

**PATRIOTISM IN KATHARINE LEE BATES'S
SELECTED POEMS**



A THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in a partial
Fulfillment of Requirements to Obtain a Sarjana Degree in English Literature
Study Program*

Written by:

SITI RAHMA ZAKARIA

F041171318

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

2023

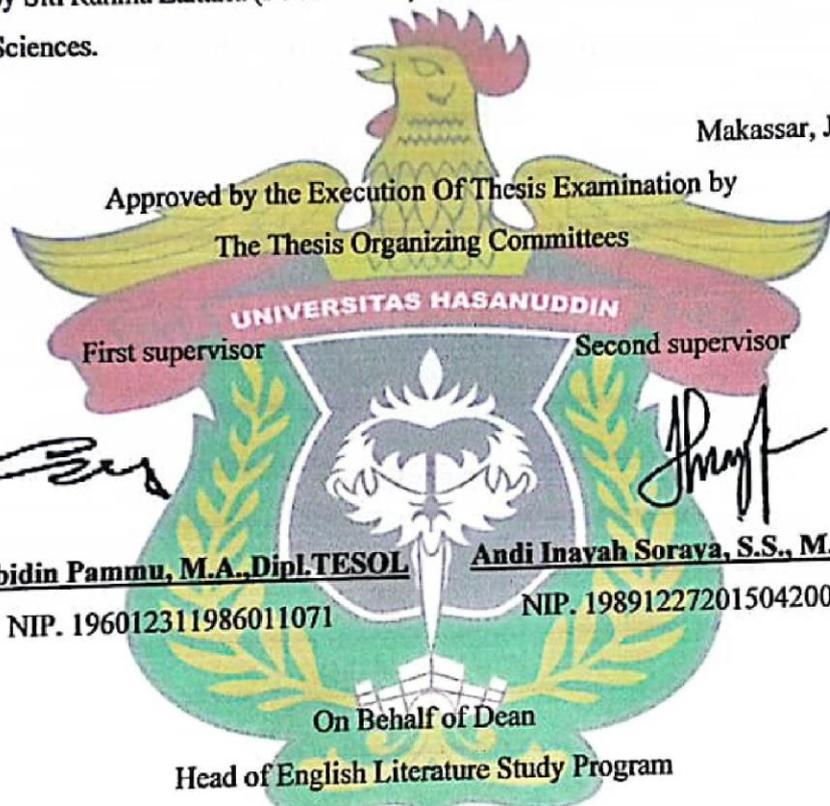
ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

APPROVAL FROM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 690/UN4.9.1/KEP/2021 regarding supervisor, we hereby confirm to approve the undergraduate thesis draft by Siti Rahma Zakaria (F041171318) to be examined at English Department of Faculty of Cultural Sciences.

Makassar, July 12th 2023

Approved by the Execution Of Thesis Examination by
The Thesis Organizing Committees



First supervisor

Second supervisor

Dr. Abidin Pammu, M.A., Dipl.TESOL

NIP. 196012311986011071

Andi Inayah Soraya, S.S., M.Hum

NIP. 198912272015042002

On Behalf of Dean

Head of English Literature Study Program

Dra. Nasmilah, M.Hum, Ph.D.

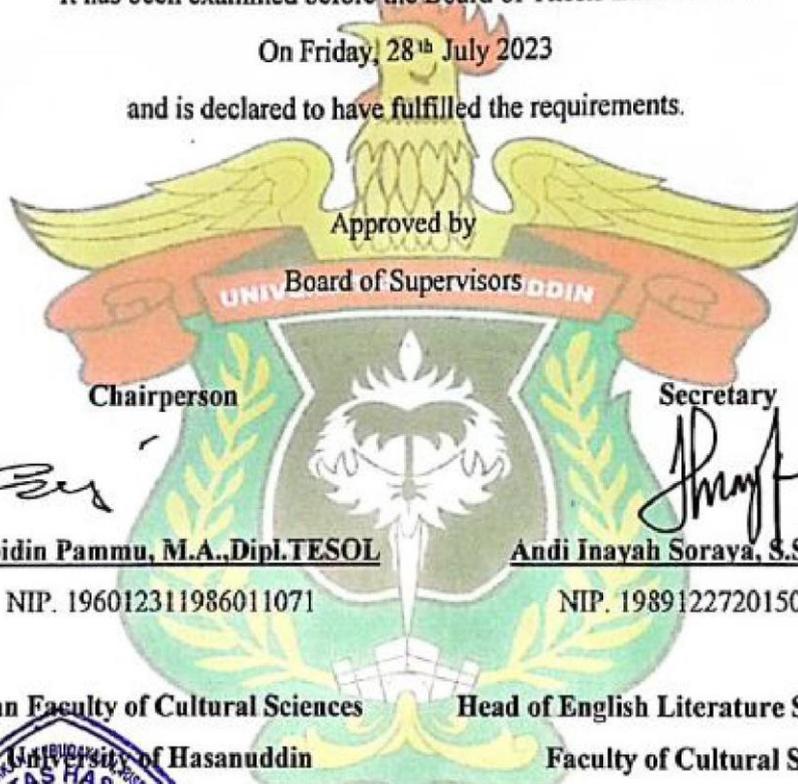
NIP. 196311031988112001

THESIS
PATRIOTISM IN KATHARINA LEE BATES'S SELECTED POEMS
BY

SITI RAHMA ZAKARIA
STUDENT NUMBER: F041171318

It has been examined before the Board of Thesis Examination
On Friday, 28th July 2023
and is declared to have fulfilled the requirements.

Approved by
Board of Supervisors



Chairperson Secretary

Dr. Abidin Pammu, M.A., Dipl. TESOL Andi Inayah Soraya, S.S., M.Hum
NIP. 196012311986011071 NIP. 198912272015042002

Dean Faculty of Cultural Sciences Head of English Literature Study Program
University of Hasanuddin Faculty of Cultural Sciences



Prof. Dr. Akh Duli, MA. Dra. Nasmilah, M.Hum, Ph.D.
NIP. 196407161991031010 NIP. 196311031988112001

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

Today, 10th August 2023, the Board of Thesis Examination has kindly approved a thesis by **Siti Rahma Zakaria** (Student Number: F041171318) entitled:

PATRIOTISM IN KATHARINE LEE BATES'S SELECTED POEMS.

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 10th August 2023

BOARD OF THESIS EXAMINATION

- | | | |
|---|-------------------|---------|
| 1. Dr. Abidin Pammu, M.A., Dipl. TESOL | Chairman | 1. |
| 2. Andi Inayah Soraya, S.S., M.Hum . | Secretary | 2. |
| 3. A.ST. Aldillah Khaerana, S.S., M.Hum . | First Examiner | 3. |
| 4. Rezky Ramadhani, S.S., M. Litt | Second Examiner | 4. |
| 5. Dr. Abidin Pammu, M.A., Dipl. TESOL | First Supervisor | 5. |
| 6. Andi Inayah Soraya, S.S., M.Hum . | Second Supervisor | 6. |

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

DECLARATION

The thesis of **SITI RAHMA ZAKARIA** (Student Number: F041171318) entitled, **“PATRIOTISM IN KATHARINE LEE BATES SELECTED POEMS”** has been revised as advised during the examination on Friday, 28th July 2023 and is approved by the Board of Undergraduate Thesis Examiners;

1. A.ST. Aldillah Khaerana, S.S., M.Hum. First Examiner (.....) 
2. Rezky Ramadhani, S.S., M.Litt Second Examiner (.....) 



STATEMENT OF WORK'S ORIGINALITY

The undersigned,

Name : Siti Rahma Zakaria

ID : F041171318

Title of the Thesis : Patriotism in Katharine Lee Bates Selected Poems

Department/Faculty : English Literature Study Program/Cultural Sciences

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

Makassar, 12th August 2023



Siti Rahma Zakaria

ACKNOWLEDGEMENT

First of all, the writer would like to thank and praise God for all the guidance and love, which blessed the researcher until this thesis could be completed. The researcher realizes that this thesis could not have been completed without the support, guidance, and advice from many sides in the process of preparing this thesis. Therefore, the researcher would like to express gratitude towards Dr. Abidin Pammu, M.A., Dipl. TESOL and Andi Inayah Soraya, S.S., M.Hum as my research supervisors who had given their time and energy despite all the busy work as lecturers, to supervise and guide me to complete this thesis.

The researcher also would like to thanks my family. Firstly, I appreciate my father Drs, Zakaria Achmad who taught me to be confident, keep faith in me, and introduced me to the world of literature and many more. Next, I express my gratitude to my mother Hamida, S.E who taught me not to give up easily, to be responsible, to be true to my core, and many more. Also, Much appreciation for my elder sister dr. Zakia Drajat, S.Ked who let me read all her collections since I was in elementary school and always supported me until the very end. I would also like to express my gratitude to my younger siblings Muh. Fikri Haikal, A.Md. Ds, Nurul Magfirah, and Muh. Yusuf who always entertained me and became my sandbag when the frustration strikes.

Nevertheless, I also would like to thanks all my friends in the Class of 2017 English Literature Study Program, UKM PA Edelewis FIB - UH, PERISAI KMFIB - UH and PALLAWA 2017 KMFIB - UH who painted my college life. All the people I have met in this lifetime and I can't name them all,

thank you for inspiring and encouraging me to finish my things and move forwards for my very own self.

Makassar, June 2023

The Writer

Siti Rahma Zakaria

TABLE OF CONTENTS

COVER	i
APPROVAL FORM	ii
LEGITIMACY SHEET	ii
AGREEMENT SHEET	iv
DECLARATION SHEET	v
STATEMENT LETTER	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	x
ABSTRACT	xi
ABSTRAK	xii
CHAPTER I INTRODUCTION	
1.1. Background of Study	1
1.2. Identification of Problem	4
1.3. Scope of Problem	4
1.4. Research Questions	5
1.5. Objective of Study	5
1.6. Significances of Study	5
1.7. Sequence of Writing	6
CHAPTER II LITERATURE REVIEW	
2.1 Previous Study	7
2.2 Theoretical Framework	9
1. Structuralism Approach	9
2. Element of Poetry	10
3. Patriotism	18
CHAPTER III RESEARCH METHODOLOGY	
3.1 Methodological Design	21
3.2 Method of Collecting Data	22
3.3 Method of Analyzing Data	22
3.4 Procedure Research	23
CHAPTER IV RESEARCH FINDINGS	
4.1 Figurative languages in selected poems	24
1. <i>America the beautiful</i>	24
2. <i>The Flag</i>	31
3. <i>The American Coast</i>	35
4. <i>Year of Vision (1893)</i>	40
5. <i>Glory</i>	46
4.2 Patriotism in Katharine Lee Bates Selected poems	49
CHAPTER V CONCLUSION AND SUGGESTION	
5.1. Conclusion	53
5.2. Suggestion	54
BIBLIOGRAPHY	55
APPENDIX	
a. Katherine Lee Bates's Biography	57
b. Poetry Text	59

LIST OF TABLE

- Table 1. The analysis of figurative languages in *America the Beautiful* first stanza
- Table 2. The analysis of figurative languages in *America the Beautiful* second stanza
- Table 3. The analysis of figurative languages in *America the Beautiful* third stanza
- Table 4. The analysis of figurative languages in *America the Beautiful* fourth stanza
- Table 5. The analysis of figurative languages in *The Flag* first stanza
- Table 6. The analysis of figurative languages in *The Flag* Second stanza
- Table 7. The analysis of figurative languages in *The American Coast* first stanza
- Table 8. The analysis of figurative languages in *The American Coast* second stanza
- Table 9. The analysis of figurative languages in *The American Coast* third stanza
- Table 10. The analysis of figurative languages in *The American Coast* fourth stanza
- Table 11. The analysis of figurative languages in *Year of Vision (1893)* first stanza
- Table 12. The analysis of figurative languages in *s* second stanza
- Table 13. The analysis of figurative languages in *Year of Vision (1893)* (1893) third stanza
- Table 14. The analysis of figurative languages in *Year of Vision (1893)* (1893) fourth stanza
- Table 15. The analysis of figurative languages in *Year of Vision (1893)* (1893) fifth stanza
- Table 16. The analysis of figurative languages in *Year of Vision (1893)* (1893) sixth stanza
- Table 17. The analysis of figurative languages in *Year of Vision (1893)* (1893) seventh stanza
- Table 18. The analysis of figurative languages in *Glory* first stanza
- Table 19. The analysis of figurative languages in *Glory* second stanza
- Table 20. The analysis of figurative languages in *Glory* third stanza
- Table 21. The analysis of figurative languages in *Glory* fourth stanza

ABSTRACT

Siti Rahma Zakaria. 2023. *Patriotism in Katharine Lee Bates's Selected Poems.*
(Supervised by **Abidin Pammu** and **Andi Inayah Soraya**).

This research aims to reveal patriotism values that are conveyed in Katharine Lee Bates Selected Poems; *America the Beautiful, The Flag, The American Coast, Year of Vision (1893)*, and *Glory*. The objectives of this research are to describe the figurative language in Katharine Lee Bates's selected poems and to reveal how poets express patriotism in the selected poems.

This research uses descriptive qualitative methods to meet the objectives. The data source of this research is *America the Beautiful and other poems* by Katharine Lee Bates, published in 1911, New York. Furthermore, this research uses a structuralism approach based on Ferdinand de Saussure theory which focuses on intrinsic elements of literary works. The intrinsic elements which are figurative languages are used to reveal patriotism values in selected poems.

The results of this study indicate that Katharine Lee Bates uses different kinds of figurative language to convey patriotism or love for the country. Those figurative languages are metaphor, personification, simile, synecdoche, metonymy, hyperbole, symbol, allusion, paradox, and understatement. Moreover, the poets express her patriotism in the most decent way by praising and feeling grateful for her country extraordinaries.

Keywords: *Patriotism, Love for the county, Structuralism Approach, America the Beautiful and others poems.*

ABSTRAK

Siti Rahma Zakaria. 2023. *Patriotism in Katharine Lee Bates's Selected Poems.* (dibimbing oleh **Abidin Pammu** and **Andi Inayah Soraya**).

Penelitian ini berusaha mengungkap nilai-nilai patriotisme yang disampaikan dalam puisi-puisi Katharine Lee Bates, yaitu *America the Beautiful*, *The Flag*, *The American Coast*, *Year of Vision (1893)*, dan *Glory*. Tujuan dari penelitian ini adalah untuk mendeskripsikan bahasa kiasan dalam puisi-puisi pilihan Katharine Lee Bates dan mengungkapkan bagaimana penyair mengekspresikan patriotisme dalam puisi-puisi tersebut.

Penelitian ini menggunakan metode kualitatif deskriptif untuk mencapai tujuan tersebut. Sumber data dari penelitian ini adalah *America the Beautiful other poems* karya Katharine Lee Bates yang diterbitkan pada tahun 1911 di New York. Selanjutnya, penelitian ini menggunakan pendekatan strukturalisme berdasarkan teori Ferdinand de Saussure yang berfokus pada unsur-unsur intrinsik karya sastra. Unsur intrinsik yang berupa bahasa kiasan digunakan untuk mengungkap nilai-nilai patriotisme dalam puisi-puisi yang dipilih.

Hasil dari penelitian ini menunjukkan bahwa Katharine Lee Bates menggunakan berbagai jenis bahasa kiasan untuk menyampaikan nilai-nilai patriotisme atau cinta tanah air. Bahasa kiasan tersebut adalah metafora, personifikasi, simile, sinekdoke, metonimia, hiperbola, simbol, alusi, paradoks, dan pernyataan yang meremehkan. Selain itu, penyair mengekspresikan patriotismenya dengan sederhana melalui memuji dan merasa bersyukur dengan negaranya yang luar biasa.

Kata Kunci: *Patriotism, Cinta tanah air, Pendekatan Struktural, America the Beautiful and other poems.*

CHAPTER I INTRODUCTION

1.1 Background

Across the world, a wide number of countries and societies suffered much from the oppression and harsh control of imperial and colonial countries. Not only that, economic depression, civil war, or even the negative effects of globalization and modernization have become obstacles until nowadays of civilization. It's a long and hard journey before countries become independent and developed. Throughout worldwide history, some experts assume that patriotism has become part of mankind's journey to come over those obstacles. Patriotism; Oxford dictionary defines it as love for one country or a sense of belonging to one country. As Salar Mahmud (2016: 2) stated the love of one's country and native land is inherently superior to all other feelings specifically during the war and fighting for independence. Patriotism has become a stimulus to defend the country to get through hard times such as war or crisis.

In the matter of patriotism, what comes first to most people's minds are the heroic or patriotic actions by people, heroes, or soldiers who defend their country in a war. The term directly brings to mind that it is involved with the defense of a nation by military services or state representatives. So basically people assumed that a patriot is one who joined military service to defend the country in a war. Subsequently, that confusion becomes common sense in our society. This is in line with Andrea Baumeister from Britanica.com who states that;

While this love of the city is typically intermixed with pride in its military strength and cultural superiority, it is the political institutions and way of life of

the city that form the distinctive focal point of this kind of patriotic attachment. (2017:1)

The historical uses of patriotism itself span a broad range of connotations, political and otherwise in different countries. For example, Dietz (2020:16 – 20) stated in England the term patriotism indicates a fellow countryman who sacrifices himself for the wellbeing of his country while in America patriotism marked the revolutionary movement, freedom, and liberty in American history as England settlers. The term patriotism originates from Greek and Roman antiquity and etymologically cognate is *patria* or *patris* means fatherland. Whereas patriot means loyalty to the *patria*. Baumeister (2017:1) believed patriotism is associated with the love of law and common liberty, the search for the common good which can only be achieved by the citizen's civic spirit. In short, Patriotism is not only tied to heroic actions. But also, everyone who has love and attachment to his or her country can be a patriot in any positive form.

Although patriotism is rooted to human life, unfortunately, only a few of us understand this issue, and appears to be rarely researched. Patriotism values can also be found in literary works, one of them is poetry. In literature, the works of an poet are considered as reality reflection of their life. Therefore, literary works can address different ways of showing love for the country. Considering, patriotism throughout the ages has always been tied to masculinity, mostly notable works that received recognition are written by male authors such as, *I Hear America Sing*, *Pioneer O Pioneer* written by Walt Whitman or *Let America Be America Again*, and *I, Too* written by Langston Hughes *The Defence of Fort M'Henry* by Francis Scott Key . Indeed, there are several female poets who also write patriotic poetry.

Unfortunately, their works are not as remarkable as those of male poets. Love for the country should be experienced by both men and women as members of the community. Therefore, female authors who write on the same issue are interesting.

A similar spirit, Katharine Lee Bates is one of the female authors who wrote in the same issue. *America the Beautiful* is one of her poems that made her receive national recognition. The poem's major idea is an appreciation of America's both spiritual and natural magnificence. Bates brings up God's grace for the land and connects the country's history to its future. *America the Beautiful* then has become one of songs that will never leave the U.S. Presidential Inauguration agenda. The poem was inspired by the poet's visits to several places in America. In contrast to the poem *The Defence of Fort M'Henry* which became the national anthem of the United States of America inspired by the American victory against the British Royal Navy at Fort McHenry during the Battle of Baltimore in the War of 1812.

Bates is a professor, writer, traveler, and social activist. She teaches English literature at her alma mater ; Wellesley College. She is also active in writing poetry, novels, children's literature, and more. Some of her works were inspired by her travels to several places domestically and abroad. Together with her friends, she established a settlement house with the aim of providing Boston's poor with social services and education to breaking down class barriers (Harty, 1995:3). Despite of *America the beautiful* giving her national recognition, Bates has many poems that show her love for her country such as and more. Therefore, the researcher is interested in analyzing the poetry by Katharine Lee Bates because it indicates patriotism values within

From the preceding paragraph, the researcher decided to do research on patriotism in Katharine Lee Bates's selected poems. One of the reasons to choose the works from the author is that Bates shows how women express love for their country in a particular way. The researcher also thinks that patriotism is a unifying instrument not only in war situations but also in everyday life. In addition, research related to patriotism in poetry is rarely done. Those are the underlying reasons that drew the researcher to this study.

1.2 Identification of Problem

After reading the selected poems by Katharine Lee Bates, the writer identified some problems related to explanation of background. They are as follows:

1. Patriotism is rarely used as a topic of interest in poetry analysis.
2. Katharine Lee Bates's poems captured her journey to several places domestically and abroad.
3. Katherine Lee Bates's poems show the struggle that Bates's country experienced.
4. There is a distinct way of how male or female poets show their patriotism through poetry.
5. Katharine Lee Bates's patriotism reflected in her selected poems.
6. Katharine Lee Bates uses her works to show her love for her country in a particular way.

1.3 Scope of Problem

To guide the research to the object of writing, the researcher focused this study on Katharine Lee Bates's patriotism reflected in her selected poem. The writer restricts analysis on five poems, those are *America The Beautiful, The Flag, The American Coast, Year of the Vision, and Glory*.

1.4 The Research Questions

From the previous explanation, The writer found several aspects that can be identified as the questions for this researches as follows:

1. What are figurative language in Katharine Lee Bates the selected poems?
2. How does Katharine Lee Bates express patriotism in the selected poems?

1.5 Objective of The Study

Research certainly has the purpose or results. So, the objectives of this study are as follows:

1. To describe the figurative language in the Katharine Lee Bates's selected poems.
2. To reveal how poet's express patriotism in Katharine Lee Bates the selected poems.

1.6 Significance of The Study

Through this study, the writer hopes to make valuable contributions, both theoretically and practically as follows:

1. Theoretically, the writer expected to become a contribution by increasing the understanding about figurative language and giving clearer explanations about patriotism in poetry. Also contribute to the students of the English department who study literature and readers who want to enrich their knowledge about patriotism issues in poetry.
2. Practically, the writer also expected that this study can be used as reference to related objects, both poetry and patriotism.

1.7 Sequence of The Writing

This writing is divided into five chapters. The first is the introduction that consists of background of writing, identification of problems, research questions, objectives of problem, significance of the study and sequence of the writing . The second chapter is literature review that provides previous study, structural approach, poetry and poetic devices overview, and the concept of patriotism. The third chapter consists of a research methodology that explains the way the writer analyzes the thesis. As well as how to collect the data and kinds of the data used for the analysis. The fourth chapter is the discussion of the research. The fifth or the last chapter contains conclusion and suggestion related to the thesis

CHAPTER II

LITERATURE REVIEW.

2.1 Previous Study

In order to show the authenticity of this research, the researcher found previous research findings related to this research. However, each previous research finding has significant differences to this research. The following previous studies have the same theory, approach and issued object with this research. This is because the authors and the issues that the researcher chooses in this research are still rarely studied. They are Hilmawati (2021), Salar Mahmud Muhamad Salih (2016), and Regina Mulianina (2021).

The first study is research from Hilmawati (2021) entitled *Patriotism Values as Portrayed in Selected Poetry of Tennyson's Ulysses and Kaimuddin's Bula Malino : A Comparative Study*. This research is a study that tries to explore the concept of patriotism that exists in two poems that are written in different cultures, languages and countries. In this study, the researcher chooses to use the Comparative French School Human Models and Heroes as the theory to accurately analyze the characterization in both poems.

The next study is written by Salar Mahmud Muhamad Salih (2016) entitled *Love for Land (Country) and Patriotism in Selected English and Kurdish Poems in the First Half of Twentieth Century*. The study discusses the styles of selected patriotic poems in both to uncover the ways that they show nationalistic concepts through comparing selected lines from them to find similar and different poetic images in depicting those themes via using various

words, expressions, allusions, proverbs, landscapes, geographical scenes, heroes, and other related elements and pictures.

One of the studies that helped this research a lot was *Imagery & Figurative Language In Henry Wadsworth Longfellow's Selected Poem* written by Regina Mulianina (2019). This study aims to identify the kinds of figurative language and imagery in Longfellow's selected poem. Also, this study tries to explain the contribution of the two features to the meaning of the selected poems. This study also uses a structuralism approach.

The previous study has similarities and differences with this study. The similarity between the first and second study with this research is that they both analyzed patriotism values in poems. Whereas the differences are this research analyzed different works from the first and second previous study, also the first and second previous study comparing two different works from different authors. While the third previous study has the same intention with this research; to find figurative language in selected poems. The differences from the third previous study and this research are both studies analyzing different issues and works.

After studying some of the previous studies, the writer finally comes with "*Patriotism in Katharine Lee Bates Selected Poems*". Those studies assist the writer in developing a theoretical framework related to analyzing poetry from its intrinsic elements. The striking difference in this study is that the writer chose to raise the issue of patriotism from Katharine Lee Bates' selected poem.

The issue is rarely studied at the English Literature Study Program, University of Hasanudin.

2.2 Theoretical Framework

The literary works, especially poems will be understood very well if they are elaborated to find out its meaning. In doing so, it requires the approaching as the device elaborating that literary work. The appropriate approach for this condition is structuralism. The writer chooses the structuralism approach to express the meaning of the poems in depth which can reveal the patriotism that exists in selected poems.

1. Structuralism Approach

In literary studies, there are several approaches that can be used to analyze literary works. One of them is structuralism. Structuralism is an objective study toward literary text because the focus of this study is the text itself. This approach focuses on analyzing the intrinsic elements in a literary text and how each structure delivers the meaning of the works. Aristotle was one of the figures who introduced this approach and was using for the first time by Ferdinand de Saussure . This theory was introduced by Ferdinand de Saussure through an article published in 1916. This is in line with Gough opinion, quotes:

Saussure applied structural analysis only to linguistic systems but many Continental philosophers and intellectuals choose to apply his reasoning more widely, and his assumptions and methods were subsequently modified and extended to other disciplines and to nonlinguistic phenomena. Structuralism was increasingly taken up

within fields such as anthropology, psychoanalysis, literary theory, and architecture. (2010:2)

Structuralism applied in literature focuses on the internal workings and structures of texts. Structures are seen to be complete in themselves, and to a great extent evident in the texts. Therefore, this theory claims that the history, social background or writer's biography will have no influence in making a meaning in any literary texts. Then to find the meaning the researcher must relate all elements as a totality structure. The structure has complex parts, so the meaning must be determined by the relationship between the elements as a whole. That way, the whole structure will be more meaningful than the parts or fragments of the structure.

Every literary work has different elements. It is the differences in these elements that distinguish each literary work, reception of it and how it is analyzed. Poetry, which is the object of this study, has elements that are distinct from drama and prose. According to Perrine (1978:515) poetry has elements such as figurative language or style, imagery, tone, rhythm, pattern etc. Some of these elements will be analyzed to find the issue of this research.

2. Elements of Poetry

There are various definitions of poetry by scholars and reputable dictionaries, but it is difficult to find one that encompasses everything that the term denotes. Thus, defining poetry is a complex task. Poets themselves have struggled with this question, they often use metaphors to approximate a definition which leave us with also various interpretations. William

Wordsworth defined poetry as spontaneous overflow of powerful feelings while Edgar Alan Poe defined poetry as the rhythmical creation of beauty. Poetry generally has certain distinctive features that we find less in other forms of literary works. Those features; Poetry emphasizes language musical devices, Poetry uses condensed language, Poetry tends to express strong emotions.

Poetry as literary works have language as medium to project/communicate ideas. Yet, language in poetry is different in terms of meaning and form. In terms of meaning, the language in poetry is different from the way we use everyday and scientific language. It's condensed but possibly means many things. This is also in line with Perrine (1993 ; 523) stating that initially poetry might be defined as a kind of language that says more and says it more intensely than does ordinary language. In terms of form, poetry has musical qualities that can be achieved through rhyme, rhythm, and meter. Poets use these devices as sound to reinforce meaning (Perrine, 1993: 601). Hence, poetry is another way of using language.

Etymologically, poetry comes from the Greek word "*poiesis*" which means to make, form, or create. That is why the poet is associated with a maker. Poet is creating a sight of a chronicle of thought about things that let us imaginatively experience within. It may be a story or momentum, it may be a description, it may be a state of emotion, it may be a presentation of human character, or it may be some combination of these. With language as a tool, poetry is able to deliver with just a few lines the full range of

human experience. That tool is what we call elements of poetry. Therefore, to interpret the meaning of poems to be studied, an understanding of elements of poetry is one of the most important steps.

The following elements will help interpret the meaning of poems in this study:

a. Diction

Diction is the selection of words to convey a message or to produce a specific voice or writing style. According to Abrams (1999: 228) the term diction signifies the types of words, phrases, and sentence structures, and sometimes also of figurative language, that constitute any work of literature. This term refers to the most abstract examples of poetic language. Its style, vocabulary, and use of figurative language distinguish it from daily language and that typically employed in novels. In poetry, diction includes not only the choice of words, but also its sequence, as key in establishing the theme, tone, and degrees of meaning inside the poem. Each word in poetry has a distinct combination of denotation and connotation. Errors in analyzing diction can lead to errors in determining the theme, tone, or interpreting the meaning in the poem. Therefore, diction becomes one of the elements that must be considered in interpreting poetry.

b. Connotative and Denotative Meaning

In writing poetry, poets usually used a condensed style of words to express ideas. That is way, poetry may be defined as condensed

language. Words convey more than exact, literal meanings, in which case they "connote" or suggest additional meanings and values not expressed in general dictionary definitions. Words that "denote" a core meaning are those that are generally used and understood or its dictionary definitions. Therefore in interpreting the meaning of a poetry connotative and denotative meanings are one of mandatory principles. These two concepts are inseparable because they are elements of signs where the connotative meanings exist together with denotative meanings. This also in line with Perrine;

The basic part of this meaning is its denotation or denotations: that is, the dictionary meaning or meanings of the word. Beyond its denotations, a word may also have connotations. Connotations are what it suggests beyond what it expresses: its overtones of meaning. (1993: 585).

To simplify, connotative meaning is a strict dictionary definition of words while denotative meaning is the emotional and imaginative association surrounding a word. However, words that denote approximately the same thing may acquire additional meanings, or connotations, that are either positive or negative. In literature, connotation paves way for creativity by using the figurative language. Therefore, connotative meanings of words allow writers to add atmospheres which are broader and meaningfully. For example *Fungus* is a scientific term denoting a certain kind of natural growth, but the word also has certain connotations of disease and ugliness.

c. Figurative Language.

Figurative language is a language that uses figures of speech. Figurative language is a way of saying something that is different from everyday language or scientific language. Figurative language is a way of adding emotional intensity to otherwise merely informative statements. Hence, Figurative language affords us imaginative pleasure. Figurative language as a poetic device helps to communicate the poet's intended meaning in a variety of manners as follows:

1) Simile

The explicit comparison of two things, indicated by the word or phrase such as like, as, than, similar, resemble or seems (Perrine, 1993:581). The major difference between simile and metaphor is the use of the emphasize word “like” or as, e.g. His feet were as big as boats.

2) Metaphor

Metaphor is a word or expression that in literal usage denotes one kind of thing that is applied to a distinctly different kind of thing, without asserting a comparison. A metaphor is sometimes using the verb “to be,” and not using like or as, e.g. All the world's a stage, and we are merely players.

3) Personification

According to Perrine (1993:585) personification is the figurative language that gives the attribute of human beings to

an animal, an object or a concept. An implied comparison in which the figurative term comparison is always human being. It describes a thing that non-human is doing something that human like, e.g. The darkness wrapped its arms around me.

4) Metonymy

A figure of speech consists of the use of the name of one thing for that of another of which it is an attribute or with which it is associated; it is another form of metaphor. It is a substitute of the thing names for the thing meant. E.g. The Crown is amused (*The Crown* means The King).

5) Symbol

According to Perrine (1993;600), it is defined as something that means more than what it is. Symbol may be best understood as an implied metaphor. Moreover a symbol might refer as an objection for another object and it does not consist of paragraphs of a story. E.g. She is feeling blue (blue means feeling sad)

6) Paradox

Paradox is the way the author pictures a condition or a situation that is contradictory with what is really happening in real life. As Perrine (1993: 766) mentioned;

The value of paradox is its shock value. Its seeming impossibility startles the reader into attention and, by the fact of its apparent absurdity, underscores the truth of what is being said. In simple words, paradox is a statement which contradicts itself, for example; he is a wise fool.

7) Hyperbole

Defined as an outrageous exaggeration that emphasizes a point to. The purpose is to emphasize or heightened effect. E.g. There were millions of people at the beach.

8) Understatement

Understatement is a statement which is made to be less important than what is actually being conveyed. E.g. I only have two million dollars

9) Irony

Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that ends up in quite a different way than what is generally anticipated. In simple words, there is a difference between appearance and reality.

10) Allusion

Allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. As Perrine (1993;735) mentioned;

Allusions are a means of reinforcing the emotion or the idea of one's work with emotion or ideas of another work or occasion. It does not describe in detail the person or thing to which it refers.

11) Synecdoche

Synecdoche is the understanding of one thing by means of another. Here, a part is used to designate the whole or the whole

to designate a part, e.g. as fifty sails for fifty ships or as a creature for a man.

d. Imagery

Imagery is an imaginary representation of a poem that is utilized to create a more vivid picture in our imaginations and senses, as well as to create a unique mood in the poetry. It evokes comparable mental pictures in the reader's mind. In most literal meaning, the imagery refers to the collection of images in a poem and presents multiple types. Perrine (1993: 599) defined imagery as the representation through language of sense experiences.

Poets used imagery to immerse readers in a sensory experience. Descriptions by poets may focus on sensory imagery, an appeal to people's five senses of sight, sound, touch, smell, and taste. Imagery can either present us to new experiences or disclose our own in a better perspective. Because most poems are brief, a poet must create a whole universe for the reader in a few short lines, and visuals, or even a narrative that emerges from a series of images, are the most efficient way to convey ideas.

e. Tone

Tone is a literary device that conveys the author's attitude toward the subject, speaker, or audience of a poem. Perrine (1993:5) defines tone as attitude toward his subject, his audience, or himself and an extremely important part of the full meaning. Tone is sometimes

referred to as the “mood” of the poem, and can be established through choice of words. Tone in poetry can range from formal to informal, aggressive to defensive, sentimental to critical, and more. Tone allows the reader to better understand, and even relate to, the speaker’s attitude toward the subject of a poem.

3. Patriotism

Patriotism to be understood is a strong emotion taking the country as an object. It has been explained both theoretically and conceptually as love of one country by scholars . Still, It comes in a variety of forms and slogans in many states, whether appropriated and promoted by public institutions or defended and supported by mobilized societies. This is inseparable from the social, historical and cultural differences of one community and another, so that patriotism cannot be generalized except for the matter of affection or attachment to one country.

Historically, patriotism flourished in Roman and Greek antiquity. Where the word patriotism comes from the word *patria*. It's just that Roman and Greek antiquities have different values in it. As Marry G. Dietz said in *Patriotism: History and Politics of a Keyword*;

In Greek and Roman antiquity, *patria* referred chiefly to the city. But for the Greeks, who thought of themselves as politeia or citizens, political membership (which invariably excluded women, slaves, and children) was constituted primarily in terms of active citizen participation, both ruling and ruled, in the life of the polis.... For the Romans, the patria signified the city of Rome itself as the site and symbol of all moral, religious, and political values to which all Roman citizens (a sexed category that excluded freeborn women, slaves, and children) pledged life and allegiance. (2020:11)

It is in Roman where the term correlates with several practice through times. Early Roman patriotism was thus tied to a strong sense of loyalty to the father and family. This loyalty to the family gradually took on a more collective form and was transferred to the early Roman Empire.

For some time, in fact, two conceptions of patria competed in Rome: The religious political one, where allegiance was owed to the Roman empire as the fatherland, and the Stoic ethico-philosophical one, where humanity as *communis patria* required that each person conduct himself in terms of his ethical obligation to others that also acknowledged the universe as the locus of human membership.(Dietz, 2020:15)

Increasingly, patriotism centered on the emperor. Roman patriotism became dedication and pride in the Fatherland. Therefore, in modern terms, to belong to a *patria* is to belong to a political community or state.

Patriotism depends upon the relationship that individuals have over time constructed with the community. Someone who is a patriot feels that he must have the feeling of being part of his community. Therefore, the person finally realizes that he also has a responsibility towards his community. That responsibility can be in the form of sacrifice, loyalty or the easiest way; to believe in the common good. Patriotism can also be interpreted as a sense of admiration for the customs of the nation, pride in history and culture and also an attitude of service. Nathanson (2020:143) believed patriotism as an attitude with four specific traits; special affection for one's own country; a sense of personal identification with one's country; special concern for the well-being of one's country; willingness to make sacrifices to promote the country's good.

In the eighteenth to twentieth-centuries, patriotism is undeniably flourishing in America. The language of patriotism served at least two political purposes in revolutionary America. First, it established the boundaries of revolutionary political practice in a far more decisive manner than in eighteenth-century England (Dietz, 2020:22). Second, the terms were clearly affixed to a particular set of ideological, constitutional, and political principles (Dietz, 2020:23) . Those political principles mean a free republic, love of liberty, sanctity of property, limited government, and the foundation of a new body politic. In short, patriotism marked the political consciousness revolutionary movement. An American patriot may point to America's embodiment of ideas of liberty and democracy.

From the explanation above, there are several manners that we can use to mark a person's patriotism. The feeling of belonging, loyalty, a sense of admiration for the nation's customs, values and symbols, natural beauty, pride in history and culture also an attitude of service, believe in liberty and freedom, has concern for the country so has a desire to sacrifice for common good are marked manners to be found in this research.