

**EMILY DICKINSONS' DISAPPOINTMENT
TOWARD PURITANISM TEACHINGS REFLECTED IN
*I PRAYED AT FIRST A LITTLE GIRL***



A Research Paper (S-1) Submitted in a Partial Fulfillment of the Requirements for
an Undergraduate Degree (SS) in English Language and Literature

by

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**FACULTY OF LAW AND LANGUAGE
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2022

SUPERVISORS' APPROVAL

This is to certify that this research proposal entitled *Dickinson's Disappointment towards Puritanism Teachings in I Prayed at First a Little Girl* has fulfilled the requirements of the proposal examination.

Semarang, 8 August 2022

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A Research Paper entitled '**Emily Dickinsons' Disappointment Toward Puritanism Teachings Reflected in *I Prayed at First Little Girl***' is written by **Siswo Purnomo/18.03.62.0005** has been accepted for approval by the Board of Examiners, FBIB Universitas Stikubank (UNISBANK) Semarang upon presentation and oral examination conducted on this 8th of August, 2022

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ACKNOWLEDGEMENT

I would like to acknowledge and give my warmest thanks to Allah SWT for His guidance and letting me through all the difficulties. I have experienced your guidance day by day. You are the one who let me finish my degree. I will keep on trusting you for my future.

The warmest thanks also given to my supervisor Mrs. Dr. Agnes Widyaningrum, S.E., S.Pd., M.Pd. and also my head of study program, Mrs. Yulistiyanti, S.S., M.Hum., who made this thesis possible. Their guidance and advice carried me through all the stages of writing my thesis. I would also like to thank my committee members for letting my defense be an enjoyable moment, and for your brilliant comments and suggestions, thanks to you.

Finally, I would also like to give special thanks to my wife, Laily Hermawanti, my son Abdurrohman Shila Kaisan and my family as a whole for their continuous support and understanding when undertaking my research and writing my thesis. Sorry for making you disappointed. Your prayer for me was what sustained me this far.

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Lampiran 3

PAGE OF MOTTO AND DEDICATION

1. Kamu tidak harus hebat untuk memulai, tetapi kamu harus memulai untuk menjadi hebat – Zig Ziglar –
2. Menjadi orang penting itu baik, tapi menjadi orang baik itu jauh lebih penting – Jenderal Hoegeng
3. “Wisdom is not a product of schooling but of the lifelong attempt to acquire it.” – Albert Einstein
4. “Wisdom.... comes not from age, but from education and learning.” – Anton Chekhov
5. “Life is the greatest teacher because it educates even those who really hate to learn.” – Eraldo Banovac
6. In Ahsantum Ahsantum li ‘anfusikum – “Jika kamu berbuat baik (berarti) kamu berbuat baik untuk dirimu sendiri. Dan jika kamu berbuat jahat (maka kerugian kejahatan) itu untuk dirimu sendiri. (QS. Al Isra’ ayat 7)

Dedicated to

My beloved wife and son who always give me a spirit and an unstoppable motivation to finish my study and my thesis.

Lampiran 4

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ABSTRACT

Purnomo, Siswo 2022. *'Emily Dickinsons' Disappointment Toward Puritanism Teachings Reflected in I Prayed At First A Little Girl'*, A Thesis. Faculty of Law and Language of University of Stikubank (UNISBANK) Semarang. Supervisor: Dr. Agnes Widyaningrum, S.E., S.Pd.,M.Pd.

Poetry is a unique way to express someone's feelings. Sometimes the poetry is the author's experience. Emily Dickinson was an American poet woman who wrote a lot of religious poetry. In this thesis the writer tries to analyze her feeling expression which she exposed in poetry *I Prayed at First a Little Girl* and *Some Keep the Sabbath Going to Church*.

In writing this thesis the writer uses two methods, namely method of collecting data and method of approach. The method of collecting data which the writer used is the library research method, in which various sources are collected and also used to support his discussion. In approaching the poetry, the writer uses the objective or the structural approach method and psychological approach method to get deeper understanding of the author's characteristics.

There are some objectives which the writer wants to achieve in writing this thesis. Some of the objectives are to know the psychological side of Emily Dickinson toward Puritanism which is found in her poetry *I Prayed at First a Little Girl* and *Some Keep the Sabbath Going to Church*, to know the influence of the social condition of the society and the author psychological influence toward Emily Dickinson's poetry, and to know the meaning of Emily Dickinson's poetry mentioned above.

After the writer had analyzed the two poetry of Emily Dickinson mentioned above, the writer gets the conclusion that the two poetry are the expression of Emily Dickinson disappointment toward Puritanism. Emily is disappointed with her father and the priests in her church who asked her to obey all their rules since she was a child without giving any chance to ask about them.

ABSTRAK

Purnomo, Siswo 2022. *'Emily Dickinsons' Disappointment Toward Puritanism Teachings Reflected in I Prayed At First A Little Girl'*, Skripsi. Fakultas Hukum dan Bahasa Universitas Stikubank (UNISBANK) Semarang. Pembimbing: Dr. Agnes Widyaningrum, S.E., S.Pd.,M.Pd.

Puisi adalah cara unik untuk mengungkapkan perasaan seseorang. Terkadang juga puisi merupakan pengalaman si penulis. Emily Dickinson adalah seorang penulis puisi perempuan asal Amerika yang menulis banyak puisi religius. Dalam skripsi ini penulis mencoba untuk menganalisis ungkapan perasaannya yang dia tuangkan dalam puisi berjudul *I Prayed at First a Little Girl* dan *Some Keep the Sabbath Going to Church*.

Dalam menulis skripsi ini, penulis menggunakan dua metode, yaitu metode pengumpulan data dan metode pendekatan. Metode pengumpulan data yang penulis gunakan adalah metode penelitian perpustakaan, di mana berbagai sumber dikumpulkan dan juga digunakan untuk mendukung pembahasan. Dalam memahami puisi, penulis menggunakan tujuan atau metode pendekatan struktural dan metode pendekatan psikologis guna memahami lebih dalam mengenai karakteristik sang penulis puisi.

Ada beberapa tujuan yang ingin dicapai oleh penulis dalam menulis skripsi ini. Beberapa tujuannya adalah untuk mengetahui sisi psikologis Emily Dickinson terhadap Puritanism yang dijumpai dalam puisi berjudul *I Prayed at First a Little Girl* and *Some Keep the Sabbath Going to Church*, mengetahui pengaruh kondisi sosial masyarakat dan pengaruh psikologis penulis terhadap puisi karya Emily Dickinson, dan untuk mengetahui makna dari puisi karya Emily Dickinson yang dijelaskan di atas.

Setelah penulis melakukan analisis terhadap dua puisi karya Emily Dickinson yang disebutkan di atas, penulis menyimpulkan bahwa kedua puisi tersebut merupakan ungkapan kekecewaan Emily Dickinson terhadap Puritanisme. Emily kecewa dengan ayahnya dan juga pendeta di gerejanya yang memintanya untuk mematuhi semua aturan sejak dia masih kecil tanpa memberi kesempatan untuk bertanya.

CHAPTER I

INTRODUCTION

A. Background

The development of literary works has appeared in various forms of society since writing was known along with the development of human. The more developed the human's culture and knowledge, the more developed the literary works. The types produced are also diverse and unique in each region around the world. However, in general, the types of literary works in great demand and are engaged in are prose, drama and poetry. Each has unique strengths. Among these great literary works, there is one that catches the attention of its lovers, namely poetry.

Poetry has the power and privilege in its form and deep meaning. The short and dense words are able to carry the meaning, thoughts and messages that the author wants to convey, without having to spit it out in a long chain of words. This is in line with Perrine's statement, "Poetry is the most condensed and concentrated form of literature, saying most in the fewest number of words (1998: 12)".

The aesthetic value in poetry is maintained even though it is presented in a short form. It is even possible for a poet to free himself/ herself in choosing words that are aesthetic, beautiful and unique but still carry deep thoughts and reflections about human life.

The effect of the greatness of poetry is not only felt by the author, who can express his/ her deepest thoughts in a short time and in a short form, and still has weight, but the positive effect is also felt by the readers. Even in a very short poetry, its aesthetic value and meaning can lead to a very strong interpretation of the message conveyed.

Stimulation of the emergence of new thoughts and ideas related to the message can be different for each individual, given the differences in experience, character and point of view of each. The impression generated can be very personal and intimate, depends on the description of the figurative meaning used by the author so that it can touch the core of the soul and thought of the readers. Although the choice of words can be very imaginative, they can still describe a person's state of mind.

James Reeves (1978: 26) in his book *Understanding Poetry* reveals that poetry is a literary work. All literary works are imaginative. Literary language is connotative because many figurative and symbolic meanings or figure of speech are used compared to other literary works, poetry is more connotative. The language has more possible meanings. This is due to the concentration or compaction of all the power of language in poetry. The physical and mental structure of poetry is also solid. The two blend together like eggs in bread dough.

The many possible meanings can sharpen our thinking and affect the perspective, even the way of life. However, reading and understanding poetry for many people is a challenge in itself because imagination and wide range of thinking is needed. For those who are practical-minded, this difficulty will only increase.

However, it is not impossible that even educated people who have worked in the field of poetry at times will find it difficult trying to understand certain poetry, even only to the phase of admiring the unique choice of words. As stated by Suhariyanto (1980: 60) that one of the basic reasons, which seems to be accepted by ordinary people in general, is because poetry is very difficult to grasp and understand.

Not infrequently, even someone who is educated enough stops shaking his head when dealing with a very short poetry. This level of difficulty is still nothing compared to the

nuances of mystery and beauty that give more satisfaction to the lovers and connoisseurs of poetry. The process of reviewing, analyzing, and understanding the meaning and message conveyed is the exciting process.

Imagination, which is often stated as the only outlet for making literary works, is a false statement. Although imagination plays a role quite a lot, but then it is not the only estuary. Psychologically, the author will bring a part of himself/ herself into his/ her work, whether it's a physical picture, personal experience, or the development of thought and ideology. Even though they tell the story from a third person point of view, they are still inseparable from the work they creates.

Sometimes the urge to express personal anxiety over events that occur in life triggers the birth of a work. The author quotes Moody's statement: 'Literature springs from our inborn love of telling a story, of arranging words some special aspects of our human experiences. It is usually set down in printed characters for us to read, though some forms of it are performed on certain social occasions' (1968: 2).

In addition to personal experience, a literary work can be a reflection of the history and development of society, social, economic, cultural and political conditions. This allows the author to transform his/ her knowledge and thoughts about the issues that occur around us. Although, certain authors have a tendency to describe certain thoughts or ideologies, this does not reduce the existing aesthetic aspects.

The building blocks of literary works consist of two things, namely intrinsic elements and extrinsic elements. Intrinsic elements are the building blocks of literary works from within the work, such as rhyme, stanza, diction, figurative language, and others. Meanwhile, the extrinsic elements are the building blocks of literary works from outside the work, such as the

author's background, education, social conditions, ideology, and others. These two elements can be studied separately or together.

In the study of poetry in this study, the element that will be studied is the extrinsic element of poetry. Although the intrinsic element is very vital, the author tends to point to the importance of exploring these elements so that we can draw the connection between the social conditions of society that are combined with the ideology or thoughts of a person towards the literary works he/ she creates.

The poetry that will be studied are those written by Emily Dickinson, a female poet from America. Many of her works explore themes of love, nature, life and death. In addition, she also wrote poetry about religion. In the book *The Heath Anthology of American Literature* (1994: 295) she expresses the definition of poetry as follows: “If I read a book (and) it makes my whole body so cold no fire ever can warm me, I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only ways I know it. Is there any other way?”

Poetry is an expression of someone's feelings as outlined in writing by using the right word selection so that it can produce a meaningful work. Basically, there are many literary works that contain the author's feelings about his/ her inner experience, both in terms of love, nature, society, and politics or in terms of religion. There are even those who express their inner experiences of rejection of certain religious teachings.

The writer is interested in discussing two of Emily Dickinson's poetry that are related to religious values and use certain word choices so that they can express their disappointment with various religious rituals and divinity in puritanism teachings. The two poetry are *I Prayed at First a Little Girl* and *Some Keep the Sabbath Going to Church*.

Based on the description above, the writer tries to examine Emily Dickinson's poetry in a literary study entitled *Emily Dickinson's Disappointment towards Puritanism Teachings in I Prayed at First a Little Girl and Some Keep the Sabbath Going to Church*.

B. Objective of the Study

In writing this thesis the writer has several goals to be achieved, including:

1. To find out the psychological side of Emily Dickinson towards the teachings of puritanism contained in her poetry entitled *I Prayed at First a Little Girl and Some Keep the Sabbath Going to Church*.
2. To determine the influence of social conditions and the psychological influence of the author on Emily Dickinson's poetry.
3. To find out the meaning of Emily Dickinson's poetry above.
4. To apply the literary theory and literary knowledge that the writer has acquired while studying at the Faculty of Law and Language, STIKUBANK University, Semarang.
5. To fulfill one of the final assignments in obtaining a bachelor's degree (S1) at the Faculty of Law and Language at STIKUBANK University Semarang.

C. Limitation of the Problem

It is well realized that in scientific research, in this case a literary work, the scope of the problems to be studied is very broad. Therefore, the limitation of the problem or what is also called the research focus is absolutely necessary to clarify the scope of the problem specifically so that the researcher can work effectively. A clear object of research will produce clear conclusions as well. "In a scientific work, it is necessary to limit the problem to the

problem to be studied, with the aim that the discussion is more focused and directed" (Keraf, 1982: 98).

In the study of poetry that will be carried out, the writer limits the study from an extrinsic perspective, namely the influence of social conditions and the author's psychological influence on Emily Dickinson's poetry which reflects Emily Dickinson's disappointment with the teachings of puritanism. With the limitation of the problem, the writer will be more focused in studying the meaning of Emily Dickinson's poetry mentioned above.

D. Method

Thesis is a scientific work whose preparation must be completed with data and the use of methods that can be accounted for their scientific nature. This method plays a very important role in the preparation of a scientific work, including the preparation of a thesis, in addition to other supporting elements (Koentjaraningrat, 1983: 7).

According to Harsono, the method is a way of working that is applied by its users to achieve the target by understanding the desired target object for problem solving purposes (1997: 7). So the method can be used to conduct research to solve the existing problems.

1. Data Collection Method

The process of collecting data needed in this study is to use data from the library and lecture materials. Collecting data from the library is also called library research, namely "research carried out in the researcher's work room or in the library room, where researchers obtain data and information about the object of their research through books or other audio-visual tools" (Semi, 1990: 8).

In addition to using books, journals and encyclopedias available in the library, the writer also uses more up-to-date and modern sources of information, namely data sources from internet sites. Through the method mentioned above, the writer obtains data and information that leads to the core of the problem which makes it easier for the writer to make an analysis and study of the poetry in question critically and logically and can explain it in a research report that can be accounted for.

2. Approach Method

As important as the limitation of the problems mentioned above is a clear and directed approach method so that the author has strong reference to make an analysis with the existing theories. The method of approach must be clearly defined and detailed. According to Atar Semi, "The approach method is the basic assumptions that are used as a guide in looking at an object" (1990: 63).

In writing this thesis, the writer uses two kinds of approach methods. The two kinds of approach methods are:

a. Objective Approach

The objective approach is also called the structural approach. As stated by Semi: 'objective approach is an approach that starts from the basic assumption that literary works as creative works have full autonomy which must be seen as a figure standing alone apart from other things that are outside of itself' (1990: 67).

Thus, in this approach only the intrinsic elements must be studied and investigated. Through this objective approach, the main basis for analyzing the problem is obtained.

b. Psychological Approach

The psychological approach is basically a means for the author to get to know the author's psychology as a human being who has feelings. The psychological approach is an approach that starts from the assumption that literary works always discuss events in human life (Harsono, 1999: 64).

Through a psychological approach, we can see what really happened in the mind of the author as stated in his/ her work. As stated by Semi that a quality literary work is able to describe the chaos and the chaos of the human mind because the essence of human life is a struggle to face one's own inner turmoil (1990: 78).

Furthermore, Semi also stated that:

'The extrinsic aspect that is important to discuss is about the author's self which concerns his/ her psychological problems; ideals, aspirations, desires, philosophy of life, obsessions and others. In this connection it is necessary to trace the author's life history from childhood because of the assumption that psychological events and childhood experiences will affect the life, actions and ways of thinking concerned in adulthood' (1990: 79).

CHAPTER II

BIOGRAPHY AND POETRY

I PRAYED AT FIRST A LITTLE GIRL AND SOME KEEP THE SABBATH GOING TO CHURCH

A. Biography of Emily Dickinson

This curriculum vitae of Emily Dickinson was obtained from the internet site <http://www.literatureclassics.com/authors/Dickinson> which was downloaded on May 9, 2022.

American female poet whose full name is Emily Elizabeth Dickinson was born on December 10, 1830 in Amherst, Massachusetts. She is the second child of Edward and Emily Norcross Dickinson. Emily and her two siblings, her older sister Austin and her younger sister Lavinia grew up under the tutelage of her authoritarian father.

They were forced to follow and accept their father's beliefs, namely puritan teachings without daring to oppose them. Even her father always selects every book that Emily reads because he is worried that the books she reads will make her away from Christianity. All these rules do not only apply to Emily, but also to all members of her family.

The Dickinsons were a fairly well-known family in Amherst. Emily's grandfather was Samuel Fowler Dickinson who was one of the founders of the University of Amherst. His father was a lawyer by profession, was a member of the high court and senate in Massachusetts and was also a member of Congress.

As the daughter of a famous politician, Emily Dickinson had the opportunity to get a good education. In 1844, when she was 14 years old, she studied at Amherst Academy for two years. After that she continued to a women's seminary school at South Hadley Female Seminary

or better known as Mount Holyoke College. But Emily could only last one year in seminary, then she dropped out of seminary in 1848.

Unlike her father, Emily disliked the popularity and splendor of Amherst public life. Emily is very shy, quiet and somber. Her eyes were soft and warm, in harmony with her blonde hair, teeth and skin. But behind her softness Emily has problems with her eyesight. Emily has difficulty reading because her vision is impaired.

Since then Emily always wears white clothes and always hides herself. She avoided socializing with strangers, rarely even leaving the house. In her life she made very few long trips, including once to Philadelphia to have her eyes checked, once to Washington and several times to Boston. Apart from these few trips, Emily did not expand her association with the world outside her home at all. At the age of 20 she began to write poetry seriously.

In her efforts to find her way in life, she was heavily influenced by the notion of transcendentalism, which is an understanding that teaches about individualism and self-belief when this understanding is developing in England as she grows older. She was much inspired by Emerson's poetry that she got from a friend. In these poetry Emerson reveals a lot about his inner experiences, about his rejection of religious traditions and emphasizes personal freedom as taught in transcendentalism teachings.

Emily felt there was something in common between her and Emerson, so she began to think about poetry that could express her inner and spiritual experiences as Emerson did. Meanwhile she still has to face the puritan traditions that her father implemented. It made her isolate herself even more and think about how she could express her feelings.

In some of her travels Emily met two men who could be a source of inspiration and guidance for her. They are Charles Wadsworth and Thomas Wentworth Higginson. Emily met

41-year-old Charles Wadsworth and also a pastor on a trip to Philadelphia. Although the basics of puritan and Calvinist teachings are not very different, Emily sympathizes with Calvinist teachings but not with puritan teachings. This is because Wadsworth greatly influenced Emily's life with his orthodox Calvinist views, even in his poetry. This is in contrast to her father who emphasized puritan teachings against her. According to Emily, her father could not be a good role model for her.

Emily called Wadsworth *dearest earthly friend* because she considered him a figure of romantic person. While to her father she called him *pure and terrible* because she considered her father as an unpleasant person. Meanwhile, Higginson called Emily Dickinson's father *evidently a man of the old type, la Vielle Roche of Puritanism*.

According to Emily, Wadsworth is a person who fits her needs. Her religious beliefs make a striking difference to Emily's thinking in her poetry. Even though Emily was not married until the end of her life, she felt a strong love from the Philadelphia pastor.

In the age that can be said to be quite mature, Emily is trying to find her own way of life without having to obey all of her father's rules. She tried to escape the pressure she had been feeling, both from her own father and from the clergy who emphasized rules based on puritanism. At that time Emily was 28 years old, when she began to pour all her feelings into her poetry. All her disillusionment with her father and the religious traditions of puritanism teachings that bored her are also expressed in her poetry.

On April 15, 1862 she met the famous librarian, namely Thomas Wentworth Higginson, whom Emily later trusted as a critic in each of her works. It was also Higginson who published Emily's poetry. Although he only managed to publish 7 editions when Emily was alive, he still published other poetry after Emily died.

Despite her relatively few intellectual, literary and formal educational resources, Emily has a clear and solid concept of poetry and the process of its creation. Her poetry have a large theme and the verbal texture is surprising. Nevertheless she herself doubted her extraordinary ability and talent to "write letters to the world".

Emily's poetry are extraordinary with a variety of meaningful languages. It is not surprising that from the start she had her own fans, namely those who sought satisfaction in the uniqueness and purpose of writing her works as well as those who enjoyed experimental and intellectual issues in the depths of her poetry.

Although most of her poetry are short, with the symbols she makes, Emily displays many important things from the real life. In her first edition Emily wrote a lot about her views on love, nature, friendship, death and immortality. In later editions she wrote several other things, especially about her feelings related to the paradoxes and dilemmas in her being confined by time. Her poetry tend to be difficult for others to understand because they are the depths of her own personality.

During her life Emily has written approximately 2000 poetry. However, only 7 editions of all of her poetry were published. These poetry include *Sic Transt Gloria Mundi* published on February 20, 1852, *I Taste Liquor Never Brewed* published on May 4, 1861, and *Safe in Their Alabaster Chambers* published on March 1, 1862. All three were published by the Springfield Daily Republican.

The fourth edition was *Some Keep the Sabbath Going to Church* published on March 12, 1864 by the Round Table. *Blazing in Gold and Quenching in Purple* was published on March 30, 1864 by the Springfield Daily Republican. *A Narrow Fellow in the Grass* was published on February 14, 1866 by the Springfield Daily Republican and *Success is Counted Sweetest* was

published in 1878 by A Masque of Poets. In addition to the seven volumes of poetry, Emily also wrote a poetry entitled *Awake Ye Muses Nine, Sing Me a Strain Divine* which was published in February 1850 in Amherst College Indicator.

Emily breathed her last on May 15, 1886 at the age of 56 because of kidney disease. She left approximately 2000 pieces of poetry. In 1955 Thomas Johnson published her poetry so that her works can be remembered until today. Her name is recorded as the 19th century American female poet who has a tradition of romantic traits. But her idealism and psychological determination made her more contemporary than the poets of the generation after her.

B. Emily Dickinson's: *I Prayed at First a Little Girl and Some Keep the Sabbath Going to Church*

I Prayed at First a Little Girl

I prayed, at first, a little girl
Because they told me to –
But stopped, when qualified to guess –
How prayer would feel – to me

If I believed God looked around,
Each time my childish eye
Fixed full, and steady, on his own
In childish honesty
And told him what I'd like, today
And part of his for plan

That baffled me –
The mingled side
Of his divinity
And often since, in Danger
I count the Force, would be
To have a God so strong as that
To hold my life for me

Till I could take the balance
That tips so frequent, now
It takes me all the while to poise
And then – it doesn't stay –

Some Keep the Sabbath Going to Church

Some keep the Sabbath going to church
I keep it, staying at home
With a Bobolink for a chorister
And an orchard, for a Dome –

Some keep the Sabbath in Surplice –
I just wear my wings –
And instead of tooling the Bell, for church
Our little sexton – sing

God preaches, a noted clergyman

And the sermon is never long

So instead of getting to Heaven, at last –

I'm going, all along

CHAPTER III

REVIEW OF RELATED LITERATURE

A. Literature

Literature (Sanskrit: Shastra) is an absorption word from Sanskrit Astra, which means "text containing the meaning of instruction" or "guideline", from the root word as- which means "instruction" or "teaching". In Indonesian this word is usually used to refer to "literature" or a type of writing that has a certain meaning or beauty. But the word "literature" can also refer to all kinds of writing, whether it is beautiful or not. (Eddy, 1983: 15)

In people's lives, literature has several functions (Kesuma, 2007: 37), namely:

1. Recreational function, namely literature can provide fun entertainment for connoisseurs or readers.
2. The didactic function, namely literature is able to direct or educate its readers because of the values of truth and goodness contained in it.
3. Aesthetic function, namely literature is able to provide beauty to the audiences/ readers because of the nature of its beauty.
4. The function of morality, namely literature is able to provide knowledge to readers/ fans so that they know good and bad morals, because good literature always contains high morals.
5. Religious function, namely literature also produces works containing religious teachings that can be imitated by literary connoisseurs/ readers.

Judging from its form, literature consists of 4 forms (Faanie, 2001: 72), namely:

- a) Prose, a literary form that is described using free and long language, is not bound by rules like in poetry.

b) Poetry, a literary form that is described using short, dense and beautiful language. For old poetry, it is always bound by certain rules or regulations, namely:

- (1) The number of lines of each stanza,
- (2) The number of syllables or words in each sentence or line,
- (3) Rhythm, and
- (4) Synonyms of words.

c) Lyrical prose, a literary form that is presented like a form of poetry but uses language that is free to decompose like in prose.

d) Drama, a literary form that is described using free and long language, and is presented using dialogue or monologue. Drama has two meanings, namely drama in the form of a script and drama that is staged.

Judging from its content, literature consists of 4 kinds (Faanie, 2001: 73), namely:

a) Epic, an essay that describes something objectively without including the author's personal thoughts and feelings.

b) Lyrics, essays that contain the author's subjective outpouring of feelings.

c) Didactic, literary works whose contents educate connoisseurs/ readers about moral issues, etiquette, religious issues, and others.

d) Dramatic, literary works whose contents describe an event (good or bad) with an exaggerated depiction.

Literary work is composed of two elements that compose it. The two elements in question are intrinsic and extrinsic elements. Intrinsic elements are the elements that compose a literary work from within that embody the structure of a literary work, such as: themes, characters and characterizations, plot, setting and point of view (Semi, 1993: 34).

While extrinsic elements are elements that compose a literary work from the outside regarding aspects of sociology, psychology, and others. There is no literary work that grows autonomously, but it must always be related extrinsically with outside literature, with a number of social factors such as literary tradition, environmental culture, literary readers, and their psyche. Thus, it can be stated that extrinsic elements are elements that form literary works from outside the literature itself. To approach the extrinsic element, it requires the help of kin sciences such as sociology, psychology, philosophy, and others (Semi, 1993: 35).

B. American Literature

American literature originated from myths, legends, fairy tales and songs of Indian culture spread by word of mouth. Before Europeans set foot, literature in written form never existed in North America, although there are more than 500 different Indian languages. So the oral literature of the Native Americans is very diverse. The stories of nomads who have hunting culture like the Navajo are different from those of sedentary farming tribes like the Acoma, the stories of lakeside peoples like the Ojibwa are even drastically different from those of desert tribes like the Hopi.

Kathryn Van Spanckeren in her book *Outlines of American Literature* (1992: 12) divides American literature into 6 periods, namely:

1. Early American and colonial period to 1776
2. Period of Democratic origins and revolutionary writers, 1776 – 1820
3. Romantic period, 1820 – 1860
4. The period of the rise of realism, 1860-1914
5. The period of modernism and experimentation, 1914 – 1945

6. The period of American literature since 1945

From the above division Langston Hughes produced his golden works in the period of modernism and experimentation (1914-1945). This period is the period between the two world wars, so many historians refer to this period as a traumatic “adulthood”. Despite the fact that the United States' involvement was relatively short (1917-1918) and the victims were fewer than those of friends and foes from Europe.

The broad cultural wave of Modernism that gradually emerged in Europe and the United States in the early years of the 20th century expressed modern life through art as a sharp break from the past and also from the classical traditions of western civilization.

During this period, there were several great poets such as Ezra Pound (1885-1972), T.S. Eliot (1888-1965), Robert Frost (1874-1963), Wallace Stevens (1879-1955), Robinson Jeffers (1887-1962), Edward Estlin Cummings (1894-1962). The history of literature above is taken from John Smith's (1992) book *American History of New York*, United State Department of State.

C. Poetry

Etymologically the term poetry comes from the Greek word *poites*, which means builder, former, or maker. In Latin from the word *poeta*, which means to build, to cause, or to sing. In subsequent developments, the meaning of the word narrowed to the result of literary art whose words were arranged according to certain conditions using rhythm, rhyme and sometimes figurative languages (Suyoto, 1980: 10).

The emphasis on the aesthetics of a language and the deliberate use of repetition, meter and rhyme is what distinguishes poetry from prose. However, this difference is still debated.

Some modern experts have an approach by defining poetry not as a type of literature but as an embodiment of the human imagination which is the source of all creativity.

Lines in prose can take any shape (circular, zigzag, etc.). This is one way for the author to express his/ her thoughts. Poetry sometimes contains only one word/ syllable which is repeated over and over again. For the reader this may make the poetry incomprehensible. But the author always has a reason for all the 'weirdness' he/ she creates. Nothing limits the writer's desire to create a poetry.

Like other literary works, poetry is used to express ideas, visions, emotions, stories, opinions, behavior and all human experiences. Poetry is primarily made with the aim of entertaining both the poets themselves and their readers.

Poetry has great meaning in our lives. It is able to carry messages, either directly or indirectly. It is also able to shape the poet and society. It can restore human humanity that is fading. And what is real, poetry is not 'as escape from life' but 'as escape into life' (Holman, 1980: 37).

There are several opinions about the elements that make up poetry. One of them is the opinion of I.A. Richard. He distinguishes two important things that build a poetry, namely the nature of poetry and the method of poetry. (1965:17).

The essence of poetry actually consists of four main things (Sutoyo, 1980: 34), namely:

a. Sense (theme, meaning)

Sense or theme is the subject matter expressed by the authors through their poetry. The main issue is raised by the author either directly or indirectly (the reader must guess or search, interpret).

b. Feeling

Feeling is the attitude of the poets towards the subject raised in their poetry. Every poet has a different view in dealing with a problem.

c. Tone (tone)

What is meant by tone is the attitude of the poets towards the readers or connoisseurs of their work in general. To the reader, the poet can be humble, arrogant, persuasive, or suggestive.

d. Intention (goal)

Intention is the goal of the poets in creating the poetry. Although sometimes this goal is not realized, everyone must have a purpose in their work. This goal or mandate depends on the work, ideals, outlook on life and the beliefs of the poets.

To achieve this purpose, the poet uses means. These tools are called the poetry method (Sutoyo, 1980: 35). The method of poetry consists of:

a. Diction

Diction is the choice of words that is usually attempted by the poet as carefully as possible. The poets try to select words that have both denotative and connotative meanings so that the words they use really support the meaning of their poetry.

b. Imagery

What is meant by imagery is the ability of the words used by the authors to lead the readers to be involved or able to feel what is felt by the poets. So the poets use all the abilities of their imagination, the ability to see and feel it in making poetry. Imagination is also called imagery, or wishful thinking.

c. The concrete words

What is meant by the concrete words are the words when viewed denotatively are the same but connotatively have different meanings according to the situation and conditions of use. Slamet Mulyana calls it soulful words, namely words that have been used by poets, which have the same meaning as in dictionary.

d. Figurative language

It is a method used by poets to generate and create images by using figurative language, comparisons, figures of speech, symbols and so on.

e. Rhythm and rhyme

Rhythm is the alternation of up and down, short length, loudness and softness of speech sounds regularly. Rhythm is divided into two,

(1) Metrum, is a fixed rhythm according to a certain pattern.

(2) Rhythm, is the rhythm caused by opposition or alternation of high-low sounds on a regular basis.

Rhythm causes the flow of feelings or thoughts to be uninterrupted and concentrated, giving rise to vivid imagery. Rhythm is manifested in the form of stresses in words. The pressure is divided into three,

a. Dynamic, namely the hard and soft pressure of speech in certain words.

b. Tone is the high and low pressure of the voice.

c. Tempo, which is the emphasis on how fast the pronunciation of the word is.

Rhyme is the equivalent of sound in poetry. In rhyme, it is known that the repetition of sounds that are bright, light, can create an atmosphere of joy and fun. This kind of sound is called euphony. On the other hand, there are sounds that are heavy, pressing, which carry an atmosphere of sadness. This kind of sound is called cacophony.

Another opinion was expressed by Roman Ingarden from Poland in Suharyanto (1980: 96). He said that in fact literary works (including poetry) are structures consisting of several layers of norms. The layers of norms are:

- a. Layers of sound (sound stratum)
- b. Layers of meaning (units of meaning)
- c. The proposed object layer or "world of creation"
- d. Implicit layer
- e. Layers of metaphysics (metaphysical qualities)

D. *Figurative Language*

Figurative language in general is a way of saying something in another way. Although the expression uses other ways, the message that the poet wants to convey can be understood by the readers. The style of language is more effectively used to express what the poet means because it is able to produce additional images in a poetry.

The use of language style can make something abstract into concrete and can also make poetry easier to read and enjoy. By using language style, the expression of a poet's feelings and attitudes can become clearer. Language style is also a way to concentrate the meaning to be conveyed by conveying something large and broad in short language (Barnet, 1963: 22).

Pradopo stated that there are various styles of language or figurative language but have a common characteristic, namely that these figurative languages relate something by connecting it with something else (1995: 62).

a. Simile

Simile is a figurative language that compares two things. According to Perrine, "In simile the comparison is expressed by the use of some words or phrases, such as like, as, than, similar to, resembles to, or seems" (1988: 565). Meanwhile, according to Keraf, the simile style requires an effort that explicitly shows the similarity of two objects that are directly compared. This effort uses comparative words: like, as, such as and other comparison words (1996: 138).

b. Metaphor

Metaphor is a kind of analogy that directly compares two different things to show similarities or differences. Metaphors can stand alone as words. Keraf said that the context for similes is very important because it will help the meaning of the equation, on the contrary the meaning of metaphor is actually limited by a context (1996: 139). Meanwhile, Pradopo said that metaphor states something as equal or worth other things which are not actually the same (1995: 66).

c. Paradox

Basically a paradox is a style of language used to express something that is opposite but is not actually the case. However, if you really look closely, it's really the opposite. According to Pradopo, paradox is a rhetorical means that states something in the opposite direction, but actually it is not when you really think about it and feel it (1995: 99). Perrine also said, "A paradox is an apparent contradiction that is nevertheless somehow true" (1988: 605).

d. Symbol

A symbol is something that represents something else. An object, person, place, event or action that can explain something more than the literal meaning of the word. The meaning of a symbol is determined by the context used, therefore the reader needs to know enough

information to know the meaning of the resulting symbol. Meyer says, “Because the symbol depends on contexts for their meaning, literary artist provides those contexts so that the reader has enough information to determine the probable rank of meanings suggested by a symbol (1990: 581).

E. Puritanism

In the book *An Overview of English History*, it is written that puritans are a group of extreme Protestants whose aim is to purify the Anglican Church from the remnants of the Catholic Church’s customs. For example, they did not like the diocesan hierarchy which was inherited from the old church. They want a presbyter system as is commonly used among Calvinists. In this system, the management of the church lies in the hands of councils, each of which consists of pastors and elders (presbyters) who are elected by the people. Puritans hold community meetings and form organizations (presbyters) (Samekto, 1998: 119).

According to the website www.theVictorian.com/Puritanism.htm downloaded on 8 May 2022, puritanism emerged in England after the Protestant Reformation, along with the founding of the Anglican Church in the 16th century and growing stronger in the 17th century. Puritanism flourished during the reign of Elizabeth who aims to do the sanctification of the churches in England.

The teachings applied in the puritan tradition are basically not much different from the teachings of Calvin. In it there are rules according to the Bible and sourced from the doctrine of the ten commandments of God (Ten Commandments). It's just that in the puritan tradition, they put more extreme emphasis on all the rules contained in the holy book of the Bible.

This tradition also teaches about the existence of life after death. According to them the power of death is unavoidable. They believe that life and death are in God's hands, so both human life and death are in His control. Humans cannot question this because all of it is part of God's secret plan for all of His human creations so that humans should not know it.

Some of the important things they believe in include: they believe in the sacrament of baptism as a symbol of forgiveness of sins according to what is in the Bible. "Repent and be baptized and God will forgive your sins" (Markus, 1: 4b).

They also believe in the Holy Communion as a symbol that God's body and blood have been united in their bodies because they have been cleansed by Him. They used to call it the Passover meal. They do it as a memorial of Jesus who they call their Lord and savior as written in the Bible.

Then He took bread, gave thanks, broke it and gave it to them. He said: "This is my body which is given up for you; do this in remembrance of me." Likewise he did with the cup after eating; He said: "This cup is the new covenant in my blood, which is shed for you" (Luke 22:19-20).

In addition they hold their belief in respecting the Sabbath day, so that every Sabbath they always go to church and do not do any work as instructed in the Bible.

Remember and keep the Sabbath day holy: six days you will labor and do all your work, but the seventh day is a Sabbath to the Lord your God; So do not do any work, you or your son, or your daughter, or your male servant, or your female servant, or your animals, or the stranger in your dwelling, six days you will work and do all your work, but the seventh is the Sabbath of the Lord your God; so do not do any work, you or your son, or

your daughter, or your male servant, or your female servant, or your animals, or any stranger in your dwelling. For in six days the Lord made the heavens and the earth, the sea and all that is in them, and rested on the seventh day; that is why God blessed the Sabbath day and kept it holy (Kel, 20: 8-11).

In addition to the things mentioned above, there are still many teachings that are instilled by puritanism that are in accordance with the Bible, including the doctrine of the acceptance of prayers. In this case, it is taught that God always answers the prayers of His people and God pays attention to His people. As it is written in the Bible.

Ask, and it will be given to you; seek, and you will find; knock, and the door will be opened to you. For everyone who asks receives and everyone who seeks finds, and to everyone who knocks the door is opened (Matt, 7:7-8).

The teachings about God's plans are always good are written in the Bible.

For I know what plans I have for you, declares the Lord, plans for peace and not accidents, to give you a future full of hope (Yer, 29: 11).

The teaching stating that God spoke through a priest or prophet is found in many books of the Old Testament, such as when God spoke to the prophet Moses.

The Lord said to Moses: "Go to the people; tell them to consecrate themselves today and tomorrow, and they must wash their clothes. By the third day they had to be ready, for on the third day the Lord would descend before the eyes of all the people on Mount Sinai.

Therefore you must set a boundary for the people to go around, saying, "Take care not to climb the mountain or touch its feet, for whoever touches the mountain will surely die. No one's hand may touch him, for he must have been stoned or shot to death; whether animal or human, he will not be allowed to live. Only when the trumpet sounded long were they allowed to climb the mountain" (Kel, 19: 10-13).

In fact, not only that, there are many other verses that emphasize the rule of the Sabbath. You are to keep the Sabbath day, for it is a holy day to you; Whoever violates the Sabbath day will surely be put to death, for everyone who does any work on that day must be cut off from among his people (Kel, 31: 34).

As the puritan tradition in England developed, there were many other radical Protestant groups forming religious organizations. One of the puritan traditions has many followers, so this group can be said to be large and very influential group in society.

CHAPTER IV

DISCUSSION

A. Emily Dickinson's Disappointment towards Puritanism Teachings in *I Prayed at First a Little Girl*

In this poetry Emily Dickinson tries to express her inner turmoil about her spiritual experience from she was still a child until she felt capable of making decisions to determine her own path in life. Many things influence Emily in producing her works. In this case the influence of psychology is very dominant in addition to several things that influence it in principle and support her spiritual thinking.

Psychologically Emily felt much pressured by all the rules she had to obey, but she didn't have the right place to express her feeling, so she just kept her inner turmoil to herself. The teachings of transcendentalism that influenced her made her seem to have found something she had been looking for. Transcendentalism teaches about self-confidence, which is a belief in oneself in all things.

In living their life, humans have the right to determine the best for themselves. This should be done by the people themselves without any element of coercion from others, because the person who will do it is the man/ woman himself/ herself. In making these decisions they must be prepared to bear all the risks for their own choices, even when everyone opposes what has become their choice.

In this poetry there are several disappointments felt by Emily which the writer will analyze. Emily uses the appropriate choice of words to express her inner experience, namely her disappointment with the teachings of puritanism. Diction or word choices used by Emily to

express her feelings include the words at first, little girl, they, qualified, looked around, childish, steady, honesty, baffled, mingled, divinity, in danger, balance and frequent.

1. Emily's Disappointment with the Teaching of "Answering Prayers"

In the poetry *I Prayed at First a Little Girl*, Emily uses the words at first and little girl as the choice of diction to start the long story she is about to reveal. At first has the meaning at the beginning which means initially. While at the beginning can also be interpreted as the first time, the beginning or the initially.

By paying attention to the extrinsic elements of the poetry, it can be seen that the first stanza of this poetry describes Emily Dickinson's inner turmoil. Since childhood she felt much pressured by the rule to always pray. But because that was the rule made by her father, she still obeyed it even though she was forced to do it.

As stated in her memoir, Emily and her family did not dare to go against the rules that had been set by her father based on puritanism teachings. This shows that she carried out all these teachings out of necessity. She carried out these obligations because of pressure from her father. She shows her feelings of depression by being quiet, gloomy and isolating herself from her social environment, so she grows up to be a very introverted woman.

Emily uses the word at first in the first line of this poetry to say that she is feeling much pressured by all her inner turmoil that continues to stir. Before doing anything she should start with a prayer, as they were told, */I prayed at first a little girl/ because they told me to-/. She was forced to do so even though she could not feel the answers to all the prayers she had prayed. Emily felt more and more depressed as time went on. She felt that she had done something she should never have done. But there was nothing she could do to stop it all. All her feelings and worries are never revealed, only she knows what she really feels.*

In the next line of this poetry, *they* have the meaning many people. They can also be interpreted as the plural third person pronoun or more than one. The word *they* in the second line, */Because they told me to-/* was chosen by Emily to say that the person who told her to obey the rules to pray before doing anything was not only her father but there were other people too. What other people meant by Emily was the pastors in the church who always recommended the same things to her and also to all their people.

Here, it can be seen how disappointed Emily is with the rules applied by them in the puritanism teachings. Her father taught her all this because he wanted Emily to become a devout Christian. She showed her adherence to these rules in her childhood. She was obedient to her father's rule and to the religious traditions in accordance with the teachings of puritanism inherent in New England society at that time. In addition, Emily's disappointment with her father and the pastors in her church is also evident, who always give extreme puritanism teachings to her.

They gave rules and orders to Emily to pray like that because they thought that praying was the only way to reach God. What's more Emily is a woman, a girl, so she has a greater obligation to carry it out according to the custom of all New England women. Emily said that being a little girl, you have to do your duty to obey by doing what you are told and not doing what is forbidden without having to question everything nor argue it.

In the puritan tradition which her father believed in radically taught that questioning the doctrine and power of God is something that does not need to be done. Because of that Emily used her own way to express her inner rebellion against all the rules that she felt so pressing.

In the third line, *qualified* has the meaning of having the necessary qualifications which means fulfilling the requirements to choose. */But stopped, when qualified to guess-/ How prayer*

would feel-to me/. The choice of these words is very appropriate to represent her feelings that have been saturated with all the existing regulations and want to get rid of all these rules immediately. She felt sure that she was qualified to make a choice and her own decision.

In the two lines of the poetry above, Emily reveals that after she grows up and feels qualified to question something of herself and answer that question, she feels confident to make a firm decision. All of this is due to the teachings of transcendentalism that she obtained through her writings and also along with the teachings of that understanding. Transcendentalism teaches to believe in yourself in everything because every individual has the right to determine what they wants.

Emily decided to choose her own way of life. She no longer prays like she did when she was a child because she felt she was not getting anything out of it. Here it is very clear that Emily experienced a fundamental change of mindset in the field of religion. After being depressed for a long time with all the teachings that did not suit her conscience and finding the teachings that she felt fit her personality, she was finally able to make the right decision for herself.

The word qualified here is also chosen to state that Emily is no longer a little girl who has to obey everything that is ordered by them. She feels that she has become an adult woman who has the right and freedom to determine her own way of life. Emily was happy that her inner turmoil had subsided. She had succeeded in making his life choices so that she was no longer forced to do something she didn't want to do.

2. Emily Dickinson's Disappointment with the Teaching of "God Cares for His People"

In the first line of the second stanza */If I believed God looked around/*, the word looked has the meaning of to see, while the word around has denotation meaning of around. Meanwhile,

if the two words are combined to become looked around, then the word has the denotation meaning of looking around. But in Emily Dickinson's poetry the word has the meaning of seeing and paying attention to everything.

In the next line */Each time my childish eye/*, the word childish has a childlike denotation. Meanwhile, if it is combined into my childish eye, it has meaning according to the view or opinion of the author, who at that time was still a child.

In the third line */Fixed full, and steady, on his own/*, the word steady has the meaning of even, fixed or strong denotation. By using these words she wanted to say that as a child Emily was still a child and innocent, very believe and firmly in what she did.

While in the next line */In my childish honesty/*, the word honesty has the meaning of integrity or can also be interpreted with fairness, determination or sincerity. In this line Emily would like to say that she did all her duties as a Christian with all honesty as an innocent little child.

In the first line of the first stanza in this poetry Emily wants to explain that she is one of the devout Christians, believes in God and participates in performing rituals as taught in Christianity and what most people in New England did at that time. But she says she did it when she was a little girl, a child. At that time she did all that like most people because she believed that God was watching over her. Meanwhile, there are still many things that Emily doesn't understand how God really cares for His people.

Emily expresses her anxiety and turmoil when she reminisces about her childhood in the second verse */If I believed God looked around/ Each time my childish eye/ Fixed full, and steady, on his own/ In my childish honesty/*. By using words like those line by line Emily tries to review her childhood as an innocent child. With her childish perspective, she firmly believes that God

really exists and is always aware of her existence. At least that was the truth she knew from her father's upbringing, which was strongly influenced by Puritan teachings. She had to follow the teachings because her father always told her to do that.

Even so she could not feel that God cared for her as her father had taught her. Judging from the stanza of the poetry above, it seems that as a child Emily really wanted to believe in the truth of the teaching which states that God cares for His people, including herself.

In the next line */And told him what I'd like, today/* Emily honestly as a child who believes in the existence of God who cares for His people pleads with God for everything she wants every day, even though there are still many things that are confusing for herself. This can happen because she does everything not of her own volition but at the will of her father and the pastors of her church. Meanwhile, she has many unanswered questions because she is not allowed to ask the things she wants to know.

3. Emily Dickinson's Disappointment with the Teaching of "God's Plan is Always Good"

In the next two lines */And part of his for plan/ That baffled me/*, the word baffled has the meaning of confusing, troublesome or surprising. In this case Emily wants to express her child's thoughts which are getting confused and feel that all these rules are so troublesome for her that she wonders why she has to carry out all these rules.

Then in the last two lines of the second stanza of the poetry */The mingled side/ Of his divinity/*, the word mingled has the meaning of mixed denotation and the word divinity means the denotation of deity, divine or godliness. The two words above are used to express the confusion that has been mixed with puritan teachings. She felt confused about the nature of divinity rather than with God himself.

The word in danger in the first line of the third stanza */And often since, in danger/*, has a meaning in difficult situation. In danger here can be interpreted in danger in terms of psychology or real life. Emily uses this word to express her state of being indecisive, worried, disappointed and hopeless.

In this stanza Emily also uses figurative language to produce additional images for the reader, so as to clarify the meaning of the poetry. In the next three lines */I count the force, would be/ To have a God so strong as that/ To hold my life for me/*, Emily uses simile figurative language. She chose to use the word as in the third line of the third stanza of this poetry to compare her desire to have God as strong as her desire to have her own life without God. This shows that she is very confused and wondered about why if she has God in her life she has to do various kinds of rules that she doesn't like. But she also didn't know what it would be like if she had to live in this world without God's intervention.

Then the word balance in the first line of the fourth stanza */Till I could take the balance /* has the denotation of harmony, calm, parity, stable and steady. The word balance was chosen by Emily to show that she was able to calm herself even though she was in a state she called danger in the previous verse. Then the word frequent in the next line */That tips so frequent, now/* has a denotative meaning of often or can also be interpreted as a habit. Emily wanted to say that all the rules she had been doing were just a habit.

In the next line */It takes me all the while to poise/* means that Emily needs a little time to calm down to get a state she calls balance. In a state of balance she tries to decide whether she will have God who will control her life or not and let herself decide the course of her life.

Then in the last line */And then – it doesn't stay/*, the word it here refers to the balance she once had. At the end of the poetry we can see that in the end the balance that she had could not

hold on anymore or disappeared, so she chose to be with God in her own way. She has decided to have her life without the need for interference from her parents and all the religious regulations that exist in the surrounding community.

From Emily's expression through her poetry, it can be seen that a deep feeling of disappointment has brought her into a very long dilemma. It makes her a closed human being so that she can only express all of her feelings through her writings. The rules that had suppressed her since her childhood made her unable to enjoy her childhood happily.

Emily feels that she has no sweet memories at all from her childhood because she feels shackled by all kinds of rules that her father has set. She was never given a chance to ask questions, nor do what she wants. Her feelings of disappointment towards her father and her closed nature had to defy all the rules set by her father and also the regulations of the church.

Emily experienced a shock in her life because there were so many questions that she wanted to ask but could never be asked nor get the answers to all of them. She could not understand all of God's good plans for her even though she had been taught about them by her father and the priests. She seemed unable to feel how good God was to her.

Emily was also confused about God's plans for her future, even though she had been taught that too. As God's people, she should not have to worry about her future because God has promised a hopeful future to all of His people. But Emily seems to be worried about all of that, so she calls her situation in danger.

As a child, there were many things in her life that made Emily so confused that she needed an explanation. She questioned how God felt and what kind of goodness God had towards her. She also really hoped for an answer from God for all the prayers she had prayed.

She questioned whether God had a good plan for her. However she could not understand the form of God's kindness towards her.

In facing her inner struggle, Emily seems to be at a crossroads between believing and not believing in all the goodness of God. In her disappointment she began to doubt God's plans and goodness in her life, because feeling doubtful in the end she decided to stop hoping to God for all His goodness because she thought it was futile. She felt that she was not getting anything even though she had carried out all the commands from God. This decision is considered as a rational decision.

By going against her parents' orders and not following the existing rules, it can be said that she has defied God. For Emily, the obligation to carry out God's commands is manifested by the firm attitude of her father who always emphasizes to keep praying to God. If Emily had believed that God looked around as in the first line of the second verse, surely she would obey her father's teachings.

Judging from her background, Emily is actually a critical woman. She had extraordinary minds, so she had many questions which neither her father nor the pastors of her church had answered. She even felt that the God she believed in would never answer her questions.

Her disappointment started from her childhood, namely disappointment with her father who emphasized many rules without giving explanations and also the rules set by the church. Emily couldn't understand why this had to be and why everyone followed all those rules without questioning things as much as she did.

Emily kept carrying her thoughts until she felt she had to take a firm stand for a clear decision. Finally, after she felt ready and able to bear all the risks she took a decision. Emily's decision was an extraordinary decision, she chose to be with God in her own way.

Thus it can be concluded that the theme of this poetry is the relationship between herself (Emily Dickinson) and God. She was no longer in the habit of praying to God. According to her, getting closer to God does not have to always pray and not only by praying.

B. Emily Dickinson's Disappointment toward Puritanism Teachings in *Some Keep the Sabbath Going to Church*

One aspect that stands out apart from teaching about strong self-confidence, in transcendentalism is the natural aspect. According to this understanding, nature can be a tool to get a better final path. They also believe that every object must have a divine nature. In this poetry Emily tries to express all her thoughts which are expressions of her own inner experience.

In puritanism, it is emphasized that all regulations must be based on the Ten Commandments. One of these commands is the command to keep the Sabbath day holy. They believed and obeyed the commandment so they always tried to remember the Sabbath by not doing any work on that day.

1. Emily Dickinson's Disappointment with Sabbath Teaching

In this poetry Emily uses a very simple choice of words that makes this poetry quite easy for readers to understand. She also uses several figurative languages, including metaphors and paradoxes. Apart from that, she also uses imagery to create a special atmosphere in this poetry.

The word Sabbath has the meaning of day of rest which means the day of rest or Sabbath. The Sabbath also has other meanings, namely days of rest, holidays, leave and rest. While the word church has the meaning of building for public Christian worship or a place to worship for Christians or churches.

In the first stanzas of the first and second lines of Emily Dickinson's poetry */Some keep the Sabbath going to church/ I keep it, staying at home/*, Emily uses metaphors figurative language. She uses the word keep on both lines to show that some (people) and I (Emily) have something in common. The similarity is keep the Sabbath. But in fact she wanted to show the difference, as seen in each word that follows it on each line. She deliberately compares going to church and staying at home.

In addition, Emily also uses paradox figurative language in both lines of the poetry because when read directly, some and I seem to be doing the same thing, namely to keep the Sabbath by staying at home.

In the first stanzas of the first and second lines Emily expresses her disappointment with the teaching of the Sabbath. According to Puritan teachings, no one was allowed to do any work on the Sabbath. Meanwhile, according to Emily, these teachings have curbed the freedom of many people to do whatever activities they want at any time, especially on this holy day.

Even though Emily felt that they seemed to be constrained by the rules, she didn't see that they felt it. This made her wonder because they still honor the Sabbath by going to church and not doing any work as has been taught in puritanism. Meanwhile she stated that she was honoring the Sabbath by staying at home.

Emily really wanted everyone to feel as free as she did. They are free to determine things on their own without having to be hindered by many rules. But her wish could not be realized because she was an introvert, she did not get along with many people so she could not convey her good intentions. In the second line of this stanza, Emily's personality is closed and does not like to associate with the outside world. She chose to stay home while everyone else went to church to honor the Sabbath.

Emily has such a mindset because she has been heavily influenced by transcendentalism which teaches about strong self-confidence. This teaching made Emily confidently decide not to practice the puritan teachings as many people still do. This shows a change in fundamental principles in terms of religion, all because of the psychological influence she experienced.

In this stanza Emily expresses her disappointment with the teachings she had previously received in puritanism. Therefore Emily tried to express her disappointment by comparing the two teachings she had received. */Some keep the Sabbath going to church/* is used to show the teachings that her father commanded her since she was a child. While */I keep it, staying at home/* is used to show that she has changed, according to her new understanding.

In this poetry the words that Emily chose are very simple and easy to understand. The beauty of nature has had a huge influence on her. She wants to invite readers to enjoy it too. She expressed this in the next two lines */With a Bobolink for a chorister/ And an orchard, for a Dome/*. Emily uses the word bobolink which means a melodious bird that lives in New England. While the word chorister has the meaning of member of a choir. In this line Emily uses bobolink instead of chorister. In the next line orchard means garden and dome means church dome. In this line orchard is defined as dome.

In the third and fourth lines, Emily uses metaphore figurative language to compare bobolink and chorister */With a bobolink for a chorister/*. She considers the melodious chirping of the bobolinks to be the same as the melodious choir in the church. Likewise in the next line she still uses the same figurative language to compare orchard with dome, */And an orchard for a dome/*. He considered the majestic atmosphere in the church to be the same as the majestic atmosphere in the orchard. Emily not only compares the two, she also chooses bobolink as a symbol of the church choir and orchard as a symbol of the church dome.

In both lines Emily also uses clear imagery, namely auditory imaging and visual imaging. She chose bobolink on the third line as the auditory image of the church choir. By using the choice of words, it is hoped that the readers can listen to the melodious sound of the chirping of the bobolink birds as well as be able to listen to the choir in the church. While the orchard is a visual image of the dome. She hopes that readers can imagine the beauty of orchards in the majesty of nature as well as imagine the majesty of the atmosphere in the church.

By using this figurative language, Emily wants to express that she can feel the same way they felt when they were at church. In the two lines of the poetry above, Emily wants to express that when she enjoys nature with orchards and the melodious chirping of bobolink birds, she feels like she is in a church. Thus the majesty of the atmosphere in the church can also be felt without having to go to church, just being at home, in the garden or anywhere else. It felt more beautiful.

Emily's thoughts seem perfectly rational to all of us, which also shows the turmoil going on inside her. She could not understand the puritan teachings and also felt disillusioned with all their teachings. She increasingly did not understand why there must be all the rules like that. Isn't honoring the Sabbath done to honor God and isn't God omnipresent, it means that wherever we are there must be God so we don't have to go to church.

Emily did something different from what has become the tradition of society in general. In these two lines Emily again shows her much closed personality. She prefers to enjoy her solitude with the natural surroundings rather than having to enjoy the company of many people in the church of the puritans.

In the second and third stanzas of this poetry Emily uses the words surplice, preaches, clergyman, sermon and heaven. The word surplice in */Some keep the Sabbath in surplice/* has the

meaning of a robe. While the robe is defined as a long dress which is usually white and worn by a priest or pastor in a church. In the first two lines of the stanza, Emily seems to be directly referring to a particular thing, namely church officials. Usually to commemorate the Sabbath, church officials wear a robe (surplice), while she only wears her "wings" */I just wear my wings/*.

Emily uses metaphore figurative language again to compare the surplice and wings in the two lines. She wanted to show the difference between herself wearing only her "wings" and some people wearing robes to honor the Sabbath. She also uses the word wings which is a symbol of freedom to do whatever she wants in her poetry. Wings are body parts of a kind of bird that can fly its body to enjoy the freedom and beauty of nature by flying wherever it likes.

In this stanza Emily likens herself to a bird, which shows that she likes freedom. On the other hand, she doesn't like things that get in the way of her freedom. With her "wings" she feels that her soul really has the freedom to go wherever and whenever she wants without having to be bound by all the rules contained in the holy book of the Bible like most people do.

The next two lines of the poetry */And instead of tooling the bell, for church/ Our little sexton-sing/* illustrates that even if she is only at home Emily can feel how the church attendants ring the bell and can imagine everything that is happening there. With all that she feels she can also sing like those in church. So she felt no need to go to church.

Emily's rational thinking reappears to show how she has obtained the true and desired freedom through transcendentalism. She felt more enjoying the atmosphere at home or in the garden than the atmosphere in the church. According to Emily, the atmosphere at home or in the garden feels freer for her. Even so she felt the grandeur of the atmosphere in the church she could feel when she was alone at home or in the orchard.

Thus we can see that poetry really has a very deep meaning. Basically Emily wants to convey her inner experience, her disappointment with the religious traditions that have been holding her back so far that made her decide not to do everything just based on habit. She chose her own way of honoring and keeping the Sabbath day holy.

To express the freedom she feels after she doesn't follow all the puritan teachings, she uses the word wings. This word states that she feels completely free like a bird in the air so she can fly wherever and whenever she likes. She did not feel at all bound by the biblical rule about the Sabbath that required her not to do any work on that day.

2. Emily Dickinson's Disappointment with the Teaching of "God Speaks through the Pastor

Preaches have the denotation of preaching, teaching, speaking or giving words of advice. While clergyman has the denotation meaning of pastor, and sermon means a preaching delivered from the church pulpit which is interpreted as the word of God.

By using these words, Emily wants to tell the readers of her work that the sermon delivered by the pastor through the pulpit in the church is to honor the Sabbath. After returning from church, the observance of the Sabbath which is carried out with a ritual ceremony in the church is finished just as the sermon from the pastor is finished. The word heaven has a denotation meaning paradise, and can also be interpreted as a home of God and the saints which means a house for God and holy people.

According to Emily they did all the rituals so that later they could go to heaven. Even though she didn't do what they did, she basically had the same goal as them, which was to go to heaven. According to her most of them just do it as a mere routine without anything that can really make them believe that they will eventually go to heaven. For Emily it was all a waste of time.

Through this poetry Emily wants to express that everything they do is actually useless. They felt sure God had spoken to them through a pastor with her short and simple sermon. That way they feel quite comfortable because they believe if they have done so, they will go to heaven.

Meanwhile, if you look at the last stanza, Emily seems to want to laugh at those who keep the Sabbath day holy by going to church and listening to a sermon delivered by a pastor briefly. By doing all this they hope to go to heaven. Yet after the sermon in the church was over, the observance of the Sabbath was finished and they went home satisfied because they had done their duty.

Emily admits that basically she also wants to go to heaven, but in this case it seems that it is always a question for Emily whether if they do all these rules then they will definitely go to heaven. While she didn't believe that at all, even with her so-called rational mindset, she had her own way of honoring the Sabbath. According to her what she was doing was much better than just obeying all the existing rules. All that can happen because of the psychological influence on her.

Emily had been fed up with all the rules set by the priests and her father since she was a child. She feels pressured by all these rules, so she has thoughts which she thinks are very rational because she does not get along with the people around her.

She only hangs out with a few people, but they are enough to influence her mindset and shape her character in making important decisions in her life. In fact, she always harbored unanswered questions. In such a depressed state, only her mind becomes a friend for her to share her feelings and express her inner experiences. Until finally she found her own way to honor the Sabbath as she has described through the poetry above.

CHAPTER V

CONCLUSION

After analyzing Emily Dickinson's poetry entitled *I Prayed at First a Little Girl* and *Some Keep the Sabbath Going to Church*, the writer concludes that the two poetry express Emily Dickinson's disappointment with the teachings of Puritanism. Although she had been taught by her father about this teaching since childhood, but she could not hide her disappointment towards this teaching when she grew up and could decide things on her own without interference from her parents or others.

Through her poetry, Emily wants to express all her disappointments and reveal the factors that influence her. By using the right choice of words she can tell the story of her long life in just a few short and simple sentences. All of that is because in a literary work, especially poetry, the right choice of words can produce a broad and very deep meaning for the readers.

In the process of studying Emily Dickinson's poetry, the writer found the cause of her disappointment with the teachings of puritanism so that she could produce works like the ones above. In addition, the writer also finds some basic disappointments experienced by Emily against the teachings of puritanism.

Emily was basically disappointed in her father who had enforced the rules she had to follow since she was a child. These rules include the rule to pray and always go to church every Sabbath. Unfortunately her father never gave her the slightest chance to ask about all of those. Meanwhile the pastors at the church where she was to observe the Sabbath according to her father's orders also emphasized the same rules that she must obey without questioning them. Meanwhile, none of her family members dared to oppose this.

The disappointment that had been buried since childhood always haunted Emily's mind. She tries to find answers to all her unanswered questions. Feelings of pressure, confusion, disappointment and despair make her a very secretive woman. She seems to only be able to communicate with her own mind because she thinks everyone can't understand what she's thinking.

Everything that has happened has made Emily finally able to make a very important decision in her life. The decision was taken based on the teachings she received from her friends who taught transcendentalism. This understanding teaches about self-confidence, so that everyone has the right to make their own choices without any influence from others.

In the end, with all mixed feelings, Emily made a decision to have a relationship with God using her own way. She chose to honor the Sabbath in her own way without any special rules from anyone, neither from her own father nor from the priests. With this decision, it can be concluded that Emily is still aware of her obligations and needs towards God, but she does it in a different way from other people in general.

However, it is still very possible that changes will occur in the author that may affect her so that she no longer does what she is doing according to her decision. Because personality psychology is objected to personal factors, theoretically it can still change.

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