



EXTENDED METAPHOR IN ADRIENNE RICH'S POEM: DIVING INTO THE WRECK

METAFOR YANG DIPERLUAS DALAM PUISI ADRIENNE RICH: DIVING INTO THE WRECK

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ABSTRACT

In the powerful poem "Diving into the Wreck," Adrienne Rich made her way through the complex landscape of self-discovery, peeling back the layers of personal history to confront difficult obstacles inherent in the quest for truth. Rich established an indirect mixture of thematic elements and literary devices that created an extended metaphor skilfully walking readers through the thoughtful exploration of diving into a wreck. This study used a qualitative method that employed close textual analysis in the investigation of the poem Diving into the Wreck by Adrienne Rich to interpret the extended metaphor's role in conveying deeper thematic meanings. Rich dropped the readers into the depths of the extended metaphor to consider some of the more painful transformations of identity, the white-knuckle ride called life. She explored the deepest parts of oneself for personal transformation. Through this rich and imaginative exploration, the poem sounds like an ages-long testimony to the world's unity in tides of self-discovery.

Keywords: extended metaphor, poem

ABSTRAK

Dalam puisinya yang kuat, "Diving into the Wreck," Adrienne Rich berhasil melewati lanskap penemuan diri yang kompleks, mengupas lapisan-lapisan sejarah pribadi untuk menghadapi rintangan sulit yang melekat dalam pencarian kebenaran. Rich dengan terampil menggabungkan elemen-elemen tematik dan perangkat sastra, menciptakan metafora yang diperluas yang memandu pembaca melalui eksplorasi bijaksana saat menyelam ke dalam bangkai kapal. Penelitian ini menggunakan metode kualitatif dengan analisis tekstual mendalam untuk menafsirkan peran metafora yang diperluas dalam menyampaikan makna tematik yang lebih dalam pada puisi "Diving into the Wreck" karya Adrienne Rich. Rich membawa pembaca ke kedalaman metafora yang diperluas untuk merenungkan beberapa transformasi identitas yang paling menyakitkan dan perjalanan sulit yang disebut kehidupan. Dia mengeksplorasi bagian terdalam dirinya untuk mencapai transformasi pribadi. Melalui eksplorasi yang kaya dan imajinatif ini, puisi tersebut terdengar seperti kesaksian berabad-abad mengenai kesatuan dunia dalam gelombang penemuan jati diri.

Kata kunci: metafora yang diperluas, puisi

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INTRODUCTION

"Diving into the Wreck" (Rich, 1973) is a powerful witness to so many sides of Adrienne Rich's personal and professional life at that time. Rich's poem reviews patriarchal standards with language and imagery to inspire gender equality (Jaber & Ali, 2023). Kate (as cited in Hussein & Hamad, 2023) mentions that this poem imposes concepts such as male supremacy and female inferiority by expressing balance between them. Rich realizes this balance is never going to come about unless the history of women gets rewritten. Her work depicts her political and philosophical interests dating way back to the 1970s. Moreover, Rich is a poet whose work emphasizes the body's meaning in individual and party-political circumstances, emphasizing physical involvement and rejecting submissive sociopolitical roles (Małkowska, 2023). She has engaged in numerous volumes of highly prolific poetry that gave concrete meaning to the cause of feminist thought and literature (Blanchard, 2019).

An extended metaphor is a kind of linguistic device that consists in maintaining one certain metaphor throughout a text; this creates a coherent narrative or scenery that encodes judgment of some particular issue (Kövecses, 2020b). This means that metaphorical language is used to extend perception and understanding of the world for access to areas of experience that are less evident (Gibbs & Rasse, 2022). In literature, extended metaphors could be found in the works of Vladimir Makanin and Tat'iana Tolstaia, where key metaphors flood the text and provide important keys to interpretation (Cibulskienė, 2023). These metaphors can be picked up anywhere along the text and play a central role in shaping the meaning and understanding of the work (Faber & Linares, 2004).

Through extended metaphors, the poets can portray significant abstract ideas and emotions in a new way that could make the text more engaging for its readers (Numano, 2002). The extended metaphors will encode the evaluation of socially contested issues and can be classified into mini-narratives, leitmotif narratives, and long narratives. Such extended metaphors are generally negatively evaluated and are often encoded with death-related and ironic narratives. The media have constantly used extended metaphors to evaluate ongoing reforms negatively (Cibulskienė, 2023). Extended Conceptual Metaphor Theory (CMT) introduces new insights into metaphor, updating the well-established CMT in line with current cognitive linguistic theory. It speaks about the literalness of the language, the contextual and cognitive aspects of the conceptual metaphor, and whether the metaphors are offline or online. It elaborates further on the study of metaphorical cognition and literary studies as a whole (Kövecses, 2020b).

An extended metaphor refers to a cluster of metaphors within the same source domain that create a coherent narrative or scenario encoding the evaluation of a particular socially-contested issue (Cibulskienė, 2023). It involves the use of metaphors that are ascribed positive, negative, or mixed values and categorized into mini-narratives, element narratives, and long narratives (Kövecses, 2020a). Extended metaphors often follow negatively and death-related narratives with differently twisted scenarios (Muskat-Tabakowska, 2021). The evaluation of higher education reform in Lithuanian media is analyzed through extended metaphor, with a persistent attempt by the media to evaluate the ongoing reform negatively (Chahboun et al., 2021). Extended Conceptual Metaphor Theory (CMT) suggests that CMT needs to be changed by incorporating a more elaborate contextual component, refining its cognitive dimension, and explaining the actual usages of metaphors in natural discourse (Thibodeau, 2016).

An extended metaphor expands the reader's comprehension by giving a comprehensive and nuanced explanation of an idea or subject. This enables the reader to relate across domains and use what they know or have experienced to better understand the topic. It also helps the reader to think beyond what is actually being described in literal terms, which enhances understanding of core ideas by having them explored through a relate metaphor. A demonstration of this is the argumentation by Kövecses (2020a), who stands for a deeper and more complex conceptual metaphor theory accounting for why metaphors are used in real-life conversation. For example, Thibodeau (2016) showed that the more a metaphoric frame was extended into actual policy interventions, which transforms social policies rhetoric to metaphorical language through promoting it in national or other

contexts for important issues. In general, an extended metaphor helps conceptualize otherwise complicated ideas and leads to a more extensive subject comprehension.

The study aims at analyzing and exploring the use of extended metaphor in Adrienne Rich's poem "Diving into the Wreck." This study highlights how Rich utilizes the extended metaphor throughout this poem to convey deeper truisms, and symbolism hinting at other perspectives & layers of understanding. Moreover, the study aims to explore thematic aspects and related literary devices used by Rich which contribute to articulating extended metaphor, revealing her purpose of employing this form of language (extended metaphor), while showing how it influences global interpretation. The study will become a source for understanding the literary and artistic value of "Diving into the Wreck" as well, as enhance the discourse surrounding Adrienne Rich's poetry.

MATERIAL AND METHODS

This research uses a qualitative literary analysis method and is an investigation of the extended metaphor in "Diving into the Wreck" by Adrienne Rich. The strategy consists of a deepened interpretation of the lines, searching for metaphorical layers related to diving into and studying the wreck. This is followed by a textual analysis to explore the evolution and implications of this metaphor about themes such as personal discovery, feminism, and historical recovery. In that framework, the researchers situate the metaphor through secondary sources, analyzing critical essays and scholarly interpretations of Rich. This mode of analysis can tell not only how the extended metaphor works in the poem itself but also what it tells about their respective themes and cultural meanings.

RESULT AND DISCUSSION

RESULT

"Diving into the Wreck" has 10 verses. It is analyzed verse by verse.

The 1st verse:

First having read the book of myths,
and loaded the camera,
and checked the edge of the knife-blade,
I put on
the body-armor of black rubber
the absurd flippers
the grave and awkward mask.
I am having to do this
not like Cousteau with his
assiduous team
aboard the sun-flooded schooner
but here alone.

This verse is thrilling, full of dramatic imagery and phrases with some extended significance due to a metaphor that has been created. The poet initiates the discourse by citing verses associated with preparation and adventure such as reading a book of myths, loading a camera, and checking a knife blade. It is from these main undertakings that the poet accomplishes a metaphor for undertaking any journey or quest for knowledge. The central extended metaphor in the poem is that of the poet dressing in scuba diving gear: "the body-armor of black rubber," "the absurd flippers," and "the grave and awkward mask." Here, underwater equipment comes to stand for the barriers, defenses, and masquerades which one has to assume if one wishes to understand or explore something alien. The use of diving gear as a metaphor to describe the journey that this poet will embark upon suggests that this is not a casual or easy journey. It suggests that "body-armor" is needed, perhaps to protect against the difficulties or dangers of the subject matter being explored. The "absurd flippers" and the "grave and awkward mask" provoke a feeling of awkwardness and effortfulness, underlining the abnormality of this quest, and the discomfort that may be manifest in it. The mentioning of Cousteau-a great oceanist and adventurer-is contrastive to the lonely act of the poet. Whereas Cousteau is

envisioned with his "assiduous team" and a "sun-flooded schooner," the poet is alone, underlining the isolation and personal nature of the intellectual or metaphorical voyage being undertaken. Briefly put, in this verse's extended metaphor, scuba diving equipment and preparing to plunge underwater are setbacks, defences, and aloneness in the intellectual or metaphorical quest of the thinking poet for clarity. Imagery choice contributes to the general theme of the journey that one must embark on in pursuit of knowledge or exploration, which is characterized by a lot of difficulties and uniqueness.

The 2nd verse:

There is a ladder.
The ladder is always there
hanging innocently
close to the side of the schooner.
We know what it is for,
we who have used it.
Otherwise
it is a piece of maritime floss
some sundry equipment.

The image of the ladder extends a metaphor within the poem and is symbolic of opportunity, experience, or knowledge. This ladder always innocently hangs close to the side of the schooner, representing the potential for growth or development that is constantly available. The poet means to say that the ones who have utilized the ladder know what its function is, implying that people who have taken advantage of the opportunities or the experience ladder understand what it is all about. The ladder here was for personal and intellectual growth. Such a comparison as that of the ladder to "maritime floss" and "some sundry equipment" gives more depth to the metaphor. The presence of the "maritime floss" suggests again that the ladder is being used for a practical reason, as one might use dental floss in maintaining their teeth. This reinforces the argument that the ladder is not an incidental or ornamental addition, to begin with, but part of a functional means of progress. The term "some sundry equipment" further suggests this practical approach with the ladder as part of the important equipment on the schooner. That is, life has growth and promotion, just like a sea requires equipment to sail through. Generally, the extended metaphor of the ladder in the verse elaborates on an important meaning of the persistent presence of opportunities and the potential for personal growth and development in life. Thus, the ladder turns into this strong symbolic magnet that calls a person to consciously recognize and make full use of the manifold opportunities that actually exist all around one in all directions as the sailors must have certain equipment in order for them to embark on their journey.

The 3rd verse:

I go down.
Rung after rung and still
the oxygen immerses me
the blue light
the clear atoms
of our human air.
I go down.
My flippers cripple me,
I crawl like an insect down the ladder
and there is no one
to tell me when the ocean
will begin.

This poem extends the metaphor of the action of going down or descending, considering it a sort of metaphorical journey to the unknown or unexplored. This speaker in the poem describes going down rung by rung, which might suggest that this is a very deliberate, gradual process. This downward movement here can be supported not only physically but also metaphorically—a deeper exploration or immersion into an unfamiliar realm. I find that the "oxygen immerses me" and "the clear

atoms of our human air" truly set the reader in the setting in which the poet is trying to enter. Here, the use of oxygen as a medium of immersion perhaps qualifies this as some sort of transformative experience. The "blue light" adds an aura of mystery, ethereal feel, maybe symbolizing the depths of the ocean, or metaphorically diving into one's subconscious. With the metaphor going literal on, flippers on, the poet manifests her preparedness for this dive physically. Afterwards, "My flippers cripple me" suggests a certain vulnerability or handicap, which can heighten the uncertainty to go with discovery into the unknown. The image keeps filling in the struggle and weakness in crawling "like an insect down the ladder". Besides, there is nobody to tell her "when the ocean will begin". What it means is uncertainty and expectation. The ocean can be taken as a metaphor of the great unknown or may be the fathoms of one's mind and feeling. A descent into the ocean turns to be a symbolic journey within the self while the poet experiences physical and emotional stress. In the poem given, an extended metaphor of the plunge into the ocean is the most meaningful symbol in order to explore the unknown and all that vulnerable thing that makes one plunge into oneself. The aquatic imagery and the physical struggle in the act of descending add to this discovery-introspection theme.

The 4th verse:

First the air is blue and then
it is bluer and then green and then
black I am blacking out and yet
my mask is powerful
it pumps my blood with power
the sea is another story
the sea is not a question of power
I have to learn alone
to turn my body without force
in the deep element.

This poem is based on an extended metaphor: the poet talks about her life concerning wearing a mask and the contrast between the power with which that mask was invested and the vulnerability and learning process she is facing across the sea. Here is the explanation of the metaphor: 1) Color Imagery: The poem begins with the most striking and colorful description in the air, from blue into bluer to green and finally black. This gradual progress could symbolize or represent various emotional or psychological states the poet navigates or endures. The use of colors makes the experience of the reader visual and sensory; 2) Mask as Power: The poet describes the mask as powerful, suggesting its capability to affect and control certain aspects of the poet's experience. The mask represents strength, especially in its capacity to pump the poet's blood with power. This might mean that one derives power or strength from things surrounding the individual; 3) Blacking Out: Even with all that power in the mask, there is helplessness coming with the utterance "I am blacking out." It may be interpreted as fainting, being in a weakened position where one cannot ascertain what happens nor in control of events. It creates a contrast between the imagined powerful mask and the inner struggles of the poet. 4) Transition to the Sea: The poem then moves to the sea, bringing along another metaphor. Unlike the air and the mask, the sea is not brought in as a question of power. Instead, the poet realizes that the learning must be done alone, and the body is to turn without force in the deep element. This proposes another kind of trial that could not be overcome through physical power or control; 5) Sea as a Representation of Life's Battles: The ocean becomes a representation of battles in life, and one is reminded that self-discovery and adjustment to such forces in life are essential. Whereas learning to sail through the sea when no force is applied to the oar implies much more nuance and finesse with respect to the challenges of life than the physical force suggested by the earlier power associated with the mask. In summary, the extended metaphor in this poem touches on power, vulnerability, and the process of learning. The mask here can be treated as an outer power, while the sea symbolizes the inner process of finding one's self and adapting to the turbulent character of life. Together, they create a contrast that expands the depth and complexity with which human experience is analyzed.

The 5th verse:

And now: it is easy to forget
what I came for
among so many who have always
lived here
swaying their crenellated fans
between the reefs
and besides
you breathe differently down here.

This verse combines an extended metaphor that builds up an idea of melting into a new environment or community. The metaphorical elements in this regard are: 1) "Forget what I came for": That is a state of purpose or a certain aim that the poet had with her initially. Forgetting suggests distraction or turning of the mind toward something else; 2) "So many who have always lived here": This line introduces a sense of community or long-established inhabitants within the current surroundings. In fact, it is further emphasized by the contrast of the new and the always-had-with. Thus, this states a feeling of displacement or outsider-ness. 3) "Swaying their crenellated fans between the reefs": This could be an image of swaying fans between reefs, maybe an image for the inhabitants making their way through obstacles or difficulties in life. Crenellated might suggest a more formalized or defended way of approaching such tests, thus evoking an image of dedication in one's perspective; 4) "You breathe differently down here": This might imply that there is indeed a shift in perspective and experience with this new world she has entered. "To breathe differently" would have a powerfully influencing effect on the poet, suggesting perhaps an experience that is transformative or immersive. The metaphor that fills this poem as a whole involves new entry, shift in focus, and originality in life. The imagery associated with activities performed by the community and unique ways of breathing demonstrate how intense the encounter has been and how personal change or growth can take place.

The 6th verse:

I came to explore the wreck.
The words are purposes.
The words are maps.
I came to see the damage that was done
and the treasures that prevail.
I stroke the beam of my lamp
slowly along the flank
of something more permanent
than fish or weed

It is a poem that uses an extended metaphor to explore and discover experiences that are dual in nature. The central metaphor revolves around the poet's dive down to explore a wreck-actually a metaphor that can be read both figuratively and literally. As used in this extended metaphor, the wreck denotes the ruins of a past event or experience that leaves an imprint of damages done and treasures prevailing. Here, the wreck represents introspection, self-discovery, and the search for meaning following to injurious or transformative experiences. It is here that the lines "The words are purposes. The words are maps" suggest language is to lead the poet through this wreck so challenging. In this context, "words" are not only verbal communication but, on a larger scale, understanding and interpretation. With this, the poet here sends a signal that words have the potency to shape one's purpose and provide a map to navigate the intricate landscape of personal history. The metaphor is then extended by painting a picture of the poet stroking the beam of their lamp upon the flank of something "more permanent than fish or weed.". This could indicate an investigation of deep truths or aspects of the self that are unchanging in time or changes in the outside world. Thus, altogether, the extended metaphor offers the reader to consider the confrontation process and coming

to understand one's past wreckage through finding destruction and resilience in the ruins of experience. It is in the employment of language as a means of exploration, and its compared object serving to be something "more permanent" that enriches the metaphor, allowing this poem to be an introspective journey.

The 7th verse:

the thing I came for:
the wreck and not the story of the wreck
the thing itself and not the myth
the drowned face always staring
toward the sun
the evidence of damage
worn by salt and sway into this threadbare beauty
the ribs of the disaster
curving their assertion
among the tentative haunters.

However, there is an extended metaphor on the point of wreckage and its crucial relevance. Here are the separations of the metaphorical bits in the poem: 1) "The Wreck:" Here, the main metaphor is that of a "wreck," referring to either an actual or metaphorical incident that has brought harm or turbulence. The poet wants only the real remains of the wreck and does not care about the story or myth. 2. "The Drowned Face" symbolizes the aftermath of a disaster, frozen in time, and always toward the sun. This picture may intimate something of permanency about it, along with haunting, post-wreck characteristics; 3)"Evidence of Damage": The use of such terms as "worn by salt and sway" describes the damage that endures. Threadbare beauty means to show that, among the disaster, there exists a kind of unique and fragile aesthetic; 4) "Ribs of the Disaster" speaks of the ribs of disaster proposing its underlying structure and core of the wreckage. It is this curving of the ribs among the tentative haunters that may be considered a sneaky hint to the presence of disaster in the environs, although questionable; 5) "The Thing Itself and Not the Myth": A persistence on the "thing itself and not the myth" shows how the poet wants to dwell on the real, concrete results of the wreck, not the fable, the rumors, or comments that might surround it. This metaphor carries through much of the thinking on the part of the poet about what happens a long, long time after such a significant event has taken place. The wreck starts to become a representation not just of finality in terms of destruction but also enduring beauty and the indelible mark it leaves in the landscape. Rotated in by the rich imagery and compact speech, this poem is evocative; it signals one to issue on many faces of loss and damage, and how strong events can lessen an impact.

The 8th verse:

This is the place.
And I am here, the mermaid whose dark hair
streams black, the merman in his armored body.
We circle silently
about the wreck
we dive into the hold.
I am she: I am he

In this verse, the extended metaphor is based on the images of the mermaid and the merman to symbolize parts of the identity and experience of the poet. The poem has a good poetic imagination: there is an underwater scenario where the mermaid and the merman-named, contrasting ones-move round the wreck and explore its depth. 1. Mermaid and Merman: Conventionally, these mythological creatures stand for dualities in aspects of the poet's identity. She could be portraying the mermaid herself with her hair streaming black, symbolizing femininity, mystery, and perhaps a linkage to the depths of emotions or experiences. Conversely, one may also believe that at times the merman in his armoured body might symbolize masculinity, strength, and resilience at times of adversity; 2)"Circling Silently about the Wreck": This act or motion of circling silently around the wreck in some way can be

termed as the voice of one's life through chaos or weaving one's way through a maze of minute details in life, which even the poet herself met. The wreck might be a metaphor for her past experiences, struggles, or emotional scars with which the poet is engaged; 3)"Diving into the Hold": The dive into the hold of the wreck is a suggestion of plunging deep into one's inner self, confronting hidden emotions, memories, or aspects of the past that may have been buried. That is to say, symptomatic of a sort of introspection, a kind of self-discovery; 4)"I am she: I am he": this line repeats that the poet is representative both of the female and male principles as embodied by the mermaid and merman. It insinuates a fluidity of identity, knowing and embracing the dualities within. Generally speaking, the mermaid and merman extended metaphor in this poem is a richly imaginative way to travel through the poet's identity complexity, life's journey, and plumbing of personal depths. Placing the metaphor in an underwater setting intrigued it with mystery and depth that further improved the overall symbolism in this poem.

The 9th verse:

whose drowned face sleeps with open eyes
 whose breasts still bear the stress
 whose silver, copper, vermeil cargo lies
 obscurely inside barrels
 half-wedged and left to rot
 we are the half-destroyed instruments
 that once held to a course
 the water-eaten log
 the fouled compass

The verse contains an extended metaphor, with nautical and maritime imagery, and a number of meanings which are about something more, such as: 1) "Drowned face with open eyes": It might be a metaphor for persons or group that fall into tragic fate and may be overwhelmed by challenges or circumstances. Open eyes may suggest consciousness regarding hardship. 2) "Breasts bearing stress": The metaphor of breasts can be used to imply the vulnerability and the weight carried by those suffering hardship. This may symbolize the emotional and physical burden needed to bear adversities. 3) "Silver, copper, vermeil cargo in barrels": The cargo in barrels may point toward some potential or value within the persons or the community. Obscurely hidden and left to rot would mean a waste of potential, failure of latent possibilities, or misuse of any resource that could be of value. 4) "Half-wedged and left to rot": In that case, that would mean something unfinished in process or development. The characteristic of "half-wedged" would come to mean unfinished resolution or commitment to keeping out in a declining state; 5). "Water-eaten log and fouled compass": These are water-eaten logs and fouled compasses, instruments that have been destroyed by their environment. This may be indicative of the constant influences or obstacles that through erosion ruined the capability to plot a correct course in life. Overall, the extended metaphor in this poem uses maritime imagery to connote a sense of loss, decay, and external impacts upon the individuals or a collective entity. Water does something here to give this poem the feeling of being floating, disoriented, and finally unable to keep straight a direction or purpose. Apparently, the poem deals with struggles, decay, and resulting neglect or half-hearted efforts.

The 10th verse:

We are, I am, you are
 by cowardice or courage
 the one who find our way
 back to this scene
 carrying a knife, a camera
 a book of myths
 in which
 our names do not appear.

This last verse is an extended metaphor explaining identity, self-discovery, and fumbling in life. The extended metaphor speaks of a voyage or adventure that the poet and everyone navigate in life. 1) "Cowardice or Courage": The first line requires a choice to be made between cowardliness or bravery. This indicates that in life-so it is with the journey-changes and confrontation are done by all. The interaction between cowardice and courage reflects personal agency, which is important to define one's identity; 2) "Find Our Way Back": The idea of finding one's way back to the scene indicates a going back to some place of acquaintance or familiarity, perhaps even metaphorical of finding oneself or a place of belonging. This is a physical as well as metaphorical journey in search of comprehension and meaning; 3) "Carrying a Knife, a Camera, a Book of Myths": These are things one carries as tools or symbols on the journey. A knife might represent protection or a way of slashing through obstacles. Whereas the camera is a means to document and understand experiences visually, the book of myths denotes an attempt to search for meaning and find some sort of connection with larger narratives beyond human existence. 4) "Our Names Do Not Appear": The act of naming is similar to giving birth. However, this not being the case in this book of myths does serve to complicate this metaphor just a little bit further. It would be a search for meaning and recognition, besides transcending personal identity to the universal timeless story. Overall, the extended metaphor in this poem makes the reader reflect on their own journey, the choices they have taken while traveling, and the tools carried in transit. It calls for introspection into the human universal search for identity, meaning, and connection to something greater than oneself.

DISCUSSION

This poem weaves together a multi-layered tapestry of meaning that ties in artistic expression with the urgent social issues of Adrienne Rich's day. Indeed, as Yom (2022) also suggests, Rich's work stands for more than personal introspection as it actively moves the concerns of gender inequality, social justice, and political resistance forward. Rich achieves an understated critique through the symbolic language, striking images, and metaphor used in speaking of those structures of society by which oppression is encouraged. In her poetry, Rich not only expresses her personal view but also fights against the ideologies of hegemony; thus, her work is a powerful combination of personal creativity and social activism.

"Diving into the Wreck" deals with women's identity and language restructuring (Yom, 2022). Rich uses diving into history as a metaphor that hints toward the appropriateness of the language, which brings back the buried voices of women and helps them establish their identities (Quigley, 2022). This poem has an allegorical meaning; the investigation of a wrecked ship means reflections by a person over a past romantic relationship that went bad (Lavery, 2020). In fact, the ordinary reader does have the ability to come up with such allegorical messages through embodied simulations, using cognitive resources used in reasoning about action and perception (Hassan et al., 2020). Overall, "Diving into the Wreck" manifests Rich's transformational understanding of the status of women and her way of using language in empowering and voicing the marginalized female identity (Okonski, 2015).

When it was published, Rich was under criticism for the political burthen of her work and also for the free verse style she used (Yom, 2022). The poem outlines personal and social confusion while in search of identity and self-discovery. It may be viewed as a metaphorical journey into the depths of self, wherein the poet plunges into a wreck that is her life in order to find those truths which are hidden and struggle the difficulties she confronts. Rich pulls out with imagery and language the intense realities of gender and power involved in human experience. The poem is a flagship text within feminist literature, a fact that has been accepted through extensive analysis of both identity and social issues (Fahs, 2013).

In "Diving into the Wreck," Adrienne Rich conducts a fierce investigation into female identity, language, and the deconstruction of patriarchal ideologies. Rich uses the powerful metaphor of diving into history to bring up the muted voices of women and make them assert their identities. The poem represents an invasion into the vested meaning of symbolic language, where a semiotic dimension breaks into dominant patriarchal descriptions (Yom, 2022). Besides, Rich presents a metaphorical

discussion about wreck diving effectively combined with specific aspects that configure the experience of the divers: the size of the wreck, the complexity of the dive, the possibility of penetration inside the vessel, and marine life observation. This double exploration-metaphorical and literal-within the poem contributes to the many faces the narrative takes in this poem and gives a deep reflection of the complexities regarding womanhood and, more broadly, the task of breaking down deep-seated patriarchal ideologies (Fahs, 2013).

CONCLUSION

Adrienne Rich's poem "Diving into the Wreck" is famous for its extended metaphor, which seems to give a multilayered look into identity, self-discovery, and the search for truth. That can well be interpreted not only as diving deep down into the ocean for exploration of a wreck but also as a metaphorical journey into self and societal depths. This may be some historical event, or the wreck of a ship, being the metaphorical presentation of the remains of a bygone era that slipped into the life history of the poet, or the collective woman's history. Rich transforms the diving into the wreck as the medium through which she uncovers the hidden truths and heals the lost or forgotten parts of the self. It is this diving gear that serves as how one navigates the challenges of the journey. Rich explains the preparation of the poet, insisting that complete equipment in terms of knowledge and understanding precede the commencement of the exploration. This seems to be a metaphor for being intellectually and emotionally prepared to face the challenges of self-discovery. The wreck is also depicted as a site of habitation for "the thing I came for." This can be seen as her search for voice, identity, or at least a deeper understanding of herself regarding the responsibilities taken up by her in society. The wreck, thus, acts as a venue of self-plunging into and reinterpretation of personal history. Further, the poem gives an alienation and loneliness angle to the emphasis on the hardness of the journey. In a metaphorical sense, such loneliness could be representative of the struggles any woman-or any marginalized group-deals with in her struggle for identity and recognition. "Diving into the Wreck" uses an extended metaphor of diving into a wreck as an investigative means to explore the complications of self-discovery and the recapturing of personal history, multifaceted difficulties in seeking the truth. Rich easily blends literal with figurative as she extends an insightful and provocative exploration of identity and society.

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