

PHONOLOGICAL LEVEL IN ALLAMA IQBAL'S POEM "THE BIRD'S COMPLAINT": A STYLISTIC ANALYSIS

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Abstract: Allama Iqbal is one of some poet who declares himself as a fighter toward social arouse and problem in his country. Through his poet, he created a spirit to restrain against injustice in his country. This study aimed to analyze one of Allama Iqbal poet in the term of a phonological level. The theory used is a stylistic approach. It found that the poet used alliteration, assonance, consonance, rhyme scheme, and onomatopoeia as the phonological devices in stylistics. The phonological devices in the poem are used to create a good rhyme or musical in order to make the poem more beautiful when it is read loudly. Consonance is the most phonological devices applied in the poem, and the sound /n/ is the most consonance sound found in the poem. The assonance is in the second place with the sound /ə/ and /ɪ/ as the most assonance sound used in the poem. The alliteration found is sound /n/ and /s/ as the most alliteration sound found in the poem. In the rhyme scheme, the poem almost has the monotonous rhyme because almost all of the stanzas have the rhyme 'aa,' but it also contains the rhyme 'ab.'

Keywords: Allama Iqbal, Stylistic, Phonological Level

INTRODUCTION

There is a close relationship between language and literature. Language takes the crucial parts in human's life as the media of communicating. Language is used to express and transfer the idea. Sapir (1949:8) says "language is a purely human and non-instinctive method of communicating ideas, emotions, and desires using systems of voluntarily produced symbols." It explains how the importance of language for the human being and how the language is constructed. The word 'literature' itself is derived from Latin '*litarura*' or '*literatura*' which has meaning as writing form of a letter. Klarer (2004:1) says "in most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word." According to the definition, literature can be said as the creative writings from the

author in an aesthetic way, and content of values and specific message. There is a message or meaning that the writers want to deliver in the literary work (Belfarhi, 2013; Sunderland, 2016). So, in interpreting the literary works in order to get the meaning behind the text, stylistic analysis is needed.

The stylistic analysis focuses on learning about language, the working of language in literature and on developing the confidence to work systematically towards interpretations of literary texts. With such a focus, among all other approaches to literature study, practical stylistic offers itself as a suitable introductory mode of analysis. Stylistic can be defined as a branch of applied linguistics concerned with the study of style in texts. Widdowson (1975:3) defines stylistic as "the study of literary discourse from a linguistic orientation." It means that in analyzing stylistic, the concern is not just on the literary

but also from the linguistics (Sandrine, 2014; Sorline, 2016).

The object to analyze by using the stylistic level is the poem which is written by Allama Iqbal. He is the one of Pakistan poet who has given significant influence in Urdu literature. Therefore, the government of Pakistan named Iqbal as the 'national poet' and his birthday becomes a national holiday in Pakistan. Allama Iqbal or known as Sir Muhammad Iqbal is a poet, philosopher, and politician, as well as an academic, barrister and scholar. Because of his great works, in 1932, he was knighted the title 'sir' by King George V. Most of his poetry is talking about Islam, nature, life and moral. Iqbal used poetry as the media for him to express his idea about the problems that happened in his country at that time. People in Pakistan were poor, colonial, fool, and retarded at that time. So, Iqbal with his intellectual, emotional, and spiritual, creates his poetry beautifully. Allama Iqbal considered as the one of person that gives influence in Pakistan's independence. Allama Iqbal who is also known as the 'Poet of the East' has produced a lot of beautiful poetries which have become an inspiration. Therefore, the writer is interested in analyzing the one of Iqbal's poetry by using the stylistic approach.

In analyzing this research, the writer will not only concern about the meaning of the poem but also a concern with the codes themselves and particular messages. This study focuses on the analysis of stylistic in Iqbal's poem. The poem which will be analyzed or the data source is "The Bird's Complaint." The analysis will focus on the Phonological level and how the language devices have been realized in the poem. The writer used documentation technique to collect the data, by finding any language devices in Phonological level in the line of the poem. So, the data in this study is sound and word taken from Muhammad Allama Iqbal's poem "Farinde Ki Faryard" or "The Bird's Complaint." Data analyzing used the qualitative data analyzing method (Hammerberg et al., 2016; Miles et al., 2014). Therefore, in this research the writer focusing the study on lines of the poem which contains language devices in Phonological level that they have marked in all lines of the poem. The data are displayed in a table. The tables are

made into three columns which will display the Line or Stanza, Line of The Poem, and Language Devices. In this research, the writer will make a conclusion based on the finding.

The findings of the study are expected to give some positive contributions to the study of stylistic, especially in stylistic element and how the language devices have been integrated into the poem (Liu, 2011; Jensen, 2015), this study is useful for learning stylistic. Also, this study is expected to give constructive feedback to the writer and students of English, particularly those interested in the stylistic study. More precise, this study can bridge the linguistic and literature study in a single subject, in other word kill two birds with one stone

FINDINGS AND DISCUSSION

Phonology is a branch of linguistics that studies about the system sound of spoken language. Phonological devices in stylistics are alliteration, assonance, consonance, rhyme scheme, pararhyme, reverse rhyme, onomatopoeia.

Alliteration

Table 1. Alliteration

Line	The line of the poem	Phonological device
4	Where we could come and go at our pleasure /wɛ: wi: kʊd kʌm ənd gəʊ ət əʊə əʊn 'pleɪzə/	1. Where - we /wɛ:/ - /wi:/ = /w/ 2. Could - come /kʊd/ - /kʌm/ = /k/

In the fourth line, the first alliteration is the word 'where' and 'we' in which both of the words have the same consonant sound at the beginning of the words, it is /w/ sound. Moreover, the second alliteration is the word 'could' and 'come' in which both of the words have the sound /k/ at the beginning of the words.

Table 2. Alliteration

Line	The line of The Poem	Phonological device
5	My heart aches the moment I think /mʌɪ hɑ:t eɪks ðə 'məʊm(ə)nt ɪ θɪŋk/	My - moment /mʌɪ/ - /'məʊm(ə)nt/ = /m/

In the fifth line above, found that alliteration occurs in the sound /m/. The word 'my' and

'moment' have the same sound at the beginning of the word.

Table 3. Alliteration

Line	The line of The Poem	Phonological device
7	That beautiful figure, that Kamini's form /ðat bju:tɪfʊl 'fɪgə(r), ðat Kaminis fɔ:rm/	Figure - form /'fɪgə(r)/ - /fɔ:rm/ = /f/

In the seventh line, the alliteration is the words 'figure' and 'form' in which both of the words have the same initial consonant sound /f/.

Table 4. Alliteration

Line	The line of The Poem	Phonological device
9	I do not hear those lovely sounds in my cage now /ɪ du: nɒt hiə ðəʊz 'lʌvli saʊnds ɪn maɪ keɪdʒ nɔ:/	Not - now /nɒt/ - /nɔ:/ = /n/

In the ninth line, the alliteration is found in the word 'not' and 'now' in which both of the words have the same initial consonant sound, it is sound /n/

Table 5. Alliteration

Line	The line of The Poem	Phonological device
14	On my misfortune in this dark house, I am wailing /ɒn maɪ mɪs'fɔ:tʃ(ə)n ɪn ðɪs dɑ:k haʊs ɪ əm weɪlɪŋ/	My - misfortune /maɪ/ - /mɪs'fɔ:tʃ(ə)n/ = /m/

The alliteration in line fourteen is the sound /m/ which occurs in the word 'my' and 'misfortune.'

Table 6. Alliteration

Line	The line of The Poem	Phonological device
17	Since separation from the garden, the condition of my heart is such /sɪns səpə'reɪʃ(ə)n frɒm ðə ɡɑ:d(ə)n ðə kən'dɪʃ(ə)n ɒv maɪ hɑ:t ɪz sʌtʃ/	Since - separation - such /sɪns/ - /səpə'reɪʃ(ə)n/ - /sʌtʃ/ = /s/

The sound /s/ becomes the alliteration in line seventeen. The sound /s/ found in the word 'since,' 'separation,' and 'such.' All of the words are begun with the sound /s/.

Table 7. Alliteration

Line	The line of The Poem	Phonological device
20	This call is the wailing of my wounded hear / ðɪs kɔ:l ɪz ðə weɪlɪŋ ɒv maɪ wu:ndɪd hiə/	Wailing - wounded /weɪlɪŋ/ - /wu:ndɪd/ = /w/

The sound /w/ is the alliteration in the line above. The same consonant occurs in the word 'wailing' and 'wounded' in which both of the words are begun with the same sound, and it is the sound /w/

Table 8. Alliteration

Line	The line of The Poem	Phonological device
21	O the one who confined me make me free /əʊ ðə wʌn hu: kən'faɪnd mi: meɪk mi: fri:/	Me - make /mi:/ - /meɪk/ = /m/

The last alliteration found in the line twenty one. The alliteration is the word 'me' and 'make' in which have the same initial consonant sound, it is the sound /m/. The alliteration in the poem is used to make a good rhyme. This rhyme makes the poem is easy to remember. The most alliteration sound in the poem is the sound /m/ which appears in three times.

Assonance

Table 9. Assonance

Line	The line of The Poem	Phonological device
1	I am constantly reminded of the bygone times /aɪ əm 'kɒnstəntli rɪ'maɪndɪd ɒv ðə baɪɡɒn taɪms/	reminded - bygone - times /rɪ'maɪndɪd/ - /baɪɡɒn/ - /taɪms/ = /aɪ/

The first assonance sound in the poem is found in the first line. The assonance sound occurs in the word 'reminded,' 'bygone,' and 'times' in which all of the words have the same vowel sound; it is the sound /aɪ/.

Table 10. Assonance

Line	The line of The Poem	Phonological device
4	Where we could come and go at our pleasure /we: wi: kʊd kʌm ənd ɡəʊ/	Go - own /ɡəʊ/ - /əʊn/ = /əʊ/

	gəʊ ət əʊə əʊn 'pleɪzə/	
The same vowel sound is found in the word 'go' and 'own.' Both of the words have the vowel sound /əʊ/.		

Table 11. Assonance

Line	The line of The Poem	Phonological device
8	Which source of happiness in my nest did form /wɪtʃ sɔ:s ɒv 'hæpɪnəs ɪn mʌɪ nɛst dɪd fɔ:m/	1. Source – form /sɔ:s/ - /fɔ:m/ = /ɔ:/ 2. Which – in – did /wɪtʃ/ - /ɪn/ - /dɪd/ = /ɪ/

The first assonance found in the word 'source' and 'form' in which both of the words have the same vowel sound, it is the sound /ɔ:/. The second assonance found in the word 'which,' 'in,' and 'did' in which all of the words contain of the same vowel, it is the sound /ɪ/.

Table 12. Assonance

Line	The line of The Poem	Phonological device
9	I do not hear those lovely sounds in my cage now /aɪ du: nɒt hiə ðəʊz 'lʌvli saʊnds ɪn mʌɪ keɪdʒ nɔ:/	Sounds – now /saʊnds/ - /nɔ:/ = /aʊ/

In the ninth line, the assonance occurs in the word 'sounds' and 'now' in which both of the words contain the same vowel sound, it is /aʊ/ sound.

Table 13. Assonance

Line	The line of The Poem	Phonological device
10	May it happen that my freedom is in my own hands now! / meɪ ɪt 'hæp(ə)n ðæt mʌɪ 'fri:dəm bi: ɪn mʌɪ əʊn hænds nɔ:/	Happen – that – hands /'hæp(ə)n/ - /ðæt/ - /hænds/ = /a/

The words 'happen,' 'that,' and 'hands' contain the same vowel sound, it is /a/ sound. Therefore, the assonance in line ten above is found in those words.

Table 14. Assonance

Line	The line of The Poem	Phonological device
11	How unfortunate I am, tantalized for my abode I am /hɔʊ ðʌn'fɔ:tɪf(ə)nət aɪ	Tantalized – my /'tæntələɪzd/ - /mʌɪ/ = /ɪ/

	əm, 'tæntələɪzd fɔ: mʌɪ ə'bəʊd aɪ əm/	
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The assonance sound found in the word 'tantalized' and 'my' in which both of the words have the same vowel sound /ɪ/. It is the second times of the sound /ɪ/ is found in this poem.

Table 15. Assonance

Line	The line of The Poem	Phonological device
12	My companions are in the homeland, in prison I am / mʌɪ kəm'pænjəns ɑ: ɪn ðə 'həʊmlænd, ɪn ðə 'prɪz(ə)n aɪ əm/	Companions – prison – am /kəm'pænjəns/ - /'prɪz(ə)n/ - /əɪm/ = /ə/

The assonance occurs in the three words; they are 'companions,' 'prison,' and 'am' in which all of the words have the same vowel sound, it is sound /ə/.

Table 16. Assonance

Line	The line of The Poem	Phonological device
16	I fear lest I die in this cage with this woe (grief)! /aɪ fiə læst aɪ daɪ ɪn ðɪs keɪdʒ wɪð ðɪs wəʊ (gri:f)/	In – With /ɪn/ - /wɪð/ = /ɪ/

The sound /ɪ/ is the assonance in this line. The assonance is in the words 'with', and 'in' in which both of the words have the same vowel sound /ɪ/. This sound also has found in line eight.

Table 17. Assonance

Line	The line of The Poem	Phonological device
17	Since separation from the garden, the condition of my heart is such /sɪns sɛpə'reɪf(ə)n frɒm ðə ɡɑ:d(ə)n ðə kən'dɪʃ(ə)n ɒv mʌɪ hɑ:t ɪz sʌtʃ/	Separation – garden – condition / sɛpə'reɪf(ə)n/ - /ɡɑ:d(ə)n/ - /kən'dɪʃ(ə)n/ = /ə/

In line seventeen above, the assonance is in the word 'separation,' 'garden,' and 'condition' in which all of the words have the same vowel sound /ə/.

Table 18. Assonance

Line	The line of The Poem	Phonological device
19	0 Listeners,	Listener –

considering this music do not be happy / əʊ 'lɪs(ə)nəs, kən'sɪd(ə)rɪŋ ðɪs 'mju:zɪk du: nɒt bi: 'hapi/	considering /'lɪs(ə)nəs/ - / kən'sɪd(ə)rɪŋ/ = /ə/
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In line nineteen above, the same vowel sound found in the words 'listeners' and 'considering.' The assonance in both of the words is /ə/ sound.

Table 19. Assonance

Line	The line of The Poem	Phonological device
20	This call is the wailing of my wounded hear /ðɪs kɔ:l ɪz ðə weɪlɪŋ ɒv mɑɪ wu:ndɪd hɪə/	This - is - wounded /ðɪs/ - /ɪz/ - /wu:ndɪd/ = /ɪ/

The same vowel sound /ɪ/ is found again in this line. The assonance occurs in the word 'this,' 'is,' and 'wounded' in which all of the words have the same vowel sound /ɪ/.

Table 20. Assonance

Line	The line of The Poem	Phonological device
21	O the one who confined me make me free /əʊ ðə wʌn hu: kən'fɑɪnd mi: meɪk mi: fri:/	Me - free /mi:/ - /fri:/ = /i:/

The assonance in line twenty-one above is found in the word 'me' and 'free' in which both of the words have the same vowel sound; it is the sound /i:/.

Table 21. Assonance

Line	The line of The Poem	Phonological device
22	A silent prisoner I am, earn my blessings free /ə saɪlənt prɪz(ə)nə aɪ əm, ə:n mɑɪ 'blesɪŋs fri:/	A - silent - prisoner - am /ə/ - /saɪlənt/ - /prɪz(ə)nə/ - /əm/ = /ə/

The last assonance is found in line twenty-two. The assonance is in words 'a,' 'silent,' 'prisoner', and 'am' in which all of the words have the same vowel sound /ə/. The assonance creates musical in the poem. It will make the poem more beautiful when it is read loudly. The most assonance sound in the poem is the sound /ə/ and /ɪ/.

Consonance

Table 22. Consonance

Line	The line of The Poem	Phonological device
1	I am constantly reminded of the bygone times /aɪ əm 'kɒnstəntli rɪ'maɪndɪd ɒv ðə baɪɡɒn taɪms/	Constantly - times /'kɒnstəntli/ /taɪms/ = /s/

The first consonance found in the first line of the poem. The word 'constantly' and 'times' contain the same consonant sound, it is the sound /s/. If the word 'constantly' divided into the syllable, it becomes 'cons - tant - ly' and the word 'times' just have one a single syllable 'times.' So the consonant sound /s/ has found in the same stress of the word.

Table 23. Consonance

Line	The line of The Poem	Phonological device
2	Those garden's springs, those chorus of chimes /ðəʊz 'gɑ:rdns sprɪŋs, ðəʊz 'kɔ:rəs ɒv tʃaɪms/	Garden's - springs - chorus - /'gɑ:rdns/ /sprɪŋs/ - /'kɔ:rəs/ chimes /tʃaɪms/ = /s/

In the second line, the consonance occurs in the words 'garden's,' 'springs,' 'chorus' and 'chimes' in which all of the words have the same consonant sound at the end of each word, it the sound /s/.

Table 24. Consonance

Line	The line of The Poem	Phonological device
3	Gone are the freedoms of our nests /ɡɒn a: ðə 'fri:dəms ɒv aʊə əʊn nɛsts/	Freedoms - nests /'fri:dəms/ /nɛsts/ = /s/

In the third line, the consonant sound /s/ also found. The consonance occurs in the words 'freedoms' and 'nests' in which both of the words have the sound /s/at the end of the words.

Table 25. Consonance

Line	The line of The Poem	Phonological device
5	My heart aches the moment I think /mɑɪ hɑ:t eɪks ðə 'məʊm(ə)nt aɪ θɪŋk/	Heart - moment /hɑ:t/ /'məʊm(ə)nt/ /t/

In the fifth line, it is found the same consonant in the word 'heart' and 'moment.' Both of the words have the sound /t/at the end of the words.

Table 26. Consonance

Line	The line of The Poem	Phonological device
6	Of the buds' smile at the dew's tears /ɒv ðə bʌds smɪl ət ðə 'dju:s te:s/	Buds' - dew's - tears /bʌds/ - /dju:s/ - /te:s/ = /s/

In the sixth line, the consonance is found in the sound /s/. The consonance occurs in the word 'dew's' and 'tears' in which all of the words have the same consonant sound /s/at the end of the words.

Table 27. Consonance

Line	The line of The Poem	Phonological device
8	Which source of happiness in my nest did form /wɪtʃ sɔ:s ɒv 'hæpɪnəs ɪn mɪ nest dɪd fɔ:m/	Source - happiness /sɔ:s/ - /'hæpɪnəs/ = /s/

The sound /s/ also found in line eight. The consonance is found in the word 'source' and 'happiness' in which both of the words have the same consonant sound /s/at the end of the words.

Table 28. Consonance

Line	The line of The Poem	Phonological device
11	How unfortunate I am, tantalized for my abode I am /haʊ ʌn'fɔ:tʃ(ə)nət ɑɪ əm, 'tæntəlɪzd fɔ: mɪ ə'bəʊd ɑɪ əm/	1. Unfortunate - tantalized / ʌn'fɔ:tʃ(ə)nət/ - /'tæntəlɪzd/ = /n/ 2. Tantalized - abode /'tæntəlɪzd/ - /ə'bəʊd/ = /d/

The first consonance is in the word 'unfortunate' and 'tantalized' in which both of the words have the same consonant sound /n/. If the word 'unfortunate' divided into a syllable, it becomes 'un - for - to - nate.' Also, if the word 'tantalized' divided into the syllable, it becomes 'tan - tal - ized.' The sound /n/ is found in the same stress. The second consonance is found in the word 'tantalized' too but in a different sound. The

word 'tantalized' and 'abode' have the same consonant sound at the end of both of the words, it is the sound /d/.

Table 29. Consonance

Line	The line of The Poem	Phonological device
12	My companions are in the homeland, in prison I am ɪn ðə 'həʊmlənd, ɪn ðə 'prɪz(ə)n aɪ əm/	Companions - homeland / kəm'pænɪəns/ - /'həʊmlənd = /m/

In line twelve, the same consonant sound found in the word 'companions' and 'homeland.' Both of the words have the same consonant sound; it is the sound /m/. If the word 'companions' divided into a syllable, it becomes 'com - pan - ions.' Then if the word 'homeland' divided into a syllable, it becomes 'homeland'. So, it can be seen that the sound /m/ is found in the same stress sound.

Table 30. Consonance

Line	The line of The Poem	Phonological device
13	Spring has arrived, the flower buds are laughing /sprɪŋ hæz ə'rɪvɪd, ðə 'flaʊə bʌds ɑ: lɑ:fɪŋ/	Spring - laughing /sprɪŋ/ - /lɑ:fɪŋ/ = /ɪŋ/

The consonance in line thirteen is found in the word 'spring' and 'laughing' in which both of the words have the same consonant sound /ɪŋ/.

Table 31. Consonance

Line	The line of The Poem	Phonological device
14	On my misfortune in this dark house, I am wailing /ɒn mɪ mɪs'fɔ:tʃ(ə)n ɪn ðɪs dɑ:k haʊs aɪ əm weɪlɪŋ/	On - misfortune - in /ɒn/ - /mɪs'fɔ:tʃ(ə)n/ - /ɪn/ = /n/

The sound /n/ is the consonance sound in line fourteen. The consonance occurs in words 'on,' 'misfortune,' and 'in' in which all of the words have the same consonant sound /n/at the end of the words.

Table 32. Consonance

Line	The line of The Poem	Phonological device
15	O God, To whom I should relate my tale of woe?	God - should /gɒd/ - /ʃʊd/ = /d/

/ əv ɡɒd, tʊ hu:m ʃʊd aɪ rɪ'leɪt maɪ teɪl ɒv wəʊ/

It is the second times for the sound /d/ becomes the consonance sound. The consonance occurs in the word 'God' and 'should' in which both of the words have the same final consonant sound /d/.

Table 33. Consonance

Line	The line of The Poem	Phonological device
17	Since separation from the garden, the condition of my heart is such /sɪns sɛpə'reɪf(ə)n frɒm ðə ɡɑ:d(ə)n ðə kən'dɪf(ə)n ɒv maɪ hɑ:t ɪz sʌtʃ/	Separation - garden - /sɛpə'reɪf(ə)n/ - /ɡɑ:d(ə)n/ - condition /kən'dɪf(ə)n/ = /n/

The sound /n/ is the consonance in line seventeen above. The sound /n/ has also found before. In this line, the consonance occurs in the word 'separation,' 'garden,' and 'condition' in which all of the words have the same final consonant /n/.

Table 34. Consonance

Line	The line of The Poem	Phonological device
21	O the one who confined me make me free /əʊ ðə wʌn hu:kən'faɪnd mi: meɪk mi: fri:/	one - confined /wʌn/ /kən'faɪnd/ = /n/

In the line twenty one, the consonance sound is the sound /n/ too. The consonance can be found in the word 'one' and 'confined.' The same consonant sound /n/ can be seen if the word is divided into the syllable. The word 'one' is a single syllable and the word 'confined' has two syllables, they are 'con - fined.' So, the sound /n/ is found in the same stress in the word.

Table 35. Consonance

Line	The line of The Poem	Phonological device
22	A silent prisoner I am, earn my blessings free /ə saɪlənt prɪz(ə)n(r) aɪ əm, ə:n maɪ 'blɛsɪŋs fri:/	Prisoner - earn /prɪz(ə)n(r)/ - /ə:n/ = /n/

The last consonance is found in the line twenty one. The consonance occurs in the

word 'prisoner' and 'earn' in which have the same consonant sound /n/. The writer used consonance to create the rhyming by forcing the audience to pause in words. The most consonance sound in the poem is found in the sound /n/ and /s/.

Rhyme scheme

'The Bird's Complaint' consists of twenty-two lines and eleven stanzas. Each of stanza consists of two lines. So, in order to get the rhyme scheme, the analysis will be divided into each of stanza.

Table 36. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
1	I am always reminded of the bygone times /aɪ əm 'kɒnstəntli rɪ'maɪndɪd ɒv ðə baɪɡən taɪms/ Those garden's springs, those chorus of chimes /ðəʊz 'ɡɑ:rdns sprɪŋs, ðəʊz 'kɔ:rəs ɒv tʃaɪms/	AA

In the first stanza, it is found that the rhyme is AA. Both of the lines have the same ending sound; it is the sound /s/.

Table 37. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
2	Gone are the freedoms of our nests /ɡɒn a: ðə 'fri:dəms ɒv əʊə əʊn nests/Where we could come and go at our pleasure /weɪ wi: kʊd kʌm ənd ɡəʊ ət əʊə əʊn 'pleʒə/	AB

The rhyme in the second stanza above is AB. Both of the lines do not have the same ending sound. The first line is ended by the consonant sound /s/, so it is 'A,' and the second line is ended with the vowel sound /ə/, so it is 'B.'

Table 38. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
3	My heart aches the moment I think /maɪ hɑ:t eɪks ðə 'məʊm(ə)nt aɪ θɪŋk/ Of the buds' smile at the dew's tears /ɒv ðə bʌds smaɪl ət ðə 'dju:s teɪs/	AB

In the third stanza, the rhyme scheme is also 'AB.' Both of the lines is ended by the consonant sound but in a different sound. The ending sound of the first line is /k/ and the ending sound of the second line is /s/.

Table 39. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
4	That beautiful figure, that Kamini's form /ðat bju:tɪfʊl 'fɪgə(r), ðat Kaminis fɔ:rm/ Which source of happiness in my nest did form /wɪtʃ sɔ:s ɒv 'hæpɪnəs ɪn mʌɪ nɛst dɪd fɔ:m/	AA

In the fourth stanza, the writer used the 'AA' rhyme scheme again. The ending sound of both of the line is consonant sound /m/.

Table 40. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
5	I do not hear those lovely sounds in my cage now /aɪ du: nɒt hɪə ðəʊz 'lʌvli saʊnds ɪn mʌɪ keɪdʒ nɔ:/ May it happen that my freedom is in my own hands now! /meɪ ɪt 'hæp(ə)n ðæt mʌɪ 'fri:dəm bɪ: ɪn mʌɪ əʊn hændz nɔ:/	AA

The rhyme scheme for the fifth stanza above is 'AA.' The ending lines have the same sound; it is vowel sounds. Both of the lines have the same ending sound /əʊ/.

Table 41. Rhyme Scheme

Stanza	Stanza Line of The Poem	Rhyme
6	How unfortunate I am, tantalized for my abode I am /haʊ ʌn'fɔ:tʃ(ə)nət aɪ əm, 'tæntəlaɪz fɔ: mʌɪ ə'bəʊd aɪ əm/ My companions are in the homeland, in prison I am / mʌɪ kəm'pænɪəns a: ɪn ðə 'həʊmlænd, ɪn ðə 'prɪz(ə)n aɪ əm/	AA

In the stanza six, it is still found that the rhyme scheme of the stanza is 'AA.' The rhyme scheme in this stanza used to emphasize how

the writer feels lonely because he was not with his friends in his own country. Both of the lines in this stanza are ended with the consonant sound /m/.

Table 42. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
7	Spring has arrived, the flower buds are laughing /sprɪŋ hæz ə'rʌɪd ðə 'flaʊə bʌdɪz ɑ: lɑ:fɪŋ/On my misfortune in this dark house, I am wailing /ɒn mʌɪ mɪs'fɔ:tʃ(ə)n ɪn ðɪs dɑ:k haʊs aɪ əm weɪlɪŋ/	AA

The rhyme scheme in the stanza seven is 'AA.' In this stanza, the writer still used the same sound to end the line. Both of the ending lines have the same consonant sound /ɪŋ/.

Table 43. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
8	O God, To whom I should relate my tale of woe? / əʊ ɡɒd, tʊ hu:m ju:d aɪ rɪ'leɪt mʌɪ teɪl ɒv wəʊ/ I fear lest I die in this cage with this woe (grief)! /aɪ fiə lɛst aɪ daɪ ɪn ðɪs keɪdʒ wɪð ðɪs wəʊ (grɪ:f)/	AA

In the stanza eight, the rhyme scheme is 'AA' too. The writer still used the same word to end the line. Both of the lines are ended with the vowel sound; it is sound/ əʊ/.

Table 44. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
9	Since separation from the garden, the condition of my heart is such /sɪns səpə'reɪʃ(ə)n frɒm ðə ɡɑ:d(ə)n ðə kən'dɪʃ(ə)n ɒv mʌɪ hɑ:t ɪz sʌtʃ/My heart is waxing the grief; my grief is waxing the heart /mʌɪ hɑ:t ɪz wæksɪŋ ðə grɪ:f, mʌɪ grɪ:f ɪz wæksɪŋ ðə hɑ:t/	AB

After the 'AA' rhyme scheme found in some stanzas before, in the stanza nine, the rhyme scheme changes into the 'AB' rhyme scheme. The ending sound of the lines is different. The first line is ended with the consonant sound /ʃ/, and the second line is ended with consonant sound /t/.

Table 45. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
10	O Listeners, considering this music do not be happy /əʊ 'lɪs(ə)nə, kən'sɪd(ə)rɪŋ ðɪs 'mju:zɪk du: nɒt bi: 'hapi/ This call is the wailing of my wounded hear /ðɪs kɔ:l ɪz ðə weɪlɪŋ ɒv maɪ wu:ndɪd hɪə/	AB

The rhyme scheme in the stanza ten is 'AB.' Both of the lines have different ending sound. The first line is ended with the vowel sound /i/ and the second line is ended with the vowel sound /ə/.

Table 46. Rhyme Scheme

Stanza	Stanza of The Poem	Rhyme
11	O the one who confined me make me free / əʊ ðə wʌn hu: kən'faɪnd mi: meɪk mi: fri:/ A silent prisoner I am, earn my blessings free /ə saɪlənt prɪz(ə)nə aɪ əm, ə:n maɪ 'blɛsɪŋs fri:/	AA

The last stanza has an 'AA' rhyme scheme. The writer used the same word in the ending line of the last stanza. It shows how the writer wishes that they could be free after told about his sorrow in the previous stanza.

Onomatopoeia

Table 47. Onomatopoeia

Line	The line of The Poem	Phonological device
15	O God, to whom should I relate my tale of woe? /əʊ 'lɪs(ə)nə, kən'sɪd(ə)rɪŋ ðɪs 'mju:zɪk du: nɒt bi: 'hapi/	O /əʊ/
19	O listener, considering this music do not be happy / əʊ ðə wʌn hu: kən'faɪnd mi: meɪk mi: fri:/	
21	O the one who confined me make me free /əʊ saɪlənt prɪz(ə)nə aɪ əm, ə:n maɪ 'blɛsɪŋs fri:/	

The onomatopoeia sound is only found in sound /əʊ/. It is nonlexical onomatopoeia. According to Simpson (2004:67), onomatopoeia is divided into lexical and nonlexical onomatopoeia. Lexical onomatopoeia draws upon recognized words in the language system, words like a thud, crack, slurp and buzz, whose pronunciation enacts their referents symbolically outside language. Nonlexical onomatopoeia, by contrast, refers to clusters of sounds which echo the world in a more unmediated way, without the intercession of linguistic structure. For example, the mimicking of the sound of a car revving up might involve a series of nonlexical approximations, such as vroom vroom, or brrrrm brrrrm, oh, air, pride, plume, here and so on.

The onomatopoeia in the poem is found in line fifteen, nineteen, and twenty-one. The sound /əʊ/ is used to make the sound of talking to particular things. In line fifteen, the writer is talking to God. In line nineteen, the writer is talking to the listener about his pain. Moreover, in line twenty one, the writer is talking to anybody who can make him free.

After analyzing the data, it is found that Allama Iqbal's poem 'The Bird's Complaint' contains some phonological devices, they are alliteration, assonance, consonance, rhyme scheme, and onomatopoeia. In the grammar level, the poem consists of suffix and prefix as the morphological devices, and in the syntax, the poem is written in pure, complex, compound, and exclamation sentence. So, the following table shows the total of all of the phonological devices.

Table 48. Findings in Phonological Level

Phonological Devices	Frequency
Alliteration	9
Assonance	13
Consonance	15
Rhyme AA	7
Scheme AB	4
Onomatopoeia	3

The table shows the phonological devices found in Allama Iqbal's poem 'The Bird's Complaint.' So, after analysis, the data found that there are five phonological devices

in the poem. They are alliteration, assonance, consonance, rhyme scheme, and onomatopoeia. Then, it is also found that consonance is the most phonological device used in the poem. It followed by assonance, alliteration and the last onomatopoeia. The rhyme scheme of the poem is 'AA' and 'AB.' The most rhyme scheme is 'AA.' The most sound which found in alliteration is the sound /n/, in assonance is the sound /ə/ and /ɪ/ and in the consonance is /n/ and /s/.

CONCLUSION

Having analyzed the data in the previous chapter, the writer tries to conclude this study which based on the problem of the study. In Phonological level, the writer found that the poet used alliteration, assonance, consonance, rhyme scheme, and onomatopoeia as the phonological devices in stylistics.

Second, the phonological devices in the poem are used to create a good rhyme or musical in order to make the poem more beautiful when it is read loudly. The musical in the poem aimed to give the impression to the reader so that the poem will be more accessible to remember. Consonance is the most phonological devices applied in the poem, and the sound /n/ is the most consonance sound found in the poem. Then, the assonance is in the second place with the sound /ə/ and /ɪ/ as the most assonance sound used in the poem. The third place is alliteration with the sound /n/ and /s/ as the most alliteration sound found in the poem, and the last place is onomatopoeia. In the rhyme scheme, the poem almost has the monotonous rhyme because almost all of the stanzas have the rhyme 'aa,' but it also contains the rhyme 'ab.' So the rhyme scheme in the poem is (aa ab ab aa aa aa aa ab ab aa).

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