

## Imagery and Theme on the Two Poems (*Hanging Fire and The Waking*)

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### ABSTRACT

This research is entitled “Imagery and Theme on the Two Poems (Hanging Fire and The Waking)”. The researcher has deeply interest to do study to two poems above to expose the imagery and theme in each poem. Because of this research we can more understand the poem and get the real meaning that the poet tries to picture. The poem entitled “Hanging Fire and The Waking” is employed to illustrate problems. In this research, the researcher analyzes imagery and theme based on their context and intention of the speakers in using them. The researcher formulated two major problems in the study, those are; (1) what kinds of imagery can be found in the two poems, and (2) what are themes can be found in the two. The method that the researcher uses in this research is descriptive qualitative. The number of studies varies by type of qualitative design, similar to the application of the theory. The data in this study were described descriptively based on the fact that the researcher used a descriptive research methodology, while the researcher uses the theory about narrative poetry, imagery and theme from Robert DiYanni, Waluyo, Pradopo, etc. After completing this researcher and put in written form, the researcher comes to conclusion that the two poems above have same major meaning that is about social and private life of human.

**Keywords:** Imagery, Narrative poetry, Theme

### INTRODUCTION

Poem is a literary works that showed that author by writing, poem has same rhyme either narrative or lyric. It has function to show the author's idea or illusion. Poem has difference from other literary works. In a poem, a poet can use beautiful words and easy or interesting to be remembered by the reader. One of the most lovely, amazing, and powerful methods to communicate is through poetry. Someone can convey their feelings clearly and precisely by composing a poem. Poems can be used to

communicate anything, including joy, sorrow, and love. Intrinsic and extrinsic aspects are both present in poetry. The intrinsic elements of a poem are voice, rhyme, diction, symbol, imagery, figurative language, and theme, whereas the extrinsic elements are related to the author's philosophy or background or how they relate to the poem. Poetry has also versification or forms or poetry, and the versification consists of stanza (couplet, triplet, quatrain, sestet, octave), rhythm, meter (Iambic, trochaic, dactylic, anapestic

and spondaic), and rhyme, so rhyme is also included in versification of poetry.

When a reader attempts to comprehend poetry, a mental image of the imagery is frequently formed along with the reader's response. One of the components of poetry whose existence might be regarded to be significant is imagery. A reader can visualize the scene thanks to the imagery, which helps them understand what the poet is trying to convey. We should concentrate on the words in each sentence of a poem or narrative while studying it rather than the author's biography or the context in which it was written. Poetry analysis is crucial since it looks at each poem's individual components in order to comprehend the whole literary piece.

In this research, the researchers would like to analyze the importance of intrinsic elements of poetry, especially imagery, theme and possible meaning in two poems; the poems are "*Imagery and Theme on the Two Poems (Hanging Fire and The Waking)*". Even though The Poems are from different authors, but the poems have same meaning, those tell about private of human life. After reading the poems, all about imagery will touch the reader's brain and feeling. It will be processed and connected with idea and feeling. So, using imagery in a poem makes conveying story idea, experiences and theme be effective. Imagery consists of visual imagery, audio imagery, kinesthetic imagery, olfactory imagery, organic imagery, tactile imagery, and gustatory imagery

Theme is central of meaning and main idea or subject in a poem; theme showed understanding about the poet and his life or his world and his

experiences. There is some kinds theme of poem, such as funny poem, happy poem, sad poem, etc. By reading poem, we can get an exciting, inspiration or experiences for life and the poet can bring message about social and private or secret life condition of human's life at the era. Reading and enjoying poems are easier than look for the definition. The most important for us, we can understand what is intended by the poet with showing the poem to us as a reader. Because language of a poem is not same with language a prose, language in a poem gives and shows meaning of life by the words and ads experiences.

Poetry is a literary work; the poetry is included into one kind of function of language as a poetic language because in a poem, many authors use language to communicate their ideas in beautiful words. Poetry is literary work that uses nice and imaginative words. A poem can give emotion and imagination, inspiration, philosophical, emotional and sentimental. It can point pictures, in a descriptive mode, or tell stories, in a narrative one. Poetry can also be satirical, funny, political, or just informative because language in poetry is imaginative (Aminuddin, 2011: 134) explains that etymologically, the term is poetry comes from the Greek *poiein*, 'to make' or *poiesis* 'to make', and in English it is called poem or poetry. Poetry is defined as "*making*" and "*Making*" because through poetry basically a person has created something a separate world, which may contain a certain message or scene, good physically and mentally. Poem is a piece of writing in which the words are chosen for images. The words are arranged in separate lines, usually with a repeated

rhythm and sometimes the lines rhyme at the end. Likewise with Pradopo (2012: 278) states that poetry is a genre or type of literature that is often the term about "Poetry" is equated with "*rhyme*". But that's not the case, poetry is a type of literature in which rhymes and rhymes are a part of poetry.

From the statement above, poem is of medium that used by author or poet to give image and meaning of poem by arranging lines, either the lines have rhyme scheme or not. From the poet's perspective the problem is that language is a system of categories that divide up reality. From the statement, literature is not context that be a medium for human express his poem by images that he used because images are easy to bring human's mind to understand what the poem mean. Poetry is frequently filled with ideas and can even be a really moving mental experience, but for the most part, it is more about how people feel than how they think. According to the definition, poetry is more than just words. Poetry is an experience of words, and those who read it can easily broaden their understanding of life, their perception of other people, themselves, and the gamut of human emotions. Waluyo (1995: 1) reveals that poetry, literature which is the oldest. Great and monumental works what is born in the world is in the form of poetry. Sapardi Djoko Damono in Komaidi (2011: 164) revealed that the words of poetry are everything. Words don't just play a role as a means of connecting readers to the poet's ideas, such as words in everyday language, but at the same time as supporting images and the reader connects with the poet's intuitive world. It can be concluded from understanding and meaning of poetry conveyed by experts that poetry is the result of a compiled

interpretation of the world of experience of the poet in beautiful verses or lines which are solid and have an aesthetic value of in terms of language. Poetry has two types; they are lyric poetry and narrative poetry. Talking about types of poetry, there are someone statements about it, poetry may be classified into two types; lyric and narrative. As with other forms of literature, classification of this kind is not exclusive. There is overlap between the designation of lyric and narrative. Poems in each of these categories may have elements characteristic of the other and both lyric and narrative poetry have dramatic qualities. From the statement above, can be concluded that lyric poem is a type of poetry that emphasize lyre to be expressed by songs. Lyric poem expresses the feelings, music or emotion of a single character.

Imagery is important element in a poem. Imagery is language of poetry. We can get all about our knowledge about this world through five senses. By the statement, by reading and listening a poem, the reader will get an image in a poem. There is relationship between images can suggest important meaning in a poem, by using imagery, the poet can use language and specific words to create meaning. According to Diyanni (2002:703), Images are used to describe such exact aspects that exist in poetry. A sense perception, feeling, or idea can be represented concretely through an image. One or more of our senses are stimulated by images. An image can be something that is perceived through the senses of sight, sound, touch, smell, or even taste (something tasted). As we perceive words through our senses—we see daylight begin and fade, hear dogs howl, feel the sting of a violently cold wind, smell the

strong aroma of perfume, and taste food—poems can be in the concrete and detailed in details that pique our interest.

The main idea of a literary work is its theme. The main worry, issue, or subject of the work is also referred to as the theme on occasion. In literature, a theme is a unifying principle or insight that serves as the major argument the author wants to make about the subject at hand. The final interpretation of the poems is their theme. Understanding the concepts or what the poet intends to convey to the reader is the main goal of this study. Analyzing the imagery is crucial to understand the concept. If the readers were familiar with the poem's imagery, they would also be able to comprehend its primary ideas. Theme is defined by Diyanni (2002:755) as a notion or intellectually comprehensible meaning that is inherent and implicit in a work. We should be careful not to oversimplify or misrepresent a poem's meaning while identifying its theme.

The first study from the college student of Islamic State University, written by Suhada (2008), his paper entitled "*Imagery Analysis on Samuel Taylor Coleridge's Poem (Kubla Khan, Frost at Mid Night, Nightingale)*". Related to is research, he focuses on imagery in a poem, this study explains that imagery in a poem appeals to our sense (including sensation of heard, sight, smell, taste, touch, and sound) are imagery.

The next study is from the college student of Islamic State University, written by Adrian (2007). His paper is entitled "*Imagery and Figurative Language in Edwin Arlington Robinson's Poem*", he defines that imagery as the representation through language of sense experience. Poetry appeals directly to our

sense of course its music and rhythm, which we actually hear when it is read aloud, but indirectly it appeals to our sense through imagery, representation to the imagination of sense experience.

The last study is from the college student of Islamic State University, written by Junaedi (2007), his paper is entitled "*Theme Analysis in Thomas Stearns Eliot's Gerontion*". He describes that the words in poetry have material appearance are referred to as images, the concept of imagery is a very simple one, although imagery uses a good poetic writing to convey images. He also describes about theme according to his opinion, theme is an element that helps the reader will understand the main point of the poem. The analysis of ideas, issues and elements of poetry will find the theme of the poem.

## RESEARCH METHODS

### *Type of Research*

There are two types of research namely qualitative and quantitative research. This research uses descriptive qualitative content analysis. Because it is intended to gather information, ascertain the situation's nature, and ultimately characterize what is found in the current study, it is called descriptive. The humanities and social sciences have a variety of traditions in qualitative methodology. The customs could be general designs that cover all phases of the research process or method types for data collecting, analysis, and reporting. According to Creswell (1994:21), the literature should be employed in qualitative research in a way that is consistent with the methodological premise, i.e., inductively so as not to influence the study question. The fact that a qualitative study is exploratory—

nothing like it has been written about the subject or population being studied—is one of the main justifications for conducting one. The researcher wants to hear information and create an impression based on their beliefs. Yet, the amount of literature varies by type of qualitative design, just like with the application of the theory.

The data in this study were described descriptively based on the facts by the researcher, who employed a descriptive research methodology. The descriptive method proposed by Donald (2010) is used to describe occurrences as they naturally occur (p. 440). According to Tavakoli (2012), a descriptive approach in descriptive research entails describing, contrasting, categorizing, analyzing, and interpreting the things and things that make up their diverse domains of investigation. It is focused on the situations or connections that exist, the customs that are followed, the opinions, viewpoints, or attitudes that are held, the processes that are taking place, the results that are being felt, or the trends that are emerging. The relationship between what is or what existing and some prior event that has influenced or affected a current state or event can occasionally be the focus of descriptive inquiry. (p. 160). The literature on a cultural notion or a critical theory from the literature is introduced by the researcher early in their study plan in theoretically oriented qualitative studies, such as ethnographies. In this case the researcher shows the imagery and theme of poem “*Hanging Fire* by Audre Lorde” and “*The Waking*” by Theodore Roethke.

### **Data Source**

#### **1) Hanging Fire**

Audre Lorde is a poet, feminist, writer, and librarian. She had a reputation as a poet for his technical skill and expressiveness. From a world where other people live, Audre Lorde's third collection of poetry, received high reviews and was nominated for a national book prize in 1973. She examined both identity-related concerns and global challenges in this collection. In comparison to her prior poem collections, her subsequent work, *New York Head Shop and Museum* (1975), was more blatantly political. The feeling described in Audre Lorde's song "Hanging Fire" is one that most of us have had. While many people may fondly reflect on their youth and depict it as a simpler period, Lorde does not do so in her poetry. A sense of grief, inadequacy, and a need for acceptance permeate the entire piece. The speaker describes her experience in a way that prompts reflection and recalls it with expressive honesty. It almost seems as though she is encouraging the reader to reflect on their own childhood and view it honestly like she does.

#### **2) The Waking**

“*The Waking*” by Theodore Roethke. The researcher thinks that the most people in the world know this poem. Moreover, it is interesting to conduct a research on something popular or well-known like this poem because many people feel connected to it and want to know everything that is relate to the English poem especially in the poem of the Theodore Roethke. He wrote “*The Waking*” in 1953 in the form of a villanelle. It is a poem about waking up from sleep that is reflective

of oneself. It makes thoughtful observations on the unknowable. It has also been understood to contrast life with both waking and dying.

### ***Biography of Authors***

#### **1) Hanging Fire**

Born on February 18, 1934, and passing away on November 17, 1992, Audre Lorde was an American author, feminist, womanist, librarian, and civil rights activist. She referred to herself as a "black, lesbian, mother, warrior, poet, who dedicated both her life and her creative talent to facing and correcting injustices of racism, sexism, classism, heterosexism, and homophobia. She is most recognized for her poetry that shows her fury and outrage at the social and civil abuses she witnessed during her life, as well as her technical ability and emotional expression. Her poems and prose primarily explore black female identity and topics relating to civil rights, feminism, lesbianism, illness and disability. Audre Lorde's passionate poetry was born out of her acute awareness of racial and gender inequality and a strong desire to shatter social taboos and cultivate fearless light. She turned to African sources in her later writing, emphasizing their oral roots and finding a model in their matriarchies for her developing lesbian and collective consciousness. She was born in New York City to West Indian parents.

#### **2) The Waking**

American poet Theodore Huebner Roeth lived from May 25, 1908, to August 1, 1963. He is considered as one of the most brilliant and significant poets of his period, having received two National Book Awards for Poetry:

once in 1959 for *Words for the Wind* and once posthumously in 1965 for *The Far Field*. He won the Pulitzer Prize for poetry in 1954 for his book *The Awakening*. His writing was notable for its introspection, rhythm, and use of organic imagery. James Dickey, a former U.S. Poet Laureate and author, praised Roethke and referred to him as "the best poet our country has yet produced." He taught poetry for fifteen years at the University of Washington, where he was well-liked. While two more were nominated, two of his former students' poems won the Pulitzer Prize for Poetry. The poet Richard Hugo considered Roethke to be the best poetry instructor in history. By the time Roethke published *The Lost Son and Other Poems* in 1948, his reputation as a master of the metaphysical poetry was well-established. In an early poem, he stated, "I learn by going where I have to go," and in the final years of his life, he was bringing his verse into the world of his mentor, W. B. Yeats: visionary songs, inner monologues, projected personae, and transformed life. He had a heart attack and passed away on August 1st, 1963. Roethke might have outlived his masters if he had lived longer.

### ***Data Collection Method***

The researcher herself is responsible for gathering the data for this study through a variety of methods, including reading, discovering, recognizing, and providing other crucial comments from the data source. In this study, the researcher would read in order to gather data for the analysis unit. Three poems, *Hanging Fire* by Audre Lorde, *The Awakening* by Theodore Roethke,

have many types of imagery and potential themes or meanings.

### **Data Analysis**

The method of this research is descriptive. In describing the imagery and also the possible meaning in the three poems, the writer bases her analysis of formalist theory. It means the data will be analyzed by describing the kinds of imagery. The procedures of analyzing the data, such as, describing the imagery, by using table to classify the data, describing the process analysis imagery and possible meaning in the poems "Hanging Fire" by Audre Lorde and "The Waking" by Theodore Roethke in short essay, drawing conclusion briefly and then giving some suggestion. This research was conducted by two researchers. The researchers are the lecturers who are teaching introduction to literature on third semester.

### **FINDING AND DISCUSSION**

The researchers use a table to describe the data in this section. These three poems are the ones that were evaluated. The poems examined in this article are "Hanging Fire" and "The Awakening." The format of the data description is as follows.

#### ***Hanging Fire***

By Audre Lorde

1

*I am fourteen  
and my skin has betrayed me  
the boy I cannot live without  
still sucks his thumb  
in secret  
how come my knees are*

*always so ashy  
what if I die  
before morning  
and momma's in the bedroom  
with the door closed.  
I have to learn how to dance 12  
in time for the next party  
my room is too small for me  
suppose I die before graduation  
they will sing sad melodies  
but finally  
tell the truth about me  
There is nothing I want to do  
and too much  
that has to be done  
and momma's in the bedroom  
with the door closed.*

*Nobody even stops to think 24  
about my side of it  
I should have been on Math Team  
my marks were better than his  
why do I have to be  
the one  
wearing braces  
I have nothing to wear tomorrow  
will I live long enough  
to grow up  
and momma's in the bedroom  
with the door closed. 35*

This poem has kept form. Based on lines, this poem is closed structure and also based on appearance, this poem is closed structure too. It consists of three stanzas. This poem does not have same rhyme. This poem's voice is very strong here. The author captures the essence of puberty and the process of becoming a young adult. This title suggests that the speaker is waiting or something to happen, and that something is finally being able to grow up being a kid is clearly torturous for her. In this research, the researchers would like to classify the data about imagery of the first poem hanging fire will be explained as the following:

- Line 12 “*I have to learn how to dance*”  
(kinesthetic imagery)  
Line 16 “*they will sing sad melodies*”  
(auditory imagery)  
Line 18 “*tell the truth about me*”  
(auditory imagery)  
Line 24 “*Nobody even stops to think*”  
(organic imagery)  
Line 31 “*I have nothing to wear tomorrow*”  
(kinesthetic imagery)  
Line 33 “*to grow up*”  
(kinesthetic imagery)

### **The Waking**

By Theodore Roethke

*I wake to sleep, and take my waking  
slow. 1*

*I feel my fate in what I cannot fear.  
I learn by going where I have to go.  
We think by feeling. What is there to  
know? 4*

*I hear my being dance from ear to ear.  
I wake to sleep, and take my waking slow.  
Of those so close beside me, which are  
you? 7*

*God bless the Ground! I shall walk softly  
there,*

*And learn by going where I have to go.  
Light takes the Tree; but who can tell us  
how? 10*

*The lowly worm climbs up a winding  
stair;*

*I wake to sleep, and take my waking slow.  
Great Nature has another thing to do 13  
To you and me; so take the lively air,  
And, lovely, learn by going where to go.  
This shaking keeps me steady. I should  
know. 16*

*What falls away is always. And is near.  
I wake to sleep, and take my waking  
slow.*

*I learn by going where I have to go.*

Each of the five stanzas in this poem includes three lines and is followed by a quatrain. The rhyme scheme is ABA, ABA for the first few stanzas, but the author changes it for the

fifth stanza and the quatrain that follows. Yet, the poem has at least one line that rhymes with each line in it. This does create tension, but it also signifies the moment the poem stops being about itself. Moreover, it gives the impression of confusion. This autobiographical poem is about waking up to go to sleep. The writer uses a metaphor. Yet, some readers can be misled into believing that the poem is about someone waking up from a nap due to the repeated use of the phrase "I wake to rest, and take my awakening gradually". The writer reflects on his own never-ending nightmare. The poem's stanzas set the rhyme and rhythm. The rhythm and atmosphere the poet wants his audience to feel. The author expertly uses stanzas throughout the entire writing process in *The Waking*. Instead of adding another stanza that reads the same as the previous one, the closing stanza does not seem to be constructed as well as the rest of his poem.

In this research, the researchers would like to classify the data from the second poem the waking will be explained as the following:

Line 2 “*I feel my fate in what I cannot fear*”. (Organic Imagery)

Line 3 “*I learn by going where I have to go*”. (Kinesthetic Imagery)

Line 4 “*We think by feeling. What is there to know?*” (Organic Imagery)

Line 8 “*God bless the Ground! I shall walk softly there*”  
(Kinesthetic Imagery)

Line 10 “*Light takes the Tree; but who can tell us how?*”  
(Kinesthetic Imagery)

The next part of research findings is analysis the data. The researchers divide



the analysis into imagery and theme of found in two poems *Hanging Fire* by Audrey Lorde and *The Waking* by Theodore Roethke.

### ***Hanging Fire Analysis***

An expression is hanging fire or olding. This poem is about a young girl who struggles with her self-image and experiences depression as a result. She is unhappy with her physical appearance because it doesn't meet society's expectations. A symbol for "waiting to do something" is hanging a fire. A fourteen-year-old girl who is desperate for her life to start properly is the protagonist of the poem. The opening lines of this poem describe the speaker's appearance. She doesn't have much faith in herself. She is not a girl of color. A poem makes the problem of racial and gender disparity clear. Black girl who appears to be the speaker, "I am fourteen/ and my flesh has betrayed me," the poem's first line reads. There are two possible meanings for this sentence. That can suggest that the speaker is suffering with acne and blemishes, which is another sign of an adolescent worrying about their looks. She is 14 years old and speaks on important themes affecting the adolescent generation, including peer acceptance, racial and gender inequity, sexuality, mortality, and parent-child communication.

This poem contain of image in the second stanza, "*I have to learn how to dance*" (line 12) appeals to our sense of movement when the speaker says to herself that she has to know to dance, because she will have a party in her school. This line refers to "*I have nothing to wear tomorrow*" (line 31), as told above that she will have a party,

she is not only to learn how to dance but she also wants to have a dress, but she has nothing to wear tomorrow. These are common issues that make youngsters dread social acceptance failure. The speaker makes it very apparent in the poem that she is concerned about these difficulties. The strain of not fitting into conventional norms can oppress these young people, both emotionally and socially.

It also alludes to the difficulties faced by adolescent girls who, despite their fear for their lives, may be maturing. She is concerned about growing older and becoming more insecure. The last kinesthetic imagery is also in third stanza "*will I live long enough/ to grow up*" (line 32/33). The speaker shows that she is doubt of her Theme of this poem is about a young girl who feels bad condition with her life; she has some problems that make her become depressed. She is a teenager and feels that she is suitable to get what other girls get. The problems are because she comes from black race, she is not white, she does not have a confidence to her appearance and her friends always look down to her and make discrimination in their relationship. Her mother does not care with her, and it makes her feels that no one cares about her life.

Words "*mother*" plays a big part in this poem as well. This line is repeated all throughout the poem. "And momma's in the bedroom with door closed". The speaker is stating these things that are bothering her because she wants someone to care since her mother is absent for her life. She wants her mother to be concerned what is going on in her life and my her mother is too busy being involved in other tings

“*behind closed door*” or something of that nature. The speaker feels about her selfish is something really important during teen years. It is representative of the fact that this speaker has to grow up alone which is a very hard thing to do. Her mother does not care with her and about her teenage age certainly. Meanwhile she was in puberty moment. Another way to look at the other meaning of the locked up mother is that her mother just want not there in the first place. Her mother could have been an absent figure in life and that is scary thing to go grow up without the guidance of motherly figure.

It is really impacted her so she reminds herself and the reader of it at the end every stanza. She was probably hurt by the fact that her mother was absent and so she reflects on it every time she needs help. All those things overwhelming for a little girl., especially when she does receive any support from her mother, who seems to her, is always behind the closed door of her bedroom. Other possible meaning in this poem, and it can be found in the first stanza, “*the boy I cannot live without/ still stuck is thumb secret / how come my knees are/ always so ashy*” (line 3/4/5/6/7), this stanza describe that a girl who told in the poem is fourteen. In some ways she is young woman, in other ways still a child. She thinks she is old enough to fall love (cannot live without) and she can see that boy she loves is still quite childish (suck his thumb). She cannot see her won childishness.

The line “*there is nothing I want to do and to much that has to be done*” the speaker feels that way. She feels really overwhelmed with work but she is just too tired to do it. Speaker can also relate

to te third stanza because sometimes a person can try out for something and not be accepted, and also because she is always like she has nothing to wear. This poem is a typical day in the life of an average teenager.

#### 1) The Waking Analysis

The waking appears on the surface to be dissection of the process of sleeping and waking up to a world that itself a dream. However, further inspection brings up a few interesting transcendental ideas and what appears to be an interpretation of the meanings of life and death. The speaker uses repetitive statements are used to drive the points of the poem, as in the line “*I wake to sleep, and take my waking slow*” which serves as a kind of refrain for the poem.

This poem contains image in some lines of this poem “*I learn by going where I have to go*” (line 3,9,19), it seems suggest that the writer finds himself stuck in routine that he desperate to understand something that he cannot help. It is repetition of the paradox (waking to sleep), it has interesting effect on the meaning of the poem. These lines different with another example of this line “*and, lovely by going where I have to go*” (lines 15), they suggest something different, if the speaker learns by going where to go, but learns by going where he has to go, there is not starting or ending point, and creates and infinite loop. The author learns by going where he has to go and as a result of this learning he seems to be aware of the idea but still the poem uses there entities as a way to convey the action and though kinesthetic imagery there is third stanza “*god bless the ground! I shall walk softly there*”

(line 8), this is future example of how the speaker tries to understand something much larger than himself, like a man interpreting the ground. These all suggests the speaker identifies his walking life as is more unenlightened state. The speaker uses the word “walk” represents of body or muscle sensation when he wakes to sleep and take waking slow. The speaker uses kinesthetic imagery because these lines represent to movement of tension of body.

While organic imagery can be found in first stanza “*I feel my fate in what I cannot fear*” (line 2), appeals to our sense of inner sensation when the speaker says that he feels his death of his fate, but he tries to say to himself that he will not be afraid to surface it as other lines like “*we think by feeling What is there know?*” (line 4). It expresses about act or attitude by people when they find any problem in their daily activities, it called organic imagery because word “*fear*” represents to inner sensation of himself for someone, this shows that the speaker seems lost in the poem. He is waking, to apparently try to learn by feeling when there is nothing to know in the first place, and the whole time he is asleep anyway these lines exemplify how sensory perception is very crucial in one’s learning process, though is a very significant part of comprehension. However, it only follows feeling. Feeling comes in naturally. The speaker uses organic imagery because these lines represent to body sensation of the man’s feeling and thinking.

The researchers also find visual imagery in fourth stanza “*light take tree, but how can tell us how?*”. (line 10) appeals to our sense of seen or sigh when the poet proceeds to the irrational

worlds of life. It seems to make the ‘tree’ not at tree at all, but example of something infinitely different. This line implies that even the vegetative entity devoid of life may find illumination in its life. In fact, this line reflexive for the speaker of the poem, the leaf who shares the bare facts of life. The theme of this poem is about someone who chooses to take his waking slow, because he feels that the life he experiences in his dream state is more of a true example of the nature of the universe. *The waking* seems to suggest that there is some kind of harmony to life, as if the give and take of sleep is supposed to be comforting to people. The speaker suggests that when we sleep that when we asleep you are experiencing something beyond us. Besides imagery and theme, this poem also has possible meaning. In the last stanza also contains “*this shaking keeps me steady I should know*” (line 16), describes about frightened that make shaking of soul. Shaking could have two different meaning. Shaking could refer to constant struggle between is waking life and his dreaming one where he is being pulled in two different directions by something he does not understand. It could just easily by referring to the way he wakes into his sleeping state and conversely falls asleep into reality. This poem seems to hold up to this idea nicely as in line “*what falls away is always and is near*” (line 17) which seems to suggest that the speaker wakes up and question whether or not the reality that he sees around him is just that perhaps if he is still asleep.

## CONCLUSION AND SUGGESTIONS

To make a good literary competence, in this research the writer choose to analyze intrinsic elements that used by poet to make interpretation easier and have good understanding about a meaning of each poem. In analyzing each intrinsic element in poem is called explication or close reading. It is detail clarification of a work, sometimes lines by line or word which is interested not only in what they work means but also own it means and what it means. Without this interpretation, clearly readers are difficulties on understanding texts of poetry. The writer analyzes imagery and theme that relate to each other to produce the theme of the poems. In this research, the researchers choose two poems *hanging fire and the waking*.

After analyzing the poem, the researchers have conclusion that poet uses imagery on his poem to make good effect and reinforce the meaning. Imagery that the most used by poet is visual imagery, auditory imagery, kinesthetic imagery and organic imagery. The imageries describe about the situation condition and stories on the poem. The writer concludes that those three poems reflect the imaginative power on each poem. In these poems, the speaker uses imagery and theme.

In order to enrich the readers understanding about intrinsic elements especially imagery and theme. The readers have to read the text of the poem repeatedly if want to get understanding about the poem. Poem is poetic language that used by the author to communicate

their ideas in beautiful words. It does not only involve the writer intelligence but also sense, emotion and imagination. The readers have to realize that te text read is not ordinary language to understand easily. Besides that, the readers have to adapt to the spirit of the text that has other language.

The study entitled imagery and theme of *hanging fire* and *the waking* is one of many exertions to find the news treasure in literature and this research hoped could give the appreciation to literary itself. The researchers suggest for those who are interested to studying about the poetry especially in two poems of *hanging fire* and *the waking* works to many approaches in comprehending the content and message in is works for students who are interested about the poem movement. It is expected that they have to improve and expend their knowledge about the poem. It is better they look for another source about poem theory especially the theory about the elements of poem.

For the researchers, it is suggested that they have to study more about imagery and theme in a poem, because there are many interesting aspects to be analyzed in a poem and it is because the poem is literature works which is rich for an part, and element of poem which is interesting to be analyzed and it never changes many years later since human being is still studying and analyzing the poem itself.

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