

**THE IMAGERY OF WOMEN IN EMILY DICKINSON'S AND  
MAYA ANGELOU'S SELECTED POEMS**

**THESIS**

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FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

**2018**

# **THE IMAGERY OF WOMEN IN EMILY DICKINSON'S AND MAYA ANGELOU'S SELECTED POEMS**

## **THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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**DEPARTMENT OF ENGLISH LITERATURE**

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MALANG**

**2018**

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This is to certify that the thesis entitled **The Imagery of Women in Emily Dickinson's and Maya Angelou's Selected Poems** written by Naili Zaqiya has been approved by thesis advisor for further approval by the Head of Department of English Literature and the Dean of Faculty of Humanities as one of the requirements for the degree of Sarjana Sastra (S.S).

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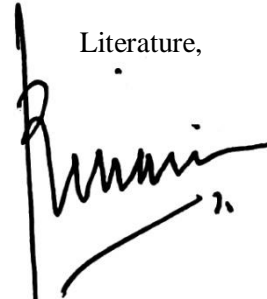
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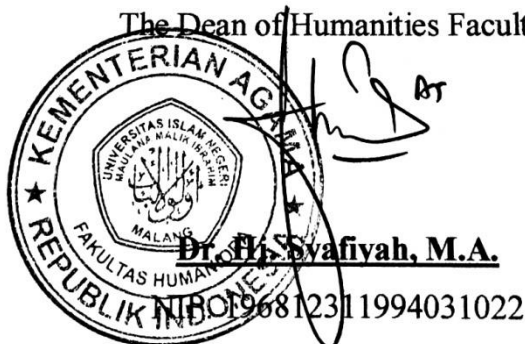


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MOTTO

من سار على الدرب الوصل

## DEDICATION

I proudly dedicate this thesis to:

My beloved parents,

H. Zainal Abidin and Sri Harningsih as my main supporting system and my best gifts from Allah in my life that always support me, never stopped praying for my success and always show me the miracle of effort and prayer.

My young sister,

Nadzirotil Afkariya Zulfa who always support me in different ways.

My advisor,

Mr. Muzakki Afifuddin, M.Pd. I must say thanks a lot for all the ideas and comments for my thesis.

My family,

BSI Heroes, MHB Darul Hikmah, Dulur NGALAH and ASA Kids  
I say thank you for all of the kindness, support, and prayer for me, may Allah bless you all.

Last but not least,

***I wanna thank me,***

I wanna thank me for believing in me,  
I wanna thank for doing all this hard work,  
I wanna thank me for having no days off.

I wanna thank me for never quitting,  
I wanna thank me for always being a giver ,  
and tryna do more right than wrong,  
I wanna thank me for just being me at all times.

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil'alamin*, my deepest gratitude to Allah SWT. for all his Blessing and Mercies, I finally can accomplish this thesis. Sholawat and Salam are also delivered toward Rasulullah SAW, who has guided us from the darkness to the lightness.

This thesis entitled *The Imagery of Women in Emily Dickinson's and Maya Angelou's Selected Poems* to fulfilled the requirement for achieving the degree of Sarjana Sastra (S.S) in Department of English Literature, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim of Malang.

Thus, I want to express my deepest gratitude to my advisor, Mr. Muzakki Afifuddin, M.Pd. who has taught me English language during my study in this university and guided me to finish this research.

The researcher also presents great honor to some people who have given some helps to do this research and thank you for all of the support when I was frustrated and lazy to finish this thesis, thank you so much.

Malang, 31 October 2018



The Researcher



## **ABSTRACT**

Zaqiya, Naili. 2018. *The Imagery of Women in Emily Dickinson's and Maya Angelou's Selected Poems*. Minor Thesis(Skripsi), Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang

Advisor : Muzakki Afifuddin, M.Pd.

Keywords : Poem, Imagery, Women

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In this research, the researcher focuses on analyzing of imagery and feminism perspective of women in *Emily Dickinson's and Maya Angelou's Selected Poems*. The poems which are selected by the researcher are *I'm Wife I've Finished That, She Rose to His Requirement Dropt, Still I Rise* and *Woman Work*. The imagery of women becoming important and interesting to be analyzed because it can give the interpretation and additional meaning for the reader.

This research uses the literary criticism and feminism theory. This research aims to answer the statement of problem which is about the imagery of women and feminism perspective in Emily Dickinson's and Maya Angelou's selected poems. The step that researcher used to analyze this research are choice the words of the selected poems, paraphrase the word choice of the poems and classify the imagery and feminism perspective in the poems.

The result of this research shows that the imagery that used in four poems are visual imagery, tactile imagery, organic imagery, auditory imagery, and kinesthetic imagery while the feminism perspective that used in these poems are eco feminism, multicultural feminism, Marxist feminism and radical feminism become the difference between the imagery of women in Emily Dickinson's and Maya Angelou's selected poems.

### الملخص

زكيا، نيلي. 2018. صورة النساء في شاعر إملي ديكنسون و مايا أنجيلوس. البحث الجامعي. قسم الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. تحت الإشراف : مزكي عفيف الدين، الماجستير. الكلمة الأساسية: الصورة، النسائية، الشاعر.

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في هذا البحث، تركّز الباحثة في تحليل التصوير و الاختلاف صورة النساء في شاعر المختارة لإملي ديكنسون و مايا أنجيلوس. و اختارت الباحثة أشعار تحت موضوع \_ . تصوير النساء يكون مهما و ممتعا لتحللها الباحثة في مجال صورة و نسائية لأن تعطي البيان من الباحثة و زيادة المعنى للقارئ.

استخدمت الباحثة في هذا البحث نقد الأدب و نظرية النسائية. و قصد هذا البحث لإجابة عن المسألة و الاختلاف الصورة في أشعار المختارة إملي ديكنسون و مايا أنجيلوس، خطوات التي عملتها الباحثة لتحليل هذا البحث هي اختيار اللفظ في الشاعر، تعبير الآخر اختيار اللفظ في الشاعر و تصنيف الصورة في الشاعر.

نتيجة من هذا البحث تدل تصوير النساء عبر دورهما في العائلة و المجتمع مع أن صورة التي كثر استخدامها في الشاعر هي صورة النظرة و صورة عضوي تكون اختلافا بين تصوير النساء في أشعار المختارة إملي ديكنسون و مايا أنجيلوس.

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses some important points related to the research. Those are the background of the study, research problems, and objectives of the study, scope and limitation, significance of the study and definition of the key terms.

#### **1.1 Background of the Study**

Literature as imaginative writing in the sense of fiction (Eagleton, 2006: 1). Generally, literary work is divided into three genres: poem, prose and drama. Poetry is one of the most beautiful, impressive and effective ways to express something (Waluyo, 1995). Furthermore, someone can pour their imagination about happiness, sadness and other feeling in the poems

In this research, the researcher analyzes the imagery of poems to increase the creativity of understanding the poem's meaning. The imagery is one element of the poem that is used to evoke the reader's emotion. Imagery is beneficial to revive the image and the senses of poets that were delivered through word processing (Sugihastuti, 2000). The word "image of woman" is taken from the representation of thought, sight, hearing, touch or taste of women. The image of woman is related to the self-image because the image of woman is inseparable from the manifestation and behaviour of woman.

The different physical forms between women and men make their life experiences also different. Women have the ability to grow and build themselves,

they have responsibility for their own potential as individual humans and on the other hand, women choose to be wives or housewives where the choices are related with their social image, such as their role in family and society.

The imagery of women in poetry becomes the author's choice to be studied by taking some poems from the American poets who wrote much about the women in her work and tells about their life experiences that stream in their poetry. The imagery of women in poems is interesting to examine because many presuppositions assumed that men dominated the reading and the writing of literary work.

The researcher focuses on The Imagery of Women in literary works by female writers Emily Dickinson's and Maya Angelou's Selected Poems because both of them are famous women American poets in different eras and most of their poems present the voice of women. Thus, it is assumed that they have different styles to represent the image of women through their poems. The researcher chooses two poems from Emily Dickinson entitled *I'm Wife I've Finished that* and *She Rose to His Requirement Dropt* because both of them tell about the marriage issues that become a part of feminist and related to the theory of this research. The other two poems that researcher choose is Maya Angelou's poems entitled *Still I Rise* and *Woman Work*, both of them are choose because tell about the civil rights that fight the woman's discrimination.

The first American poet is Emily Dickinson that was born on 10<sup>th</sup> December 1830 in Amherst town, Massachusetts. Emily Dickinson was one of the most influential and eminent American intellectuals of the nineteenth century. She

wrote poetry with great power questioning the nature of death, immortality, religion, nature; love, and God (Daghamin, 2017). She wrote over 1700 poems with a significant and multifarious role that makes her different from contemporary American poets. She becomes a private poetess because she wrote confessional poems without intending to publish them, as Thomas Wentworth Higginson in the preface to *Poems by Emily Dickinson* (Higginson10-12 cited from Mina Hirai, 2006).

The second poet is Maya Angelou who was born on 4<sup>th</sup> April 1928 in St. Louis Missouri. She was an African-American poet, novelist, educator, dramatist, actress, producer, filmmaker, historian, dancer and civil rights activist. Maya Angelou becomes one of the most famous and influential voices in the United States that wrote 52 poems about isolation and discrimination toward African-American in the United States. She is one of woman writers who use feminism approach in her work that express about woman during discrimination, isolation and male domination (Permatasari, 2016).

There are some studies which have been done by previous researchers. The first researcher Lindawati (2011) studied *Imagery and Figures of Speech in Judith Wright's Poems*. She focuses on the imagery and figures of speech in Judith Wright's poems entitled *The Trains* and *Northern Rivers*. The second researcher is Nursyal (2009) who studied *Imagery and Figurative Language in Two Poems by Robert Pinsky*. He focuses on the imagery and figurative language on *In Berkeley* and *The Unseen* by Robert Pinsky. The third researcher is DidacLlorens who studied *The Analysis of Poetic Imagery*. He focuses on the term of image and imagery.



From the explanation above, the researcher wants to explore the Imagery of women in Emily Dickinson and Maya Angelou's Selected Poems. It is also to show how the feminism perspectives can be presented by the images in literary works, especially in poems.

### **1.2 Problems of the Study**

Based on the background of study above, the researcher proposes two problems of study in this research:

1. What are the imageries used in the portrayal of women in Emily Dickinson's and Maya Angelou's selected poems?
2. Which feminism perspectives can be presented by the imageries in Emily Dickinson's and Maya Angelou's selected poems?

### **1.3 Objectives**

Based on the problems of studies above, objective of this research are:

1. To discover the imageries that were used in the portrayal of women in Emily Dickinson's and Maya Angelou's selected poems.
2. To discover the feminism perspective that can be presented by the imageries Emily Dickinson's and Maya Angelou's selected poems.

### **1.4 Scope and Limitation**

In relation to the research topic, the researcher has to determine what aspect of study should cover to come to the right answer of the research problems. In this

study, researchers discuss the imageries and feminism perspective in Emily Dickinson's and Maya Angelou's selected poems.

To focus the analysis in order to fulfill the objectives of the study, this study is focused on the Emily Dickinson's selected poems with the titles *I'm Wife I've Finished that*, and *She Rose to his Requirement Dropped*, while the other poems by Maya Angelou's selected poems with the titles *Still I Rise* and *Woman Work*.

Therefore, the researcher will discover the imageries and feminism perspective in Emily Dickinson and Maya Angelou's selected poems.

### **1.5 Significance of Study**

This study is expected to improve and increase knowledge about the study of literature. It also gives additional information about the imagery of women in Emily Dickinson and Maya Angelou selected poems. Thus, this research can be a reference for the students who study literature or all of the people who are interested in literature, especially the study of imagery.

### **1.6 Research Method**

The researcher discusses the research method that is used in analyzing this study. It consists of research design, data sources, data collection and data analysis.

#### **1.6.1 Research Design**

This research is categorized as literary criticism. Literary criticism is used to show the strength and also shortage of literary work. Literary criticism which is applied to the analysis, interpretation, and evaluation of a literary work (Peck and

Coyle, 1984). Thus, this research uses feminism literary criticism as the knife to analyze the imagery of women in Emily Dickinson's and Maya Angelou's selected poems and relate the imagery with feminism.

### **1.6.2 Data Sources**

Concerning with the topic of study, the data sources of this research are taken from Emily Dickinson's selected poems with the titles *I'm Wife I've Finished That*, and *She Rose to His Requirement Drop* that taken from the book under title *The Complete Poems Of Emily Dickinson*, while the other poems by Maya Angelou's selected poems with the titles *Still I Rise* and *Woman Work* that taken from Poemhunter.com – The World's Poetry Archive.

### **1.6.3 Data Collection**

Activity of data collection is an important part of research. The researcher took the data collection from words, phrases and sentences in the form of imagery of women in Emily Dickinson's and Maya Angelou's selected poems. The researcher does some steps to get data. The first step is to choose the words of the selected poems. The second paraphrase the word choice of the poems. The last is to classify the type of imagery in the poems.

### **1.6.4 Data Analysis**

In this study, the researcher will analyze the data step by step. The first step is identifying imagery. Second, the researcher classifies the imagery that relates to the feminism aspects. The third, find the connotative meaning and the last is to find the differences of the image that pictured feminism.

### **1.7 Definition of key terms**

To avoid misunderstanding and misinterpretation between the researcher and the readers, the following key terms are defined:

Woman : Adult female human being (Oxford Dictionary).

Imagery : The use of vivid descriptions or figures of speech to create a mental image. This term is used to refer to the sensations of poems like sight, smell, taste, touch and sound (Barnet, 2008).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents a review of related literature of this study. It contains some theories that relate and support the analysis. The researcher wants the reader to understand well, thus this chapter will be divided into some parts that are important to know.

The researcher also writes some parts that are important to know before investigating the theories in this chapter. The researcher will give the explanation about the poetry and the intrinsic aspects of poetry itself.

Literature is a system with meaning that involves experience, gives information, involves experience that respects it, and provides greater knowledge and wisdom for such experiences (Rohrberger and Woods, 1971). Literature is divided into four genres: short story, novel, poem and play. From the four genres of literature, this research will be focused on poetry.

Poetry is the written literary work that uses language as the tool to convey the feeling, messages and experience. Poetry also describes a kind of language which speaks more intensely than ordinary language does (Perrine, 1969). Generally, the language that is used in poetry is beautiful and meaningful, thus the reader who reads the poem will be attracted because poetry becomes something that is close to ordinary life.

Poetry became the oldest literary genre that has already existed. Many kinds of poetry that are close to our life although we do not realize it. Poetry may be

defined as a set of lines arranged in a particular rule such as meter, stanza and rhyme. Some poets also provided the definition of poetry such as Mathew Arnold says that poetry is simply the most beautiful, creative and most powerful way of saying things.

In poetry, there are some elements of poetry that are used to understand the poetry, to adorn the content of the poetry and make the poetry beautiful. The elements are: imagery, figurative language, theme, rhyme, rhythm, meter and tone etc.

## **2.1 Imagery**

Imagery is a language to understand clearly what is being said that a writer wishes to convey. In poetry, the author frequently employs imagery to picture some things and some conditions that are effective to evoke readers' sense to feel what the author feels. Imagery becomes an important element of poetry to strengthen the emotion and give the imagination to the reader.

A good poem is a poem that shows a strong impression of an image which is going to be shown by the poet. Usually imagery more reminds the reader than makes the impression of the reader (Alterbend, 1970:13). It makes it easy for the reader to understand the content of the poem, because all of the reader has different interpretations to understand the meaning of the poem.

Imagery may be defined as the representation through language of sense experience. Imagery divided into several kinds, the first visual imagery is the image that can be seen in the mind's eye, this imagery used to compare with the other imagery. Visual imagery can evoke the sense of the reader to feel what the writer has seen although they cannot see it directly. This image also makes the

readers feel and imagine the spirit of the poem. Example: **In Berkeley by Robert Pinsky**, *Afternoon light like pollen, her cotton tunic and legging are white (line 1 and line 32)*. Those lines categorize as visual imagery and the words that show the visual imagery are *light* and *white* because through the mind's eye, we can see the *white* cotton and the color of the afternoon *light*.

Second, auditory imagery is the image that relates to the sound and something which can be heard. This image is produced with mention or disentangles the sounds (Alterbend,1970:13). Example: **To autumn by John Keats**, *And full-grown lambs loud bleat from hilly bourn, hedge-cricket sing and now with treble soft (line 30 and line 31)*. Those lines categorize as auditory imagery and the word that shows auditory image is *loud bleat* and *sing* because we can hear the *loud bleat* of lambs and the *sing* of hedge-crickets.

Third, gustatory imagery is imagery that relates to the sense of taste. This imagery has the aim to make the reader think of the taste of the poems. Example: **This is just to say by William Carlos Williams**, *I have eaten the plums, that were in the ice box, and which you, were probably saving, for breakfast, forgive me, they were delicious, so sweet, and so cold (line 1-12)*. Those lines categorize as gustatory imagery and the word that refers to gustatory imagery is *delicious*, *sweet* and *cold* because we can feel the taste of plums which is *delicious*, *sweet* and *cold*.

Fourth, tactile imagery is imagery which relates to the sense of touch or physical textures. Example: **The Witch of Coos by Robert Frost**, *The bed linens might just as well be ice and the clothes snow (line 39-40)*. Those lines categorize

as tactile imagery and the word that shows tactile imagery are *ice* and *snow* because we can feel the sense of *ice* bed linens and the clothes that *snow*.

Fifth, kinesthetic imagery is the image which is related to movement. Example: **Daffodils by W. Wordsworth**, *Tossing their heads in sprightly dance (line 12)*. Those lines are categorized as kinesthetic imagery and the word that refers to the kinesthetic imagery is *tossing* and *dance* because the heads did the movement such as *tossing* and *dance*.

Sixth, organic imagery is the image which arouses an internal sensation such as hunger, thirst, fatigue or nausea. Example: **Birches by William Wordsworth**, *it's when I'm weary of considerations, and life is too much like a pathless wood (line 43-44)*. Those lines are categorized as organic imagery and the word *weary* shows the organic imagery in this poem because we can feel the internal sensation of *weary*.

Seventh, olfactory imagery is the image which is related to odors, scents or the sense of smell. Example: **Olfactory Memories by Alison Cassidy**, *summer smells of rain on dust, and fresh baked crusty bread (line 24-25)*. Those lines categorize as olfactory imagery because we can smell the *rain* and *bread*.

## 2.2 Figurative Language

According to Keraf (2009) Figurative language is a word or phrase that departs from any literal language that is very difficult even for students to understand because it varies in meaning from its context and nature to realize that figurative language is based on contrast and resemblance. Figurative language also described as a language that comes from the straight forward use of words



and has a special effect, classifies the idea and makes writing more colorful and powerful.

Dalman (2012) said that letter is a place to express the product of thought, heart and purpose through the written language. Writing the poem, letter or magazines needs figurative language to make the contents alive. Figurative language becomes the important thing for poetry to develop the literal ways of describing something or describing a person to make the poetry more imaginative and colorful.

Figurative language divided into sixteen kinds, such as Simile, Metaphor, Allegory, Personification, Allusion, Eponym, Epithet, Synecdoche, Metonymy, Antonomasia, Hipalase, Irony, Satire, Innuendo, Antiphrasis and Paronomasia (Keraf, 2009). The one example of figurative language that used simile such as *How like a marriage is the seasons of clouds (James Merrill)*. The example used simile because the word *like* is the characteristic of simile to compare two things that are essentially unlike.

### **2.3 Theme**

The word *Theme* is more useful to an abstract argument or doctrine that became an inventive work aimed to introduce and convince the reader (Abrams, 1974). Theme in poetry is the basic principle of literary work (Perrine and Thomas, ). According to Pickering and Hoeper, the theme became the central concept of the whole work that the author used to make the subject.

The primary idea or insight that unifies the entire work, as well as the main point an author seeks to convey about the subject, is referred to as the theme in

literary terms. If the reader is familiar with the poem's theme, he or she will be able to understand the poem's main message. Theme is what the topic is made up of. It's a statement about the subject that's suggested throughout the story. Themes can help the reader to understand the meaning or the point of the poetry. The reader can understand the topic of poetry easily through the theme that already exists in the poetry, because the theme consists of issues and ideas of the poetry (Fajar, 2007). Thus, the theme is the main important thing in poetry.

## **2.4 Rhyme**

The pattern of repetition Rhyme is two words from the last stressed vowel onwards that have the same sound (phoneme). Rhyme is a device that makes use of repetitive patterns that add rhythm or musically to poems. Rhyme also used for the sole purpose of making a poem a fun impact, making it an enjoyable experience for its recital. In addition, it offers itself as a mnemonic tool, smoothing memorization development.

All languages used rhythm and these rhythms are used by the poem to establish additional meaning. Rhythm is a sequence of alternations of build-up and release, movement and countermovement, which appear too normal but complicated by frequent variations and local infection (Attridge, 1995).

## **2.5 Rhythm**

Rhythm is usually a sequence of build-up alternations and emancipation, movement and countermovement, aimed at regularity but constant variations and

local inflections are difficult (Attridge, 1995). Rhythm also the pattern of stressed and unstressed beats, that most commonly found in poetry.

Any wavelike recurrence of motion or sound is referred to as rhythm. It is the natural rise and fall of words in speech. Because all languages feature some sort of alternation between accented and unaccented syllables, they are all rhythmical in some way. The degree to which language expresses rhythm, on the other hand, differs greatly. We are rarely, if ever, conscious of the rhythm in some forms of speech because it is so inconspicuous or unpatterned. The rhythm of other types of speech is so strong that we could be tempted to tap our foot to it.

To analyze the rhythm of a poem, the researcher can analyze the number of lines in a verse, the number of syllables in a line and the arrangement of syllables can be evaluated according to whether they are long or short, accented or not.

## **2.6 Tone**

Tone is the attitude of the author to the subject. Tone conveys the implied attitude of the speaker towards the subject matter of the poem. Tone reflects an abstraction we make from the specifics of the language of a poem: use of meter and rhyme, inclusion of certain types of specifics and exclusion of certain kinds, particular use of words and sentence forms, or imagery and figurative language (dictions). Tone is not an action, it is an attitude and not directly clarified or conveyed. To know what the author feels, the reader must read between the lines to identify the tone. The tone that is used leads the story's atmosphere to the reader.

Thus from all the explanations above, the main intrinsic aspect that will be discussed is imagery. Imagery becomes the related theories that support the analysis of this research. Thus, imagery will be explained clearly in this chapter and will be connected to the feminism aspect that is pictured through the imagery of the poem.

## **2.7 Feminist Literary Criticism**

In this research, feminist literary criticism divided into three parts such as feminism in general, feminism as a theory and feminist literary criticism. Every part of this research has an explanation for the readers who want to know deeply about this research.

### **2.7.1 Feminism in General**

Feminism is the ideology that aims at gender equality. Feminism is continued by making the separation or divisions of feminist's depending on nationality, race, language and religion. In the studying of literary work, feminism related with the concept of feminist literary criticism. This concept appears because feminist literary work has relation with the development of feminism movement in the society.

Feminism arises from the dissatisfaction with the patriarchal system, which is the dominant of men and controlling the women, thus women are ruled by this system. Feminism is considered as a way for women to resolve the various gender oppression and humanitarian issues. On the other hand feminism is not the one thought, there are kinds of feminism.

Early 18<sup>th</sup> century is called the beginning of the history of feminism, because there was a woman who debated the issue of the recognized position

of society even though the position of feminism has not developed rapidly. Nowadays, feminism has developed rapidly and become one of the theory aspects with an analysis that covers the social, political, cultural, and economic.

In the middle of 18<sup>th</sup> century, develop some organizations that became the center of feminist history that aimed to achieve the adjustment and the development of women social, economic and political life. The women are educated to pour their thoughts through the papers that become the first sign of feminist history.

### **2.7.2 Feminism as a theory**

Feminism became one of the types of literary theories that used to examine the issues which related to women in literary works. Nowadays, feminism is regarded as a gender term. Actually, feminism is a theory, whereas gender is a matter of research and concept which is analyzed with feminist theory.

According to Ritzer and Goodman (Ratna, 2013:489 cited from SehandiYohanes, 2014) feminism has divided into different types such as eco-feminism, multicultural feminism, liberal feminism, marxist feminism, radical feminism, socialist feminism, and psychoanalysis feminism.

#### **2.7.2.1 Eco Feminism**

Eco-feminism is the feminism thought that gives the understanding between the kinds of human oppression and the involvement of women with the ecosystem (Tong, 2006: 359). Women are associated with nature;thus eco-feminism argues that there is symbolic and linguistic between feminism

and ecology issues. Ecofeminism struggles for equality in saving the environment, creating and preserving nature based on femininity.

Eco-feminism appeared in 1974 in the work of Francoise d'Eaubonne entitled *Le Féminisme ou la mort*. In that work, she expressed the view that there is a direct link between women's oppression and nature's oppression. She claimed that the freedom of one cannot be affected by others.

The best-known eco-feminist that stresses the woman-nature connection is Starhawk. In one of her poems, she wrote about nature and women's work one on one and same. Through the unique female body experiences, the symbiosis of pregnancy, the childbirth's pain, and the enjoyment of breast feeding their baby, women supposedly know that humans are one with nature.

#### **2.7.2.2 Multicultural Feminism**

Multicultural feminism is the ideology that supports diversity. This concept supports the different thought of multicultural and regretted that feminist theory could not distinguished the different background of women's life (Tong, 2006: 310). Multicultural feminist focus on the view in one nation the United States, as the United States women, each woman will get the experience of oppression differently, depending on their class and race, and also gender identity, level of education and marital status.

The example of multicultural feminism is the oppression toward black women will be different with white women. The black woman are oppressed because of their skin color and the other side, white woman have to

face two oppression such as oppression relating to the sex and the oppression toward the skin class (Nugroho, 2011: 83-84)

In general, multicultural feminism has offered women two ways to achieve unity in diversity. For example, Robin Morgan stressed in introduction to *Sisterhood is Global* that in the end, women are not really different. Provided women ask each other, they will see each other as searching for the same thing like a self (self identity, an articulation of self-hood, self-realization and self-image, the right to be oneself).

### **2.7.2.3 Marxist Feminism**

Marxist feminism is affected by Karl Marx, who identified classism as the causes of the women's oppression (Tong, 2006: 139). This perspective believes that women are an exploited class in the capitalist mode of production, whether by their husband or employers in the paid labour market.

Marxist feminism identifies classism rather than sexism as the main cause of women's oppression. Marxist feminist believe that we need to analyse the relationship between the women's employment and women's self image to understand the character of women's oppression.

Marxist believe that social existence determines consciousness. For them, the observation that "women's work is never done" is more than an aphorism, it is a description of the nature of woman's work. Thus, Marxist feminist believe that to analyse the links between women's work status and women's self-image in order to understand the unique character of women's oppression.

#### **2.7.2.4 Radical Feminism**

Radical feminism increased from the participation of radical movements in the United States that had the pretension to improve the woman's condition (Tong, 2006: 68). Radical feminism believes that gender discrimination is a result of collective efforts of men domination. Thus, the main concern of radical feminism is the rejection of violence against women.

Radical feminism focuses on gender discrimination and sex because almost the women's body becomes the main object of oppression. The men's control of the women's sexuality; women's self identity and women's self esteem are the most fundamental of all the oppression of women. Thus, as the radical feminist claims that gender is the fundamental of women's oppression. Many assume that the development of radical feminism began to focus on women because the men considered not contributing positively. Society is starting to assume that women should be able to do whatever they want.

Kate Millet is one of radical-libertarian feminist declare that the roots of women's oppression are covered in patriarchy's sex or gender system. In *Sexual Politics* (1970), Millet claimed that male-female sex relationship is the paradigm for all power relationships because social caste surpasses all of the in egalitarianism like racial, political and economy. According to Millet, patriarchal ideology overstates the biological differences between men and women and making certain that men is dominant, while women always become the subordinate. Thus, this ideology is powerful till



the men are usually able to secure the agreement from the women that they oppressed.

### **2.7.3 Feminism as Literary Criticism**

Feminist literary criticism is one of criticism of literary works which view that there are sexes related to the culture of literature and life (Sugihastuti, 2004). Feminist literary criticism does not mean women's critics or critics of women author. Thus the sexes make the distinction between authors and readers who influence literary work.

Feminist literary criticism in the sense *reading as a woman* is likened as strong reason to unite the convictions that woman can read as a woman and interpret literature as woman (Sugihastuti, 2000). The importance of reading as a woman is based on the realization that there are different sexes that affect literature.

Culler (1983) stated that feminist literary criticism is a "reading as a woman" because the reader has difference perceptions in the senses on the meanings and struggles over the meaning of literary work. The simple meaning of feminist literary criticism is there are many sexes that have related with culture and life.

The focus of this research is the image of women in Emily Dickinson's and Maya Angelou's selected poems. The image of women in this poem has taken from the imagery that becomes the important elements of the literary work. This research takes the imagery of women that is related with feminism perspective.

## 2.8 Previous Studies

A number of studies have explored and investigated the poems of Emily Dickinson and Maya Angelou. The analysis of Emily Dickinson and Maya Angelou from several different points of view such as the black women, women's self-esteem, and many others. Most of them related to the poems of Emily Dickinson and Maya Angelou with the struggle of women through the view of feminism.

The first study that researchers found is the study conducted by Lindawati (2011) entitled *Imagery and Figures of Speech in Judith Wright's Poems*. She focuses on the kinds of imagery and figures of speech in the poem *The Trains* and *Northern Rivers* and also analyses the meaning of imagery and figure of speech in two analyzed poems. The result of her study showed that in two analysed poems, the researcher found that the poem untitled *The Trains* used visual and auditory imagery and also figures of speech such as symbol, simile, personification, hyperbole and apostrophe. In *Northern Rivers* the researcher found visual and auditory imagery and several figures of speech such as personification and simile.

The second study is conducted by Indiani Eka Permatasari (2016) entitled *An Analysis of Feminism in Maya Angelou's Poems by Using Historical and Biographical Approaches*. She studied feminism in Maya Angelou's poems. She analyzed how the dominant type of feminism in Maya Angelou's poems, explained how black woman described in Maya Angelou's poems and analyzes discrimination toward black woman which appears in Maya Angelou's poem. The

results of her studies are the discrimination toward black woman which appears in Maya Angelou's poems.

The third study is conducted by Agustinus Hariyana (2013) entitled *Konsep Feminisme dalam 10 Puisi Karya Emily Dickinson*. He studied about the feminism concept upon 10 of 1778 Emily Dickinson's poems. He analyzed the Feminism Concept in Emily Dickinson's era when the concept had not spread widely in America. Thus, the result of his thesis based on Emily Dickinson shows the toughness, independence of women not just in family but also in religious institutions.

The contribution of previous studies above can be used as a reference in the literature research and give significance for the researcher to understand and provide more knowledge about feminism. In the other hand, the difference between this research and previous studies is this research discuss about Emily Dickinson's and Maya Angelou's selected poems more widely because the researcher analyze the selected poems between two authors of American women and give the different perspective to the reader who wants to study about literature especially in the studies of poems.

## CHAPTER III

### ANALYSIS

This chapter discusses the analysis. In this chapter, the researcher would like to answer the problem of the study which has been stated in chapter I by presenting the data and analysing the data. The researcher tries to analyse “The Image of Women in Emily Dickinson’s and Maya Angelou’s Selected Poems”.

This chapter is divided into two parts, the first part is the biography of Emily Dickinson and analysis of Emily Dickinson’s selected poems with the titles *I’m Wife I’ve Finished that* and *She Rose to His Requirement Dropt*. The second part is the biography of Maya Angelou and analysis of Maya Angelou’s selected poem with the titles *Still I Rise* and *Woman Work*.

#### 3.1 The Analysis of Emily Dickinson’s Selected Poems

The researcher chose two poems that related to the research that analyze the imagery of women. Both of these poems had a similar history because Dickinson pictured the marriage life through these poems.

Emily Elizabeth Dickinson was born in Amherst, Massachusetts, on December 10, 1830. Edward and Emily Norcross Dickinson had a daughter named Emily Norcross Dickinson. Emily, Austin (her older brother), and Lavinia (her younger sister) were raised in a quiet, reticent family led by their father. The Dickinson children were raised in the Christian tradition in the puritanical Massachusetts of the 1800s, and they were expected to accept their father's religious ideas and morals without question.

In Amherst, the Dickinson family was well-known. Emily went to Amherst Academy and received a good education. She then proceeded to South Hadley Female Seminary. In the company of her close friends, she could be nearly amusing, but in the company of strangers, she could be bashful, silent, or even disparaging. Despite her academic prowess, Mary returned to Amherst in 1848 after only a year at the seminary, where she began her life of isolation.

Dickinson's last years were mostly spent grieving as a result of multiple deaths in a short period of time. Emily's father died in 1874, Samuel Bowles in 1878, J.G. Holland in 1881, her nephew Gilbert in 1883, and Emily's mother and Charles Wadsworth both died in 1882. Many of Emily's most significant and beloved connections died during those few years, giving way to a more concentrated fixation with death in her poems.

Emily's obsessions and poetic speculations came to a halt on June 14, 1884, when she was diagnosed with her terminal sickness for the first time. Emily spent the entire year of 1885 confined to bed in her family's home, where she had spent her entire life, until she died on May 15, 1886, at the age of 56. The world lost one of its most gifted and observant poets at that time. Emily left approximately 2,000 poems behind.

Emily Dickinson was able to focus on her world as a result of her solitude. Emily's poetry was unique and imaginative, with allusions and connections frequently drawn from the Bible, Greek mythology, and Shakespeare. Many of her poems were scribbled on scraps of paper, such as old grocery lists, and were never finished. When her poetry was eventually published, editors decided to

categorize it into four categories: friends, nature, love, and death. Thankfully, Thomas Johnson released Dickinson's poems in their original versions in 1955, demonstrating her poetic genius and uniqueness.

### 3.1.1 *I'm Wife I've finished that*

I'm wife I've finished that  
That other state  
I'm czar I'm woman now  
It's safer so  
How odd the girl's life looks                      5  
Behind this soft eclipse  
I think that earth feels so  
To folks in heaven now  
This being comfort, then  
That other kind was pain                      10  
But why compare?  
I'm wife! Stop there!

The history of this poem started with the story of Emily Dickinson that experienced isolation from society. Women's activities were restricted in the nineteenth century. They were unable to express their thoughts or sentiments. In those days, the men in the household were the ones in charge. The family's daughter, on the other hand, must obey her father without question, and she must do what her father says and asks her to do. Since women were regarded as the second gender after men, it suggests that women are passive while men are active. This makes women seek equal liberty, so they can pick whatever they want in life. Women can live their lives by making their own decisions because men and women have equal freedoms.

She just interacted with her family and just stayed with her reading and writing in the bedroom. She wrote many poems that talked about the comparison between male and female, religion, and love, she also wrote many poems about feminism. Dickinson explains how it all began, from how feminism came to be to the problems that have arisen as a result of it, including the pro and con of people in figuring out feminism itself. Started out of pity based on the belief that women are physically weak, but everyone has awareness and softness. On the other hand, men have superior physiology and rationality. It results in the division of roles as a result of this consideration. Dickinson, as a woman, tries to convey how a woman suffers when she is unable to realize her desires. Thus, one of her poems that shows the power of her life and woman untitled *I'm Wife I've Finished that* showed the difference in freedom between married and unmarried women was demonstrated. It's not surprising if this poetry is feminist in nature.

### **3.1.1.1 Explication**

Poetry has important elements inside such as theme, rhyme, and tone. Theme used to control the idea of the poem and developed the poem by sets of keywords to identify the poet's subject. Theme is a central idea or general idea about life that the work reveals. The theme of this poem is about *a woman who has found her self esteem when she becomes a wife*.

A poet may repeat any unit of sound in the poems; the repetition will emphasize the words and give structure to the poem that is named as rhyme. This poem has *aabbccddeeff* pattern that is called slant rhyme because the stressed syllables of ending consonants match although the vowel sounds do not match, such as *that-state, now-so, looks-eclipse, then-pain*.

Tone is the feeling's author gives to the poem; they give the emotion in the poem through the image and words. They build the atmosphere in their poem to attract the reader's feelings. The tone of this poem is sarcastic because most of the words are about girls before and after marriage, the evidence is in the third line *I'm czar I'm woman now*.

The word *I* in the sentences "*I'm Wife I've Finished that*" (L.1) refer to the imagination of Dickinson. She imagines how she becomes a wife, although she never gets married yet but can show the situation about marriage life. From the sentence "*I'm Wife I've Finished that*" Emily tries to show that when she becomes a wife, she will finish all of the matters when she becomes a girl.

From the Oxford dictionary, the word "*state*" (L.2) as a noun means condition of person or thing, thus the poet shows the image of this poem through this word. The other meanings from the sentences "*The other state*" describe the girl life that changes into a woman becoming a wife. The different life experiences will happen toward women after marriage because the women after marriage will get more experience than the girls before marriage.

The word "*Czar*" or tsar (L.3) as a noun comes from Russian language that means the title of Russia emperor (Oxford Dictionary). The word "*Czar*" shows that the woman who becomes wife found their self esteem in their household. The other meaning from Cambridge Dictionary the word "*Czar*" means a person who has a lot of power in a particular activity and it is identical with a man. On the other hand the meaning of the line "*I'm czar I'm*



*woman now*” means that women get the real meaning of *Czar* when women become wife because they must manage all of the household things and take care of their husband and children.

The word “*so*” (L.4) as an adverb means to a great degree and as a conjunction used to show the reason (Oxford Dictionary), therefore the poet used this word to strengthen the degree of woman who gets married will be protected by their husband. The other meaning from the sentence “*It’s safer so*” describes that the girl has to get married to have a label lifestyle because in the middle nineteenth century it was a norm in society. The woman who gets married will be more secure of their identity because they become “*safer*”.

In the sixth line there is “*eclipse*” as a noun that means the blocking of the sun’s light by the moon (Oxford Dictionary) but as the verb means make someone seem less successful or important by becoming more successful than they are (Macmillan dictionary). The other meaning of *eclipse is related* to nature because *eclipse* means that the girls will experience natural development of their life. They will experience the transformation for the girl’s life into a married woman’s life.

The word “*earth*” (L.7) as a noun means the world or the planet we live on. On the other hand, the word “*heaven*” as a noun means a place that is believed to be the home of god and good people after death. The other meaning of the word “*earth*” and “*heaven*” is symbolized the woman, the word “*earth*” symbolizes the woman as fertility that means to give birth to babies, whether the word “*heaven*” identical with God related to the word “*czar*” refers to the woman who has been married.

The word “*comfort*” (L.9) as a noun means state of being relaxed and free from pain or worry and as a verb means make feel less unhappy or worried. On the other hand, the word “*pain*” as a noun means feeling of suffering that you have in your body when you are hurt or ill and as a verb means unhappy and upset. The other meaning of the lines “*This being comfort, then - That other kind was pain*” “describe the life after marriage is *comfort* than life before marriage because women who are married get the protection and additional affection from their husband, thus they can erase all of their *pain* that happened in the past.

The word that Emily used to end her poem is *compare* and *wife*. The word “*compare*” (L.11) as a verb means to examine things to see how alike and how they are different. The other word is “*wife*” (L.12) as a noun means woman that a man is married to. The other interpretation of the sentence “*But why compare? – I’m wife I’ve finished that*” show the women’s life after marriage is happy enough, no need to *compare* their life before they get married, because their future will be different from their past.

Thus, *I’m Wife I’ve Finished that* is one of Dickinson’s poems that describes a woman that has found her self esteem when she became wife and found real happiness from their marriage. In this poem, Dickinson conveys the revolution of a girl into woman after they get married (Saputri, 2009).

### **3.1.1.2 The imagery in “*I’m Wife I’ve Finished That*” poem**

The first, visual imagery is the image that can be seen in the mind’s eye, it means that the reader can feel what the writer has seen although they

cannot see it directly. The example of ***“I’m Wife I’ve Finished That by Emily Dickinson”*** are *I’m czar I’m woman now* (L.3), *How odd the girl’s life looks* (L.5), *behind this soft eclipse* (L.6), *I think that earth feel so* (L.7). The words that show visual imagery are *looks*, *eclipse* and *earth*.

Second, tactile imagery is the image that stimulates the reader to feel the sense of touch or physical textures. The example of ***“I’m Wife I’ve Finished That by Emily Dickinson”*** are *Behind this soft eclipse* (L.6), *This being comfort then* (L.9). The words *soft* and *comfort* show the tactile imagery that was used in this poem.

Third, organic imagery is used to invite the reader to feel the internal sensation of the poem. The example of ***“I’m Wife I’ve Finished That by Emily Dickinson”*** are *This being comfort then* (L.9), *That other kind was pain* (L.10). The organic imagery in this poem is *comfort* and *pain*.

Therefore, the most imagery that is used in ***“I’m Wife I’ve Finished That by Emily Dickinson”*** is visual imagery because the author uses the word that invites the reader to feel what the author has seen in this poem.

### **3.1.1.3 Feminism Perspective in *I’m Wife I’ve Finished That***

The first feminism that was presented by the imageries in this poem is *Marxist Feminism* because this poem shows the classism of the women that distinguish between the girls before and after marriage. The word *wife* and *girls* that are categorized as visual imagery in this poem is the example of the women's classism.

The poem *I'm Wife I've Finished That* uses the word *wife* to show that the women after marriage have different class with the girls before marriage. The *wife* feels better than the girls before marriage because they can erase their *pain* in the past. Usually, the women who have married will try to do anything better than girls before marriage. Thus, between wife and girls show the classism that is related to the Marxist feminism and the evidence is the word *wife* and *girls* that the author has used in this poem.

The second feminism perspective that presented by the imageries in this poem is *Ecofeminism*. The words *eclipse* and *earth* categorized as visual imagery and tactile imagery that related to nature. Eco-feminist argues that women are associated with nature, thus this theory related to this poem.

*I'm Wife I've Finished That Linked* the women is symbolized as nature because the character of women is natural. Women can be defined as *eclipse* because they will experience the changes from the girl becoming wife and they will get different experiences through their status that is becoming usual to every girl. The other image of women is *earth* and *heaven*; they become *earth* because they give birth to the babies that refers to fertility. From the other side, women are linked as *heaven* that means the women become the heaven from their children.

Thus, there are negative and positive cases of feminism that are presented by imagery. The negative case is when the women are distinguished by the classism between before and after marriage, it can be seen from the words that show in this poem. On the other hand, the positive case is when the women are associated with nature because the character of

women is natural, the women picture as a nature because they experience the change naturally.

### 3.1.2 *She Rose to His Requirement Dropt*

She rose to his requirement dropt	
The playthings of her life	
To take the honorable work	
Of woman, and of wife	
If ought she missed in her new day	5
Of amplitude or awe	
Or first prospective or the gold	
In using, wear away,	
It lay unmentioned as the sea	
Develop pearl and weed	10
But only to himself known	
The fathoms they abide	

The second poem that was used in this research is *She Rose to His Requirement Dropt*. The history of this poem starts with the life of Emily who grew up in a Puritan society in which women were born primarily to be housewives (Nair and Muralikrishnan, 2018). She was strong enough to reject the social concords and criticized the Puritan belief through her writing. This poem entitled *She Rose to His Requirement Dropt* pictured how the women in the nineteenth century sacrificed their marriage choice.

One of the ways that men exert power over women is through marriage. As a result, Dickinson expressed her reservations about marriage, childbirth, and the numerous duties allotted to women in nineteenth-century America. She was

strong enough to resist Puritanism's austerity and her religious family's norms. Her poetry are known for their feminist and social issues.

"She rose to His Requirement – dropt" is a feminist poem that depicts the fate of nineteenth-century Puritan women. She demonstrates how a woman makes a life-altering decision to marry. The poem's first few lines focus on the plight of regular women who play typical housewife roles. Women's silent fate can be contrasted with men's vibrant life. Women are expected to be obedient in society, and they must satisfy the needs of men.

#### **3.1.2.1 Explication**

The literary devices in this poem consist of the important elements such as theme, rhyme and tone. The theme of this poem is *the story of girls that have proposed marriage* and it is about the experience of the girls that were proposed by the men to become wife. The other important element is rhyme, this poem has an *abcb pattern* that is called rhyme scheme. Rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. The second and fourth line have the same ending sounds, thus they are called rhymes. The next element is tone, the tone in this poem is sarcasm because of the suggestion that girls become nobler than girls before marriage.

Emily Dickinson tried to put herself in the new life of becoming a wife. She wrote that all women that get married will meet the man's requirement. She wrote this poem to show her awareness about the status of a woman that already married, because she got the isolation's experience and man dominates that motivated her to convey the message through the poem.

Dickinson tells through the poem entitled *She Rose to His Requirement Dropt* about the woman's life will be changed after they get married.

The word *She* in the sentence *She rose to his requirement dropt* refers to the women that were proposed by men to become wife and the word *rose* as a noun means flower with a sweet smell that is linked as women. On the other hand the word *refers* to the husband. Thus, the other meaning of the line *she rose to his requirement dropt* describe the women that become wife is to meet the husband's requirement that must be obeyed by his wife.

The word *playthings* as a noun means person or thing that you treat like a toy, without really caring about it or them (Oxford Dictionary). Thus, the meaning from the sentence *the playthings of her life* is when the girls become wife, she must stop all of the things that do before marriage.

The word *honorable* as an adjective means deserving or showing honor or title given to certain high, official, etc. The other meaning from the sentence *to take the honorable work* is the woman that becomes wife and manages their household is better working that woman do than they get a job from the outside of their house.

The word *missed* as a noun means failure to hit, reach or catch. On the other hand as a verb means fail to hit, reach, catch, see, hear or notice. While the word *amplitude* as a noun means (physic) greatest distance that a wave, especially sound or radio wave, vibrates (move up and down). The other word *awe* as a noun means respect and fear. Thus the sentence *if ought she missed her new day-of amplitude or awe* refers to the life change of women that

relatively relaxed unmarried girl to the married woman with the responsibilities of household.

The word *prospective* as an adjective means wanting or likely to be or do, while the word *gold* as a noun means yellow precious metal. Thus the meaning of the sentence *or first prospective or the gold* is the dreams of a woman that faded of the time because the woman must be taking care of her household, thus they just allow the dreams gone.

In the next sentence, there is word *lay* as a verb means put in a particular position, but as the adjective means not having expert knowledge of a particular subject. The word *sea* as a noun means salt water that covers most of the earth's surface. The next word is *pearl* as a noun means small hard shiny while jewel that inside an oyster, while the word *weed* as a noun means wild plant growing where it is not wanted, but as the verb means remove weeds from the ground. On the other hand, the sentence *it lays unmentioned as the sea* means the marriage's journey that has negative and positive through their life.

The word *fathoms* as a noun means measurement of the depth of water, while as the verb means understand fully. The other word is *abide* as a verb means to tolerate by keeping or obeying a law. Thus, the sentence *the fathoms they abide* means how deep the couple passes their marriage life.

Thus, this poem talks about the woman who is getting married and has proposed to marriage. Getting married means that she will meet all of the husband's requirements and she will through the negative and positive things from the marriage life.



### 3.1.2.2 The imagery in “*She Rose to His Requirement Dropt*” poem

The kinds of imagery that are found in these poems are visual imagery, organic imagery, and auditory imagery. The first is visual imagery that invites the reader to know what the writer has seen although the reader cannot see it directly. The examples of “*She Rose to His Requirement Dropt by Emily Dickinson*” are (1) *she rose to his requirement dropt* (L.1) and the words that show visual imagery are *She* and *Rose*, (2) *of woman and of wife* (L.4) and the words *woman* and *wife* here as the visual imagery, (3) *or first prospective or the gold* (L.7), the word *gold* is the visual imagery of this line, (4) *it lay unmentioned as the sea*, the word *sea* is the visual imagery in the ninth line, (5) the last line that shows visual imagery are *pearl* and *weed* in the tenth line *develop pearl and weed*.

Second, auditory imagery is the image that relates to the sound and something that can be heard. The examples of “*She Rose to His Requirement Dropt by Emily Dickinson*” are *of amplitude or awe* (L.6) and the word that shows auditory imagery is *amplitude*.

Third, organic imagery is the image that relates to the internal sensation. The examples of “*She Rose to His Requirement Dropt by Emily Dickinson*” are (1) the word *honorable* is the organic imagery from the sentence *to take the honorable work* (L.3) (2) *if ought she missed in her new day* (L.5), the word *missed* is the organic imagery from this line, (3) *but only to himself be known* (L.11), the word *known* is the organic imagery, (4) the last is the word *fathoms* (L.12) is the organic imagery from the line *the fathoms they abide*.

### 3.1.2.3 Feminism Perspective in *She rose to his requirement dropt*

The feminism that presented by the imageries in this poem is *ecofeminism*. The words *rose*, *sea*, *pearl* and *weed* are categorized as visual imagery that relates to nature. *Eco-feminism* emphasizes the woman that is associated with nature that is suitable with the content of this poem.

The poem *She Rose to His Requirement Dropt* used the word that shows about nature. The word *rose* in the sentence *she rose to his requirement dropt* define a young girl that has been proposed by the men. The other word is *sea* that is an illustration from the journey of the married woman that will pass with her husband. On the other hand, the word *pearl* and *weed* are the positive and negative things that will be in their marriage life. Therefore, the content of this poem is a women-nature connection that refers to eco-feminism.

There are negative and positive cases of feminism that are presented by the imagery. The negative case is when women are pictured as a *weed* they may consider as the useless human in their household. On the other side, women are pictured as a *pearl* because they are the important one of their household.

## 3.2 The Analysis of Maya Angelou's Selected Poems

The researcher chose two poems of Maya Angelou that relate to this research. Both of the poems tell about the discrimination toward African American especially toward black woman. The imagery of women will be discussed through these poems. This analysis starts with the biography of Maya Angelou.

Marguerite Annie Johnson who was born on April 4, 1928 in St. Louis Missouri was given the nickname Maya by her elder brother, Bailey Jr. who had been calling her 'My' or 'Mine.' Bailey Johnson worked as a doorman and naval nutritionist, while Vivian Baxter Johnson worked as a card dealer, boarding house proprietor, and registered nurse. The Johnsons moved to Long Beach, California, with their two children shortly after their daughter was born. Maya and Bailey Jr. were sent to live with their paternal grandmother, Annie Henderson, who owned and managed a general shop in the small town of Stamps, Arkansas, three years later, following the collapse of their parents' marriage.

Maya and her brother left Stamps in the mid-1930s when they were seven years old to live with their mother in St. Louis, where she had returned shortly after her divorce. Maya was raped by her mother's lover a few months after they arrived. The crime was quickly found, and Maya was forced to testify when the perpetrator was brought to trial. Several days later, her assailant was discovered beaten to death in an alley, the victim of some of Maya's uncles' rage. Maya decided to quit speaking in public after being shocked by the apparent link between her statements during the trial and the death of a man. Finally, she and her brother were returned to Annie Henderson in Stamps a few months after the trial.

Angelou kept her silence for the next five years, immersing herself in literature and absorbing the power of language in its written, spoken, and sung forms. Bertha Flowers, dubbed "the aristocrat of black Stamps" by Angelou, was a local woman who took an interest in the girl's literary preoccupations and encouraged her to read. Along with a lifelong passion for the Bible and the works

of black poets, Angelou grew to appreciate the works of William Shakespeare, Edgar Allan Poe, Matthew Arnold, and Charles Dickens. She had resumed speaking by the time she graduated from eighth grade in 1940, and had become known throughout the black community as a brilliant and intelligent child. She eventually ascribed her amazing capacity to listen closely, retaining every inflection and detail of the words she heard, to her self-imposed muteness.

Maya Angelou is an expert at analyzing words for use in her writings, and the rest of the world is aware of her brilliance. Angelou was able to write her life story because of the help she received from her friends and family. I know why *caged birds are caged* is one of her successful works that narrates the tale of her life (1970). The book tells the account of Angelou's life journey since she was 16 years old. Angelou penned her second autobiography, assembled together in my name, when her son was born (1974). Angelou's experience as a single mom is chronicled in this book.

Angelou has won numerous honors for her work. In 1976, the ladies' home magazine honored her woman of the year in communication, and in 1983, the ladies' 23 home journal named her one of the 100 most influential women. Angelou also lectured in a number of American colleges and universities, including UCLA, the University of Kansas, Wichita State University, and California State University in Sacramento.

### **3.2.1 *Still I Rise***

You may write me down in history  
With your bitter, twisted lies,  
You may trod me in the very dirt

But still, like dust, I'll rise.  
Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.  
Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise  
Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops,  
Weakened by my soulful cries?  
Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own backyard.  
You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.  
Does my sexiness upset now?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?  
Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm black ocean, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear

I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.

The history of this poem comes from the experience of the poem author, Marguerite Ann Johnson or Maya Angelou. She is also the poet who has been called "America's most visible black female autobiographer" and she was active in the Civil Rights movement. Some poems of Maya Angelou's become inspirations for the feminist and feminism movement. Maya Angelou wrote poetry on African-American segregation and injustice in the US and some of her works speak on race and prejudice. Maya Angelou is one of the women writers that use the philosophy of feminism in her writing. Maya expresses in her poems about the woman during racial discrimination, segregation and male dominance.

Still I Rise is one of best known poems that was published in 1978. This poem told about how the black woman got oppression and discrimination. Angelou also wrote how black people, especially black women struggle to live around the whites that have bad thinking about black people. This poem clearly demonstrates while erasing African Americans' social inferiority that no matter what the constitution or the level of injustice, there will always be those who will 'rise' up from these tyrannies and evolve and change the nature and course of society for the better; something Maya Angelou accomplished during her lifetime.

### 3.2.1.1 Explication

The poem has some literary devices such as theme, rhyme and tone. The first is about theme, the theme of this poem is about *the discrimination toward black woman* and how black people survive their life living among white people. The other literary device of the theme is rhyme, this poem used an *abcb* pattern that rhyme scheme. The other important literary device is tone that is used in this is defiant, angry and protective toward black people.

*Still I Rise* is the one of well-known poems by Maya Angelou that she wrote in her poetry book. She made the poem entitled *Still I Rise* become the representation of the African American's voice, she tried to convey her empathy and protest about African American slaves in the eighteen century. Thus, that is why Angelou gave the strong word in the every detail lines of her poem (Arthami, 2017).

The word *you* used by Maya to express her discriminate feeling toward white people, because Maya is one of black women living among white people (Rahmawati, 2011). The word *history* as a noun means study of past events (Oxford dictionary), while the word *bitter* as an adjective means having a sharp unpleasant taste, not sweet and as a noun, bitter means type of dark beer that is popular in Britain. Therefore, the other meaning of first and second line is the discrimination toward black woman through writing because white people consider that the black people as minority.

The word *trod* (tread) as a verb means put your foot down while stepping or walking and as a noun means the way somebody walks or the sound someone makes when they walk. Thus, the meaning of the third line is

Maya feels that black people placed at the lowest position that is described under the dirty foot.

The word *dust* as a noun means time just before night and as a verb means clean furniture by removing dust from surfaces with cloth. The word *still* as adverb means up to know or the time mentioned and not finishing, while as adjective means not moving, calm and quiet and as noun means photograph of a scene from a film. On the other side, the word *rise* as a verb means come or go upwards and as a noun means increase in a number, amount or level. Thus, the meaning of the fourth line is never give up to rise and become better although white people are underestimated toward black people that become minority.

The word *upset* as a verb means make somebody feel worried while as an adjective means unhappy or disappointed because something unpleasant has happened and as a noun means a situation in which there are unexpected problems or difficulties. The word *beset* as a verb means trouble somebody or something constantly by problems. On the other hand, the word *gloom* as a noun means feeling of being sad and without hope. Thus, the meaning of the fifth and sixth line is Maya gives the question that is related to the rise of black people and hatred by white people, because they feel disturbed to see black woman success.

The word *well* as a noun means deep hole in the ground from which people obtain water, while as a verb means rise to the surface of something and start to flow. The word *pump* as a noun means machine for liquid, gas, or air into, out of or through something and as a verb means force air, gas or



liquid to flow in a particular direction. Thus, the meaning of the seventh and eighth line is about the success of black people because they have the strength to survive all of the problems that they are faced with.

The word *tide* as a noun means regular rise and fall in the level of the sea or flow of water that happens as the sea rises and falls and as a verb means help somebody through a difficult period by providing what they need. The meaning of the ninth until twelfth line is that everything will be changed like the sun and moon that do not always shine as usual. Thus, black people believe that they will not always be in the lowest place and they will rise with all of the effort that they do.

The word *bow* as a verb means bend your head or the upper part of your body forward as a sign of respect or as a greeting, while as a noun means act of bending your head or body forward as a sign of respect or as a greeting. The word *weak* as an adjective means not physically strong, while *weaken* as a verb means become or make somebody or something weak. The word *soulful* as an adjective means showing deep feeling. Therefore, the meaning of the thirteenth until sixtieth line refers to the white people that want to see the black people just obey the rule of them without any resistance.

The word *haughtiness* as a noun means to pull something or somebody with a lot of effort and the word *offend* as a verb means upset or insult somebody. The word *awful* as an adjective means very bad or unpleasant. The words above represent the meaning of the seventieth until twentieth line that tells about the other disturbed thing to the white people

when they see black people get the pride because white people feel that black people are not suitable to receive it.

The word *sexiness* as a noun means unfair treatment of people or especially women because of their sex. The word *thigh* as a noun means part of the human leg between the knee and the hip. The other meaning of twentieth one until twentieth eight line is about the extraordinary confidence of black people although they are oppressed by society.

The word *hut* as a noun means small roughly-built house or shelter. Thus, the meaning of twentieth nine until thirtieth two is black people will change the history about no one especially white people can beat black people through their hatred words and black people will bounce as high as possible.

The word *ocean* as a noun means one of the very large areas of sea on the earth's surface, while the word *leap* as a noun means long or high jump and as a verb means jump high or a long way. The word *well* as an adjective means in good health, while as an adverb means in a good, right or satisfactory way. The word *swelling* as a noun means swollen place on the body. The word *ancestors* as a noun means person in your family who lived a long time ago. The word *slave* as a noun means person who is legally owned by and forced to work for another, while as a verb means work very hard. Thus these lines tell about how the effort of black people to erase the history of discrimination, terror, and fear that white people did. Black people try to raise the bright future with the aim to erase the hatred and pain in the past.

### 3.2.1.2 The imagery in “*Still I Rise*” poem

The first, kinesthetic imagery is the image that is related to the movement. It means that the author evokes the reader to feel the movement inside the poem. The example of “*Still I Rise by Maya Angelou*” are the word *write down* and *you* in the sentence *you may write me down in history* (L.1), the word *rise* in the sentence *but still, like dust, I’ll rise* (L.4), the word *walk* in the sentence *‘cause I walk like I’ve got oil wells* (L.7), the word *pumping* from the sentence *pumping in my living room* (L.8) the word *bowed* from the sentence *bowed head and lower eyes* (L.14), the word *leaving* in the sentence *leaving behind nights of terror and fear* (L.35).

Second, visual imagery is the image that evokes the reader to see what the author see. The examples of “*Still I Rise by Maya Angelou*” are the word *dirt* from the sentence *you may trod me in the very dirt* (L.3), the word *dust* from the sentence *but still, like dust, I’ll rise* (L.4), the word *oil* in the sentence *‘cause I walk like I’ve got oil wells* (L.7), the word *living room* in the sentence *pumping in my living room* (L.8), the word *moon* and *sun* from the sentence *just like moons and like suns* (L.9), the word *tides* from the sentence *with the certainty of tides* (L.10), the word *high* in the sentence *just like springing high* (L.11), the word *see* in the sentence *did you want to see me broken?* (L.13), the word *head* and *eyes* from the sentence *bowed head and lowered eyes* (L.14), the words *shoulders*, *falling down* and *teardrops* in the sentence *shoulders falling down like teardrops* (L.15), the word *haughtiness* in the sentence *does my haughtiness offend you?* (L.17), the word *awful* from the sentence *don’t you take it awful hard* (L.18), the word *laugh*

and *gold* in form the sentence *'cause I laugh like I've got gold mines* (L.19), the words *backyard* in the sentence *digging in my own backyard* (L.20), the words *cut* and *eyes* from the sentence *you may cut me with your eyes* (L.22), the word *kill* from the sentence *you may kill me with your hatefulness* (L.23), the word *upset* in the sentence *does my sexiness upset now?* (L.25), the words *come* and *surprise* in the sentence *does it come as a surprise?* (L.26), the words *dance* and *diamonds* from the sentence *that I dance like I've got diamonds* (L.27), the words *meeting* in the sentence *at the meeting off my thighs?* (L.28), the words *black*, *ocean* and *wide* from the sentence *I'm black ocean, leaping and wide* (L.33), the words *welling* and *swelling* in the sentence *welling and swelling I bear in the tide* (L.34), the words *behind*, *nights*, *terror* and *fear* from the sentence *leaving behind nights of terror and fear* (L.35), the words *gifts* and *ancestors* in the sentence *bringing the gifts that my ancestors gave* (L.39), the word *slave* from the sentence *I'm the dream and the hope of the slave* (L.40).

Third, organic imagery is the image that relates to the internal sensation. The examples of ***“Still I Rise by Maya Angelou”*** are the word *history* in the sentence *you may write me down in history* (L.1), the word *upset* in the sentence *does my sassiness upset you?* (L.5), the words *beset* and *gloom* in the sentence *why is you beset with gloom?* (L.6), the word *hopes* from the sentence *just like hopes springing high* (L.11), the word *falling down* from the sentence *shoulders falling down like teardrops* (L.15), the word *weakened* in the sentence *weakened by my soulful cries* (L.16), the word *offend* in the sentence *does my haughtiness offend you?* (L.17), the word

*awful* in the sentence *don't you take it awful hard* (L.18), the word *shoot* from the sentence *you may shoot me with your words* (L.21), the word *cut* from the sentence *you may cut me with your eyes* (L.22), the words *kill* and *hatefulness* in the sentence *you may kill me with your hatefulnes* (L.23), the word *air* from the sentence *but still, like air, I'll rise* (L.24), the word *sexiness* in the sentence *does my sexiness upset now?* (L.25), the word *pain* from the sentence *up from a past that's rooted in pain* (L.31), the words *terror* and *fear* in the sentence *leaving behind nights of terror and fear* (L.35), the word *wondrously* from the sentence *into a daybreak that's wondrously break* (L.37), the words *dream* and *hope* from the sentence *I am the dream and the hope of the slave* (L.40).

### **3.2.1.3 Feminism Perspective in *Still I Rise***

The first feminism that presented by the imageries in this poem is *Radical feminism* because this poem show the discrimination toward black woman that get bad attitude from white people. The words *you*, *fear* and *terror* as visual imagery is the expression of discrimination. The discrimination and oppression that experienced by black people especially black woman become one of characteristics of radical feminism. The cause of discrimination and oppression happened because black woman consider as a minority group. Thus, this poem related to the radical feminism that focuses of discrimination that make the woman's body become the object of oppression.

Second feminism that is used in this poem is *multicultural feminism* because of the different background of life between black women and white

women. The word *history* as organic imagery shows the background of life. This poem focuses on black women that get different oppression from white women and black women will get the oppression because of their skin color. Therefore, multicultural feminism is suitable with this poem that tells about the oppression of women.

Third feminism that is used in this poem is *Ecofeminism*. The words *moon, sun, backyard, air, and ocean* are categorized as visual imagery that relates to nature. This poem used some natural words to represent the feeling of woman, such as the word *air* that the author used to rise from all of the problems that she faced. Thus, eco-feminism is used in this poem because eco-feminism argues that women are associated with nature.

The positive case from this feminism that is presented by imagery is women can associate with nature because their feeling is natural. For example, women can picture a sun for their family because they are an important part of their family. While the negative side is the discrimination and the oppression toward woman especially black woman that consider as the minority group that lived in the middle of white skin.

### **3.2.2 Woman Work**

I've got the children to tend  
The clothes to mend  
The floor to mop  
The food to shop  
Then the chicken to fry  
The baby to dry

I got company to feed  
The garden to weed  
I've got shirts to press  
The tots to dress  
The can to be cut  
I gotta clean up this hut  
Then see about the sick  
And the cotton to pick.

Shine on me, sunshine  
Rain on me, rain  
Fall softly, dewdrops  
And cool my brow again.

Storm, blow me from here  
With your fiercest wind  
Let me float across the sky  
'Til I can rest again.

Fall gently, snowflakes  
Cover me with white  
Cold icy kisses and  
Let me rest tonight.

Sun, rain, curving sky  
Mountain, oceans, leaf and stone  
Star shine, moon glow  
You're all that I can call my own.

In terms of 1970s American literature, it was a true depiction of the time's social, political, economic, and cultural changes. It was all about self-discovery, largely through poetry written by women. Parallel to the rising investigation of

racism and feminism, interest in African-American writers and their works has grown. One of the popular poets of the decade is Maya Angelou who wrote about their lives as African Americans, as well as the difficulties they have faced as both.

Maya Angelou is an African-American poet who faced discrimination and tyranny in America as a black woman. Angelou expresses her feelings of love and happiness through her writing. Her dedication propels her to fame as a writer and activist. One of her poems, "Woman Work," describes her life experiences. The following lines will serve as a preface to our discussion of "*Woman Work*" because of the poem's feministic tone.

#### **3.2.2.1 Explication**

Theme has become the main idea of a poem, thus the theme is one of the important elements of a poem. The theme of this poem is about *the daily life of black woman*, the woman becomes busy with all of the household jobs. The next elements are rhymes that used in this poem is *aabbccdd* pattern that is called a rhyme scheme, while the tone of this poem is sad because this poem tells about the tired woman with her daily household.

Through the poem entitled *Woman Work*, she shows the discrimination toward African American in the United States. It is taken from Angelou's experience when she faced the insecurity and anxiety about her identity. Maya Angelou shows the difficult process to find her identity, because she experienced the discrimination and she cannot accept her identity. Angelou conveys the anger and sadness through this poem until she



finds the rightness and also realizes that her identity is better for her. Thus, Maya Angelou became strong and proud of her identity (Saraswati, 2014).

The word *tend* as a verb means to be likely to do something. The word *mend* as a verb means repair something damaged or broken so that it can be used again, while as a noun means recovering from an illness or injury. The word *mop* means tool for washing floors that has a long handle and a bunch of thick strings or cloth at the end. The other word is *shop* as a noun means part of a building where goods are sold. The word *fry* as a verb means cook something in hot fat or oil. The word *dry* as an adjective means not wet, while as a verb means become or make something dry. The word *feed* as verb means give food to somebody or something, while as a noun means meal for an animal or baby. The word *weed* as noun means wild plant growing where it is not wanted, while as a verb means remove weeds from the ground. The word *press* as a verb means pull something closely and firmly against something, while as a noun means (writers for) newspaper and magazine. The other word is *dress* as a noun means piece of women's clothing made in one piece that covers the body down to the legs, while as a verb means put clothes on yourself or somebody. The word *cut* as a verb means make an opening or wound in something with something sharp, while as a noun means wound caused by something sharp. The other word is *hut* as a noun means small roughly-built house or shelter. The word *sick* as an adjective means care for people in hospital, while as a noun means vomit or people who are ill. The word *pick* as a verb means choose something or somebody from a group of people or things, while as a noun means act of choosing something.

First stanza above tells about a list of household jobs that women do every day. From this stanza, there is no coma that means women do all of the jobs lonely and breathless. The short sentence in this poem means the woman does all of the jobs quickly. Therefore, women become the main component of the house that is responsible to run the house.

The word *sunshine* as a noun means light or heat of the sun. The other word *rain* as a noun means water that falls in drops from the clouds, while as a verb means fall as rain. The other meaning of the second stanza is the relaxation of women after doing a long list of household jobs and this becomes the important thing to women to refresh their mind to avoid the boredom and the relaxed atmosphere can be seen from the author that used coma to slow down.

The word *blow* as a verb means send out air from the mouth, and as a noun means hard hit with your hand or a weapon. The word *fiercest* as an adjective means angry or violent. The word *float* as a verb means (cause something to) stay on the surface of a liquid or up in the air, while as a noun means large vehicle especially one used in a procession. The word *rest* as a noun means the remaining part of something, while as a verb means relax, sleep or do nothing, not use a part of your body for some time. The meaning of third stanza above is about the woman want *wind* to *blow* from the entire bored job and she want to enjoy her day without any jobs again.

The word *icy* as an adjective means very cold. The other meaning of the fourth stanza is women imagine that the word *snowflakes* can give her coolness while she enjoys her rest after the tired jobs.

The word *curving* as a noun means line or surface that bends gradually, smoothly bending, while as a verb (cause to something to) move in a curve. This stanza refers to loneliness because the woman calls to the things that are not human.

### 3.2.2.2 The imagery in “*Woman Work*” poem

The first, visual imagery in “*Woman Work by Maya Angelou*” are the words *children* from the sentence *I’ve got the children to tend* (L.1), the words *clothes* from the sentence *The clothes to mend* (L.2), the words *floor* and *mop* from the sentence *The floor to mop* (L.3), the words *food* and *shop* in the sentence *The food to shop* (L.4), the words *chicken* and *fry* from the sentence *Then the chicken to fry* (L.5), the words *baby* and *dry* from the sentence *the baby to dry* (L.6), the words *feed* in the word *I got company to feed* (L.7), the words *garden* and *weed* in the sentence *The garden to weed* (L.8), the words *shirts* and *press* from the sentence *I’ve got the shirts to press* (L.9), the words *tots* and *dress* from the sentence *The tots to dress* (L.10), the words *can* and *cut* in the sentence *The can to be cut* (L.11), the words *clean* and *hut* from the sentence *I gotta clean up this hut* (L.12), the words *see* and *sick* in the word *Then see about the sick* (L.13), the words *cotton* in the sentence *And cotton to pick* (L.14), the words *shine* and *sunshine* from the sentence *Shine on me, sunshine* (L.15), the word *rain* in the sentence *Rain on me, rain* (L.16), the words *fall* and *dewdrops* in the sentence *fall softly, dewdrops* (L.17), the words *cool* and *brow* from the sentence *And cool my brow again* (L.18), the words *storm* and *blow* from the sentence *storm, blow me from here* (L.19), the word *fiercest* in the sentence *with your fiercest wind* (L.20), the words *float*

and *sky* from the sentence *Let me float across the sky* (L.21), the words *fall* and *snowflakes* in the sentence *fall gently, snowflakes* (L.23), the word *white* from the sentence *cover me with white* (L.24), the words *cold* and *icy* in the sentence *cold icy kisses and* (L.25), the word *tonight* in the sentence *Let me rest tonight* (L.26), the words *sun, rain, and sky* from the sentence *Sun, rain, curving sky* (L.27), the words *mountain, oceans, leaf and stone* from the sentence *mountain, oceans, leaf and stone* (L.28), the words *sun and moon* in the sentence *star shine, moon glow* (L.29).

Second, kinesthetic imagery in “*Woman Work by Maya Angelou*” are the words *tend* in the sentence *I’ve got the children to tend* (L.1), the *mend* from the sentence *the clothes to mend* (L.2), the word *fry* in the word *then the chicken to fry* (L.5), the word *dry* in the sentence *the baby to dry* (L.6), the word *feed* from the sentence *I got company to feed* (L.7), the word *press* in the sentence *I’ve got shirts to press* (L.9), the word *dress* in the sentence *The tots to dress* (L.10), the word *cut* from the sentence *The can to be cut* (L.11), the word *clean* from the sentence *I got to clean up this hut* (L.12), the word *pick* in the sentence *And the cotton to pick* (L.14), the word *Fall* in the sentence *Fall softly, dewdrops* (L.17), the words *storm* and *blow* from the sentence *Storm, blow me from here* (L.19), the word *float* in the sentence *Let me float across the sky* (L.21), the words *fall* and *gently* in the sentence *fall gently, snowflakes* (L.23).

Third, tactile imagery in “*Woman Work by Maya Angelou*” are the word *dry* in the sentence *The baby to dry* (L.6), the word *softly* from the sentence *Fall softly, dewdrops* (L.17), the word *cool* in the sentence *And cool*

*my brow again* (L.18), the word *gently* from the sentence *Fall gently, snowflakes* (L.23), the words *cold* and *icy* in the sentence *Cold icy kisses and* (L.25).

Fourth, organic imagery in “*Woman Work by Maya Angelou*” are the word *sick* in the sentence *Then see about the sick* (L.13), the word *shine* from the sentence *Shine on me, sunshine* (L.15), the word *cool* in the sentence *And cool my brow again* (L.18), the word *fiercest* in the sentence *With your fiercest wind* (L.20), the word *float* from the sentence *Let me float across the sky* (L.21), the word *gently* in the sentence *Fall gently, snowflakes* (L.23), the words *cold* and *icy* in the sentence *Cold icy kisses and* (L.25), the words *shine* and *glow* from the sentence *Star shine, moon glow* (L.29).

### 3.2.2.3 Feminism in *Woman Work*

The first feminism that is used in this poem is *Multicultural Feminism* because this poem also talks about the self-identity of women. This poem explained the process to find a woman's identity through many household jobs that must do every day. The woman tries to unite herself and the condition of the household that sometimes makes the woman sad and angry. Multicultural feminism also focuses on the woman that gets different oppression because the woman has different color skin that distinguishes white women. The most words that are used in *Woman Work* refers to multicultural feminism, because the sentence such as *The clothes to mend, The floor to mop, the food to shop* that categorized as visual imagery and kinesthetic imagery show the self-identity of women that they do everyday.

Second, feminism that used in this poem is *Eco-feminism* because some words in this poem used the word that categorized as visual imagery and kinesthetic imagery such as *garden, weed, rain, dewdrops, storm, wind, sun, sky*, etc related to nature. Thus, these words represent the women that experience the daily activity in their life.

From the explanation above, there is a positive side from this feminism perspective that is presented by imagery such as women can find their self-identity when they become wife because they can take the lesson from household jobs that they face as their daily activity. While the negative side is women must try to unite and manage themselves with all of the conditions of household jobs, because the condition of household jobs that they face everyday sometimes make them angry and sad.

### **3.3 The different imagery of Emily Dickinson's and Maya Angelou's poem**

First, the imagery that widely used in Emily Dickinson's selected poems entitled *I'm wife I've finished that* and *She rose to his requirement droptis* visual imagery that related to nature because most of words used to illustrate the image of women inside these poems. The visual imagery that found in these poems such as *looks, eclipse, earth, rose, wife, gold and others*. Thus, Emily used the words that invite the reader to feel what they have seen in these poems.

While the imagery that broadly used in Maya Angelou's selected poems entitled *Still I rise* and *Woman work* is organic imagery to illustrate the image of women through internal sensation words. The words that show organic imagery such as *honorable, missed, known, upset, beset, gloom and others*. Thus, Emily

Dickinson and Maya Angelou used different imagery inside their poems, although both of them talk the same topic about women.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter consists of two discussions, conclusion and suggestion. The conclusion is about the image of women in Emily Dickinson's and Maya Angelou's selected poems. Afterwards, the suggestion is about the expectation of the researcher about the thesis.

#### 4.1 Conclusion

After analyzing four poems of Emily Dickinson and Maya Angelou entitled *I'm wife I've finished that, She rose to his requirement dropt, Still I rise* and *Woman work*, the researcher concluded the imagery that used in portrayal of women in Emily Dickinson is visual imagery. The other way that used to present the imagery is through feminism perspective and this poem used eco feminism and Marxist feminism.

On the other hand, the researcher also concludes the imagery used in portrayal of women in Maya Angelou is organic imagery that she broadly used in her poem. On the other hand, the way that is used to present the imagery is feminism perspective and the feminism that is used in this poem is ecofeminism, radical feminism and multicultural feminism.

#### 4.2 Suggestion

The researcher suggests to the next researcher who will analyze the same topic and poems to complete the analysis of *The Imagery of women in Emily Dickinson's and Maya Angelou's selected poems*, because there are some



elements that need to be analyzed. For example analyze the historical author or analyze semiotic that author used in this poem.

Certainly, this research has much deficiency. Thus, the researcher supposes for further research to complete the deficiency of this research. Additionally, critics and suggestions are also accepted by the researcher as the improvement for the further researcher.

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## CURRICULUM VITAE



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