

CHAPTER V

CONCLUSION

This chapter is devoted to summarizing what has been discussed in the previous chapters, and giving some suggestions related to the study under report.

5.1 Summary

This thesis is the result of analysing the poem of chapter twelve of the Book of Ecclesiastes which describes particularly a preacher's instruction to a young man. The preacher uses sixteen conditions, six reasons, and two conclusions in his didactic poem. The poem contains metaphors, personification, metonymy, synecdoche, overstatements, understatements and symbols. Metaphor, personification, understatement and metonymy appears only once in the poem. Synecdoche appears six times and seems to blend with reference in discourse analysis, the writer found endophoric relations six times in the poem (five times anaphora and once cataphora). Overstatement found four times and symbols appears the most often - eight times in the poem namely: (1) the symbol of darkness of sight, (2) the symbol of aged hands, (3) the symbol of aged feet and knee, (4) the symbol of aged teeth, (5) the symbol of aged lips, (6) the symbol of aged ears, (7) the

symbol of aged hairs (8) the symbol of trivial yet destructive thing (thus the poem is called to be a richly symbolic one).

The unfolding of the meanings of the figures of speech leads the writer to one major theme and two minor themes. The major theme is a man who regrets yet is thoughtful about the possibilities of life experience which are so sharply limited. The minor themes are (1) the age limitation prevents a man from living in self indulgence and (2) the finality of mankind is the conclusion that all is in vain because death is unavoidable.

5.2 Conclusion

The poem under study uses various figures of speech to reach his aim. The disappointment sound of old age in the words used are very effective to alert the young of the coming unfavorable conditions. The poet pictures out vividly and exclusively a growing old person by using the daily activities which are then interpreted as his model of comparison to the body of man.

However, not as concluded by the poet that all things are futile, life is very precious. Using this life appropriately, we bring our lives to God. Men are not supposed to be pessimistic about life since it is not a tight bondage nor a heavy burden, it is merely a chance for gaining experience, like what is concluded beautifully by the simple poem below :

God Knows Best

our father knows what's best for us
 so why should we complain
 we always want the sunshine
 but he knows there must be rain

we love the sound of laughter
 and the merriment of cheer
 but our hearts would lose their tenderness
 if we never shed a tear

our Father tests us often
 with sufferings and with sorrow
 He tests us not to punish us
 but to help us meet tomorrow

for growing trees are strengthened
 when they withstand the storm
 and the sharp cut of the chisel
 gives the marble grace and form

and when we count the blessings
 that God has freely sent
 we will find no cause for murmuring
 and no time to lament

for our Father loves his children
 and to Him all things are plain
 so He never sends pleasure
 when the soul's deep need is pain

so whenever we are troubled
 and when everything goes wrong
 it is just God is working on us
 to make our spirit strong

(Helen Steiner Rice)

5.3 Suggestions

Based on the findings discussed so far, the following suggestions are given.

First, unlike other forms of literary works poetry is said to have the most condensed language yet educative and entertaining. Therefore, it seems pleasant for the students to learn more new sentence patterns or vocabularies from it. They will also know how to express their

ideas in writing compositions with simple but powerful word choices.

Second, since poetry talks about life's various aspects through delicately composed words, it seems pleasant to learn new experiences through it. The students will be able to learn to be receptive to all kinds of experiences - sad, pleasing, optimist, pessimist and many others presented in poems. Hence drawing a lesson from it, the students will be open minded to life's various aspects.

Third, the writer has worked out the poem only in the conclusion chapter of the Book of Ecclesiastes. Finding its uniqueness, she suggested other students analyze the whole poems in the Book that stretch from chapter one up to chapter eleven or compare it with other Metaphysical English poems. She also suggests that they try to find other values in this Book by working on its exegese - that is digging up the meanings of the Book with the real interpretation applied to life.

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