

THE INTERTEXTUALITY BETWEEN “HOPE” BY EMILY DICKINSON AND “CAGED BIRD” BY MAYA ANGELOU

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Abstract

This research is classified as descriptive qualitative research. The researcher took the theme of literature appreciation which refers to one type of literature, namely poems. The writer compared two poems, namely Emily Dickinson's "Hope" and Maya Angelou's "Caged Bird". The purpose of the study was to determine the intertextuality of the two poems which were classified in the form of similar themes, contexts and circumstances. The results of this study indicate that there are similarities in the theme, context and circumstances contained in certain verses in the two poems.

Keywords: *Intertextuality, Phrases, Poem, Relationship*

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1. INTRODUCTION

What is literature? Sumardjo and K.M (1987: 1) stated that literature is defined as works and art activities related to expression and creation. Literature refines character by increasing sensitivity, a sense of humanity or social care, the rise of cultural awareness, and the dissemination of ideas, imagination, and constructive expression, both verbally and in writing, Suharyati (2007: 2). Literature has various types and each type has its own characteristics.

Poems are one of literature. Poems are made to express one's feeling emotionally to readers. They deserve appreciating because they bring deep meaning and determination. Why do people have to appreciate literature? By analyzing or appreciating it, they will know the diction of the literature, how literature itself is arranged and what it infers to. According to Ogenwelle (2006), literary appreciation works towards an understanding of writing styles and the use of literary devices within writing, such as imagery and alliteration. Nilsen and Donelson (2005) also stated, "Literary appreciation focuses on the adequate grasp of the definitions and applications of traditional literary devices such as plot, character, metaphor, setting and symbolism which may be encountered within texts to the evaluation of works of imaginative literature as an intellectual or academic exercise".

To appreciate poems, it is important to understand how their characteristics are. And to understand kinds of poems deeply, it can be conducted to analyze intertextuality between one poem and another to get to know how selected words are used in poems and to find similarities and differences on them both. Poems are able to be compared to another poem, movie, novel or other literature to know similar theme or mimesis on both content meaning and phrases.

2. RESEARCH METHODS

This research is a descriptive research with a qualitative approach. According to Sugiyono (2016:9), qualitative descriptive methods: a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as the opposite is experiment) where the researcher is the instrument. The key to data collection techniques is triangulation (combined). The data analysis is inductive/qualitative, and the results of qualitative research are more emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, explain and answer in more detail the problem which will be researched by studying as much as possible an individual, a group or an event. The objects of study in this research are two poems, namely "Hope" by Emily Dickinson and "Caged Bird" by Maya Angelou. While the formal object of this research is the intertextuality between both poems. With qualitative

approach, the poems are classified into similar context, interpretation or theme on any phrases or clauses found in the stanzas of both poems.

3. RESULTS AND DISCUSSION

A. The analysis of the poem “Hope” by Emily Dickinson

“Hope” is the thing with feathers

That perches in the soul

The word “hope” is described as a feathered thing which is alive and live in the human soul. “Hope is the thing with feathers” shows us sort of praise which is written to beautify human power for having hope. This first line uses metaphor because hope is imagined as a bird living in the human soul. Further, a bird is appropriate sample to indicate that it maintains the ability to lift someone up like a bird flying with feathers in the sky. In fact, Dickinson's goal is to bring out the image of hope in our minds.

If we see someone is in a trouble situation. His heart feels worried, anxious, and afraid. Hope directly acts on oneself that it needs help and his act is a feeling that does not need to be expressed through words but wants to tell oneself in the human soul. As described as bird singing in a warm place.

And sings the tune without the words

And never stops at all

The theme of the poem is revolved around the —Hope. Emily reveals that hope is in human soul. By likening hope as a small bird that sings non-stop, this explains that a person's hope drives him to listen to the sound of that hope. The clause “And sings the tune without the words” means that the hope encourage us and take us away from despair every time because hope is always in our heart.

And sweetest in the Gale is heard

And sore must be the storm

That could abash the little Bird

That kept so many warm

In this second stanza, the author writes about the threat to the hope he hopes for or to the whole hope itself. In the first line, what is explained is a drop of the value of hope that if we seek will always be heard, either religiously or through the spirituality of one who expects hope

itself. Though expecting hope itself in the midst of hardships and trials that strike with a very heavy burden. And indeed, the hope is religious and spiritual that we can not see, hear or touch but we can feel in our deepest souls, especially if we are in a corner and only expect a hope, especially from God himself (for those who are religious).

B. The analysis of the poem “Caged Bird” by Maya Angelou

This poem is about a "caged bird"—a bird confined in a "strict cage" with restricted movement, only able to sing of the freedom it never had and could never gain. This confined bird is an extended metaphor for historical African American communities and the history of race-based oppression in especially in the United States, but it may equally be understood as symbolizing the struggles of any oppressed community. This metaphor compares the mental pain of caged birds to the great sorrow and cruelty of oppression of oppressed populations.

Maya Angelou mentions nature in the opening stanza. "A free bird leaps on the back of the wind," she says. She depicts the bird flying across the orange sky. The liberated bird is entitled to "claim the sky." The way she depicts the "orange sun beams" makes the reader appreciate the natural beauty of the sky, and the way she describes the bird "dipping his wing" makes the reader appreciate the bird in its natural environment, enjoying its freedom.

The second stanza of 'Caged Bird' is fundamentally opposed to the first. The speaker prepares the readers for such contradiction by beginning this stanza with the word "but." Then she goes on to describe the "bird that stalks his narrow cage." The tone shifts abruptly and dramatically from tranquil, happy, and cheerful to gloomy, unsettling, and even irritating. She says the trapped first "rarely sees past its walls of wrath." While the free bird may enjoy the entire sky, the confined bird barely gets a glimpse of it. "His wings are cut and his feet are chained," she alleges.

And in the next stanza returns to the uncaged bird, emphasizing the distinction between the free and confined birds in the thoughts of the readers. She argues that a "free bird considers another wind" so that he might enjoy the "sighing trees" while being free to locate its own food. The tone with which she writes the first and third stanzas contrasts significantly with the tone with which she writes the second stanza. The first and third stanzas elicit a sensation of excitement and thrill in the reader, making the second stanza appear droll and even burdensome.

The connection between the free bird and the caged bird is continued in the fourth stanza of 'Caged Bird.' The first line contrasts sharply with the final line of the third stanza. It's dark and foreboding. This statement reveals the realities of the imprisoned bird's life. Invoking 'fat worms waiting on a dawn bright lawn' also brings up a predatorial/prey dichotomy. Worms

would be terrified for their lives, losing their independence as birds feed on such prey. However, when a bird is ensnared by a cage, the worms have more freedom than the confined bird.

In fifth stanza, the clause "a caged bird stands on the grave of dreams." This expresses the author's thoughts about her own dreams. She has so many ambitions that have perished since she was never given the opportunity to achieve everything that her white contemporaries had. Discrimination and racism surrounded her, and despite singing, she felt her voice was only heard by those closest to her prison. This stanza's second line is not simply gloomy, but also terrifying. The clause "His wings are clipped and his feet are tied" simply restates the premise that the bird sings because its longing for freedom and expression is unrestrained.

In the last stanza, it returns to the trapped bird. The author argues that even though the confined bird has never known actual freedom, it understands deep down that it was designed to be free. Despite freedom is "fearful" to the confined bird because it is "unknown," he yet sings "a fearful trill" because he longs for it. The speaker admits here that his plea for liberty may be heard "on the distant hill." This is similar to the author's plea for freedom in the shape of equality. Her cries are heard, but simply as background noise, she believes

C. The Intertextuality between both "Hope" and "Caged Bird"

From each of the poems above, there are relationships that can be in the form of themes, contexts, figure of speeches, and similar circumstances. This is all obtained from the analysis process of each poem through the search for meaning in each of the expressions or terms used in each stanza.

The following is a comparison table between the intertextuality of Emily Dickinson's "Hope" and Maya Angelou's "Caged Bird":

| Phrases in the poem "Hope" | Phrases in the poem "Caged Bird" | Intertextuality |
|--|--|--|
| Bird /the thing with feather | Bird | Both words use metaphorical figure of speech as a painting based on the similarities of the context intended by the author. In the "hope" poem, the word "bird" refers to something that represents the hope that readers will hear more attention. While the word "bird" in the poem "caged bird" refers to a picture that represents |
| | | black people (as the oppressed) and white people (who are oppressed). The word "bird" from the two poems describes something that represents the object the author intended or wanted. |
| That perches in the soul And sings the tune without the words | ... a bird that stalks down his narrow cage can seldom see through his bars of rage his wings are clipped and his feet are tied | When viewed from the theme of the two lines, there is a reaction equation described by each author. Emily describes that the "bird" which only lives or resides in the human soul can do nothing but sing for the request of this bird to be heeded. While Maya described that the caged bird had no power to fight or open the bars of its cage. So that the bird can |

| | | |
|---|--|--|
| | so he opens his throat to sing. | only sing not as a joy from being confined but as a hope for freedom. These two expressions show the similarity of theme, namely they both want to be cared for and hope for. |
| I've heard it in the chilliest land And on the strangest Sea Yet - never - in Extremity, It asked a crumb - of me. | The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom. | In this stanza of the poem "Hope", depicted hope which is represented by a small singing whose voice can be heard from a distance and the bird does not ask for sacrifice. Meanwhile in the poem "caged bird", this stanza depicts the struggle of the caged bird to hope for freedom. He wanted |
| | | to be heard through the moans of his singing. These two stanzas discuss a similar context, namely the emphasis on each voice of hope that they really want to be heard and acted upon. |

4. CONCLUSION

Emily Dickinson's poem "Hope" and Maya Angelou's poem "Caged Bird" have intertextuality which is found in several lines in certain stanzas. This relationship shows that there are similarities in the theme, context, description of the situation and imaginary characters

in the two poems. The words are not made the same, but the chain of line arrangement in certain stanzas is similar to each other.

5. SUGGESTION .

The author realizes that in analyzing a literature, it is still far from a perfect level, so the author hopes for journal writers with a particular theme of literature appreciation to be more detailed and complete in analyzing and concluding the research they will do.

In addition to the analysis, the author also suggests for the next writer to pay more attention to the writing and grammar in writing so that the series of research that will be carried out can produce maximum, detailed and satisfying results for readers.

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