

IMAGERY IN *LANGSTON HUGHES'S* POETRY

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Abstract: *The objectives of conducting this research were to find out the types of imagery and describe the functions of imagery found in Langston Hughes's poetry. The researcher used qualitative method with descriptive approach in this study. The researcher used the theory of Imagery of Arp & Perrine (1991) in analyzing the use of imagery in the poetry. The result of the study shows that there were 53 instances of imagery in 20 poems of Langston Hughes. The most dominant types 30 (56,60%) was Visual Imagery. Another functions 3 (5,66 %) was auditory imagery; 2 (3,77%) was olfactory imagery; 1(1,89%) was gustatory imagery; 2 (3,77 %) was tactile imagery; 7 (13,21 %) was organic imagery; 8 (15,09 %) was kinesthetic imagery. The most dominant type of imagery that appears in the twenty poems was visual imagery because it functions to represent the things which the readers can directly imagine and see. Another function of imagery which appears in the twenty poems of Langston Hughes is to create the movement in the poem, the readers' imagination and to build the readers' inner feeling, the smell and taste, and to feel the fictional world.*

Keywords: *Langston Hughes's Poetry, Imagery, and the Functions of Imagery.*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis imagery dan menjelaskan fungsi dari imagery yang ditemukan dalam puisi Langston Hughes. Peneliti menggunakan metode kualitatif dengan pendekatan deskriptif dalam penelitian ini. Peneliti menggunakan teori imagery dari Arp & Perrine (1991) dalam menganalisis penggunaan citra dalam puisi tersebut. Hasil penelitian menunjukkan bahwa ada 53 kasus citra di 20 puisi Langston Hughes. Jenis yang paling dominan 30 (56,60%) adalah Visual Imagery. Selanjutnya, 3 (5,66%) adalah auditory imagery; 2 (3,77%) adalah olfactory imagery; 1 (1,89%) adalah gustatory imagery; 2 (3,77%) adalah tactile imagery; 7 (13,21%) adalah organik imagery; 8 (15,09%) adalah kinestetik imagery. Jenis yang paling dominan dari citra yang muncul dalam dua puluh puisi adalah citra visual karena berfungsi untuk mewakili hal-hal yang pembaca bisa langsung membayangkan dan melihat. Fungsi lain dari citra yang muncul dalam dua puluh puisi Langston Hughes adalah untuk menciptakan gerakan dalam puisi itu, 'imajinasi dan un Kuncituk membangun pembaca perasaan batin, bau dan rasa, dan merasakan dunia fiksi.*

Kata Kunci: *Puisi Langston Hughes's, dan Citra, Fungsi Citra.*

1. INTRODUCTION

Poetry is one of the literary works that have special characteristics. It is a way to tell stories, expressing feelings or ideas. According to Ollila & Jantas (2006, p. 1), poetry is a kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being. There are two basic approach of poetry that needs to be understood. They are symbols and imagery. Through symbols, the readers can

get the main idea of the poetry by identifying the abstract things that appear in the poetry itself. In imagery, the readers also get the main idea and interpret the poetry easily through the words that represent their sense in the poetry.

According to Arp & Perrine (1991, pp. 24 - 26), imagery is defined as the representation of sense experience through language. There are seven types of imagery. They are visual imagery, auditoryimagery, olfactory imagery, gustatory imagery, tactile imagery, organicimagery and kinestheticimagery. Visual imagery is a kind of

imagery that appears most frequently in the poem, because almost words represented in the poem are basically visible. Auditory imagery, this imagery uses the words to represent the sound; olfactory imagery, this imagery uses the words to represent the smell; gustatory imagery, this imagery uses the words to represent the taste; tactile imagery, this imagery uses the words to represent the touch sense; organic imagery, this imagery uses the words that represent an internal sensations; kinesthetic imagery, this imagery uses the words to represent the movement or tension in the muscles or joints.

Imagery is also found in *Langston Hughes's* poetry. For example, in a poem entitled *Harlem [Dream Deffered]*, the following stanza presents gustatory imagery.

*Or crust and sugar over—
like a syrupy sweet?*

The words *Syrupy sweet*, get the readers imagine the taste of sugar. Through this poem, Hughes tells the readers that if his dreams come true and perfect, then it would be as sweet as sugar.

Imagery is an important part in poetry because it is related to the diction that is used in poetry itself. It makes the readers feel something and imagine what the poems are talking about. Through imagery, the readers feel the physical world in their imagination because imagery also conveys emotions and moods. Without imagery, the abstract idea in poetry could be the difficult part to understand and make the readers confused. It makes the readers unable to interpret the poetry easily. Within imagery, the abstract idea is easier to identify because it uses the words to represent our sense. From the

explanation above, the writer chose imagery as the subject of the study because imagery itself invites the readers to think critically when they go into poetry or other literary works.

Based on the above issues, the writer conducted a study of imagery used in poetry entitled "*Imagery in Langston Hughes's Poetry*"

2. METHODOLOGY

Qualitative method with descriptive approach was used in this study. According to Hancock (2002, p. 2) qualitative research is concerned with developing explanations of social phenomena. The purpose is to help us understand the world in which we live and why things are the way they are. Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. Descriptive approach is used to identify and classify the elements or characteristics of the subject and to determine and describe or give phenomenon which happened naturally without manipulation. In this study, the writer used the method in describing and interpreting the meaning of imagery that appears in twenty *Langston Hughes's* poems.

The writer used some steps to analyze imagery in *Langston Hughes's* poetry. Firstly, reading over the poems several times. Secondly, interpreting the poems to find the imagery. Thirdly, classifying the imagery that appears in the poems. Finally, describing the functions of imagery in the Poems.

In analyzing the data, the writers referred to Arp & Perrine's (1991) theory of imagery types. They are visual imagery; auditory imagery; olfactory Imagery; gustatory imagery; tactile imagery; organic imagery; kinesthetic imagery.

3.1 Visual Imagery

Visual imagery is a kind of imagery that appears mostly in the poems because almost words represented in the poems are basically visible. Without visual imagery, a poem may be hard to produce. This following poem is a poem of Robert Browning that presents the visual imagery.

"Meeting at night"

The gray sea and the long black land
And the yellow half moon large and low

And the started little waves that leap

In fiery ringlets from their sleep

(Robert Browning).

From the words, "*and the yellow half moon large and low*" the readers can imagine a large moon which has yellow color and the moon that was going down into the sea. Then the readers can see and imagine that the shine of the moon does not come clear because the cloud hides it.

3.2 Auditory Imagery

Auditory Imagery uses the words that represent sounds. The following poem is an example of Edgar Allan Poe's that presents the auditory imagery.

"The bells"

Hear the sledges with the bells

Silver bells!

What a world of merriment their melody
foretells!

How they *tinkle, tinkle, tinkle,*

In the icy air of night

(Edgar Allan Poe)

It is called an auditory imagery because the word "*tinkle*" represents the sound from the bells.

3.3 Olfactory Imagery

Olfactory imagery uses the words that represents the smells like, a fragrant, unpleasant smell, and other related aroma. Example of olfactory imagery is found in the following poem.

"Out out"

The buzz-saw snarled and rattled in the yard
And made dust and dropped stove – lenght stick
of wood,

*Sweet-scented stuff when the breeze drew
accross it.*

(Robert Frost)

The line "*Sweet-scented stuff when the breeze drew accross it*".represents the smell. This line describes smell of the dust from shiver wood. The reader can imagine the smell when the wind blows the shiver of the wood spreading out the aroma or nice smell. This poem tells the readers about a boy who has a job as a carpenter.

3.4 Gustatory Imagery

Gustatory imagery uses the words that represent taste and others related to the flavour. An example of line in the poem containing gustatory imagery is “She is as *sweet* as red apple”. When the readers read the word “sweet” the readers will imagine the taste of the red apple.

3.5 Tactile Imagery

Tactile imagery has the relationship with the temperature or our touch sense. The following poem is a poem of John Milton that presents tactile imagery

*A dungeon horrible, on all side round,
As one great furnace flamed*
(John Milton)

The line that gives an example of tactile imagery is “As *one great furnace flamed*”. The function of imagery in this sentence is to get the readers feel that the hell is so hot and certainly do not want to live in this place. It also represents the prison, in all sides burnt like a “*great furnace flamed*”. Furnace flamed is a container which is heated to a very high temperature, so that substances that are put inside it, such as metal, will melt or burn.

3.6 Organic Imagery

Organic imagery are the words that relate to the inner feelings such as hunger, thirst,

boredom, or weary. Below is an example of organic imagery occurs in Lord Randal poem,
O where have you been my handsome young man?

“I have been to the wild wood: mother, make me bed soon.

For I’m weary will hunting, and fain wald lie down”. (Lord Randal)

From the words *and fain wald lie down* the readers can imagine the situation where the son is so tired and needs sleep.

3.7 Kinesthetic Imagery

Kinesthetic imagery is the words that represent something static as a moving thing or it is truly the description of something moving. Below is an example of kinesthetic imagery that occurs in Hakyō Ishida poem:

*The captive eagle
Because of loneliness is
Flapping his wings – Oh!*

(Hakyō Ishida)

“*Flapping his wings – oh!*” shows freedom to the readers. From that word used the readers can imagine the miserable life of a captive eagle, the bird which usually flies free in the wide sky. The eagle which may be put in a cage or tied in a bar is flapping his wings is an expression of the loneliness the bird passes through. It is not an effort to escape.

3.8 Functions of Imagery

Imagery in literature is a collection of techniques that appeals to the senses, characters or settings in a written work. It also builds the readers imagination. According to Hasanuddin (2012, pp. 88 - 91), the functions of imagery are to create a vivid, realistic description of the scene, appealing to as many of the readers senses as possible, describes the appearance of characters and settings, the sounds, smells, taste and feeling of the fictional world. In addition, it is used in figurative language that draws comparisons, such as simile, metaphor and personification. In a poem, the author needs the concrete picture to make the picture to be real, so the reader can feel what the author feel. Through imagery, the abstract idea is easier to identify because it can be described by the readers senses as if it could be seen, heard, felt, smell, touched, and thought. The result is the abstract idea becomes real and create the new situation is created in the reader's mind.

3. RESULTS AND DISCUSSION

The writer found 53 instances of imagery in 20 poems of *Langston Hughes*. The imagery found in the poems consist of visual imagery; auditory imagery; olfactory imagery; gustatory imagery; tactile imagery; organic imagery and kinesthetic imagery. Of 53 instances of imagery, 30 (56,60%) was visual imagery, 3 (5,66 %) was auditory imagery; 2 (3,77%)was olfactory imagery; 1(1,89%) was gustatory imagery; 2 (3,77%)bwas tactile imagery; 7 (13,21%)bwas

organic imagery; 8 (15,09%) was kinesthetic imagery. The occurrency of imagery in Langston Hughes poetry is presented in graph1.

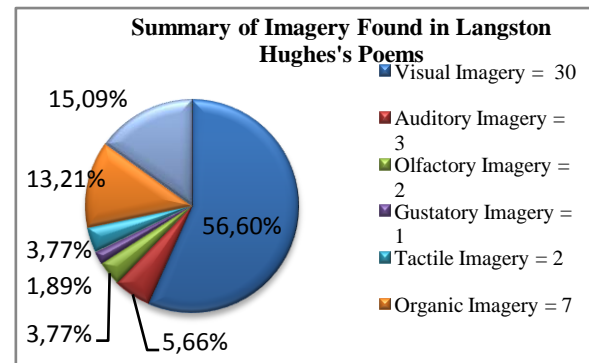


Figure 1. Graph of Langston Hughes Poetry

The following are selected sample of the analysis.

1) *My People*

The night is beautiful, (Tn, S1, L1)
So the faces of my people.

The stars are beautiful, (Ts, S2, L3)
So the eyes of my people.

Beautiful, also, is the sun. (Ts, S3, L5)
Beautiful, also, are the souls of my people.

Langston Hughes

From the poem *My People*, the writer found three words presenting visual imagery. They are: *The Night*, *The Stars*, and *The Sun*. The conceptual meaning of *The night (n)* is time of darkness, *The Stars (n)* is large ball of burning gas seen as a point of light in the sky at night, *The Sun(n)* is a big ball of hot gases. The gases are converted into energy in the sun's core. The energy moves outward through the interior layers, into the sun's atmosphere, and is released into the solar system as heat and light. This poem is about the similarities between whites and nigers. The poet tells the readers that all of them

are beautiful though they have different skin color. Through this poem the poet compare the word “night” with “beautiful”, “stars” with “beautiful”, and the words “sun” with “beautiful” to tells the readers if there is no objection within the nigers in terms of beauty, strength, or power.

“The night” in this poem(Tn, S1, L1) is the visual imagery. The words “the night” in the first stanza has the function to refer to the face of black American. With this word, the readers can imagine the darkness of the night that reflects to the blackness of their brother and sister as the Nigers. Eventhough they are black like the darkness of the night, they are indeed beautiful.

“The stars” in this poem (Ts, S2, L3) is the visual imagery. The words “ the stars” in the second stanza functions to represent the eyes of black Americans. Through the word “the stars” the readers can imagine that the stars which are white are just like the eyes of black American.

“The sun” in this poem (Ts, S3, L5) is the visual imagery. The words “ the sun” has the function to represent the soul of black American. Through the word “the star” the readers can imagine the sun whichshinesona sunny day. Through this poem Hughes tells the readers that the Nigers’s soul is not dark but bright and hot like the sun. Hot here means full of spirit.

2) *Still Here*

*Been scared and battered.
My hopes the wind done scattered.
Snow has friz me, (Sn 1, S1, L3)
Sun has baked me, (Su 1, S1, L4)*

*Looks like between 'em they done
Tried to make me*

*Stop laughin', stop lovin', stop livin'--
But I don't care!
I'm still here!*

Langston Hughes

From the poem *Still Here*, the writer found two words that contain visual imagery. They are *Snow* and *Sun*. The conceptual meaning of *Snow(n)* is frozen water falling from the sky in soft, white flakes, or a mass of this one of the ground, *Sun(n)* is a big ball of hot gases. The gases are converted into energy in the sun's core. The energy moves outward through the interior layers, into the sun's atmosphere, and is released into the solar system as heat and light. Through this poem the poet tells the readers that he as an African American was treated so unkindly at that time and lived in the complicated situation.

“*Snow*” in this poem (Sn 1, S1, L3) is the visual imagery. Through the words “ *snow* “ in the first line of this poem, the poet describes how white American treated the Nigers and put them underpressure. The word “*snow*” is visual imagery because it get the readers imagine something that is falling from the sky.

“*Sun* “in this poem (Su 1, S1, L4) is the visual imagery. The word “*Sun*“ take the readers to imagine how the sun has burned something. The words “*sun* “ in this poem shows the readers the Nigers’s lives who always take command from others. It tells the readers that white American controlled the Nigers’s live.

3) *Mother to Son*

*Well, son, I'll tell you:
Life for me ain't been no crystal stair. (Cs, S1,
L2)
It's had tacks in it,
And splinters,*

*And boards torn up,
 And places with no carpet on the floor—
 Bare.
 But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.
 So, boy, don't you turn back
 Don't you set down on the steps.
 'Cause you finds it's kinder hard.
 Don't you fall now—
 For I've still goin', honey,
 I've still climbin',
 And life for me ain't been no crystal stair.*

Langston Hughes

This poem consists of visual imagery. The word *crystal stair* (n) means the luxury stair made up from crystal. This poem shows the conversation between a mother and a son. The mother says that the life she led has not been the best but the mother also tells her son that even though her life has not been the best, she keeps moving on and never gives up. This poem shows the spirit of life to the readers.

“*Crystal Stair*” in this poem (Cs, S1, L2) is the visual imagery. The words “*crystal stair*” in this poem, has the function to represent the perfect life. This poem shows the readers that the racial discrimination occurred at that time. Through the word “*crystal stair*”, the readers can imagine the luxury and beautiful stair that made of crystal.

4) 50-50

*I'm all alone in this world, she said,
 Ain't got nobody to share my bed, (B1, S1, L2)
 Ain't got nobody to hold my hand—
 The truth of the matter's
 I ain't got no man.*

Big Boy opened his mouth and said, (Bb, S2, L6)

*Trouble with you is
 You ain't got no head!
 If you had a head and used your mind
 You could have me with you
 All the time.*

She answered, Babe, what must I do?

*He said, Share your bed—
 And your money, too.*

Langston Hughes

This poem contains visual imagery. This poem talks about two people, a woman and a man. The woman is a lonely Nigger while the man is a white American. The woman wants to have a partner in her life to hold her hands or to share things with. In her lonely days, a sly man comes to her and offers her to be her man but with two requirements. The requirements are she has to share her bed and her money too. At the time he wrote this poem, he almost watched sexual harassment in the United States and the victim was always the Niggers. Overall, this poem implies that a woman has to be aware of or be sensitive to the violence to protect herself and everything she has.

“*Bed*” in this poem (B, S1, L12) is the visual imagery. The words “*bed*” refers a comfortable place to sleep. This poem presents a lonely woman who needs someone to solve her problem.

“*Big boy*” in this poem (Bb, S2, L6) refers to white Americans. This poem implies that the Niggers were treated so meanly at that time.

5) *Negro Speaks of Rivers*

*I've known rivers:
 I've known rivers ancient as the world and older
 than the
 flow of human blood in human veins*

My soul has grown deep like the rivers. (R 1, S3, L1)

*I bathed in the Euphrates when dawns were young
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset*

*I've known rivers:
Ancient, dusky rivers.*

My soul has grown deep like the rivers.

Langston Hughes

The poem contains visual imagery. The conceptual meaning of “river” (n) is the large natural stream of water flowing to the sea. In this poem Hughes describes himself as a river which flows and gives hopes to Nigers. In this poem he wants other Nigers to know that they are so special, worthy, and can do many things to help each other.

“River” in this poem (R1, S 1, L1) is the visual imagery. The word “river” refers to the place where the poet spent half of his lives and get the readers to imagine the nice place. The word “river” implies that the poet really appreciate and loves river. He also depends on it in multiple purposes of life like bathing in the water, building his shack or listening to the music until he falls a sleep.

6) Morning After

*I was so sick last night I (Sc, S1, L1)
Didn't hardly know my mind.
So sick last night I
Didn't know my mind.*

*I drunk some bad lick that
Almost made me blind.*

*Had a dream last night I
Thought I was in hell. (HI, S2, L8)
I drempt last night I
Thought I was in hell. (HII, S2, L10)
Woke up and looked around me—
Babe, your mouth was open like a well.*

*I said, Baby! Baby!
Please don't snore so loud. (Sn, S3, L14)
Baby! Please!
Please don't snore so loud.
You jest a little bit o' woman but you
Sound like a great big crowd.*

Langston Hughes

This poem consists of three kinds of imagery. They are organic imagery, visual imagery, and auditory imagery. It can be recognized from the words “sick”, “hell” and “snore”. This poem talks about the unknown couple whether they are married or not. They have the same problems in life and they live in dreary life. They try to escape from their problems by drinking alcohol drinks and share their problems with each other. Eventhough they do not have the goal in their lives, they feel so happy because they can complement on each other.

“Sick” in this poem (Sc, S1, L1) is the organic imagery. The word “sick” has the functions to represent the feelings of someone who is in big troubles in his/her life. This poem tells the readers about the people who are frustrated in their lives or are annoyed by something that has occurred for a long time.

“Hell” in this poem (HI, S2, L8 & HII, S2, L10) is the visual imagery. The word “hell” has the function of getting the readers imagine the

place which is terrible and dangerous. This poem implies that life is not always sweet and pleasant.

“*Snore*” in this poem (Sn, S3, L14) is the auditory imagery. The word “*snore*” functions to get the readers imagine the sound that is coming out of the throat or remember someone who breathe noisily while sleeping.

7) *Dream Variations*

To fling my arms wide (Fl, S1, L1)
In some place of the sun, (SuII, S1, L2)
To whirl and to dance (W, S1, L3)
Till the white day is done.
Then rest at cool evening (C1, S1, L5)
Beneath a tall tree (Tt, S1, L8)
While night comes on gently,
Dark like me- (D, S1, L8)
That is my dream!

To fling my arms wide
In the face of the sun, (Su II, S2, L 11)
Dance! (Dc, S2, L12) *Whirl! Whirl!* (W, S2, L12)
Till the quick day is done.
Rest at pale evening...
A tall, slim tree...
Night coming tenderly
Black like me (Bl, S2, L17)

Langston Hughes

This poem consists of three kinds of imagery. They are kinesthetic imagery, Tactile imagery, and Visual imagery. This poem presents the dreams of the Niggers. Here, the Niggers try to pursue their dreams by searching out the comfortable place to relax and rest while the night is over. The word “*blacks*” in this poem tells the readers about the ethnic background. The word “*black*” clearly refers to the Niggers.

“*Fling*” in this poem (Fl, S1, L1) is the kinesthetic imagery. The word “*fling*” represents the poet’s movement or actions. Here, The poet

flings his arm widely and hope to be accepted by the white Americans.

“*Whirl*” in the poem (W, S1, L3) is the kinesthetic imagery. The word “*whirl*” represents the actions and movement of attempt to reach the happiness before the day is over.

“*Dance*” in this poem (Dc, S2, L12) is the kinesthetic imagery. The word “*dance*” represents the actions or movement and describes the happiness for being free. With the word “*dance*”, the poet implies that he never gives up to pursue the happiness.

“*Cool*” in this poem (C1, S1, L5) is the tactile imagery. The word “*cool*” functions to represent the temperature of the night. This poem tells the readers that the poet simply wants to be free to live his life and enjoy the night and also free from any kinds of violence.

“*Sun*” in this poem (Su 11, S2, L11) is the visual imagery. The word “*sun*” has the functions to represent white American. From the word “*sun*” the poet tries to get the readers imagine the sun which is shining white like the face of white people in the USA. The poet flings his arm widely and hopes to be accepted by white American.

“*Tall tree*” in this poem (Tt, S1, L8) is the visual imagery. The phrase “*tall tree*” has the functions to create the readers’s imagination to think about the tree as the nice place for the Niggers to relax after the night is over.

“*Dark*” (D, S1, L8) and “*Black*” in this poem (Bl, S2, L17) are the Visual Imageries. The words “*Dark and Black*” function as the referents for the Niggers and to get the readers imagine the color of the Niggers’ skin.

8) *Dreams*

*Hold fast to dreams
For if dreams die
Life is a broken-winged bird (Bw, S1, L3)
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field (Bf, S1, L7)
Frozen with snow. (Sn, S1, L8)*

Langston Hughes

This poem contains two kinds of imagery. They are visual imagery, and organic imagery. This poem tells the readers that as human beings, the readers should continue having their dreams because without dreams their lives would be useless.

“*Barren field*” in this poem (Bf, S1, L7) is the visual imagery. The phrase “*barren field*” represents the field which has no plants growing on. This phrase implies that life without dreams is meaningless.

“*Snow*” in this poem (Sn 1, S1, L8) is the visual imagery. The word “*snow*” has the function to describe something that is frozen but by the time it becomes something useful. Here, the readers can imagine the snow which is melted over the farm which eventually can regain its element.

“*Broken – winged*” in this poem (Bw, S1, L3) is the organic imagery. The phrase “*broken – winged*” represents the pain. Here, the poet reminds the readers that life without dreams is useless. Just like a broken – wings of bird that can not fly.

9) *Bad Morning*

*Here I sit
With my shoes mismatched. .(Sm, S1, L3)
Lawdy-mercy!
I's frustrated! (Fr, S1, L4)*

Langston Hughes

This poem consists of two kinds of imagery. They are visual imagery and organic imagery. This poem is about a frustrated man. The readers can get the point by the words “*shoes mismatched*”. This phrase clearly shows that the poet was so frustrated with his life as he is sitting on his bed with two different shoes on his feet.

“*Shoes mismatched*” in this poem (Sm, S1, L3) is the visual imagery. It functions to get the readers imagine the shoes which are not matched. The word “*shoes mismatched*” in this poem implies that there is a racial discrimination in the United States at that time.

“*Frustrated*” in this poem (Fr, S1, L4) is the visual imagery. It functions as a representation of the poet's feelings at that time. It tells the readers that the poet was underpressured and felt hopeless. When he wrote this poem, he saw so much violence and discrimination that the poet should face.

10) *Harlem [Dream Deferred]*

What happens to a dream deferred?

*Does it dry up
like a raisin in the sun?(Rt, S2, L3)
Or fester like a sore— (Fs, S2, L4)
And then run?
Does it stink like rotten meat? (Rm, S2, L6)
Or crust and sugar over—
like a syrupy sweet?(Ss, S2, L8)*

*Maybe it just sags
like a heavy load.*

Or does it explode?

Langston Hughes

This poem consists of three kinds of imagery. They are visual imagery, olfactory imagery, gustatory imagery. The poem talks about the African-American dream and the American dream as a whole. At the time he wrote this poem, the black Americans experienced prejudice and segregation. The poet tells the readers that Niggers were suffered from the pain of injustice, discrimination, and racism. Through this poem, Hughes expressed his doubt of his dreams. He used the word “*deffered*” to describe the Niggers’ unreachd dreams.

“*Like a raisin in the sun* “ in this poem(Rt, S2, L3) is the visual imagery. The phrase “*like a raisin in the sun*“ functions to represent the shape of grapes . Through this words, the reader can imagine that the raisin is from grapes but it does not really look like grapes anymore because it is dehydrated by the sun. It suggests that the dream is merely forgotten over time.

“*Stink like a rotten meat* “ (Rm, S2, L6) functions to create the readers’s imagination of meat which is not fresh anymore and that the smell is really bad. In this poem the poet compared his dreams to the expired food. It describes his frustrated feelings at that time.

“*Fester like a sore* “ (Fs, S2, L4) functions to create the readers’s imagination of something that leaks and produces the smell that is really bad. The poet tells the readers that the African-American were suffering from the pain of injustice, discrimination, and racism.

“*Syrupy sweet* “**in** this poem (Ss, S2, L8) is the gustatory imagery. The phrase “*syrupy sweet* “ refers to the taste of something sweet. Just like his dreams, if it were true and perfect then the taste would be sweet.

4. CONCLUSIONS

From the data that have been analyzed, the researcher found that there are seven types of imagery occured in Langston Hughes’s poetry. They are Visual Imagery, Auditory Imagery, Olfactory Imagery, Gustatory Imagery, Tactile Imagery, Organic Imagery and Kinesthetic Imagery. The dominant type of imagery that appears in Langston Hughes’s poetry is Visual imagery. Hughes uses visual imagery because he wants to contrast and compare the situation in his life with that of the readers’ life. By comparing and contrasting it, the readers can imagine how different the condition of his life was from the reality. Here, Hughes tells the readers how to face the problems in life.

Visual imagery in Hughes’s poems is presented by using the words which represent the things that are basically visible. It creates the readers’ imagination to those objects directly. Hughes uses visual imagery in his poems because he was influenced by his historical background during the writing of this poetry. His life was full of oppression, descrimination, racism and under white American command. Through visual imagery, Hughes creates the picture of the color of the Niggers’ skin by using simple diction that was basically visible and

makes it easier for readers to interpret the main idea of the poems. He often represents himself by words “*dark*” and “*night*”, and these words function as representation of the Nigers.

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