikologi Kepribadian. Pendidikan Bimbingan dan Konseling Universitas Nusantara PGRI Kediri*.
- Eegleton, Terry. 2nd Edition. *Literary Theory An Introduction: Second Edition*. (Online). www.blackwellpublishing.com. Accessed on Friday, 09 Augusts 2019. 14:06.
- Flick, Uwe. 2009. *An Introduction to Qualitative Research Fourth Edition*. Sage Publications Ltd.
- Flick, Uwe. Von Kardorff, Ernst & Steinke, Ines. 2004. *A Companion to Qualitative Research*. Sage Publications Ltd.
- Fredrik, Juliana Tirajoh. 1988. *English Poetry: An Introduction to Indonesian Students*. Jakarta: Depdikbud P2LPTK.
- Habib Syarwani. 2017. *An Analysis of Metaphor in Emily Dickinson's Poems*. IAIN Ponorogo.
- Hurlock, E. B. (1974). *Personality Development*. New Delhi; McGraw-Hill.
- Jones, A. 1968. *Outlines of Literature. Short Stories, Novels, and Poems*. New Yorks: The Macmillan Company
- Jung, C.G. 1960. *Psychological Types*. New Jersey: Princeton university Press.
- Kawulich, Barbara B.. 2004. *Data Analysis Techniques in Qualitative Research*. State University of West Georgia.
- Martin, J. 1967. *Harvest of Change: American Literature 1865-1914*. New Jersey: Prentice Hall, Inc.
- Miles, M.B.; A. Michael Huberman. 1994. *Qualitative Data Analysis- Second Edition*. California: Sage Publications Inc.
- Myers, M. ----. *Biography of Emily Dickinson (1830- 1886)*. (Online). www.tanyaardcountryclub.com. Accessed on Friday, 02 August 2019.

13:21.

- Nova Yanti. 2010. *Analysis Inner Conflict of Yuriy Character in the Novel Doctor Zivago: Psychology literature review*. A Thesis. Fakultas Ilmu Pengetahuan Budaya Program study Rusia: Depok.Pradopo, Djoko Rachmat. 2000. *Prinsip- prinsip Kritik Sastra*. Yogyakarta: Gajah Mada University Press.
- Sunarto. 2001 *Metode Penelitian Ilmu Sosial dan Pendidikan*. Surabaya: Unesa University press.
- Tarigan, Henry Guntur. 1985. *Pengajaran Gaya Bahasa*. Bandung: Angkasa.
- Tomlinson, Carl. 2002. *Essetian of Children Literature Fourth Edition*. USA: Ally and Bacon.
- Waluyo, Herman J. 1995. *Teori dan Apresiasi Puisi*. Jakarta: PT. Gramedia.
- Wellek, Rene &Weren, Austin.1990. *Theory of Literature* (di Indonesiakan oleh Melani Budiantara). Jakarta, PT Gramedia.
- Wellek, R. and A. Warren. 1977. *Theory of Literature Harcourt Brace Javanoich*. New York: Longman.