

**STYLISTIC IN MAYA ANGELOU'S
SELECTED POEMS**



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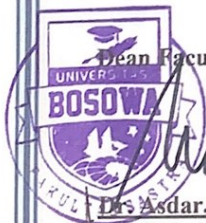


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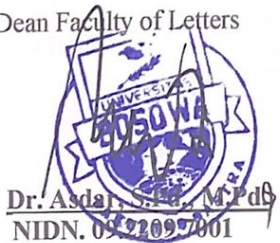
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STATEMENT OF ORIGINALITY

The writer hereby declares that the thesis entitled **STYLISTIC IN MAYA ANGELOU'S SELECTED POEMS** and the content of this thesis is my own work, not the result of plagiarism. Write's other opinions or findings included in this thesis are quoted or cited in accordance with ethical standards.

Makassar, 17 August 2022



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ABSTRACT

Nurul Ismah. 4518051008. "Stylistic in Maya Angelou's Selected Poems". English Language and Literature Program, Faculty of Letters, Bosowa University. (Supervised by Sudirman Maca and Andi Tenri Abeng).

This study aims to find out the language features used in Maya Angelou's selected poems and to figure out the meaning in Maya Angelou's selected poems through the use of language features.

In this study the writer used qualitative descriptive approach in which this study described all the data. The theory which was used in this thesis was Geoffrey Leech's theory to analyzed level of language. They are phonological level, grammatical level, lexical level and semantical level.

The results showed that there were four language level found in Maya Angelou's selected poems. The first was phonological level, which found in the poem were alliteration, assonance, consonance, and rhyme scheme. The second was grammatical level, the writer found the various tenses, there were simple present tense, simple present perfect tense and simple past tense to see the relation between tenses and the meaning of the poem. The third was Lexical level were nouns, verbs, adjectives and pronouns to see the choice of words that Maya Angelou used in her poem. The semantical level consisted to figurative language were simile, hyperbole, metaphor, and imagery. For the *Phenomenal Woman* poem, had a message for all women to conveyed that radiate your own beauty, without see the other woman beautiful standard and confidants to themselves. *Our Grandmothers* poem reveal that the woman avoided slaved and tell her children the worst that could happen, it was feeling injustice. *Mother, a Cradle to Hold Me* poem conveyed the mother love and speaker love to his mother and his afraid to lost his mother.

Keywords: Language, stylistic, phonological, grammatical, lexical, semantical, poem

ABSTRAK

Nurul Ismah. 4518051008. “Stylistic in Maya Angelou’s Selected Poems”. Program Bahasa dan Sastra Inggris, Fakultas Sastra. Universitas Bosowa. (Dibimbing oleh Sudirman Maca and Andi Tenri Abeng).

Penelitian ini bertujuan untuk mengetahui ciri bahasa yang digunakan dalam puisi pilihan Maya Angelou dan untuk mengetahui makna dalam puisi pilihan Maya Angelou melalui penggunaan ciri bahasa.

Dalam penelitian ini penulis menggunakan pendekatan deskriptif kualitatif dimana penelitian ini menggambarkan semua data. Teori yang digunakan dalam tesis ini adalah teori Geoffrey Leech untuk menganalisis tingkat bahasa. Mereka adalah tingkat fonologi, tingkat gramatikal, tingkat leksikal dan tingkat semantik.

Hasil penelitian menunjukkan bahwa terdapat empat tingkat bahasa yang ditemukan dalam puisi-puisi pilihan Maya Angelou. Pertama, tingkat fonologis, yang ditemukan dalam puisi adalah aliterasi, asonansi, konsonan, dan skema rima. Kedua adalah tata bahasa, penulis menemukan berbagai tenses, yaitu simple present tense, simple present perfect tense dan simple past tense untuk melihat hubungan antara tenses dan makna puisi. Ketiga, tingkat leksikal yaitu kata benda, kata kerja, kata sifat dan kata ganti untuk melihat pemilihan kata yang digunakan Maya Angelou dalam puisinya. Tingkatan semantik terdiri dari bahasa kiasan yaitu simile, hiperbola, metafora, dan citraan. Untuk puisi *Phenomenal Woman*, memiliki pesan untuk disampaikan kepada semua wanita yang agar memancarkan kecantikannya sendiri, tanpa melihat standar kecantikan wanita lain dan percaya diri pada dirinya sendiri. Puisi *Our Grandmothers* mengungkapkan bahwa wanita itu menghindari perbudakan dan memberi tahu anak-anaknya hal terburuk yang bisa terjadi, yaitu perasaan ketidakadilan. Puisi *Mother, a Cradle to Hold Me* menyampaikan cinta seorang ibu dan cinta pembicara kepada ibunya dan ketakutannya akan kehilangan ibunya.

Kata Kunci: Bahasa, Stilistika, fonologis, gramatikal, leksikal, semantik, puisi

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CHAPTER I

INTRODUCTION

This chapter consists of seven subchapters those were background, reason for choosing the title, problem of the research, scope of the research, question of the research, objective of the research and significance of the research.

A. Background

Literature is the result of human creation or work that can be poured through expressions of language as the medium. Literature represents a language of people, culture and tradition. Furthermore, literature represents “life” and “life” is in large measure of social reality, even though the natural world and the inner or subjective world of the individual had also been objects of literary imitation (Wellek and Warren, 1956: 56). Literary works can be studied from its style. Authors had their style of writing to convey particular meaning or interpretation to the reader. The study that aims to specifically examine the use of language and the style of language in literary works is stylistics.

Stylistics is one of the fields of linguistics that studies the style of language both in written and spoken language. In literary works, stylistics proves the beauty of the language used in literary works and explores creativity in the use of language and in understanding the text (literature) itself. Leech and Short (2007: 11) states that stylistics is simply defined as the study of language style. Stylistics studies style to explain something, and in general, literary stylistics aims to explain the relationship between language

and artistic function. According to Memon, et al (2021: 35) stylistics is a branch of linguistics that can be simply defined as a study of style in a text, and since style can be assumed in different ways, so there were several stylistic approaches to analyze a text. Stylistic studies show that there is a relationship between linguistics to literary works. One of the literary works that require a stylistic analysis is poetry.

Poetry is one of the creative forms in literature. It is an expression of heart voice and strong feeling that is written in beautiful stanza form and expressed with style and motion suitable with the content so that it is performed and listened beautifully. According to Sharma (2018: 1445) Poetry is a genre of literature. Poetry retains an artistic arrangement of different sounds and senses which create particular feelings, emotions and moods of the audience or readers. It reveals beauty, mystery, feeling, emotion, sentiment etc. through the artistic language colored with imagination.

One of the famous poets for his poetry full of emotions is Maya Angelou. This research conducted a study on Maya Angelou's literary work. Maya Angelou is a true master of her style, using different styles depending on the type of message that wants to convey. Maya Angelou is an American poet, storyteller, artist and one of the brightest women poets. Angelou wrote so many poems on various themes, such as love, poverty, hope, sadness, hope, and any others. Maya Angelou was productive in literary works and was active as a human rights association.

The selected poems that the writer chose were *Our Grandmothers* (1944), *Phenomenal Woman* (1995), *Mother, A Cradle to Hold Me* (2006). These poems describe the difficulties of her life, and won many awards. Maya Angelou also published a poem entitled "Phenomenal Woman" in 1978. In 1993 Maya Angelou was invited by President Bill Clinton in his first inauguration to read her poem entitled "On the Pulse of the Morning" and the work was awarded the Grammy Awards that same year. The poem was awarded the 1994 Grammy Award in the Best Poetry Reader category.

The writer analyzed Maya Angelou's selected poems through the language features to interpret the meaning of the poem. Therefore, this research used a specific study as theoretical backgrounds. Stylistic approach is used in this present study. Stylistic in this research aims to show the language features used in Maya Angelou's selected poems and find out how those features used to reveal the meaning of the poem. Therefore, interpreting the literary work and getting the meaning behind the text, stylistic analysis is needed.

B. Reason for Choosing The Title

Writer is interested in analyzing the poetry of Maya Angelou, because in her poems, Angelou expresses about the woman during racial discrimination, segregation, and male domination. Maya Angelou is recognized by the world as a person who is very good at making words and Angelou described the pain of injustice that occurred at that time.

Besides, some of Maya Angelou's poems also highlight the suffering that women experience in their lives. Through clear and impressive words, Maya Angelou can convey the pain experienced by women. However, a poet has his own style when writing poetry to distinguish himself from other poets. The use of style is also used by the poet to convey certain ideas to the reader. Sometimes the poet wants to convey the hidden meaning of some words or lines in the poem which can provide a different meaning to the poem when compared to its explicit meaning. Therefore, the writer wants to identify the language features used in Maya Angelou's selected poems to provide interpretation and observe the meaning of the poem.

C. Problem of The Research

Poetry as a literary work uses language as a medium to express meaning. For poets, a poem is a media to express their feelings based on the situation, condition, and imagination. Each author has their own style of language in making their work. Poets also use language features to make their works more beautiful and to give implicit meaning to their works. However, the use of this language feature sometimes makes the meaning of the poem not reach the reader. Therefore, a stylistic level analyzed is needed to find the meaning of the poem.

D. Scope of The Research

In doing this research, writer focused on language features in Maya Angelou's selected poems. The poems analyzed were *Our Grandmothers*

(1944), *Phenomenal Woman* (1995), *Mother, A Cradle to Hold Me* (2006).

The theory used in this research is Geoffrey Leech's theory in which the theory divides language into three levels of language. They were realization, form, and semantics. Realization is divided into phonology and graphology, form is divided into grammar and lexicon, and semantic is about meaning. However, this thesis only focused on the phonology, form and semantics.

E. Question of The Research

Based on the explanation describe above, it is necessary to formulated research questions as follows:

1. What are the language features used in Maya Angelou selected poems?
2. What are the differences meaning in Maya Angelou selected poems?

F. Objective of The Research

There were 2 objectives of the study that were analyzed in this research thoroughly, there is:

1. To find out the language features used in Maya Angelou's selected poems.
2. To find out the meaning in Maya Angelou's Selected poems through the use of language features.

G. Significance of The Research

There were some significance of the study. Thus, theoretical and practical values:

1. Theoretically, the results of this study were expected to have contributed to enrich the stylistic theory, especially regarding phonological, grammatical, lexical and semantic in literary research and also in understanding the theories of Geoffrey N. Leech in analyzing poetry using stylistic analyzed.
2. Practically, the result of this research is useful to enrich the understanding of people about stylistics especially phonological, grammatical, lexical and semantic. This stylistic study is expected to make it easier for readers of literary works, especially poetry, to understand the meaning that the author wants to convey through their stylistic style, especially in poems. Also this research can help the next writer to understand about the stylistic.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Previous studies were research that serves as a form of comparison of research to carry out with previous research that had existed. There were five studies by other researchers who have contributed to this research. These studies help writer generate ideas and provide a better understanding of the research topic.

Manurung, (2016) *A Stylistic Analysis of Allama Iqbal's Poem The Bird's Complaint*. This stylistic analysis was used to find language devices in the poem and to describe the language level realized in the poem. The method of this research was qualitative descriptive research. The finding of the analyzed shows that there were phonological devices and grammatical devices which were found in the poem 'The Bird's Complaint'. In phonological level, the phonological devices which were found in the poem were alliteration, assonance, consonance, rhyme scheme, and onomatopoeia. Grammatical level was divided into morphological and syntactical. On a morphological level, the researcher found that the poem contains suffixes and prefixes. In the syntactical level, the researcher found that the poet used simple sentences, complex sentences, compound sentences, phrases, and exclamation sentences in creating the poem.

Batool, et al., (2016) *Stylistic Analysis of William Wordsworth's Poem 'Daffodils'*. The researcher uses graphological, morphological and semantic

levels in analyzing this poem to find the meaning that the poet wants to convey. Through this analyzed the researcher wants to explore how the social and cultural background of a poet affects the usage of Nature in the poetry. The researcher explored how the use of figurative speech enhances the impact of the poetry in the reader's mind. The results of this study reveal that in this poem the choice of words by Wordsworth have made the readers feel like they were there, watching the lilies swing their heads and dance with joy. The readers can seeing ten thousand flowers line the bay with shimmer waves. Imagery and metaphors have made this poem simple but great poetry.

Sharma, (2018) *A Stylistic Analysis of Tennyson's Poem 'The Eagle'*.

This study aims to determine the stylistic devices that the poet had used to enhance his message. This study uses a level of stylistic analyzed, namely graphological level, phonological level, morphological level, lexical level, syntactic level and semantic level. The results of this study, explicitly, the poem was about the eagle and its power, cruelty and dominance over ordinary creatures. Implicitly, the poem may be about a strong, prosperous and dominating nation or person in the world. This poem sounds perfect from a stylistic point of view.

Putri, (2018) *Stylistic Analysis of The Poem During Wind and Rain by Thomas Hardy*. This study uses an analyzed of 4 aspects, namely graphological levels, phonological levels, morphological levels and lexico-syntactical levels. This analyzed aims to reveal the meaning of poetry. From the results of this study, Hardy wants readers to feel the emotions he has for

the poem. He wants the reader to feel what if he who was enjoyed the beauty that was in life has to be carried away by death quickly. In addition, the rhyme that the researchers found strengthens the tone of the poem that talks about joy and loss. Hardy also uses some figurative language to amplify the feeling of the poem.

Krismarini, (2020) *Stylistic Analysis of Maya Angelou's When Great Trees Fall*. This research was conducted to reach two purposes. First, this research aimed to analyze the linguistic features used in Angelou's "When Great Trees Fall". Second, it aimed to analyze the use of linguistic features to portray the meanings of the poem. The research used a stylistic approach to analyze the poem and used purposeful sampling to collect the data. In reaching the purpose of the study, this research analyzed the data through four linguistic levels in stylistics: phonology, graphology, syntax, and semantics or lexis. Angelou tried to show the life of Afro American through the poem. Angelou showed the grief of the people due to the loss of their hero. Angelou also showed the oppression of being an Afro living in America. On the other hand also showed the sincerity of the Afro American in facing the struggles.

Max, (2020) *Stylistic Analysis on Roald Dahl's Poem Television*. This study aims to find the meaning that Road Dahl wants to convey in his poem entitled Television and uses qualitative methods. The results of this study prove that language which was arranged in certain ways to show the poet's intention and reason for making poetry which is usually hidden. Stylistic analyzed provides empirical evidence to confirm the after-reading effect of

poetry that was usually acquired by the reader's intuition (e.g. emotional sensation).

Imran, et al., (2021) *Stylistic Analysis of the Poem A Dream Within A Dream by Edgar Allan Poe*. This research was analyzed on pragmatic level, morphological level and phonological level and its components. This study aims to reveal the literal aspect and understand artistically made poetic expressions. In this poem, the researcher finds that the poet uses symbols and personifications to show the brutality of nature and tell how humans were helpless in front of it. Demonstrated understanding of different stylistic devices completes the explanation of poetry for themes, views, images of the materialistic world, and lack of power being human.

Kulsum, et al., (2021) *Stylistic Analysis on Walter Savage Landor's Acon and Rhodope; Or, Inconstantly*. This study uses a descriptive method and aims to determine the types of imagery functions and to mention examples of archaic word functions found in poetry and also describes examples and functions of ancient words found in poetry. From the results of this study found 174 words or expressions found in poetry which were divided into seven types of imagery such as: visual, auditory, gustatory, olfactory, tactile, thermal, and kinesthesia and there were 95 ancient words found in poetry to improve aesthetics, to find out social life, customs, belief systems and generally the richness of culture when it emerged, and to make the language old and solemn.

Saputra and Abida, (2021) *Stylistic Analysis of The Poem On Old Man's Winter Night by Robert Frost*. This study used a descriptive qualitative method. This study utilizes stylistic analyzed to understand poetry with various poetic devices. The results of this study indicate that Frost uses various stylistic elements to emphasize his point, including alliteration, assonance, tone, modulation, denotation, connotation, metaphor, personification, symbolism, and simile. The poem was written in iambic pentameter, with eleven different rhymes and twenty eight lines crammed into a single stanza. Because there is only one stanza, the analyzed began by arranging lines into sentences. The sequence of tones remains stagnant throughout the poem; lonely, confused, and chilly, which defines the elderly man's feelings throughout the poem. The sounds "d" and "s" are frequently repeated in the poem.

The meaning of this poem was that television brings negative consequences for growing children and parents must replace television with books that give more positive influence on children. The power in Dahl Television was the tone speaking voice. Anger, anxiety, and sarcastic undertones in talk about television are preceded by the use of negative connotations, hyperbole, capital letters, and rhetorical questions. Once the reader was emotionally involved with the poem, the message will easily be received.

Ardhani, (2020) *Stylistic Analysis on William Blake's The Little Boy Lost*. This study aims to find out how the level of language in the poem was

used and interpret the poem. The researcher used the data population method in analyzing poetry. The results of this study, that was, at the phonological level, Blake uses repetition in alliteration, assonance, and consonant in the same words to emphasize that the words are very prominent. while at the graphological level, the comma in the last line of stanza 1 was very important. At the lexical level, the poet uses metaphor and symbolism to create a sense of innocence. At the syntactic level, there was a change of tenses and repetition of words. In short, this research reveals that the meaning of the poem was about the human soul losing its grip on life, and having to face the difficulties of life on their own, without a person who can lead them to get out of their predicament.

Based on the previous studies above, graphology and phonology are used most in research to analyze stylistics in literary works. The writer did not repeat previous research, although the research that conducted was about stylistics, the theory used by the writer was Geoffrey Leech's theory and for the object, the writer chooses a different Maya Angelou poem as the object of this research.

B. Stylistic

Stylistics is an applied linguistics subject focused with the study of language styles and practices that are supposed to generate an expressive literary style (Saputra and Abida 2021: 501). According to Leech and Short (2007: 11) Stylistics is the (linguistic) study of style, and is rarely undertaken for its own sake, simply as an exercise in describing what use is made of

language. They also said that the major aim of studying the stylistics is to explore the meanings and understand the linguistic features of the text. Stylistics deals with language style, either of literary or non-literary texts. It is mentioned that style is also related to a personality of a person. (Isti'anah, 2017: 85)

According to Simpson (2004: 3) to do stylistics is to explore language, more specifically, to explore creativity in language use. Doing stylistics there enriches our ways of thinking about language and, as observed, exploring language offers a substantial purchase on our understanding of (literary) texts. The usage of linguistic style should never be divorced from the construction of literary work. It is difficult for literary work to be created without the involvement or link of language style. As a result, the use of linguistic style in literature contributes to the aesthetic worth of literary works. Leech (1969: 37) divided the three main levels of language into Realization, Form, and Semantics.

Realization	Form	Semantics
Phonology	Grammar and	(Denotative or
Graphology	Lexicon	Cognitive) Meaning

Realization is divided into phonology and graphology, form is divided into grammar and lexicon, and semantic is about denotative and cognitive meaning. However, in this thesis, the writer just focused on the phonological level, form and semantic.

C. Phonological Level

Phonology is the study of how sounds are organized into systems and utilized in language, (Catford, 1994: 228). It represents the way how to pronounce a word that is in mind. Phonology concerned with the study of sound system of any given language. The way sounds are represented gave different meanings in a language. It deals with the recognized rules of pronunciation. Phonological devices comprise rhyme elements, consonance, alliteration, and assonance etc. (mahmood and Jamil, 2015: 48). Leech (1969: 89) state the phonological devices include:

1. Alliteration

Alliteration is the repetition of consonant sound in the initial position (Altenbernd and Lewis, 1969: 33).

The example: Sally sells sea shells by the sea shore.

2. Assonance

According to Altenbernd and Lewis (1969: 34) Assonance is the repetition of the vowel sound across words within the lines of the poem creating internal rhymes.

For Example: Hear the mellow wedding bells, Golden bells! (Bells – Edgar Allan Poe)

3. Consonance

According to Huhmann (2018: 233) consonance is the repetition of two or more consonants in a line. Consonants appear a lot at the end of the word, but sometimes in the middle of the word too.

For example: Wiwi likes her new bikes

4. Rhyme Scheme

Wales (2001: 346) state that rhyme is a kind of phonetic echo found in verse: more precisely ‘Phonemic matching’. Rhyme scheme is one of the most outstanding features of poetic language. It is the repetition of the final sound of different lines of a piece of poetry. In defining terminal rhyme schemes, it is used letter to indicate a sound that is repeated “abcd”.

For example:

Not from the stars do I my judgment pluck,
 And yet methinks I have astronomy,
 But not to tell of good or evil luck,
 Of plagues, of dearths, or season’s quality.

(Sonnet 14 – Shakespeare)

5. Reverse Rhyme

Reverse rhyme is the similar sound of the beginning consonant and the vowel which follow it (Leech, 1969: 89).

For example:

Kiss me one more time
 Please don’t go
 Day by day I wish you by my side
 Try, is all I ask of you

6. Para rhyme

Leech (1969:89) state that pararhyme is the sound of a consonant at the beginning of word and at the ending of word but with different vowels.

For Example:

Now is the globe shrunk tight

Round the mouse's dulled wintering heart.

Weasel and crow, as if molded in brass,

Move through an outer darkness

Not in their right minds,

(Snowdrop - Ted Hughes)

D. Grammatical Level

According to Fromkin (2000: 90) consecutive words forming a sentence is consistent with the rules of the grammar, the sentence is grammatical. Grammatical level includes grammar, parts of speech, clauses and phrases used in writing. It helps to find out subtitles of time, place, and about what is done, what is going to be and what was in the past. At a grammatical level, it can be seen that the intended meanings and foreshadowing meanings and events that the author wants to convey.

Grammatical concerned with the structure of the sentences. As stated by Fromkin (2000: 90) If the sequence of words forming a sentence is consistent with the rules of the grammar, the sentence is grammatical. In the english language, tensesis one of the most important elements in grammatical.

Tenses indicates the time of particular action. The writer analyzed the various tenses to see the relation between tenses and the meaning of the poem. The tenses analyzed line per line. The tenses that analyzed were simple present tense, simple present perfect tense and simple past tense.

1. Simple Present Tense

The most fundamental tense of a sentence is present, which is connected to the "real habitual" in the present and symbolized by an indication of time (Yule, 1998: 56). In general, the simple present tense represents facts (universal truth), recurring events, and actual happenings. Since the simple present tense refers to events that are currently occurring, time and frequency adjuncts like now, today, frequently, always, occasionally, and others are frequently used.

For example of simple present tense is "I eat breakfast every morning" (habitual), "The sun rises in the east" (general truth).

2. Simple Present Perfect Tense

The present perfect is employed when the speaker describes events that occurred in the past and present, according to Eastwood (1994: 86). To convey the impression that one event occurs before another, the present perfect tense is utilized. Present perfect is denoted by the auxiliary verb "have" and the past tense.

For example: Ismah has written articles on different topics.

3. Simple Past Tense

According to Yule (1998: 56), the past tense is employed to discuss previous acts, signifying past completion of those actions. In this study, two different past tenses will be examined. Simple past tense comes first. Events that began in the past and ended in the past are expressed using the simple past tense. When the second verb is combined with a temporal adverb like yesterday, last week, last year, etc., the simple past tense is expressed.

The example: Indri went to the campus yesterday.

E. Lexical Level

Lexicology is the vocabulary of a language. The lexical choice is related to linguistics which consists of all words used in languages that have grammatical meaning and function (Simpson, 2004: 5). Lexical are total amount of vocabulary items and use of words in a piece of text. Sharma (2018: 1446) state this relates to the level of "Lexis". Lexis is a vocabulary item that is used to form the language or body of known words and used by certain people. Yule (2010: 82) state lexical have some words class such as noun, verb, adjective, and pronoun.

1. Noun

According to Yule (2010: 82) noun is a word used to name the persons, objects, places, things, feelings, phenomena and abstract ideas such us Lecture, Indonesia, Pencil, moon, love etc. Nouns usually answer

the questions who or what. They are often preceded by "noun markers," the words a, an, and the.

For example: Who is she? She is a student. (Student is a noun)

2. **Verb**

Verb is a word that used for various types of actions or situations that involve people and things in events (Yule 2010: 82). According to Morley (2000: 33) verbs that may be said to express processes which can denote actions, record events, and refer to state and which relate to any point in time: past, perfect, future. So, if the sentences change from the present to past or from the past to present, the words which change are verbs.

For example: develop, destroy, educate, empower, encircle, etc.

3. **Adjective**

Yule (2010: 82) state that adjective is words used to modify a noun, to provide more information about the things referred to. Stern (2001: 7) state adjectives are words that modify the meaning of a noun, it means adjectives is a word used with a noun to describe out the person, animal, place, or thing which the noun names, or to tell the number or quantity.

For Example: Ismah lives in a beautiful house.

4. **Pronoun**

Pronoun is word used in place of noun phrase typically referring to people and things already known like she, herself, they, it, you. (Yule, 2010: 83).

For example: Mona talks to herself.

F. **Semantics Level**

Crystal (1991: 310) state that semantic is one of branches of linguistics devoted to the study of meaning in language. There is always focus on interpreting words conventionally. Wales (2011: 379) state that semantics is focused on studying the linguistic meaning of words and sentences, which is heavily influenced by its philosophy and logic in its history.

Semantics is the study of the real meaning or meaning, according to the definition given above. Numerous theories and ways of thinking have contributed to the meaning of those items. Every theory comes to the same conclusion: Every work had absolute meaning. In literary works, especially poetry, semantics occasionally employs associative meaning to enhance the beauty of the rhyme's meaning..

The formal study of semantics intersects with many other fields of inquiry, including lexicology, syntax, pragmatics, etymology and others. Independently, semantics is also a well define field in its own right, often with synthetic properties. In the philosophy of language, semantics and reference are closely connected. Further related fields include philology,

communication, and semiotics. The formal study of semantics can therefore be manifold and complex.

The Analyzed of this level observed the meaningful expression through the words or vocabularies in literary work. This analysis aims to know the meaning of the literary work through the written language. Figurative language is language that contains figures of speech that are used to portray ideas. There are some kinds of figurative language that discussed below.

1. Metaphor

Metaphor is the figurative speech, which compared one thing to another directly (Stockwell, 2002: 12). They may express A is B, differs from the simile only in that comparison is implied rather than explicit. It is to be read in the same way as a simile, but it is often more difficult to recognize since the comparison may be reduced to phrase or a single word. When the poet uses metaphor, he transfers the qualities and associations of one subject to another in order to make it more vivid in our mind. Dennis (1996: 63) stated, metaphor is a name or descriptive term that is transferred to some object different from, but analogous to, that to which is properly applicable.

For Example: Wiwi was born with a silver spoon in her mouth.

2. Personification

Kennedy (1983: 487) stated that personification is the attribution of a personal nature or character to inanimate objects or abstract notions, especially as a rhetorical figure.

For Example: The moon smile at me.

3. Hyperbole

Hyperbole is one kind of figure of speech which is very common and it is often found in daily life. Dennis (1996: 65) state that hyperbole is a figure of speech that had a statement containing exaggeration. Moreover, it is used to express strong feelings or produce strong impressions, and not intended to be understood literally. According to Reaske (1996: 34). Hyperbole is figure speech, which employs exaggeration. Hyperbole differs from exaggeration in that it is extreme. Sometimes it is used for comic purposes, but more often it is used seriously. Hyperbole can produce a very dramatic effect.

For Example: Elysa is more beautiful than the moon and stars

4. Metonymy

Batool, et al., (2016: 97) state metonymy is a figure of speech in which an important aspect or associated detail of an experience or object is used to represent the whole picture of that experience or object. This always represents a comparison between whole and part of it, not two different wholes. The comparison of the first three stanzas to the fourth and final stanza of the poem is the example of metonymy. A figure of speech in which one word or phrase is substituted for another with which it is closely associated such as (crown and royalty). Metonymy is also the rhetorical strategy of describing something indirectly by referring to things around it, as describing someone's clothing in order to characterize

the individual. For instance, the pen is mightier than the sword and her voice is full of money.

For Example: Next month, my boyfriend and I are headed to the altar.

5. Simile

A comparison of one thing with another is always explicit because the words “like” or as are used. (Dennis: 1996: 63).

For Example: Mauliah smelled like a rose

6. Synecdoche

Dennis (1996: 65) stated, synecdoche is a part is named but the whole is understood. The techniques of synecdoche use a part in order to signify the whole. Just as a caricaturist draws people in abbreviated terms, presenting a view of characteristics and important parts, so does the poet sometimes choose to present only the most essential part be used to represent the whole.

For Example: Ibnu really likes coke.

7. Imagery

Imagery is visual meaning, still common in Semiotic of a physical imitation of an object as in sculpture, painting, and masque. (Wales, 2011: 215).

For example:

Her **beauty** hangs upon the cheek of **night**

(Romeo and Juliet, W. Shakespeare

CHAPTER III

METHODOLOGY

This chapter focuses on discussing about Type of the Research, Source of Data, Technique of Collecting Data, and Method of Data Analysis.

A. Type of Research

In research, a method was essential to gain a valid significance. The writer employed qualitative research, where the information from data were portrayed efficiently, systematically and factually to realize an exact and truthful result. The validity in qualitative research focuses on the honesty of the discoveries in the research (Ary, et al., 2010: 498).

The writer used the research method because the data analyzed does not use statistical procedure. The method of this research was qualitative descriptive research. It means that the study merely describes something based on referential books. There was no manipulation of variables and no testing hypothesis. According to Isaac and Michael (1981: 46) descriptive research was used in the literal sense of describing situations or events and accumulates a database that was solely descriptive, it does not necessarily seek or explain relationships, test hypothesis or make predictions.

B. Source of Data

The research of data took from the American poet, Maya Angelou. Maya Angelou had many very beautiful and interesting poems to analyze. However, in this study, the writer limits the subject of the study only on three

of her selected poems which had a theme about women. They were *Our Grandmothers-119th lines* (1944), *Phenomenal Woman-60th lines* (1995), *Mother, A Cradle to Hold Me-84th lines* (2006). Phenomenal Woman was the poem that Maya reads the most on various occasions. This poem was featured in the box office film "Poetic Justice" by director John Singleton which was released in 1993. This study also focuses on the meaning and stylistic devices in Maya Angelou's selected poems.

C. Method of Collecting Data

The objects analyzed were selected poems from Maya Angelou.

1. Reading and understanding the selected poems by Maya Angelou.
2. Finding and identifying language features used in Maya Angelou's selected poems based on Geoffrey Leech theory which divided language into three levels of language. They were realization, form, and semantics. Realization is divided into phonology, form is divided into grammar and lexicon, and semantic is about meaning.
3. Classifying the data into their respective categories that writer examined based on Geoffrey Leech theory, namely: phonological, grammatical, lexical and semantic.

D. Method of Analyzing Data

The data collected, analyzed by using theory from Geoffrey Leech: realization, form, and semantics. Realization is divided into phonology, form is divided into grammar and lexicon, and semantic is about meaning. Those

language levels were analyzed to answer the two problem formulations in present study.

The language features analyzed by elaborating the four levels. At the phonological level, analyzed alliterations, assonance, consonance, rhyme, reverse rhyme, and pararhyme. After that grammatical level observed by looking at the tenses that were used in the poem. The lexical level, observed the noun, verb, adjectives, pronoun, adverb and preposition. Semantic level observed the figurative language.

Based on the language features figure out the meaning in Maya Angelou's selected poems. The data analyzed displayed in the form of tables and using descriptive qualitative method.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer focused on deciphered the finding and discussion. The writer displayed data based on the language features the writer had found from selected poems of Maya Angelou. The first discussion was about the language features that had been found and the second was finding out the meaning in Maya Angelou's Selected poems through the use of language features.

A. Finding

This part answered the stylistic features used by Maya Angelou's selected poems. The language features were analyzed based on theory of Geoffrey Leech that has been introduced in the previous chapter. The features were analyzed from phonological level, grammatical level, lexical level and semantic level.

1. Language Features

Language features was exposed the linguistic elements found in a text such as rhyme, lexical, grammatical, and figurative language. It would help the reader to interpret the message of the text through stylistic analyzed. The use of language features also help the readers aware of the process of analyzing the text consciously.

a. Phonological Level

This level analyzes the sound pattern used in Maya Angelou's selected poems. Phonology is the study of how sounds were

organized into systems and utilized in language, (Catford, 1994: 228). It represents the way how to pronounce a word that was in mind. Phonology concerned with the study of sound system of any given language. The way sounds were represented gave different meanings in a language. It deals with the recognized rules of pronunciation. Phonological devices comprised rhyme elements, consonance, alliteration, and assonance etc. (Mahmood and Jamil, 2015: 48) In this level, writer looked for alliteration, assonance, consonance, rhyme, reverse rhyme, and pararhyme.

1) Alliteration

Alliteration is the repetition of consonant sound in the initial position (Altenbernd and Lewis, 1969: 33). Added, according to Mahmood (2019:375) Alliteration was the repetition of consonant sounds in the same line and at the beginning of words of poetry. Alliteration used to emphasize particular feelings, to mirror the ideas or feeling that was described, and to enhance the beauty of writing. Alliteration that found in the poems were displayed below.

Table 1. Alliteration found in *Phenomenal Woman* (Datum 1-8)

No	Line	Text	Alliteration
1	1	Pretty <u>w</u> omen <u>w</u> onder <u>w</u> here my secret lies.	/w/
2	2	I'm not cute or built to <u>s</u> uit a fashion model's <u>s</u> ize	/s/
3	8	The <u>s</u> tride of my <u>s</u> tep,	/s/
4	19	<u>T</u> hen <u>t</u> hey swarm around me	/ð/

5	20	A <u>h</u> ive of <u>h</u> oney bees	/h/
6	34	<u>M</u> y inner <u>m</u> ystery	/m/
7	36	They <u>s</u> ay they <u>s</u> till can't <u>s</u> ee	/s/
8	39	The <u>s</u> un of my <u>s</u> mile	/s/

Datum 1

The word 'women', 'wonder', and 'where' in which all three of the words had the same consonant sound at the beginning of the words, it was /w/ sound. This repetition of consonant sound of /w/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 2

The words 'suit' and 'size' in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 3

The words 'stride' and 'step' in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 4

The words 'then' and 'they' in which both of the words had the same initial consonant sound /ð/. This repetition of consonant sound of /ð/ in

this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 5

The word 'hive' and 'honey' in which both of the words had the same consonant sound at the beginning of the words, it was /h/ sound. This repetition of consonant sound of /h/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 6

The word 'my' and 'mystery' in which both of the words had the same consonant sound at the beginning of the words, it was /m/ sound. This repetition of consonant sound of /m/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 7

the word 'say', 'still', and 'see' in which all three of the words had the same consonant sound at the beginning of the words, it was /s/ sound. This repetition of consonant sound of /s/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 8

The words 'sun' and 'smile' in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in

this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Table 2. Alliteration found in *Our Grandmothers* (Datum 9-35)

No	Line	Text	Alliteration
1	3	<u>w</u> ith the <u>w</u> hispers of leaves, and	/w/
2	4	<u>l</u> oud <u>l</u> onging of hounds and	/l/
3	7	She muttered, lifting <u>h</u> er <u>h</u> ead a nod toward	/h/
4	12	their young eyes canvassing <u>m</u> ornings of <u>m</u> adness	/m/
5	13	<u>M</u> omma, is <u>M</u> aster going to sell you	/m/
6	26	Unless you <u>m</u> atch <u>m</u> y heart and words	/m/
7	34	into the palms of <u>h</u> er chained <u>h</u> ands, she	/h/
8	35	<u>c</u> ried against <u>c</u> alamity	/k/
9	36	You have <u>t</u> ried <u>t</u> o destroy me	/t/
10	40	summarized into one <u>b</u> lack <u>b</u> ody	/b/
11	41	<u>f</u> alling <u>f</u> inally <u>f</u> rom the tree to her <u>f</u> et	/f/
12	45	Iniquity <u>h</u> as bound me to <u>h</u> is bed	/h/
13	46	yet, I <u>m</u> ust not be <u>m</u> oved	/m/
14	53	<u>f</u> it your tongue, <u>f</u> or	/f/
15	54	I have a certain <u>w</u> ay of being in this <u>w</u> orld	/w/
16	57	above the <u>h</u> eads of <u>h</u> er children	/h/
17	59	into <u>th</u> e confusions of <u>th</u> eir lives	/ð/
18	61	but <u>sh</u> e could not <u>sh</u> ield their growth	/ʃ/
19	68	When you <u>g</u> et, <u>g</u> ive	/g/
20	71	She <u>s</u> tood in midocean, <u>s</u> eeking dry land	/s/
21	75	On <u>th</u> e altar. And <u>th</u> ough	/ð/
22	76	clothed in the <u>f</u> inery of <u>f</u> aith	/f/

23	83	ones d are d eny me God, I go forth	/d/
24	88	The Holy Spirit upon my l eft l eads my	/l/
25	91	These momma faces, lemon-yellow, p lum- p urple	/p/
26	92	h oney-brown, h ave grimaced and twisted	/h/
27	94	S he is S heba the Sojourner	/s/

Datum 1

The words ‘with’ and ‘whispers’ in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 2

The words ‘loud’ and ‘longing’ in which both of the words had the same initial consonant sound /l/. This repetition of consonant sound of /l/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 3

The words ‘her’ and ‘head’ in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in this line was an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 4

The words ‘mornings’ and ‘madness’ in which both of the words had the same initial consonant sound /m/. This repetition of consonant sound of

/m/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 5

The word ‘**m**omma’ and ‘**m**aster’ in which both of the words had the same initial consonant sound /m/. This repetition of consonant sound of /m/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 6

The word ‘**m**atch’ and ‘**m**y’ in which both of the words had the same initial consonant sound /m/. This repetition of consonant sound of /m/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 7

The words ‘**h**er’ and ‘**h**ands’ in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 8

The words ‘**c**ried’ and ‘**c**alamity’ in which both of the words had the same initial consonant sound /k/. This repetition of consonant sound of /k/ in this line is an alliteration.

Datum 9

The words 'tried' and 'to' in which both of the words had the same initial consonant sound /t/. This repetition of consonant sound of /t/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 10

The words 'black' and 'body' in which both of the words had the same initial consonant sound /b/. This repetition of consonant sound of /b/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 11

The word 'falling', 'finally', 'from' and 'feet' in which all four of the words had the same consonant sound at the beginning of the words, it is /f/ sound. This repetition of consonant sound of /f/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 12

The words 'has' and 'his' in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 13

The words ‘**m**ust’ and ‘**m**oved’ in which both of the words had the same initial consonant sound /m/. This repetition of consonant sound of /m/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 14

The words ‘**f**it’ and ‘**f**or’ in which both of the words had the same initial consonant sound /f/. This repetition of consonant sound of /f/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 15

The words ‘**w**ay’ and ‘**w**orld’ in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 16

The words ‘**h**eads’ and ‘**h**ear’ in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 17

The words ‘**th**e’ and ‘**th**eir’ in which both of the words had the same initial consonant sound /ð/. This repetition of consonant sound of /ð/ in

this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 18

The word ‘she’ and ‘shield’ in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 19

The word ‘get’ and ‘give’ in which both of the words had the same initial consonant sound /g/. This repetition of consonant sound of /g/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 20

The words ‘stood’ and ‘seeking’ in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 21

The words ‘the’ and ‘though’ in which both of the words had the same initial consonant sound /ð/. This repetition of consonant sound of /ð/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 22

The words 'finery' and 'faith' in which both of the words had the same initial consonant sound /f/. This repetition of consonant sound of /f/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 23

The words 'dare' and 'deny' in which both of the words had the same initial consonant sound /d/. This repetition of consonant sound of /d/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 24

The words 'left' and 'leads' in which both of the words had the same initial consonant sound /l/. This repetition of consonant sound of /l/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 25

The word 'plum' and 'purple' in which both of the words had the same initial consonant sound /p/. This repetition of consonant sound of /p/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 26

The word 'honey' and 'have' in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in

this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 27

The word 'she' and 'sheba' in which both of the words had the same initial consonant sound /ʃ/. This repetition of consonant sound of /ʃ/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Table 3. Alliteration found in *Mother, a Cradle to Hold Me* (Datum 36-51)

No	Line	Text	Alliteration
1	16	W hich w as only you	/w/
2	12	D uring those early, d earest d ays	/d/
3	13	I d id not d ream that you had	/d/
4	14	A l arge l ife which included me	/l/
5	21	You s miled at my fears, s aying	/s/
6	24	And w here w ould I be?	/w/
7	27	W ithout w arning you left me	/w/
8	31	But r elief did not r est with me easily	/r/
9	39	You thought you w ere w atching me	/w/
10	50	So th at th e light could caress your face	/ð/
11	53	I w as blessed w ith a sense of health	/w/
12	56	the h eart of h appiness to me	/h/
13	62	C ondescendingly of c ourse	/k/
14	72	To know I have learned n early n othing	/n/
15	78	D iscard me like a broken d oll	/d/
16	81	You s till find s omething in me	/s/

Datum 1

The word 'which' and 'was' had the same sound at the beginning of the word. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 2

The word 'during', 'dearest', and 'days' in which all four of the words had the same consonant sound at the beginning of the words, it is /d/ sound. This repetition of consonant sound of /d/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 3

The word 'did' and 'dream' had the same consonant sound at the beginning of the word, it is /d/. This repetition of consonant sound of /d/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 4

The word 'large' and 'life' had the same consonant sound at the beginning of the word, it is /l/. This repetition of consonant sound of /l/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 5

The word 'smiled' and 'saying' in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 6

The word 'where' and 'would' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 7

The word 'without' and 'warning' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 8

The word 'relief' and 'rest' in which both of the words had the same initial consonant sound /r/. This repetition of consonant sound of /r/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 9

The word 'were' and 'watching' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in

this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 10

The word 'which' and 'was' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 11

The word 'was' and 'with' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 12

The word 'hearth' and 'happiness' in which both of the words had the same initial consonant sound /h/. This repetition of consonant sound of /h/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 13

The word 'condescendingly' and 'course' in which both of the words had the same initial consonant sound /k/. This repetition of consonant sound of /k/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 14

The word 'which' and 'was' in which both of the words had the same initial consonant sound /w/. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 15

The word 'nearly' and 'nothing' had the same sound at the beginning of the word. in which both of the words had the same initial consonant sound /n/. This repetition of consonant sound of /n/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

Datum 16

The word 'still' and 'something' in which both of the words had the same initial consonant sound /s/. This repetition of consonant sound of /s/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

2) Assonance

According to Altenbernd and Lewis (1969: 34) Assonance is the repetition of the vowel sound across words within the lines of the poem creating internal rhymes. Assonance that were found in the poems were displayed below.

Table 4. Assonance found in *Phenomenal Woman* (Datum 52-63)

No	Line	Text	Assonance
1	1	Pretty women wonder where my secret lies.	/ə/
2	3	But when I start to tell them	/e/
3	19	Then they swarm around me	/e/
4	22	It's the fire in my eyes	/aɪ/
5	21	The swing in my waist	/ɪ/
6	30	Men themselves have wondered	/ə/
7	39	The sun of my smile	/aɪ/
8	40	The ride of my breasts	/aɪ/
9	41	The grace of my style	/aɪ/
10	47	Just why my head's not bowed	/aɪ/
11	48	I don't shout or jump about	/aʊ/
12	53	It's in the click of my heels	/ɪ/

Datum 1

The word 'women', 'wonder', and 'where' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 2

The same vowel sound is found in the word 'when' and 'tell'. Both of the words had the vowel sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 3

The same vowel sound is found in the words 'then' and 'they'. Both of the words had the vowel sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 4

The words 'fire', 'my', and 'eyes' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' and 'eyes' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 5

The words 'swing', 'in', and 'waist' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 6

The words 'themselves' and 'wondered' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 7

The words 'my' and 'smile' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 8

The words 'ride' and 'my' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 9

The words 'my' and 'style' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel

sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 10

The words 'why' and 'my' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'why' and 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 11

The words 'shout' and 'about' in which all of the words had the same vowel sound, it is the sound /aʊ/. This repetition is an assonance of the vowel sound of /aʊ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 12

The words 'it's', 'in' and 'click' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Table 5. Assonance found in *Our Grandmothers* (Datum 64-99)

No	Line	Text	Assonance
1	1	She lay, sk <u>i</u> n down <u>i</u> n the mo <u>i</u> st dirt	/ɪ/
2	3	W <u>i</u> th the wh <u>i</u> sp <u>e</u> rs of leaves. And	/ɪ/
3	4	l <u>o</u> ud long <u>i</u> ng of h <u>o</u> und <u>s</u> and	/aʊ/
4	5	the r <u>a</u> ns <u>a</u> ck of hunter <u>s</u> cr <u>a</u> ckling the near	/æ/
5	7	She mut <u>te</u> red, lifting h <u>e</u> r head a nod toward	/ə/
6	10	She gather <u>e</u> d h <u>e</u> r babies	/ə/
7	14	fr <u>o</u> m us t <u>o</u> mor <u>o</u> w?	/ə/
8	24	w <u>i</u> ll be executed upon the k <u>i</u> ll <u>i</u> ng floor of	/ɪ/
9	29	<u>I</u> n Virg <u>i</u> nia tobacco fields	/ɪ/
10	30	lean <u>i</u> ng <u>i</u> nto the curve	/ɪ/
11	32	pian <u>o</u> s, along Arkansas r <u>o</u> ad <u>s</u>	/əʊ/
12	33	<u>i</u> n the red h <u>i</u> ll <u>s</u> of Georgia	/ɪ/
13	34	into th <u>e</u> palm <u>s</u> of h <u>e</u> r chained hands, she	/ə/
14	37	and though I per <u>i</u> sh d <u>a</u> ily	/ɪ/
15	41	falling finally from the t <u>r</u> ee to her f <u>e</u> et	/i:/
16	42	made her cr <u>y</u> each t <u>i</u> me into a new voice	/aɪ/
17	48	swirl <u>i</u> ng r <u>i</u> bb <u>o</u> ns <u>i</u> n the w <u>i</u> nd of h <u>i</u> st <u>o</u> ry	/ɪ/
18	49	n <u>i</u> gger, n <u>i</u> gger b <u>i</u> tch, heifer	/ɪ/
19	50	mamm <u>y</u> , propert <u>y</u> , creatur <u>e</u> , ap <u>e</u> , baboon	/i/
20	54	I have a certain way <u>o</u> f be <u>i</u> ng <u>i</u> n th <u>i</u> s world	/ɪ/
21	56	No angel str <u>e</u> tch <u>e</u> d prot <u>e</u> cting wings	/e/
22	62	from the gr <u>i</u> nd <u>i</u> ng blades of <u>i</u> gnorance, nor	/ɪ/
23	65	underground, <u>o</u> verland, in c <u>o</u> ach <u>e</u> s and	/əʊ/
24	77	wh <u>e</u> n she appeared at the t <u>e</u> mple door	/e/
25	79	Black Grandmother <u>e</u> r, Ent <u>e</u> r here	/ə/

26	85	The Div <u>i</u> ne upon my <u>r</u> ight	/aɪ/
27	86	imp <u>e</u> ls me to pull forev <u>e</u> r	/e/
28	89	feet w <u>i</u> thout ceas <u>i</u> ng <u>i</u> nto the camp of the	/ɪ/
29	92	honey-brown, have gr <u>i</u> maced and tw <u>i</u> sted	/ɪ/
30	99	bef <u>o</u> re the ab <u>o</u> rtion clinic	/ɔ:/
31	103	Ord <u>a</u> ined <u>i</u> n the pulp <u>i</u> t, shielded	/ɪ/
32	108	h <u>o</u> lding God in her thro <u>u</u> t	/əʊ/
33	112	ch <u>i</u> ldren to understand <u>i</u> ng	/ɪ/
34	114	she sings to her l <u>o</u> ves and bel <u>o</u> veds	/ʌv/
35	116	However I am perce <u>i</u> ved and dece <u>i</u> ved	/i:/
36	117	however my ign <u>o</u> rance and con <u>o</u> nceits	/ə/

Datum 1

The words 'lay', 'skin', and 'moist' in which all of the words had the same vowel sound, it is the sound /ɪ/. Although /y/ in 'lay' is a consonant, the vowel sound of the word remains /ɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 2

The same vowel sound is found in the word 'with' and 'whispers' in which both of words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 3

The words 'loud' and 'hounds'. Both of the words had the vowel sound /aʊ/. This repetition is an assonance of the vowel sound of /aʊ/ in this line creating internal rhymes is an assonance and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 4

The words 'ransack' and 'crackling' in which all of the words had the same vowel sound, it is the sound /æ/. This repetition is an assonance of the vowel sound of /æ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 5

The words 'muttered' and 'her' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 6

The words 'gathered' and 'her' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 7

The words 'from' and 'tomorrow' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 8

The words 'will' and 'killing' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 9

The words 'in' and 'virginia' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 10

The words 'leaning' and 'into' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 11

The words 'pianos' and 'roads' in which all of the words had the same vowel sound, it is the sound /aʊ/. This repetition is an assonance of the vowel sound of /aʊ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 12

The words 'in' and 'hills' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 13

The words 'the' and 'her' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 14

The words 'perish' and 'daily' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 15

The words 'tree' and 'feet' in which all of the words had the same vowel sound, it is the sound /i:/. This repetition is an assonance of the vowel sound of /i:/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 16

The words 'cry' and 'time' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'cry' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 17

The words 'swirling', 'ribbons', 'in', 'wind' and 'history' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 18

The words 'nigger', 'bitch' and 'heifer' in which all of the words had the same vowel sound, it is the sound /i/. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 19

The words 'mammy' and 'property' in which all of the words had the same vowel sound, it is the sound /i/. Although /y/ in 'mammy' and 'property' is a consonant, the vowel sound of the word remains /i/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 20

The words 'way', 'being', 'in' and 'this' in which all of the words had the same vowel sound, it is the sound /i/. Although /y/ in 'way' is a consonant, the vowel sound of the word remains /i/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 21

The words 'stretched' and 'protecting' in which all of the words had the same vowel sound, it is the sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 22

The words 'grinding' and 'ignorance' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 23

The words 'overland' and 'coaches' in which all of the words had the same vowel sound, it is the sound /əʊ/. This repetition is an assonance of the vowel sound of /əʊ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 24

The words 'when' and 'temple' in which all of the words had the same vowel sound, it is the sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 25

The words 'grandmother' and 'enter' in which all of the words had the same vowel sound, it is the sound /ə/. This repetition is an assonance of the vowel sound of /ə/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 26

The assonance sound occurs in the words 'divine', 'my' and 'right' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 27

The words 'impels' and 'forever' in which all of the words had the same vowel sound, it is the sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 28

The words 'without', 'ceasing' and 'into' in which all of the words had the same vowel sound, it is the sound /i/. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 29

The words 'grimaced' and 'protecting' in which all of the words had the same vowel sound, it is the sound /i/. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 30

The words 'before' and 'abortion' in which all of the words had the same vowel sound, it is the sound /ɔ:/. This repetition is an assonance of the vowel sound of /ɔ:/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 31

The words 'ordained', 'in' and 'pulpit' in which all of the words had the same vowel sound, it is the sound /i/. This repetition is an assonance of the vowel sound of /i/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 32

The words ‘holding’ and ‘throat’ in which all of the words had the same vowel sound, it is the sound /əʊ/. This repetition is an assonance of the vowel sound of /əʊ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 33

The words ‘children’ and ‘understanding’ in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 34

The words ‘loves’ and ‘beloveds’ in which all of the words had the same vowel sound, it is the sound /ʌv/. This repetition is an assonance of the vowel sound of /ʌv/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 35

The words ‘perceived’ and ‘deceived’ in which all of the words had the same vowel sound, it is the sound /i:/. This repetition is an assonance of

the vowel sound of /i:/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 36

The words ‘ignorance’ and ‘conceits’ in which all of the words had the same vowel sound, it is the sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Table 6. Assonance found in *Mother, a Cradle to Hold Me*
(Datum 100-111)

No	Line	Text	Assonance
1	1	<u>I</u> t <u>i</u> s true	/i/
2	14	A large life wh <u>i</u> ch <u>i</u> ncluded me,	/i/
3	21	You sm <u>i</u> led at m <u>y</u> fears, saying	/ai/
4	23	Th <u>a</u> t one day you would have to st <u>a</u> nd	/æ/
5	27	W <u>i</u> thout warn <u>i</u> ng you left me	/i/
6	30	I adm <u>i</u> t, qu <u>i</u> ckly,	/i/
7	34	Each t <u>i</u> me you reentered m <u>y</u> world	/ai/
8	42	Memor <u>i</u> zing your sm <u>i</u> les, tracing your frowns.	/ai/
9	53	I was bl <u>e</u> ssed with a s <u>e</u> nse of h <u>e</u> alth	/e/
10	63	From m <u>y</u> h <u>i</u> gh perch	/ai/
11	77	D <u>i</u> d not br <u>i</u> ng you to	/i/
12	81	You st <u>i</u> ll find someth <u>i</u> ng <u>i</u> n me	/i/

Datum 1

The words 'it' and 'is' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 2

The words 'which' and 'included' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 3

The words 'smiled' and 'my' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 4

The words 'that' and 'stand' in which all of the words had the same vowel sound, it is the sound /æ/. This repetition is an assonance of the vowel sound of /æ/ in this line creating internal rhymes and made the

poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 5

The words ‘without’ and ‘warning’ in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 6

The words ‘admit’ and ‘quickly’ in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 7

The words ‘time’ and ‘my’ in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in ‘my’ is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 8

The words ‘memorizing’ and ‘smiles’ in which all of the words had the same vowel sound, it is the sound /aɪ/. This repetition is an assonance of

the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 9

The words 'blessed', 'sense' and 'health' in which all of the words had the same vowel sound, it is the sound /e/. This repetition is an assonance of the vowel sound of /e/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 10

The words 'my' and 'high' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound of /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 11

The words 'did' and 'bring' in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

Datum 12

The words ‘still’, ‘something’, ‘in’ and ‘me’ in which all of the words had the same vowel sound, it is the sound /ɪ/. This repetition is an assonance of the vowel sound of /ɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem.

3) Consonance

According to Huhmann (2018: 233) consonance is the repetition of two or more consonants in a line. Consonants appear a lot at the end of the word, but sometimes in the middle of the word too. Consonance that were found in the poems were displayed below.

Table 7. Consonance found in *Phenomenal Woman* (datum 112-116)

No	Line	Text	Consonance
1	1	Pretty women wonder <u>r</u> where <u>r</u> e my secret lies	/r/
2	2	I'm not <u>t</u> cu <u>t</u> e or bui <u>t</u> to sui <u>t</u> a fashion model's size	/t/
3	3	But <u>t</u> when I start <u>t</u> to tell them	/t/
4	4	They thi <u>n</u> k I'm telli <u>n</u> g lies	/ŋ/
5	30	Men themsel <u>v</u> es have wondered	/v/
6	48	I don't <u>t</u> shout <u>t</u> or jump about <u>t</u>	/t/

Datum 1

The words ‘wonder’ and ‘where’ contain of the same consonant sound, it is the sound /r/. This repetition of the consonant sound at the end of /r/ in this line is an consonance.

Datum 2

The words ‘not’, ‘cute’, ‘built’ and ‘suit’ in which all four of the words had the sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Datum 3

The word ‘but’ and ‘start’ in which all of the words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Datum 4

The word ‘think’ and ‘telling’ in which all of the words had the same consonant sound /ŋ/ in the end of the words. This repetition of the consonant sound at the end of /ŋ/ in this line is an consonance.

Datum 5

The word ‘themselves’ and ‘have’ in which both of the words had the same consonant sound /v/. This repetition of the consonant sound at the end of /v/ in this line is an consonance.

Datum 6

The word ‘don’t’, ‘shout’ and ‘about’ in which all three of words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Table 8. Consonance found in *Our Grandmothers* (Datum 118-124)

No	Line	Text	Consonance
1	1	She lay, skin <u>n</u> down <u>n</u> <u>n</u> the moist dirt	/n/

2	3	with the whisp <u>ers</u> of leaves <u>s</u> , and	/s/
3	4	loud <u>d</u> longing of hounds and <u>d</u>	/d/
4	5	the ransack <u>k</u> of hunters crack <u>l</u> ing the near	/k/
5	7	She muttered <u>d</u> , lifting her head <u>d</u> a nod <u>d</u> toward <u>d</u>	/d/
6	11	their tears slick <u>k</u> as oil on black <u>k</u> faces	/k/
7	12	their young <u>ng</u> eyes canvassing <u>ng</u> morning <u>s</u> of madness	/ŋ/

Datum 1

The words ‘skin’, ‘down’ and ‘in’ contain of the same consonant sound, in which all three of the words had the sound /n/ in the end of the word.

This repetition of the consonant sound at the end of /n/ in this line is an consonance.

Datum 2

The the words ‘whispers’ and ‘leaves’ in which both of the words had the sound /s/ in the end of the word. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 3

The word ‘loud’ and ‘and’ in which both of the words had the same consonant sound /d/ in the end of the word. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 4

The word ‘ransack’ and ‘crackling’ in which all of the words had the same consonant sound /k/ in the end of the word. This repetition of the consonant sound at the end of /k/ in this line is an consonance.

Datum 5

The word ‘muttered’, ‘head’, ‘nod’ and ‘toward’ in which all of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 6

The consonance is found in the word ‘slick’ and ‘black’ in which both of the words had the same consonant sound /k/ in the end of the words. This repetition of the consonant sound at the end of /k/ in this line is an consonance.

Datum 7

The sound /ŋ/ also found in the line above. The consonance is found in the word ‘young’, ‘canvassing’ and ‘mornings’ in which both of the words had the same consonant sound /ŋ/ in the end of the words. This repetition of the consonant sound at the end of /ŋ/ in this line is an consonance.

Table 9. Consonance found in *Mother, a Cradle to Hold Me*
(Datum 125-153)

No	Line	Text	Consonance
1	20	releases <u>s</u> me from all commandments <u>s</u>	/s/
2	26	Unless <u>s</u> you match my heart and words <u>s</u>	/s/
3	32	pianos <u>s</u> , along Arkansa <u>s</u> road <u>s</u>	/s/
4	34	into the palms <u>s</u> of her chained hands <u>s</u> , she	/s/
5	45	Iniquity has bound <u>d</u> me to his bed <u>d</u>	/d/

6	49	nigger <u>r</u> , nigger <u>r</u> bitch, heifer <u>r</u>	/r/
7	52	She said, Bu <u>t</u> my description cannot	/t/
8	53	fit your <u>r</u> tongue, for <u>r</u>	/r/
9	56	No angel stretched protecti <u>ng</u> wings	/ŋ/
10	58	flutteri <u>ng</u> and urgi <u>ng</u> the winds of reason	/ŋ/
11	59	into the confusions <u>s</u> of their lives <u>s</u>	/s/
12	65	underground <u>d</u> , overland <u>d</u> , in coaches and <u>d</u>	/d/
13	67	When <u>n</u> you learn <u>n</u> , teach	/n/
14	74	she placed her <u>r</u> fire of service	/r/
15	79	Black Grandmother <u>r</u> , Enter <u>r</u> here	/r/
16	82	No one <u>n</u> , no, nor no one <u>n</u> million <u>n</u>	/n/
17	84	along, and <u>d</u> stand <u>d</u> as ten thousand <u>d</u>	/d/
18	85	The Divi <u>ne</u> upon <u>n</u> my right	/n/
19	88	The Holy Spirit <u>t</u> upon my left <u>t</u> leads my	/t/
20	89	feet <u>t</u> without <u>t</u> ceasing into the camp of the	/t/
21	90	righteous <u>s</u> and into the tents <u>s</u> of the free	/s/
22	114	she sings <u>s</u> to her loves <u>s</u> and beloveds <u>s</u>	/s/
23	115	to her foes <u>s</u> and detractors <u>s</u>	/s/
24	116	However I am perceiv <u>ed</u> and <u>d</u> deceiv <u>ed</u>	/d/
25	12	During those early, dearest days <u>s</u>	/s/
26	13	I did <u>d</u> not dream that you had <u>d</u>	/d/
27	23	That one day you would <u>d</u> have to stand <u>d</u>	/d/
28	42	Memorizi <u>ng</u> your <u>r</u> smiles <u>s</u> , traci <u>ng</u> your <u>r</u> frown <u>s</u>	/ŋ/-/r/-/s/
29	50	So that <u>t</u> the light <u>t</u> could caress your face	/t/

Datum 1

The words 'releases' and 'commandments' in which both of the words have the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 2

The word 'unless' and 'words' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /ŋ/ in this line is an consonance.

Datum 3

The word 'pianos', 'Arkansas' and 'roads' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 4

The word 'palms' and 'hands' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 5

The word 'bound' and 'bed' in which both of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 6

The word 'nigger' and 'heifer' in which both of the words had the same consonant sound /r/ in the end of the words. This repetition of the consonant sound at the end of /r/ in this line is an consonance.

Datum 7

The word 'but' and 'cannot' in which both of the words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Datum 8

The word 'your' and 'for' in which both of the words had the same consonant sound /r/ in the end of the words. This repetition of the consonant sound at the end of /r/ in this line is an consonance.

Datum 9

The consonance is found in the word 'protecting' and 'wings' in which both of the words had the same consonant sound /ŋ/ in the end of words. This repetition of the consonant sound at the end of /ŋ/ in this line is an consonance.

Datum 10

The word 'fluttering' and 'urging' in which both of the words had the same consonant sound /ŋ/ in the end of the words. This repetition of the consonant sound at the end of /ŋ/ in this line is an consonance.

Datum 11

The word 'confusions' and 'lives' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 12

The word 'underground', 'overland' and 'and' in which all of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 13

The word 'when' and 'learn' in which both of the words had the same consonant sound /n/ in the end of the words. This repetition of the consonant sound at the end of /n/ in this line is an consonance.

Datum 14

The word 'her' and 'fire' in which both of the words had the same consonant sound /r/ in the end of the words. This repetition of the consonant sound at the end of /r/ in this line is an consonance.

Datum 15

The word 'grandmother', 'enter' and 'here' in which all of the words had the same consonant sound /r/ in the end of the words. This repetition of the consonant sound at the end of /r/ in this line is an consonance.

Datum 16

The word 'one' and 'million' in which both of the words had the same consonant sound /n/ in the end of the words. This repetition of the consonant sound at the end of /n/ in this line is an consonance.

Datum 17

The word 'and', 'stand' and 'thousand' in which all of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 18

The word 'divine' and 'upon' in which both of the words had the same consonant sound /n/ in the end of the words. This repetition of the consonant sound at the end of /n/ in this line is an consonance.

Datum 19

The consonance is found in the word 'spirit' and 'left' in which both of the words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Datum 20

The word 'feet' and 'without' in which both of the words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

Datum 21

The word 'righteous' and 'tents' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 22

The word 'sings' and 'loves' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 23

The word 'foes' and 'detractors' in which both of the words had the same consonant sound /s/ in the end of the words. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 24

The word 'perceived', 'and' and 'deceived' in which both of the words had the same consonant sound /d/. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 25

The word 'those' and 'days' in which both of the words had the same consonant sound /s/. This repetition of the consonant sound at the end of /s/ in this line is an consonance.

Datum 26

The word 'did' and 'had' in which both of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 27

The word 'would' and 'stand' in which both of the words had the same consonant sound /d/ in the end of the words. This repetition of the consonant sound at the end of /d/ in this line is an consonance.

Datum 28

The word 'memorizing' and 'tracing'. Both of the words had the same consonant sound, it is the sound /ŋ/. The second consonance is found in the words 'smiles' and 'frowns'. Both of the words had the same consonant sound in the end of the words, it is the sound /s/. This repetition of the consonant sound at the end of /ŋ/ and /s/ in this line is an consonance.

Datum 29

The word 'that' and 'light' in which both of the words had the same consonant sound /t/ in the end of the words. This repetition of the consonant sound at the end of /t/ in this line is an consonance.

4) Rhyme Scheme

Wales (2001: 346) state that rhyme is a kind of phonetic echo found in verse: more precisely 'Phonemic matching'. Rhyme scheme

is one of the most outstanding features of poetic language. It is the repetition of the final sound of different lines of a piece of poetry. In defining terminal rhyme schemes, it is used letter to indicate a sound that is repeated “abcd”. Assonance that were found in the poems were displayed below.

Table 10. Rhyme Scheme found in *Phenomenal Woman* (Datum 154-156)

No	Stanza	Line	Text	Rhyme Scheme
1	1	10	I'm a woman	ABAB
		11	Phenomenally	
		12	Phenomenal Woman	
		13	That's me	
2	2	26	I'm a Woman	ABAB
		27	Phenomenally	
		28	Phenomenal Woman	
		29	That's me	
3	4	57	'Cause i'm a Woman	ABAB
		58	Phenomenally	
		59	Phenomenal Woman	
		60	That's me	

Datum 1

In the table above is found that the rhyme scheme is ABAB. The words **woman** /wʊmən/ and **woman** /wʊmən/ in line 10 and 12 both of the line has the same ending sound, it is the sound /n/ and for the line 11 and 13

the words **Phenomenally** /fə' nɒmɪnəli/ and **me** /mi/ had the same ending sound, it is the sound /n/ and /i/, it made the rhyme scheme ABAB.

Datum 2

In the table above is found that the rhyme scheme is ABAB. The words **woman** /wʊmən/ and **woman** /wʊmən/ in line 26 and 28 both of the line had the same ending sound, it is the sound /n/ and for the line 27 and 29 the words **Phenomenally** /fə' nɒmɪnəli/ and **me** /mi/ had the same ending sound, it is the sound /n/ and /i/, it made the rhyme scheme ABAB.

Datum 3

In the table above is found that the rhyme scheme is ABAB. The words **woman** /wʊmən/ and **woman** /wʊmən/ in line 57 and 59 both of the line had the same ending sound, it is the sound /n/ and for the line 58 and 60 the words **Phenomenally** /fə' nɒmɪnəli/ and **me** /mi/ had the same ending sound, it is the sound /n/ and /i/ it made the rhyme scheme ABAB.

Table 11. Rhyme Scheme found in *Our Grandmothers* (Datum 157-158)

No	Stanza	Line	Text	Rhyme Scheme
1	6	34	into the palms of her chained hands, she	AAAA
		35	cried against calamity	
		36	You have tried to destroy me	
		37	and though I perish daily	
2	14	71	She stood in midocean, seeking dry land	ABAB
		72	She searched God's face	
		73	Assured	

		74	She placed her fire of service	
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Datum 1

In the table above is found that the rhyme scheme is AAAA. The words **she** /ʃi/ and **me** /mi/ in line 34 and 36 both of the line had the same ending sound, it is the sound /i/ and for the line 35 and 37 the words **calamity** /kə'læməti/ and **daily** /derli/ had the same ending sound, it is the sound /i/ it made the rhyme scheme AAAA.

Datum 2

In the table above is found that the rhyme scheme is ABAB. The words **land** /lənd/ and **assured** /ə'ʃʊəd/ in line 71 and 73 both of the line had the same ending sound, it is the sound /d/ and for the line 72 and 74 the words **face** /feɪs/ and **service** /sɜ:vɪs/ had the same ending sound, it is the sound /d/ and /s/ it made the rhyme scheme ABAB.

Table 12. Rhyme Scheme found in *Mother, a Cradle to Hold Me*

(Datum 159-160)

No	Stanza	Line	Text	Rhyme Scheme
1	4	30	I admit quickly	AABB
		31	But relief did not rest with me easily	
		32	You left again, but again returned	
		33	You left again, but again returned	
2	7	67	Because you were slow to understand	AAAA
		68	I grew older and	
		69	Was stunned to find	

		70	How much knowledge you had gleaned	
--	--	----	--	--

Datum 1

In the table above is found that the rhyme scheme is AABB. The words **quickly** /ʃi/ and **easily** /i:zəli/ in line 30 and 31 both of the line had the same ending sound, it is the sound /i/ and for the line 32 and 33 the words **returned** / rɪ'tɜ:nd / and **returned** / rɪ'tɜ:nd / had the same ending sound, it is the sound /i/ and /d/ it made the rhyme scheme AABB.

Datum 2

In the table above is found that the rhyme scheme is AAAA. The words **Understand** /ʌndə'stænd/ and **and** /ənd/ in line 67 and 68 both of the line had the same ending sound, it is the sound /d/ and for the line 69 and 70 the words **find** / faɪnd/ and **gleaned** /gli:n/ had the same ending sound, it is the sound /i/ and /d/ it made the rhyme scheme AABB.

Based on the data above, phonological level in Maya Angelou's selected poem found that there were four phonological in the poem. They were alliteration, assonance, consonance, and rhyme scheme. Then, it is also found that assonance is the most phonological device which is used in the poem. It followed by assonance, alliteration and the last rhyme scheme. The rhyme scheme of the poems that found in the poems were 'AAAA', 'AABB', and 'ABAB'. The most rhyme scheme is 'ABAB'. The most sound which found in alliteration is the sound /w/ and /s/, in assonance is the sound /aɪ/ and /ɪ/ and in the consonance is /s/ and /d/.

a. Grammatical Level

According to Fromkin (2000: 90), when a sentence is made up of consecutive words that follow the grammar rules, the sentence is considered to be grammatically correct. The tenses analyzed line per line. The tenses analyzed were present tense (simple present tense and present perfect tense), past tense (simple past tense and past progressive tense).

Table 13. Tenses Frequency found in *Phenomenal Woman* (Datum 161-165)

No	Tenses	Line	Text
1	Simple Present Tense	4	They think I'm telling lies
2		14	I walk into a room
3		32	They try so much
4		36	They say they still can't see
5	Simple Past Tense	51	It thought to make you proud.

In this grammatical level, the writer focused on the tenses that were noticeable in the poem. Maya Angelou used some of tenses that were listed above.

Datum 1

In line 4, the structure of the sentence followed simple present tense. In line 4, "They" acts as the subject. Where "think" acts as the verb. Then "I'm telling lies" acts as the object. The sentence follows the form of simple present tense which is $s + v1 + o$.

Datum 2

For the line 14, “I” acts as the subject. Then “walk” acts as the verb and “into a room” acts as the object. The sentence follows the form of simple present tense which is $s + v1 + o$.

Datum 3

For the line 32, “They” acts as the subject. Then “try” acts as the verb and “so much” acts as the object. The sentence follows the form of simple present tense which is $s + v1 + o$.

Datum 4

For the line 36, “they” acts as the subject. Then “say” acts as the verb and “they still can’t see” acts as the object. The sentence follows the form of simple present tense which is $s + v1 + o$. The proof that Maya Angelou uses simple present tense indicates that he had intention to tell the reader that the poem “Phenomenal Woman” is applicable in the present tense.

Datum 5

In the line 51, the subject is “it”. The predicate uses past form of “think” which is “thought”, it indicates the tenseness of simple past tense. The sentence follows the form of simple past tense which is $s + v2 + o$.

Table 14. Tenses Frequency found in *Our Grandmothers* (Datum 166-170)

No	Tenses	Line	Text
1	Simple Past Tense	10	She gathered her babies
2		47	She heard the names
3		67	She sent them away,

4		77	She searched God's face
5		79	she placed her fire of service

In this grammatical level, the writer focused on the tenses that were noticeable in the poem. Maya Angelou used some of tenses that were listed above.

Datum 1

For the line 10 “she” and “her” acts as the subject. The predicate used past form of “gather” which is “gathered”. “Babies” act as the object. It indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v2 + o$.

Datum 2

In the line 47, the subject is “she”. The predicate uses past form of “hear” which is “heard”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v2 + o$.

Datum 3

In the line 67, the subject is “she”. The predicate uses past form of “send” which is “sent”, it indicates the tenses of simple past tense. “them” act as the object. The sentence follows the form of simple past tense which is $s + v2 + o$.

Datum 4

In the line 77, the subject is “she”. The predicate uses past form of “search” which is “searched”, it indicates the tenses of simple past tense.

“face” act as the object. The sentence follows the form of simple past tense which is s + v2 + o.

Datum 5

For the line 79, the subject is “she”. The predicate uses past form of “place” which is “placed”, it indicates the tenses of simple past tense.

“her” act as the object. The sentence follows the form of simple past tense which is s + v2 + o.

Table 15. Tenses Frequency found in *Mother, a Cradle to Hold Me* (Datum 171-184)

No	Tenses	Line	Text
1	Simple Past Tense	2	I was created in you
2		4	you were created for me
3		5	I owned your voice
4		6	It was shaped and tuned to soothe me.
5		18	Time passed steadily and drew us apart.
6		22	You smiled at my fears, saying
7		25	You smiled again
8		35	You brought assurance
9		37	You thought you know me,
10		44	I rehearsed you
11		54	I was blessed with a sense of health
12		65	I grew older and Was stunned to find
13	Simple Perfect Tense	69	I have learned enough
14		70	I have learned nearly nothing

In this grammatical level, the writer focused on the tenses that were noticeable in the poem. Maya Angelou used some of tenses that were listed above.

Datum 1

In the line 2, the subject is “I”. The predicate uses past form of “create” which is “created”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 2

In the line 4, the subject is “You”. The predicate uses past form of “create” which is “created”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 3

In the line 5, the subject is “I”. The predicate uses past form of “own” which is “owned”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 4

In the line 6, the subject is “It”. The predicate uses past form of “shape” which is “shaped” and “tune” which is “tuned”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 5

In the line 18, the subject is “Time”. The predicate uses past form of “pass” which is “passed”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 6

In the line 22, the subject is “You”. The predicate uses past form of “smile” which is “smiled”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 7

In the line 25, the subject is “You”. The predicate uses past form of “smile” which is “smiled”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 8

In the line 35, the subject is “You”. The predicate uses past form of “bring” which is “brought”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 9

In the line 37, the subject is “You”. The predicate uses past form of “think” which is “thought”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 10

In the line 44, the subject is “I”. The predicate uses past form of “rehearse” which is “rehearsed”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 11

In the line 54, the subject is “I”. The predicate uses past form of “bless” which is “blessed”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 12

In the line 65, the subject is “I”. The predicate uses past form of “grow” which is “grew” and “stun” which is “stunned”, it indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is $s + v_2 + o$.

Datum 13

In the line 69, the word “I” acts as the subject. “Have learned” acts as the predicator where “have learned” indicates that the action already happened and it affects the situation. The sentence follows the form of simple present perfect tense which is $s + \text{has/have} + v_3 + o$.

Datum 14

In the line 70, the word “I” acts as the subject. “Have learned” acts as the predicator where “have learned” indicates that the action already happened and it affects the situation. The sentence follows the form of simple present perfect tense which is $s + \text{has/have} + v_3 + o$.

Based on the data above, there were only found simple past tense (18 data), simple present tense (4 data) and simple present perfect tense (2 data). For data on phenomenal woman poetry, it is found simple present tense and simple past tense. In the poem *Our Grandmothers*, the simple past tense is found. Meanwhile, in *Mother's poem, a Cradle to Hold Me*, the simple past tense and the simple perfect tense were found. It safe to say that Maya Angelou dominantly uses simple past tense from the selected poems. The used of past tense is to show that the action/situation already happened in the past time.

b. Lexical level

The lexical choice is related to linguistics which consists of all words used in languages that have grammatical meaning and function (Simpson, 2004: 5). Lexical were totaled amount of vocabulary items and use of words in a piece of text. Yule (2010: 82) state lexical have some words class such as noun, verb, adjective, and pronoun. This part analyzes some lexical categories found in this poem. Words finding in the poem and the classification were presented below.

Table 16. Lexical found in *Phenomenal Woman*

Lexical	Frequency
Noun	36
Verb	28
Adjective	10
Pronoun	51

Seen from the table, category that occurs the most in the poem is pronoun with 51 appearances. Then, it is followed by Noun which appears 36 times, Verb with 28 times appearances, and Adjective which appears 10 times.

Here, Angelou uses a number of pronouns in this poem. And the use of pronoun is listed in the table below.

Table 17. Pronoun found in *Phenomenal Woman*

Pronoun	Frequency
My	18
I	14
Me	7
They	7
You	2
Them	2
Themselves	1

Table 18. Lexical found in *Our Grandmothers*

Lexical	Frequency
Noun	136
Verb	62
Adjective	32
Pronoun	76

Seen from the table, category that occurs the most in the poem is Noun with 136 appearances. Then, it is followed by Pronoun which

appears 76 times, Verb with 62 times appearances, and Adjective which appears 32 times.

Here, Angelou uses a number of pronouns in this poem. And the use of pronoun is listed in the table below.

Table 19. Pronoun found in *Our Grandmothers*

Pronoun	Frequency
She	16
I	14
Her	13
My	8
Me	7
You	6
Their	4
Your	3
Them	2
Us	1
Mine	1
His	1

Table 20. Lexical found in *Mother, a Cradle to Hold Me*

Lexical	Frequency
Noun	59
Verb	45
Adjective	19
Pronoun	97

Seen from the table, category that occurs the most in the poem is pronoun with 97 appearances. Then, it is followed by noun which appears 59 times, Verb with 45 times appearances, and Adjective which appears 19 times.

Here, Angelou uses a number of pronouns in this poem. And the use of pronoun is listed in the table below.

Table 21. Pronoun found in *Mother, a Cradle to Hold Me*

Pronoun	Frequency
You	37
I	25
Me	15
Your	12
My	7
It	1

In the lexical level in Maya Angelou's selected poems, occurs the most in the poem is noun with 231 appearances. Then, it is followed by pronoun which appears 224 times, verb with 135 times appearances, and adjective which appears 61 times.

c. Semantical Level

In this semantic level, the writer analysis the figurative language in Maya Angelou's selected poems. Crystal (1991: 310) state that semantic is one of branches of linguistics devoted to the study of meaning in language.

There is always focus on interpreting words conventionally. This analyzed aims to know the meaning of the literary work through the written language. Figurative language is language that contains figures of speech that were used to portray ideas.

Table 22. Figurative Language found in *Phenomenal Woman*
(Datum 185-192)

No	Figurative Language	Data	Line
1	Simile	I walk into a room Just as cool as you please	11-12
2	Hyperbole	Then they swarm around me, A hive of honey bees	19-20
3	Metaphor	Then they swarm around me, A hive of honey bees	19-20
4	Metaphor	It's the fire in my eyes	22
5	Metaphor	The sun my smile	39
6	Imagery	It's in the reach of my arms	6-9
		The span of my hips	
		The stride of my step	
		The curl of my lips	
7	Imagery	It's in the arch of my back	38-41
		The sun of my smile	
		The ride of my breasts	
		The grace of my style	
8	Imagery	It's the fire in my eyes,	22-25
		And the flash of my teeth,	
		The swing in my waist,	
		And the joy in my feet.	

Datum 1

The poet used simile in line eleventh and twelfth to compare her walk is same with the model. Her walk is beautiful. It means that the poet shows her strength. If she can do the same thing like a model or the whites. Because she is a phenomenal woman. By comparing, we know that the poet means to have courage.

Datum 2

In the nineteenth and twenty line, *Then they swarm around me, A hive of honey bees*, Angelou suggests the magnetism of her confidence and presence as a woman. She used hyperbole to suggest that men were so struck by her presence that they fall on their knees and follow her around like *honey bees*. Angelou uses hyperbole and metaphor playfully, not to be prideful or vain in emphasizing her power over men, but to empower women in seeing that their value is not determined by the male gaze, but by their own confidence.

Datum 3

Maya Angelou compared *they* to *bees*. In this poem, *they* means men. She means that the men who *swarm around me like bees* whose *swarm around honey*. Maya Angelou used a metaphor to describe the men around her as swarming bees, which exaggerates the number of men who follow her around and suggests that they do so in frantic fervor.

Datum 4

She means that her eyes flame and shine like fire, it shows strength.

Datum 5

The poet compared the word *smile* to the *sun*. Her smile is like sun because her smile is beautiful and gives strength to the men who were seeing her.

Datum 6

In the reach of my arms, / The span of my hips, / The stride of my step, / The curl of my lips (Lines 6-9) Angelou uses the imagery of the movement of parts of a woman's body in order to turn female objectification on its head. While a woman's hips, walk, and lips may commonly be sexualized and presented as the determinants of a woman's value in popular culture, Angelou presents these things as components of her own power and representations of her self-confidence. In this stanza the poet invites the reader to image the physical things of the poet arms, hips, steps, and lips. She is confident and proud with her physical things although her physicals were not white and not sexy like a model. But the poet is still confident and proud with her physical because she believes that she has something special with that. It gives the reader a knowledge that every woman must be proud with everything that they had.

Datum 7

Angelou mentions parts of a woman that may typically be objectified and presents them with autonomous power. For example, "the arch of my back" refers not simply to the feminine curve in a woman's spine but implies her upright posture and confidence.

Datum 8

The poet tells that she had a beautiful eyes, her eyes were shining like fire. Besides that, her waist when she walks her waist is swing. And her teeth were white and clean, when she is smiling her teeth like flash. So in the last line, the poet feels enjoy in her feet. It means that the men enjoy when she walk, every step is amazing and she can walk with the joy so every men who see her walking is amazed.

Table 23. Figurative Language found in *Our Grandmothers*
(Datum 193-196)

No	Figurative Language	Data	Line
1	Simile	The sprouted like young weeds,	60
2	Imagery	She lay, skin down in the moist dirt, The canebrake rustling With the whispers of leaves, and Loud longing of hounds and	1-4
3	Imagery	She Gathered her babies Their tears slick as oil on black faces	10-11

Datum 1

There is a simile used here, comparing her children to weeds, weeds were everywhere at once, and very agitating for the person whose property they grow on.

Datum 2

These lines were very effective to the readers because the imagery behind these lines allows the readers to feel the cool breeze blowing, hear the leaves rustling and even sense the smell of fear; everything that one could think of to enhance the setting of a plantation. Reading this poem is an escape from modern day life. As readers, we observe everything that the poet and the main character experience.

Datum 3

In this line, the readers can visualize as how the children were stripped from their parents at such an early age. The mother is taken away from her family so that she can live a life as someone else's piece of property.

Table 24. Figurative Language found in *Mother, a Cradle to Hold Me*
(Datum 197-198)

No	Figurative Language	Data	Line
1	Simile	Discard me like a broken doll	78
2	Imagery	During the years when you knew nothing,	60-62
		And I knew everything, I loved you still.	
		Condescendingly of course,	

Datum 1

Discard me like a broken doll (seventy-eight line) The poet compared himself to a broken doll, which means that the broken doll is like trash.

Datum 2

The imagery used in this poem helps the reader, not just relate but relive certain points of life. When the teenage years start, mothers were looked at as unknowledgeable. The poet writes, “When you knew nothing and I knew everything, I loved you still. Condescendingly of course, from my high perch of teenage wisdom.” Imagery in this passage helps the reader go back to their teenage years and feel bad about the way they treated their mother because even during this very difficult stage of parenthood, a mother’s love is undying.

Semantical level were only found 4 types of figurative language, that were simile (3 data), hyperbole (1 data), metaphor (1 data) and imagery (5 data). From the data described above, the writer had found the language features.

From the data above, the writer found Phonological level 4 devices in Maya Angelou's chosen poem (Phenomenal Woman, Our Grandmothers, and Mother, a Cradle to Hold Me), namely alliteration 51 data, assonance 60 data, consonance 42 data, and rhyme scheme 7 data. For grammatical level, the writer found the various tenses to see the relation between tenses and the meaning of the poem. In the selected poems of Maya Angelou, three tenses were found, namely simple present tense, simple present perfect tense and simple past tense. Maya Angelou mostly used the simple past tense in her poem, especially in the poems of our grandmothers.

For lexical level which is total amount of vocabulary items and use of words in a piece of text, writer only sought nouns, verbs, adjectives and pronouns to see the choice of words that Maya Angelou used in her poetry and in the three poems of Maya Angelou found 231 nouns, 135 verbs, 61 adjectives and 224 pronouns. In the poem of phenomenal woman and mother, a cradle to hold me, the writer found the used of nouns related to parts of the body. Meanwhile, in the poem of our grandmothers, there were more nouns related to nature. And the last for semantical level, figurative language were found in Maya Angelou's poetry, such as simile, hyperbole, metaphor, and imagery. However, in these poems, Maya Angelou used imagery the most in her poem.

2. Meaning in Maya Angelou's Selected Poems

There were 3 poems by maya angelou, namely Phenomenal woman, our grandmothers, and Mother, a Cradle to Hold Me. For the poem Phenomenal Woman, the poem as a whole was a lasting message for all women, Maya Angelou also conveyed that radiate your own beauty, don't look at your own beauty by other people's standards, and always be confident. The speaker is a very confident woman who enjoys her physical and inner beauty. She knew that his qualities made her extremely powerful, for her attracted the attention of both men and women and confused them with his beautiful aura. She needed the world to see the unique beauty of black women. She is critical of the standard measure for judging a woman's beauty. The repetition shows that she is proud to be

who she is and she claims to be a wonderful woman. She describes a confident and narcissist woman who is very proud with her body. It proofed with the word “Phenomenally, Phenomenal Woman, that’s me” that it always repeated in every stanza. The poet also used imagery, metaphor, simile, and hyperbole to make the reader imagine what the poet says.

The poem Our Grandmothers speaks strongly about the theme of understanding and accepting oneself as a means to achieve inner peace. This poem had seen a woman avoid slaves and tell her children the worst that could happen; it includes feeling lost in the ocean and feeling severe injustice. However, in the end, the woman sings for the whole world to hear that no matter what other people think of her, the simple truth is that she is irrevocable, will not be lost, corrupted and will not be moved.

In ‘Mother, A Cradle to Hold Me’, Maya Angelou's poem, Mother, a cradle to hold me as a whole discussed how much the speaker loved her mother and she was very afraid of being abandoned by her mother as seen from Maya Angelou's choice of words in the verse "I **feared** if I let you go. You would **leave** me **eternally**" The speaker in this poem reminisces a lot about the past about the speaker and his mother. The poem’s Mother, a Cradle to Hold Me conveyed a deep meaning that's how a mother’s love never changes. No matter how needy a young child is, clinging to her mother leg, or how selfish a teenager is, a mother’s love never shifts. The poet uses imagery to help her readers visualize a setting in their mind. The

imagery used also helps the reader, not just relate but relive certain points of life. When the teenage years start, mothers were looked at as unknowledgeable. The poet writes, “When you knew nothing and I knew everything, I loved you still. Condescendingly of course, from my high perch of teenage wisdom.” imagery in this passage helps the reader go back to their teenage years and feel bad about the way they treated their mother because even during this very difficult stage of parenthood, a mother’s love is undying. This poem is a great express of an adult looking back at childhood and being truly grateful for all her mother had done. At the end of the poem, the speaker actually thanks her mother. “Let me thank you that my selfishness, ignorance, and mockery did not bring you to discard me like a broken doll.” The poem shows how unconditional a mother’s love is.

B. Discussion

This section the writer would discuss about the language features using stylistic theory proposed by Geoffrey N. Leech, and find out through the meaning based on the language features.

1. Language Features in Maya Angelou’s Selected Poems

Language features was exposed the linguistic elements found in a text such as rhyme, lexical, grammatical, and figurative language. It would help the reader to interpret the message of the text through stylistic analyzed. The use of language features also helped the readers aware of the process of analyzing the text consciously

a. Phonological Level

Phonology concerned with the study of sound system of any given language. The way sounds were represented was gave different meanings in a language. It deals with the recognized rules of pronunciation. Geoffrey Leech (1969: 89) Divided the phonological into 6 devices namely alliteration, assonance, consonance, rhyme scheme, reverse rhyme, and pararhyme. In Maya Angelou's selected poems there were only four devices of phonological namely alliteration, assonance, consonance, and rhyme scheme. Meanwhile for the pararhyme and reverse rhyme did not found in Maya Angelou's selected poems.

1) *Phenomenal Woman (1978)*

In the poem of Phenomenal Woman by Maya Angelou types of phonological devices found divided into alliteration, assonance, consonance and rhyme scheme. Alliteration is the repetition of consonant sound in the initial position and in Phenomenal Woman there were 8 data of alliteration the example in the table 1:

Pretty women wonder where my secret lies

(Angelou, 1978: Line 1)

in which all three of the words had the same consonant sound at the beginning of the words, it is /w/ sound. This repetition of consonant sound of /w/ in this line is an alliteration. Poet used them to emphasized certain words which concerned meaning of the poem.

For the assonance is the repetition of the vowel sound across words within the lines of the poem creating internal rhymes and in phenomenal woman there were 12 data of assonance the example assonance sound in the poem is found in the table 4:

It's the fire in my eyes

(Angelou, 1978: Line 22)

The words 'fire', 'my', and 'eyes' in which all of the words had the same vowel sound, it is the sound /aɪ/. Although /y/ in 'my' and 'eyes' is a consonant, the vowel sound of the word remains /aɪ/ so the word is included in the assonance category. This repetition is an assonance of the vowel sound /aɪ/ in this line creating internal rhymes and made the poem more beautiful and shows the words that the poet emphasizes in the poem. Speaker's eyes had a hypnotizing effect on men. She means that her eyes flame and shine like fire, it shows strength of women.

For the consonance is the repetition of two or more consonant in a line. Consonant appear a lot at the end of the word and in Phenomenal Woman there were 6 data of consonance the example in the table 7:

I don't shout or jump about

(Angelou 1978: Line 48)

The sound /t/ also found in the line above. The consonance was ‘don’t’, ‘shout’, ‘about’ which all three of words had the same consonant sound /t/ in the end of the words.

Rhyme scheme in the table 10 was found that the rhyme scheme ABAB.

I'm woman

Phenomenally

Phenomenal Woman

That's me

(Angelou 1978: Line 10-13)

The words **woman** /wʊmən/ and **woman** /wʊmən/ in line 10 and 12 both of the line has the same ending sound, it is the sound /n/ and for the line 11 and 13 the words **Phenomenally** /fə'nɒmɪnəli/ and **me** /mi/ had the same ending sound, it is the sound /n/ and /i/, it made the rhyme scheme ABAB.

2) *Our Grandmothers (1994)*

In the poem of Our Grandmothers by Maya Angelou types of phonological devices found divided into alliteration, assonance, consonance and rhyme scheme. Alliteration is the repetition of consonant sound in the initial position and in Phenomenal Woman there were 27 data of alliteration the example in the third line, the alliteration was ‘**m**ornings’ and ‘**m**adness’ which all three of the

words had the same consonant sound at the beginning of the words, it is /m/ sound.

For the assonance is the repetition of the vowel sound across words within the lines of the poem creating internal rhymes and in Our Grandmothers there were 38 data of assonance the example The assonance sound ‘perish’ and ‘daiily’ in which all of the words had the same vowel sound, it is the sound /i/.

For the consonance is the repetition of two or more consonant in a line. Consonant appear a lot at the end pf the word and in Our Grandmothers there were 7 data of consonance the example The consonance found in the first line in this poem. The data 119 ‘skin’, ‘down’ and ‘in’ contain of the same consonant sound, in which all three of the words had the sound /n/ in the end of the words.

For the rhyme scheme in the table 11, data 159 is found that the rhyme scheme is AAAA.

*into the palms of her chained hands, **she***

*cried against **calamity***

*You have tried to destroy **me***

*and though I perish **daily***

(Angelou 1994: Line 34-37)

The words **she** /ʃi/ and **me** /mi/ in line 34 and 36 both of the line had the same ending sound, it is the sound /i/ and for the line 35 and

37 the words **calamity** /kə'læməti/ and **daily** /deɪli/ had the same ending sound, it is the sound /i/ it made the rhyme scheme AAAA.

3) *Mother, a Cradle to Hold Me (1996)*

In the poem of *Mother, a Cradle to Hold Me* by Maya Angelou types of phonological devices found divided into alliteration, assonance, consonance and rhyme scheme. Alliteration is the repetition of consonant sound in the initial position and in *Phenomenal Woman* there were 27 data of alliteration the example the alliteration is the data 37 '**d**uring', '**d**earest', and '**d**ays' in which all four of the words had the same consonant sound at the beginning of the words, it is /d/ sound.

For the assonance is the repetition of the vowel sound across words within the lines of the poem creating internal rhymes and in *Mother, a Cradle to Hold Me* there were 12 data of assonance the example the assonance sound occurs in the data 106 '**wi**thout' and '**warni**ng' in which all of the words had the same vowel sound, it is the sound /i/.

For the consonance is the repetition of two or more consonant in a line. Consonant appear a lot at the end of the word and in *Mother, a Cradle to Hold Me* there were 29 data of consonance the example in the data 130 the sound /d/ also found in the line above. The

consonance is found in the word 'bound' and 'bed' in which both of the words had the same consonant sound /d/ in the end of the words.

In the table above is found that the rhyme scheme is ABAB. The words **woman** /wʊmən/ and **woman** /wʊmən/ in line 10 and 12 both of the line had the same ending sound, it is the sound /n/ and for the line 11 and 13 the words **Phenomenally** /fə'nɒmɪnəli/ and **me** /mi/ had the same ending sound, it is the sound /n/ and /i/, it made the rhyme scheme ABAB.

As Catford (1994: 228) stated that phonology is the study of how sounds were organized into systems and utilized in language, it represents the way how to pronounce a word that is in mind.

After analyzed the data phonological level in Maya Angelou's selected poem, found that there were four phonological in the poem. They were alliteration, assonance, consonance, and rhyme scheme. Then, it is also found that assonance is the most phonological device which is used in the poem. It followed by assonance, alliteration and the last rhyme scheme. The rhyme scheme of the poems were 'AAAA', 'AABB', and 'ABAB'. The most rhyme scheme is 'ABAB'. The most sound which found in alliteration is the sound /w/ and /s/, in assonance is the sound /aɪ/ and /ɪ/ and in the consonance is /s/ and /d/.

b. Grammatical Level

Grammatical concerned with the structure of the sentences. In the english language, tenses is one of the most important elements in

grammatical. Tenses indicates the time of particular action. The tenses analyzed line per line that analyzed were present tense (simple present tense and present perfect tense), past tense (simple past tense and past progressive tense).

1) *Phenomenal Woman (1978)*

From the data, it showed that the tenses that appear in the poem Phenomenal Woman by Maya Angelou were present and past tense. There was simple present tense found in line 4, 14, 32, and 36. As the example in the line 4, it was found the used of word “walk” as the verb phrase in this line and “I” acts as the subject. While the simple past tense was found in line 51. As the examples, the subject is “it”. The predicate uses past form of “think” which is “thought”, it indicates the tenses of simple past tense.

2) *Our Grandmothers (1994)*

From the data, it showed that the tenses that appear in the poem Our Grandmothers by Maya Angelou was past tense. The simple past tense found in line 10, 47, 67, 77 and 79. As the example in the line 10, “she” acts as the subject. The predicate used past form of “gather” which is “gathered”. It indicates the tenses of simple past tense.

3) *Mother, a Cradle to Hold Me (1996)*

From the data, it showed that the tenses that appear in the poem Mother, a cradle to Hold Me by Maya Angelou were simple past tense

and simple perfect tense. In this poem, the past tense was found 12 times. As the example is the line 2, In the line 2, the subject is “I”. The predicate uses past form of “create” which is “created”, it indicates the tenses of simple past tense. While the simple present perfect tense was found in line 69. As the examples, In the line 69, the word “I” acts as the subject. “Have learned” acts as the predicator where “have learned” indicates that the action already happened and it affects the situation. As Fromkin (2000: 90) stated that consecutive words forming a sentence is consistent with the rules of the grammar, the sentence is grammatical. In grammatical levels, three tenses were found. The most used tense is simple past tense, the use of present tense can be interpreted that the messages of the poem is applicable for lifetime. From the analyzed above it safe to say that Maya Angelou dominantly uses simple past tense from the selected poems. The used of past tense is to show that the action/situation already happened in the past time. Maya Angelou also used present tense is used to express general truth, fact, event that simply exist, and things in present time. Maya Angelou used simple present tense to make the readers feel like they exist in the poem; therefore, the readers was be able to interpret the poem better.

c. Lexical Level

Lexicology is the vocabulary of a language. Lexical are total amount of vocabulary items and use of words in a piece of text. Yule (2010: 82)

state lexical had some words class such as noun, verb, adjective, and pronoun.

1) *Phenomenal Woman (1978)*

From the data Phenomenal Woman. the lexical category that occurs the most in this poem was pronoun with 51 appearances. Then, it was followed by noun which appears 36 times, verb with 28 times appearances, and adjective which appears 10 times. All pronouns found in the poem include as personal pronoun that appears fifty-one times. The pronoun that occurs the most is “my” with eighteen times appearance. Then it is followed by “I” which appear fourteen times. Then continued by “Me” and "They" which appear seven times. However, the use of “them”, "you" and “themselves” were not dominant which appear twice and once.

2) *Our Grandmothers (1994)*

From the data Phenomenal Woman. the lexical category that occurs the most in this poem was noun with 136 appearances. Then, it was followed by pronoun which appears 76 times, verb with 63 times appearances, and adjective which appears 32 times. All pronouns found in the poem include as personal pronoun that appears seventy-six times. The pronoun that occurs the most is “she” with sixteen times appearance. Then it was followed by “I” and "her" which appear fourteen and thirteen times. Then continued by “My”, "Me" and

"You" which appear eight, seven and six times. Then it was followed by "Their" and "Your" which appear four and three times. However, the use of "them", "us" and "mine" were not dominant which appear twice and once.

3) *Mother, a Cradle to Hold Me (1996)*

From the data *Mother, a Cradle to Hold Me*. the lexical category that occurs the most in this poem was pronoun with 97 appearances. Then, it was followed by noun which appears 59 times, verb with 45 times appearances, and adjective which appears 19 times. All pronouns found in the poem include as personal pronoun that appears ninety-seven times. The pronoun that occurs the most is "You" with thirty-seven times appearance. Then it was followed by "I" and "Me" which appear Twenty-five and fifteen times. Then it was continued by "Your" and "My" which appear twelve and seven times. However, the use of "it" was not dominant which appear once. As Yule (2010: 82) stated that lexis is a vocabulary item that is used to form the language or body of known words and used by certain people.

In the lexical level in Maya Angelou's selected poems, occurs the most in the poem is noun with 231 appearances. Then, it is followed by pronoun which appears 224 times, verb with 135 times appearances, and adjective which appears 61 times.

For lexical level which is total amount of vocabulary items and use of words in a piece of text, writer only sought nouns, verbs,

adjectives and pronouns to see the choice of words that Maya Angelou used in her poetry and in the three poems of Maya Angelou found 231 nouns, 135 verbs, 61 adjectives and 224 pronouns. In the poem of phenomenal woman and mother, a cradle to hold me, the writer found the used of nouns related to parts of the body. Meanwhile, in the poem of our grandmothers, there were more nouns related to nature.

d. Semantical Level

Crystal (1991: 310) state that semantic is one of branches of linguistics devoted to the study of meaning in language. This analyzed aims to know the meaning of the literary work through the written language. Figurative language is language that contains figures of speech that were used to portray ideas. There were some kinds of figurative language that discussed below.

1) Phenomenal Woman (1987)

From the data in the poem Phenomenal Woman by Maya Angelou writer found 4 types of figurative language, there were Simile, Hyperbole, Metaphor and Imagery. As the example from Metaphor in line nineteen, maya Angelou used a metaphor to describe the men around her as swarming bees, which exaggerates the number of men who follow her around and suggests that they do so in frantic fervor.

2) *Our Grandmothers (1994)*

From the data in the poem *Our Grandmothers* by Maya Angelou writer found 2 types of figurative language, there were Simile and Imagery. As the example from simile used here, comparing her children to weeds, weeds were everywhere at once, and very agitating for the person whose property they grow on.

3) *Mother, a Cradle to Hold Me (1996)*

From the data in the poem *Mother, a Cradle to Hold Me* by Maya Angelou, writer found 2 types of figurative language, there were Simile and Imagery. As the example from simile used here, the imagery used in this poem helps the reader, not just relate but relive certain points of life. When the teenage years start, mothers were looked at as unknowledgeable. The author writes, “When you knew nothing and I knew everything, I loved you still. Condescendingly of course, from my high perch of teenage wisdom.” Imagery in this passage helps the reader go back to their teenage years and feel bad about the way they treated their mother because even during this very difficult stage of parenthood, a mother’s love is undying.

As Crystal (1991: 310) state that semantic is one of branches of linguistics devoted to the study of meaning in language. In grammatical level, it safe to say that Maya Angelou dominantly uses simple past tense from the selected poems. The used of past tense is to show that the action/situation already happened in the past time. Maya

Angelou also used present tense is used to express general truth, fact, event that simply exist, and things in present time. Maya Angelou used simple present tense to make the readers feel like they exist in the poem; therefore, the readers able to interpret the poem better.

Based on the explanation above, in Maya Angelou's selected poems (Phenomenal Woman, Our Grandmothers, and Mother, a Cradle to Hold Me) there were only found four devices of phonological namely alliteration (16 types), assonance (11 types), consonance (8 types), and rhyme scheme (3 types). For the grammatical level there were only found simple past tense (18 data), simple present tense (4 data) and simple present perfect tense (2 data). Then for the lexical level there were found noun (231 data), pronoun (224 data), verb (135) and adjective (62). The last for semantical level were only found 4 types of figurative language, that were simile (3 data), hyperbole (1 data), metaphor (1 data) and imagery (5 data).

2. Meaning and Purpose

The researcher find out the meaning by connecting the language features that had been analyzed in the previous subchapter. The existence stylistic features that contribute meanings of the selected poems (Phenomenal Woman, Our Grandmothers, and Mother, a Cradle to Hold Me) were shown below.

In the phonological level were alliteration, assonance, and consonance takes an important role to depicting meaning of the poem.

Maya Angelou used them to emphasized certain words which concerned meaning of the poem phenomenal woman. An example of alliteration in line 1:

Pretty women wonder where my secret lies

(Angelou 1978: Line 1)

From the line above, alliteration occurs in the words “Woman”. “Wonder” and "Where". It means that Maya Angelou wants to emphasize those words. Angelou’s speaker bluntly tells her reader that other women wonder what she has that they were missing, even though she lacks the traits that society most often judges to be beautiful; she intuits that the other women were jealous of her.

In the poem of Our Grandmothers, Maya Angelou used past tense to describe incidents in the past that she had experienced as if she returned a flashback to the that incidents. It can be seen in the line below:

She gathered her babies

She sent them away

She searched the God’s face

(Angelou 1994: Line 10, 64 and 72)

Grammatical level also contributes meaning of the poem. The researcher notices that Maya Angelou used present tense in most of the 'Phenomenal Woman' woman. The use of present time in a poem

can be inferred as a sign that the moral value of the poem is applicable for anytime, depend on when the readers read the poem. The present tense in the poem 'Phenomenal Woman' can be identify from the use of verb which is verb 1. Verbs were used to tell what the subject of the sentences or clauses is doing (being). Here, it can be interpreted that Maya Angelou uses verbs to show how the subject reacts upon the phenomenal woman. For example as in line 4:

They think I'm telling lies

(Angelou 1978: Line 4)

In line 4, the structure of the sentence followed simple present tense. The sentence follows the form of simple present tense which is s + v1 + o. "They" acts as the subject. Where "think" acts as the verb. Then "I'm telling lies" acts as the object. it can be interpreted that the subject refers to the speaker. The speaker claims that when she explains her secret to these women, "they" believe she is "telling lies."

Meanwhile in the poem Our Grandmothers, Maya Angelou used Self-confidence is evident in the use of pronouns in the first stanza also can be seen from the lexical relation and meanings. In stanza 1, there were used "my", "i'm" and "me" as shown in lines below.

*It's in the reach of **my** arms,*

*The span of **my** hips,*

*The stride of **my** step,*

*The curl of **my** lips.*

***I'm** a woman*

Phenomenal woman,

*That's **me**.*

(Angelou 1978: Line 6-13)

Meanwhile, in the poem Our Grandmother, Maya Angelou mostly uses the pronoun "She" which refers to a woman who is the main character in the poem. For example in line below:

***She** lay, skin down in the moist dirt,*

***She** muttered, lifting her head a nod toward*

***She** gathered her babies*

(Angelou 1994: Line 1, 7 and 10)

For the line above "she" acts as the subject. The predicate used past form of "gather" which is "gathered", from "send" to become "sent" and from "search" become "searched". It indicates the tenses of simple past tense. The sentence follows the form of simple past tense which is s + v2 + o.

The last stylistic feature is semantics. In semantic level, the writer noticed four figurative language which contribute meaning of the poem, those were metaphor, simile, hyperbole, and imagery. figurative language was used to convey meaning in a simple way, however it was still had the

original meaning. First figurative language is simile. Simile in the poem Phenomenal Woman occurs in line 40.

*I walk into a room
Just as cool as you please,*

(Angelou 1978: Line 14-15)

The poet used simile in line eleventh and twelfth to compared her walk is same with the model. Her walk is beautiful. It means that the poet shows her strength. If she can does the same thing like a model or the whites. Because she is a phenomenal woman. By comparing, we know that the poet means to had courage.

The speaker is a highly confident woman who revels in both her physical and inner beauty. She knows that her qualities make her very powerful, as she attracts the attention of both men and women and baffles them with her exquisite aura. She needs the world to see the unique beauty of black women. She seems critical about the standard measures to assess a woman's beauty. The repetition shows that she is proud to be who she is and she claims to be a wonderful woman. She describes a confident and narcissist woman who is very proud with her body. It proofed with the word “Phenomenally, Phenomenal Woman, that’s me” that it always repeated in every stanza. The poet also used imagery, metaphor, simile, and hyperbole to make the reader imagine what the poet says.

For the poem *Mother, a Cradle to Hold Me*, the imagery used in this poem helps the reader, not just relate but relive certain points of life. When the teenage years start, mothers were looked at as unknowledgeable. The poet writes,

*When you knew nothing
and I knew everything, I loved you still.
Condescendingly of course,
from my high perch of teenage wisdom.*

(Angelou 1996: Line 60-63)

Imagery in this passage helps the reader go back to their teenage years and feel bad about the way they treated their mother because even during this very difficult stage of parenthood, a mother's love is undying.

From the data and discussion results above, it is known that Maya Angelou used four language features in her poems based on Geoffrey Leech theory (1969: 37) which divided language into three levels of language. They were realization, form, and semantics. Realization is divided into phonology, form is divided into grammar and lexicon, and semantic is about meaning.

For phonological level, Leech (1969: 89) divides phonology into six devices, namely alliteration, assonance, consonance, rhyme scheme, reverse rhyme and pararhyme. However, the writer only found 4 devices in Maya Angelou's chosen poem (*Phenomenal Woman, Our Grandmothers,*

and Mother, a Cradle to Hold Me), namely alliteration 51 data, assonance 60 data, consonance 42 data, and rhyme scheme 7 data.

For grammatical level, the writer found the various tenses to see the relation between tenses and the meaning of the poem. In the selected poems of Maya Angelou, three tenses were found, namely simple present tense (4 data), simple present perfect tense (2 data) and simple past tense (18 data). Maya Angelou mostly used the simple past tense in her poem, especially in the poems of Our Grandmothers.

For lexical level which is total amount of vocabulary items and use of words in a piece of text, writer only sought nouns, verbs, adjectives and pronouns to see the choice of words that Maya Angelou used in her poems and in the three poems of Maya Angelou found 231 nouns, 135 verbs, 61 adjectives and 224 pronouns. In the poem of phenomenal woman and mother, a cradle to hold me, the writer found the used of nouns related to parts of the body. Meanwhile, in the poem of our grandmothers, there were more nouns related to nature. And the last for semantical level, figurative language were found in Maya Angelou's poems, that were simile 3 data, hyperbole 1 data, metaphor 3 data, and imagery 6 data. However, in these poems, Maya Angelou used imagery the most in her poem especially in the poem Phenomenal Woman.

For the poem Phenomenal Woman, the poem as a whole was a lasting message for all women, Maya Angelou also conveyed that radiate your own beauty, don't look at your own beauty by other people's

standards, and always be confident. The speaker is a very confident woman who enjoys her physical and inner beauty. She knew that his qualities made her extremely powerful, for her attracted the attention of both men and women and confused them with his beautiful aura. She needed the world to see the unique beauty of black women. She is critical of the standard measure for judging a woman's beauty. The repetition shows that she is proud to be who she is and she claims to be a wonderful woman. She describes a confident and narcissist woman who is very proud with her body. It proofed with the word “Phenomenally, Phenomenal Woman, that’s me” that it always repeated in every stanza. The poet also used imagery, metaphor, simile, and hyperbole to make the reader imagine what the poet says.

The poem *Our Grandmothers* speaks strongly about the theme of understanding and accepting oneself as a means to achieve inner peace. This poem had seen a woman avoid slaves and tell her children the worst that could happen; it includes feeling lost in the ocean and feeling severe injustice. However, in the end, the woman sings for the whole world to hear that no matter what other people think of her, the simple truth is that she is irrevocable, will not be lost, corrupted and will not be moved.

In ‘*Mother, A Cradle to Hold Me*’, Maya Angelou's poem, *Mother, a cradle to hold me* as a whole discussed how much the speaker loved her mother and she was very afraid of being abandoned by her mother as seen from Maya Angelou's choice of words in the verse "I **feared** if I let you

go. You would **leave me eternally**" The speaker in this poem reminisces a lot about the past about the speaker and his mother. The poet uses imagery to help her readers visualize a setting in their mind. The imagery used also helps the reader, not just relate but relive certain points of life. When the teenage years start, mothers are looked at as unknowledgeable. The poet writes, "When you knew nothing and I knew everything, I loved you still. Condescendingly of course, from my high perch of teenage wisdom." Imagery in this passage helps the reader go back to their teenage years and feel bad about the way they treated their mother because even during this very difficult stage of parenthood, a mother's love is undying. This poem is a great express of an adult looking back at childhood and being truly grateful for all her mother had done. At the end of the poem, the speaker actually thanks her mother. "Let me thank you that my selfishness, ignorance, and mockery did not bring you to discard me like a broken doll." The poem shows how unconditional a mother's love is.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The data findings above the role of stylistic through different language levels contribute to reveal the meaning of every part of the poem. Although the ways of understanding a poem may be different for every reader, the most important thing is to achieve the poet's message to the reader. After all, the reason a poet writes a poem is to deliver particular meaning for the reader. In this research, the meaning of selected poems by Maya Angelou can be achieved by breaking down the stylistic features and evaluating how the features were used to construct meaning of the poem.

In phonological level, the writer only found 4 devices in Maya Angelou's chosen poem (Phenomenal Woman, Our Grandmothers, and Mother, a Cradle to Hold Me), namely alliteration, assonance, consonance, and rhyme scheme. In grammatical levels, three tenses were found that is present tense, present perfect tense and past tense. In lexical level, Maya Angelou used in her poetry and in the three poems of Maya Angelou found nouns, verbs, adjectives and pronouns. The last is semantic level, covers some rhetorical devices which were simile, hyperbole, and imagery. The rhetorical devices help to support the meaning of the poem.

In the *Phenomenal Woman* poem, as a whole was a lasting message for all women, Maya Angelou also conveyed that radiate your own beauty, don't look at your own beauty by other people's standards,

and always be confident. *Our Grandmothers* poem speaks strongly about the theme of understanding and accepting oneself as a means to achieve inner peace. This poem had seen a woman avoid slaves and tell her children the worst that could happen; it includes feeling lost in the ocean and feeling severe injustice. *Mother, a Cradle to Hold Me* poem conveyed a deep meaning that's how a mother's love never changes and also discussed how much the speaker loves his mother and is very afraid of being abandoned by his mother forever.

B. Suggestion

For the next writer who is interested in doing stylistic study is suggested to use another theory of stylistics or another poems. Stylistic analyzed should improve further analyzed; therefore, the research would like to suggest other researchers to conduct similar analyzed in different object. The object of study can be other poems or other literary works such as novels, and short stories that had not been analyzed before. As this research only analyzed four language levels, the researcher suggests to analyze more language levels. This research can be used a reference for the next writer in order to had better understanding about stylistics study, giving more information or even as the related study for the next research.

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*Appendix 1***Phenomenal Woman**

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms,
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.

Phenomenal woman,

That's me.

Men themselves have wondered

What they see in me.

They try so much

But they can't touch

My inner mystery.

When I try to show them,

They say they still can't see.

I say,

It's in the arch of my back,

The sun of my smile,

The ride of my breasts,

The grace of my style.

I'm a woman

Phenomenally.

Phenomenal woman,

That's me.

Now you understand

Just why my head's not bowed.

I don't shout or jump about

Or have to talk real loud.

When you see me passing,

It ought to make you proud.

I say,

It's in the click of my heels,

The bend of my hair,

the palm of my hand,

The need for my care.

'Cause I'm a woman

Phenomenally.

Phenomenal woman,

That's me.

*Appendix 2***Our Grandmothers**

She lay, skin down in the moist dirt,
the canebrake rustling
with the whispers of leaves, and
loud longing of hounds and
the ransack of hunters crackling the near
branches.

She muttered, lifting her head a nod toward
freedom,
I shall not, I shall not be moved.

She gathered her babies,
their tears slick as oil on black faces,
their young eyes canvassing mornings of madness.
Momma, is Master going to sell you
from us tomorrow?

Yes.

Unless you keep walking more
and talking less.

Yes.

Unless the keeper of our lives
releases me from all commandments.

Yes.

And your lives,
never mine to live,
will be executed upon the killing floor of
innocents.

Unless you match my heart and words,
saying with me,

I shall not be moved.

In Virginia tobacco fields,
leaning into the curve
of Steinway
pianos, along Arkansas roads,
in the red hills of Georgia,
into the palms of her chained hands, she
cried against calamity,
You have tried to destroy me
and though I perish daily,

I shall not be moved.

Her universe, often
summarized into one black body
falling finally from the tree to her feet,
made her cry each time into a new voice.
All my past hastens to defeat,
and strangers claim the glory of my love,
Iniquity has bound me to his bed.

yet, I must not be moved.

She heard the names,
swirling ribbons in the wind of history:
nigger, nigger bitch, heifer,
mammy, property, creature, ape, baboon,
whore, hot tail, thing, it.
She said, But my description cannot
fit your tongue, for
I have a certain way of being in this world,

and I shall not, I shall not be moved.

No angel stretched protecting wings
above the heads of her children,
fluttering and urging the winds of reason
into the confusions of their lives.
The sprouted like young weeds,
but she could not shield their growth
from the grinding blades of ignorance, nor
shape them into symbolic topiaries.
She sent them away,
underground, overland, in coaches and
shoeless.

When you learn, teach.

When you get, give.

As for me,

I shall not be moved.

She stood in midocean, seeking dry land.

She searched God's face.

Assured,

she placed her fire of service
on the altar, and though
clothed in the finery of faith,
when she appeared at the temple door,
no sign welcomed

Black Grandmother, Enter here.

Into the crashing sound,

into wickedness, she cried,

No one, no, nor no one million

ones dare deny me God, I go forth

along, and stand as ten thousand.

The Divine upon my right
impels me to pull forever
at the latch on Freedom's gate.

The Holy Spirit upon my left leads my
feet without ceasing into the camp of the
righteous and into the tents of the free.

These momma faces, lemon-yellow, plum-purple,
honey-brown, have grimaced and twisted
down a pyramid for years.
She is Sheba the Sojourner,
Harriet and Zora,
Mary Bethune and Angela,
Annie to Zenobia.

She stands
before the abortion clinic,
confounded by the lack of choices.
In the Welfare line,
reduced to the pity of handouts.
Ordained in the pulpit, shielded
by the mysteries.
In the operating room,
husbanding life.
In the choir loft,
holding God in her throat.
On lonely street corners,
hawking her body.
In the classroom, loving the
children to understanding.

Centered on the world's stage,
she sings to her loves and beloveds,
to her foes and detractors:
However I am perceived and deceived,
however my ignorance and conceits,
lay aside your fears that I will be undone,

for I shall not be moved.

*Appendix 3***Mother, a cradle to hold me**

It is true
I was created in you.
It is also true
That you were created for me.
I owned your voice.
It was shaped and tuned to soothe me.
Your arms were molded
Into a cradle to hold me, to rock me.
The scent of your body was the air
Perfumed for me to breathe.

Mother,
During those early, dearest days
I did not dream that you had
A large life which included me,
For I had a life
Which was only you.

Time passed steadily and drew us apart.
I was unwilling.
I feared if I let you go
You would leave me eternally.
You smiled at my fears, saying
I could not stay in your lap forever.

That one day you would have to stand
And where would I be?
You smiled again.
I did not.
Without warning you left me,

But you returned immediately.
You left again and returned,
I admit, quickly,
But relief did not rest with me easily.
You left again, but again returned.
You left again, but again returned.
Each time you reentered my world
You brought assurance.
Slowly I gained confidence.

You thought you know me,
But I did know you,
You thought you were watching me,
But I did hold you securely in my sight,
Recording every moment,
Memorizing your smiles, tracing your frowns.
In your absence
I rehearsed you,
The way you had of singing
On a breeze,
While a sob lay
At the root of your song.

The way you posed your head
So that the light could caress your face
When you put your fingers on my hand
And your hand on my arm,
I was blessed with a sense of health,
Of strength and very good fortune.

You were always
the heart of happiness to me,
Bringing nougats of glee,
Sweets of open laughter.

During the years when you knew nothing
And I knew everything, I loved you still.
Condescendingly of course,
From my high perch
Of teenage wisdom.
I grew older and
Was stunned to find
How much knowledge you had gleaned.
And so quickly.

Mother, I have learned enough now
To know I have learned nearly nothing.
On this day
When mothers are being honored,
Let me thank you
That my selfishness, ignorance, and mockery
Did not bring you to
Discard me like a broken doll
Which had lost its favor.
I thank you that
You still find something in me
To cherish, to admire and to love.

I thank you, Mother.
I love you

*Appendix 4***BIOGRAPHY**

Maya Angelou was a world-famous author. She was born on April 4, 1928 in St. Louis, Missouri. She was best known for her unique and pioneering autobiographical writing style. Angelou's interest in the written word and the English language was evident from an early age. Throughout her childhood, she wrote essays, poetry, and kept a journal. Prior to the start of World War II, she was living in Oakland, California. She attended George Washington High School and took dance and drama courses at the California Labor School. She graduated from Mission High School in the summer of 1944. In 1950, African American writers in New York City formed the Harlem Writers Guild to nurture and support the publication of Black authors and she joined the Guild in 1959. She also became active in the Civil Rights Movement and served as the northern coordinator of the Southern Christian Leadership Conference, a prominent African American advocacy organization. In 1969, Angelou published *I Know Why the Caged Bird Sings*, an autobiography of her early life. Her tale of personal strength amid childhood trauma and racism resonated with readers and was nominated for the National Book Award. She also recorded spoken albums of her poetry, including "On the Pulse of the Morning," for which she won a Grammy for Best Spoken Word Album. The poem was originally written for and delivered at President Bill Clinton's inauguration in 1993. She also won a Grammy in 1995, and again in 2002, for her spoken albums of poetry. She was recognized by many organizations both nationally and internationally for her contributions to literature. In 1981, Wake Forest University offered Angelou the Reynolds Professorship of American Studies. President Clinton awarded Angelou the National Medal of Arts in 2000. In 2012, she was a member of the inaugural class inducted into the Wake Forest University Writers Hall of Fame. During World War II, Angelou moved to

San Francisco, California. Also during this time, Angelou became the first Black female cable car conductor — a job she held only briefly — in San Francisco. The following year, she received the National Book Foundation's Literarian Award for outstanding service to the American literary community. She also gave many commencement speeches and was awarded more than 30 honorary degrees in her lifetime. But, on May 28, 2014 she was pass away and to honor her legacy, the US Postal Service issued a stamp with her likeness on it in 2015.

*Appendix 5***AUTOBIOGRAPHY**

Nurul Ismah or often called Ismah. She was born in Takalar 12 July 2000. She was the first child of Muhammad Issa, S.Sos and Salmah S. I. Kom. She graduated from elementary school of SDN BiringBalang no.45 Takalar, South Sulawesi in 2012. She continued her study in SMPN 2 Takalar, south Sulawesi in 2012-2015. Then, She continued her study in SMAN 6 Barru, south Sulawesi and graduated in 2018. Then, she was registered as a student in Bosowa University. She took English Literature in Faculty of Letters. Apart from her studied, she also participated in organizations such as the Student Executive Board of the Faculty of Letters, University of Bosowa as a Public Relations Coordinator, and she was active in the CELEMOND (Celebes Motivations for Diversity) organization as a member of publications and documentation. She also now working as a Content Writer at DIFALINK.