Student Character Building on Metaphor in Raja Ali Haji's and Robert Herrick's Poems

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Abstract

The metaphor is figurative language that compares something with other things that has similar characteristics. Character building is the way to build mental of a person to be better especially in the personality aspect such as how to love his or her country, respect the difference, etc. The best way to conduct personality education is through interesting educational personality in teaching learning. A study on the poems by Raja Ali Haji and Robert Herrick has valuable aspects required from character building in one's personality. The descriptive qualitative research method is used to identify or describe the process and get deep understanding from those poems. After analyzing the data, it was found that 31 metaphors are used in these poems such as structural metaphor (4), orientational metaphor (17), and ontological metaphor (10), and also fifty data of character building from poem were found, including religious, tolerant, and patriotic characters.

Keywords: Metaphor; character building; poems.

Education is important for human being and as a fundamental aspect of life for national development. Indonesian national education system law number 20 year 2003, chapter II article number 3, (Indonesia, 2003, p.8) states that the goal of national education is to develop and create national characteristic and civilization in dignity to improve the intellectual life of the nation, with the purpose of developing students into a person of a strong faith and belief in God, nobility, healthy state , intelligence, competence, creativity, independence, responsibility as well as to be the good citizen in a democratic nation.

K.H. Hasyim Ash'ari as a founding father of NU organization suggested that education demands more emphasized on character building rather than only transforming knowledge (Mukani, 2007, p. 153). All levels of our education should integrate character values into curriculum, syllabus, lesson plan and also the teaching learning materials, because education develops not only intellectual quotient, but also emotional , social , adversity , ecological , and spiritual quotient. Having this education, the students will have opportunity to develop their potentials optimally.

Student as the future generation should have a good education about character and moral. Therefore, they will need to have good

character and moral which will lead Indonesia to be a better country. The things which we must know from the poems as a learning material is helping children to swim around in a sea of poetry which will certainly ensure that when they climb out, they will be more literate adults (Stewig, 2010, p. 62). Poetry itself is one of the literary works, work of poets, which is, in other words, poetry is the result of what a poet does. The language used in poems is different from the common one because it expresses a certain idea and the poets usually use figurative language such as metaphor. The poets choose the metaphor to give color to the language in which they produce a style that can attract the readers. The metaphor itself is figurative language. It is the figure of speech which compares directly one thing to another (Reaske, 1957, p.36).

The research analyzed one of the figures of speech; this is especially metaphor used in King Ali Haji's and Robert Herrick's poems. Gurindam Dua Belas is a Malay poem written in rhyming couplets with free matter. It has 12 parts, each dealing with a different issue. It was composed by Raja Ali Haji (1808-1873), an intellectual of the Riau-Lingga Kingdom, Indonesia. Muliani (2008, p.4) states Malay metaphor has a sense of high value, giving rise to the appeal for people to consume those phrases. Then, Robert Herrick (1591-1674) was a 17th-century English lyric poet and cleric. Herrick wrote over 2,500 poems and he is one of the poets who often used metaphor to strengthen his feelings. Implicitly it is about eastern and western poetry. Raja Ali Haji's and Robert Herrick's poems are interesting to analyze because we will be able to know what metaphors in these poems, and what is the metaphor used which can be implemented in building student characters.

Some previous studies such as Firdausi (2014) which focuses on the types and character building values of figurative language in the lyrics of Maher Zain's songs. He found that the combination of the types of figurative languages and the character

building values formed a great song which was able to attract the audience and even persuaded everyone who hears it to agree with the song creator's desire. Then, Padmanugraha (2011) focuses on building students' character through multicultural literature. He found that as a poetry teacher he tred to make poetry beneficial to the students' life since there is a degradation of character among our generation. Ignorance as shown by students and other teenagers in our environment as the effect of the development of technology like cell phones is the evidence and this is threatening to be ignored. Literature especially poetry is earthy and reachable so that poetry teaching can play crucial roles in developing students' character which is very significant for their life in this multicultural society.

The scope of the research is about metaphor and student character building in Raja Ali Haji's and Robert Herrick's poems. By the scope, it is expected to get a detailed discussion of those subjects. Another type of figurative language such as hyperbole, allegory, simile, and other in the poems are not included the field of this study. After knowing the metaphors used in Raja Ali Haji's and Robert Herrick's poems, the researcher can implement the metaphor in Raja Ali Haji's and Robert Herrick's poems to build student character. The analysis is limited in Raja Ali Haji's poems which is translated by Zayn Al-Abideen bin Gregory and posted on his website, and Robert Herrick's poems published by PoemHunter.com.

Literature is a work of art that uses language as its media and simply another way we can experience that world around them through imagination (Jones, 1987 p.1). Some people define literature as the expression of beautiful thought and ideas in a beautiful language. Literature can be used to express one's thought, feeling, idea, emotion, and experience. Literature has the power to show emotion and imagination and it also gives the reader a certain pleasure and satisfaction. The literature contains universal ideas of

human-interest even though the setting of the story may be confined to a particular place or period and the problems of a particular individual. Claims for literature value in second language teaching are; affective arguments (pleasure, motivating, personalizing), culture arguments (cultural knowledge, intercultural experience), psycholinguistic arguments (focus on form, discourse processing skill-intervening, processing of non-literal language, tolerance of ambiguity and others). More miscellaneously, literature value in second language teaching may include expanding vocabulary, aiding language actuation in unspecified but general ways, giving a feeling for the language, developing more fluent reading skills, promoting interpretative and inferential skill, contributing to cultural and inter-cultural understanding. Literature texts are supposedly particularly linguistically memorable; literature is considered to be pleasurable.

Poetry, which is created by a poet cannot be separated from human life. A poet lives among people of the society he belongs to, who live together in a certain environment. The poet interacts mentally as well as physically with his environment in most of his time. His interactions result in experiences, which are the key factor in poetry writing. Shanker, (1965, p.11) states that poetry is the direct outgrowth of man's need to communicate both inner and outer experience, that is to express what is within him and to express his relatedness to nature and to other human beings. Most poets use figurative language as stated by Reaske (1957, p.33) that figurative language is a language which employs various figures of speech. Some examples are; metaphor, simile, hyperbole, and paradox. In general, figurative language is kind of language which departs from the language employed in the traditional literal way of describing person or subject, this language means making the imaginative description in fresh ways.

Figures of speech are of many different kinds. They are metaphor, simile, metonymy, hyperbole, personification, allegory, euphemism, irony, allusion. Metaphor itself is generally defined as comparative expression in phrase form (Kennedy, 1983, p.361). Lokoff & Johnson (1980, p.3) propose the concept of the metaphor which is originated from believing that metaphor is persuasive in our everyday life. Persuasive in our everyday life means that metaphor structures our everyday activities; not just in language but also in the way we think and act. Lokoff and Johnson (1980, p.5) further argue that actually the essence of metaphor is understanding and experiencing one kind of thing in term of another. Based on this assumption, they finally put forward three kinds of metaphor, those are: (1) Structural Metaphor which is perceived as one concept which is metaphorically structured in term of another. The example is time is money. The concept of time is understood through the concept of money in which people are familiar with. Using time is the same as using money. (2) Orientational Metaphor which organizes a whole system of concept with respect to one another. They are called orientational metaphor for most of them have something to do with spatial orientation, such as; up – down, in – out, on – off, deep – shallow. For example, happy is up. The fact, happy is oriented "up" leads to some expression. Therefore, orientational metaphor can vary from culture to culture. (3) Ontological Metaphor, it is a metaphor in which events, activities, emotions and ideas are viewed as entities or substances. Lokoff and Johnson (1980, p.26) propose this idea based on the difficulty in understanding anything abstract that we live daily. Therefore, they try to facilitate our difficulty about anything abstract by transferring them in terms of object, entity or substance, we will be able to refer to it, categorize it, group it and quantify it. For example, we need to combat inflation. Once we identify inflation as entity, we are allowed to refer to it, quantify it see it as a cause, and it (inflation) is something we can feel real so we can understand it more obviously.

Mustofa (2014, p.79) states the argument of conducting character education as a national commitment for Indonesian students as follows: a) character and culture education cannot be separated from national education, b) character and culture education must be developed comprehensively as a part of cultural process, c) the effort to revitalization of national character education needs a national movement to motivate spirit of togetherness practically. The Indonesian Ministry of National Education stated that there are eighteen values of character building (Mustofa, 2014, p.80). Those are: religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, nationalistic, patriotic, sportive and respectful, inclusive and communicative, peace-loving, studious, caring and compassion, empathic, and responsible.

Method

Descriptive qualitative research design is used to identify or describe the process and get deep understanding from the words, phrases, and sentences using metaphors that could be implemented in character building found in Ali Haji's and Robert Herrick's poems. The data in this research are words, phrases, and sentences taken from the poems. This research is a descriptive one because it provides rich description of what has been existed on selecting stanza. The instrument of research is the researcher herself because the researcher understands deeply about the subject, and does transferability between the theories and the subject. Therefore, the researcher had an authority to interpret, analyze then convey the text data even still in the research ordinance. Here, researcher used purposive sampling with the lottery method. Battaglia (2011, p.524) said the main objective of purposive sampling is to produce a sample that can be considered "representative" of the population. By doing so, six poems are taken from the source of Robert Herrick's poems as well as Raja Ali Haji's

poems, because limited translated publication have been posted in the website. There are some steps to collect the data; picking out the poems from the source (website), reading all the poems and taking twelve poems as samples by purposive sampling (six from Gurindam by Raja Ali Haji's poems and six from Robert Herrick's poems). The sampling resulted the following, such as; Gurindam 12 article number 1, The May-pole, The Fairies, Gurindam 12 article number 3, Gurindam 12 article number 4, Gurindam 12 article number 6, Love What It Is, Delight in Disorder, Gurindam 12 article number 5, Gurindam 12 article number 2, To the Virgins to Make Much of Time, and The Definition of Beauty.

The steps in analyzing the data are as follows; first, reading all the poems and taking twelve poems as samples. Second, identifying the metaphors used in the poems based on Lokoff and Johnson theory for the data investigation. Third, describing the meaning of each data which were found in Raja Ali Hajis's and Robert Herrick's poems. The next step is categorizing all possible metaphors and character building used in those poems as a whole described result and analyzing them in specific metaphor whether in structural, orientational and ontological metaphor and also the specific types of eighteen character building values based on Indonesia National and Cultural Education. Furthermore, the result of the study are discussed and concluded. One process involved in collaboration effort to strengthen the quality of the study is a triangulation. In this case, the researcher used investigator triangulation to get the validity.

Results and Discussion

The following is the first data analyzed.

To know the people of **happiness**,
Avoid involvement in the **meaningless**.

The sentence "To know the people of happiness, avoid involvement in the meaningless" is about something in vain. What is vain here is if it just

looks for a sort of happiness but the one does nothing to achieve his/ her own happiness. It can be meaningless thus the latter effect becomes a heartbreaking. This line also talks that people must do something to get her/his own happiness implicitly. Just looking at rich, popular, or successful people without doing anything is a form of failure. At least, getting inspired by success stories and making them as motivation for his/her life on how to be like the ones in the stories. Actually, it is like advice from the poet that people must do some action, fight or work hard if they wanted to be their inspired ones.

The words in bold above are metaphors that work as the assumption in which it has similarity on the other thing. The kind of metaphor above is orientational metaphor as one concept, which organizes the whole system of concept with respect to one another. Here, happiness is oriented as to be compared with meaningless. Happiness is oriented to meaningless if the person only sees people to be happy. Make it simple, make an orientation between happiness and meaningless, as written by the poet. A sample is disabled painters, who still fight and work hard to survive. They succeed despite his disabilities. People usually look at their disabilities for success without understanding how great his effort and the process of life. It is like the poem line, because just look at the people happiness (the success of disabilities painter) without some action for his own life would be in vain (meaningless).

The character building to be implanted into student's mind here is about hard working and creative value. Hard working is the act that shows the real/ best effort or extra energy and struggle in overcoming obstacles in order to finish the duty as well. The researcher suggests readers to always work hard for everything. Everyone, either normal or disabled, has to have dreams to be followed. Only observing without taking action is meaningless like vanity. Over here, the teacher should integrate this material as a motivation for the intermediate student to always work hard such homework, which hopes they live with some dreams that always be followed.

The second character building can be implemented here is about creative value. Creative value is about thinking and doing something logically to produce the newest result or way from something that have been owned. Here, the teacher should inspire the students to always be creative in any subjects they do, and not to be a plagiarist. Everyone has different talent, and the teacher duties are improving those talent. For this line the teacher can show this picture and motivate them to be better one, and not to complain about everything parents and God have given. They have to be a grateful person because everything that they owned is the assets for them to improve the learning skills by being creative, besides being creative for their own life. Based on this poem line, the researcher found two valuable recommendations to be implemented for the student. Those are hardworking and creative to make them grow as a better person.

Another data analyzed is as follows.

Love, is a circle,

The sentence "Love, is a circle" is about the phenomenon of love itself interpreted by the poet. Love in its varied forms acts as a major facilitator of interpersonal relationships and, owing to its central psychological importance, is one of the most common themes in the creative arts. Love may be understood as a function to keep human beings together against menaces and to facilitate the continuation of the species. The word love can have varied related interpretation but distinct in meanings in different contexts. Many other languages use multiple words to express some of the different concepts that in English are denoted as love; one example is the plurality of Greek words for love which includes agape and eros. Cultural differences in conceptualizing love thus doubly impede the establishment of a universal definition. This poem also talks about a circle which means like the cycle of eternity

love itself. In other words, it starts from a point then go to the next, next, and next and back to the first point again. To make it clear, the researcher will show a picture from a meme that describes love as an idea, behavior, or style that spreads from person to person within a culture as in Figure 1.

The noun phrase in bold above represents a metaphor that directly compares one thing to another. The kind of metaphor above is called as ontological metaphor that is a metaphor in which events; activities, emotions and ideas are viewed as entities or substances. Here, love is compare with a circle which has so many things; philosophically, it means inside the entity. Love is talking about a real emotion that comes from the deep personality of someone. Circle is like a bound cycle that always rotates on the eternity of someone's emotion. The meaning intended by the poet could be so philosophically abstract. The philosophy of love is a field of social philosophy and ethics that attempts to explain the nature of love. The philosophical investigation of love includes the tasks of distinguishing among various kinds of personal love, asking if and how love is or can be justified, asking what the value of love is, and what impact love has on the autonomy of both the lover and the beloved. From Figure 1 above which starts from being strangers, friend, best friend, in

Figure 1. Love Cycle

love, boyfriend/girlfriend, and broken heart and repeating the cycle again, makingthe researcher hopes the readers will understand what the poet meant with the circle here.

This line surely has a character building to be implanted in to the students that is about honesty. Honesty value is the act/deed of someone that is based on the effort to make her/ him-self reliable/ trusted in utterance and action by someone else. Through this poem the researcher wants to drive the student to be honest in facing the current Indonesian phenomena. The honest value means here, the researcher hopes they can be honest to their parents and teachers and discuss or share everything they feel towards their friends and environment. They must share honestly where is the position (based on the love cycle) in their parents and teacher to get an advice about what they have to do next. Here, teacher should remind the student to always be honest to their parents for everything they feel towards his environment.

For more detailed information, from thirty one data in total, the researcher found four data of structural metaphor. For example, the words youth blood and warmer in Herrick poems are classified into structural metaphor. Then, the researcher found seventeen data of orienational metaphor which are dominant. For example, orientational metaphor is about cultural views and at this time is about England culture as the poet Herrick's homeland. Here, the May-pole is present for the tool (pole) and the times (May) that is oriented for up meaning as a celebrating for the new life painted with personification figures cup use the garlands around it also has the glory of flowers that crown it and a healthy girl for the wed like a fish. Then, it was found ten data of ontological metaphor. Raja Ali Haji's painted the ontological in the word name compare with faith as an abstract ontological philosophy of his religion is Islam and also can be found in some cultures. For example in Javanese by Santoso year 2015 had some proverb asmo kinaryo jopo means name contains a praying
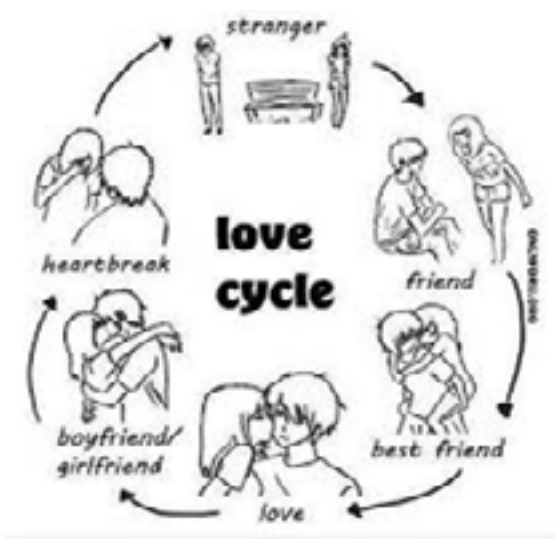
inside, to make sure that name is related to religious aspects.

Totally the character values found in this research are fifty which are categorized as religious value in structural, orientational, and ontological metaphor. The religious values found in the data above mostly connected with orientational talking about the rule of religion itself. There are some key indicator s in the poems such as; faith, afterlife, pilgrimage, and another representation of God creations for human physical state such as eyes, ears, tongues, feet, etc as written in the holy Quran. Tolerance value in orientational and ontological metaphor contain that related to nationalism for orientational and independent to ontological. The message of this value is about how people have to be respectful. Each person has his own way of life, which sometimes does not suit to other people's opinion. By this way, people or student have to understand that so many kinds of people live in this world along with the so many differences in cultures, characters, point of views, physical forms and so on.

Meanwhile, the patriotic value is found in the data in orientational metaphor. The datum that contains the value of patriotic relates to nationalistic value. As a country well-known for its people being friendly, polite, having natural beauty, tropical, a lot of different languages, and so on, Indonesia has an abundant of assets that must be fought by every youth for a great nation. However, people have to use it as a national identity of the Indonesian citizenship accross the world.

Conclusion

Based on the data presented and analyzed, it can be concluded that metaphors are used in the poems. The details are thirty-one metaphors used in the poems, consisted of structural metaphor (four data), orientational (seventeen data), and ontological (ten data). The character values of these metaphor are; religious, honest, tolerant, discipline, hard-working, creative, independent, democratic, nationalistic, patriotic, inclusive and communicative, studious, caring and compassion, emphatic, and responsibility. The combination of types of metaphors and character values formed in the great poems which have the ability to attract the readers to agree and understand what the poets intend. So the poems are really good for students of senior high school to persuade them to have better morality and attitude for Indonesia's brighter future. There are some steps to teach the metaphor and character building in senior high school. First, give a poem paper to the students, then the teacher read it aloud. Second, the teacher groups the students into four or five groups. Then, the teacher asks each group to find out, discuss and interpret the types of metaphor and the message values in the bolded font poem line. The representative of each group would read the poem and deliver the result in the front of the class. Then, another group asks about the metaphor and values in the poem to group presented like group discussion. Finally, the teacher makes it clear by explaining the values to the student about on how important the messages are and motivating them to apply it into the daily life.

The finding does not claim that it has discovered all of metaphor theories used in Robert Herrick's and Raja Ali Haji's poems. However, this research is still away from the completeness and perfection. The researcher hopes that the research could give a good contribution to education aspect and further researcher who will develop and conduct the research on metaphor. First, it is hoped for the further researcher to conduct the research, which focuses on applying the poem in the class using experimental research, class action research, correlation research, and educational research and development. Second, it is hoped that the study of metaphor does not only focus on English language but also in other languages, or other data sources like a song lyric, novel, and movie script. Finally, the

researcher also suggests to the next researcher to do a research on metaphor or other figurative languages which may be related to the language identity on how the language deals with the background characteristic, culture, and life style of the interlocutor.

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