

CHAPTER FOUR

CONCLUSION

This study analyses the linguistic deviations in Cummings' two poems: "(listen)" and "in Just-", both of which are related to spring. In the first poem, spring is compared with someone's excitement when welcoming spring, whereas in the second, spring is the time when children can play happily. The analysis is based on the theory of linguistic deviations of Leech, which consist of eight types. However, the analysis has found only three types of linguistic deviations in the poems. How the deviations may affect the readers have also been discussed.

The first poem, "(listen)", contains 14 data of graphological deviations, three data of grammatical deviations, and three data of semantic deviations. On the other hand, the second poem, "in Just-", contains nine data of graphological deviations, six data of grammatical deviations, and four data of semantic deviations. Evidently, the graphological deviations in the two poems occur more frequently than the other two types perhaps because graphological deviations are more conspicuous than the others. However, the graphological deviations in "(listen)" are more than those in "in Just-" because the first poem is longer than the second.

The shortness of the second poem may also cause the poet to use more grammatical and semantic deviations than the graphological deviations in the second poem.

The linguistic deviations in the first poem may give some possible effects on the readers. The effects of the graphological deviations in “(listen)” seem to emphasize that the poet is so excited when s/he is welcoming spring. Furthermore, the poet’s excitement is portrayed by irregular forms of the graphology of the poem.

The effects of the grammatical deviations in the poem possibly emphasize the poet’s enthusiasm when spring is coming and the idea that some events are happening at the same time. The poet has successfully used graphological deviations to affect the readers, who are interested to get the poet’s message.

The semantic deviations found in the poem are used by the poet to describe his/her feelings. Spring has not only encouraged the poet to hope for his/her dreams come true but also represented the poet’s excitement to welcome spring, which comes naturally and cannot be hurried.

The linguistic deviations in the second poem may result in some effects on the readers. The effect that may be resulted from the graphological deviation is the happiness and joy which are felt by some children when it is spring. The graphological deviation and the grammatical deviation in the poem can help the readers to better imagine the situations in spring, when children can play happily. The semantic deviation in this poem may also describe that everything in spring is wonderful.

After analyzing the linguistic deviations in the two poems it can be concluded that the linguistic deviations in the poems may confuse the readers but the analysis of linguistic deviations can help them understand the poems better. Moreover, the readers can see why the first poem shows more linguistic deviations than the second. The second poem is about children, that is why the linguistic deviations in the poem are not as complicated as those in the first poem. Children's feelings are simpler than adults' and children are not as complicated as adults. Therefore, the linguistic deviations in "in Just-" seem simpler and easier to analyse. On the other hand, the first poem tells about someone's feelings when welcoming spring; as a result, the linguistic deviations in the poem are more difficult than those in the second. In the first poem, the poet describes an adult's feelings which are rather complicated because when people get mature, their feelings, their thought and their point of view become complex, not as simple as children's feelings anymore. For this reason, when the readers read these two poems, they may notice that the second poem is not as complicated as the first.

The linguistic deviations in the two poems make the readers think that the poet is extraordinary. Unlike other poets, cummings often deviates from the proper structure of grammar; he also breaks language like he breaks a glass. He always plays with language by separating words, using unusual punctuation, etc. The arrangement of the structure of a sentence and the position of a letter in cummings' poems sometimes are odd, however the capitalization and punctuation have some hidden meanings and become a meaningful strategy and not just symbols to be used.

cummings has successfully used the linguistic deviations in his poems. In other words, cummings has effectively used linguistic deviations to make his poems more impressive. Specifically, cummings' poems make the readers get more interested in the distinctive language of the poem and they will learn that cummings' poems are smart, because most of the extraordinary forms in his poems have a special message. This is something that a common poet does not always do. His poems are unusual and the way he writes his poems can stimulate more imagination of the readers.

This study has analysed the linguistic deviations in only two of cumming's poems and it has focused on graphological, grammatical, and semantic deviations because the data show only these three kinds of linguistic deviations. It is recommended that students who are interested in analysing linguistic deviations should find other poems that contain other kinds of linguistic deviations. This attempt is expected to vary the results of the analysis. Moreover, the interpretation of the findings in this study is limited to the researcher's knowledge background. Therefore, it is still possible for another researcher to have a different analysis and different interpretation of cummings' poems.

Most of people are not aware that a poem can be analysed linguistically. They are more familiar with the literary analysis of poems. However, this study has shown that literary and linguistic knowledge are both necessary in comprehending poems. Therefore, when people want to analyse a poem, they can choose whether they will use a linguistic, literary, or stylistic analysis. This idea can eliminate the belief that poems can only be analysed by using literary theories.

Finally, this study is meant to support the idea that an analysis of Cummings' poems can be used to broaden both the literary and linguistic knowledge of English Department students.