

**THE RACISM OF THE BLACK WOMEN IN AUDRE LORDE
SELECTED POEMS ENTITLED *POWER, WHO SAID IT
WAS SIMPLE, AND A WOMAN SPEAKS***



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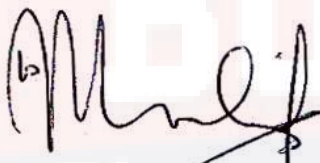
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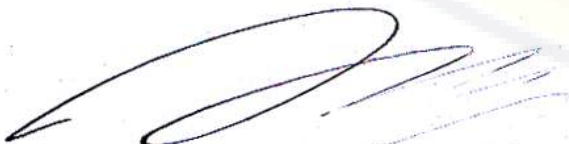
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul, **THE RACISM OF THE BLACK WOMEN IN AUDRE LODRE SELECTED POEMS ENTITLED *POWER, WHO SAID IT WAS SIMPLE, AND A WOMAN SPEAKS*** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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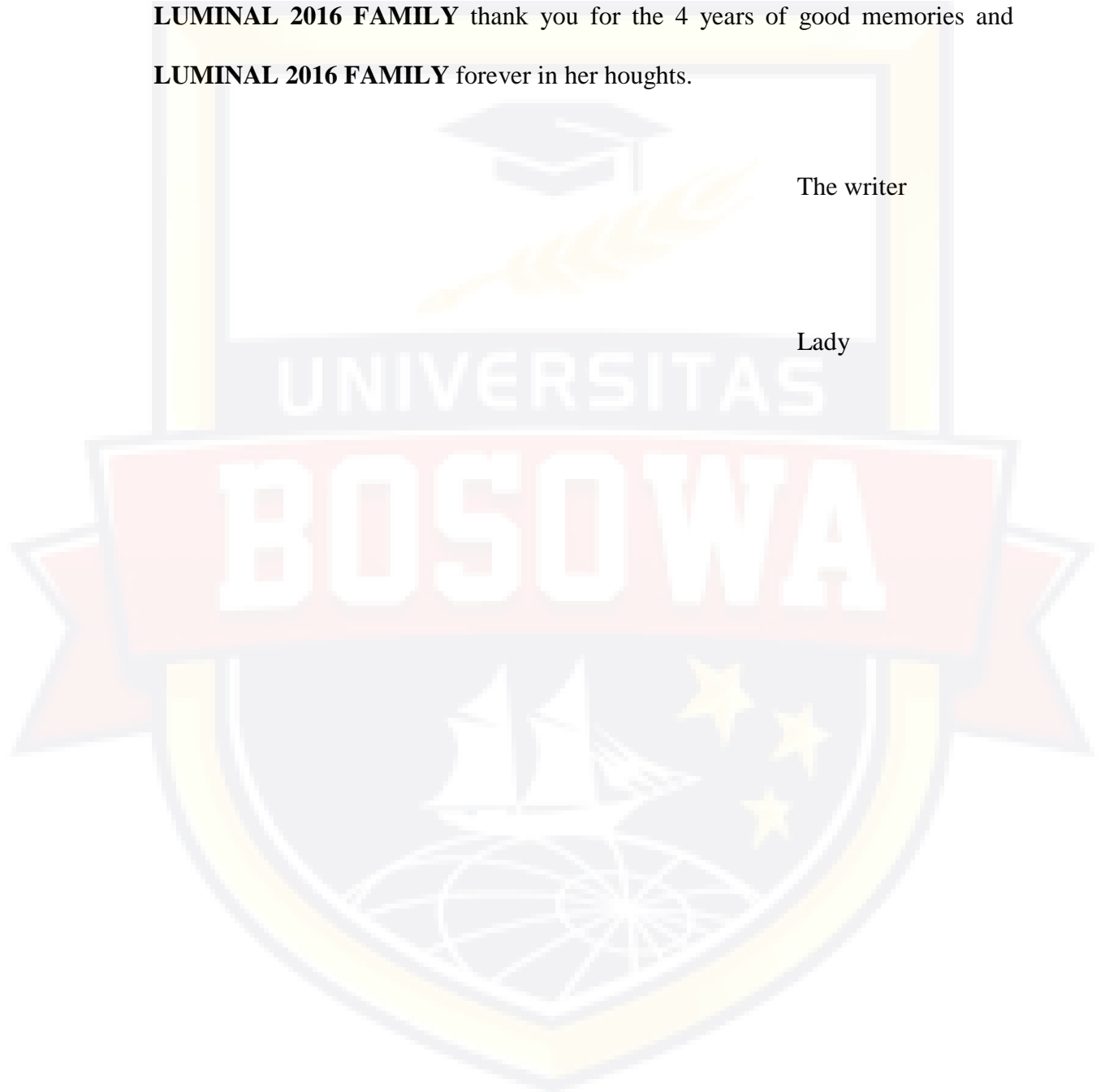
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ABSTRAK

Lady. 4516051025. *'Rasisme terhadap wanita kulit hitam dalam puisi terpilih oleh Audre Lorde berjudul Power, Who Said It Was Simple, A Woman Speaks'*. Program Bahasa dan Sastra Inggris, Fakultas Sastra. Universitas Bosowa. Di bimbing oleh : Dahlia D. Moelier dan Asyrafunnisa

Penelitian ini bertujuan untuk mendeskripsikan rasisme yang tercermin dalam puisi berjudul *Power, Who Said It Was Simple, A Woman Speaks* serta untuk mengungkap kekuatan wanita kulit hitam melawan rasisme dalam puisi Audre Lorde yang berjudul *Power, Who Said It Was Simple, A Woman Speaks*

Metode yang digunakan dalam pengumpulan adalah metode dokumentasi karena peneliti mengumpulkan data dari puisi. Pengumpulan data dilakukan dengan membaca puisi secara utuh untuk memahami keseluruhan isinya dan menemukan makna yang terutama esensi yang terkait dengan topik tersebut, mengidentifikasi data yang dapat berupa kalimat kemudian objek data dapat dipisahkan dari setiap bait dan ditemukan nilai rasisme pada setiap baris puisi, setelah mengetahui hasil analisis tersebut, penulis akan menarik kesimpulan. Sedangkan langkah analisis datanya penulis menggunakan teori ras kritis oleh Delgado dan Stefancic (2001), seperti: rasisme, ras dan kekuasaan. Kedua, mengidentifikasi kekuatan perempuan kulit hitam dengan memanfaatkan konsep Black Femist oleh Collins (2000), dan Black Power Movement yang diedit oleh Joseph (2006), kemudian penulis akan menginterpretasikan datanya, langkah terakhir adalah menarik kesimpulan.

Penulis dapat menarik beberapa kesimpulan bahwa 3 jenis puisi digolongkan menjadi satire dan ditulis berdasarkan realitas yang terjadi pada pengarangnya. Dalam puisi 'Power' terdapat beberapa aspek rasisme yaitu warna kulit, ketidakadilan, segregasi, dan diskriminasi ras. Dari puisi 'Who Said It Was' terdapat aspek rasisme, seperti jenis kelamin, warna kulit, dan homofobia. Puisi 'A woman speak' terdapat beberapa aspek rasisme yang terkandung dalam puisi, yaitu diskriminasi ras, jenis kelamin, dan warna kulit. Selain nilai-nilai rasisme, ketiga puisi tersebut juga mengandung 'Kekuatan Perempuan Kulit Hitam' atau yang disebut sebagai kekuatan atau cara yang digunakan perempuan untuk melawan rasisme.

Kata kunci: *Rasisme, Wanita Kulit Hitam, Puisi*

ABSTRACT

Lady. 4516051025. *'The Racism of The Black Women in Audre Lorde Selected Poems Entitled Power, Who Said It Was Simple, A Woman Speaks* . English Language and Literature program, Faculty of Letters. Universitas Bosowa. Supervised by : Dahlia D. Moelier and Asyrafunnisa.

This study aims to describe the racism reflected in the poems entitled *Power*, *'Who Said It Was Simple* and *A Woman Speaks* , and to reveal the power of black women against racism in Audre Lorde's poems entitled *Power*, *Who Said It Was Simple* and *A Woman Speaks*.

The method used in the collection is the documentation method because the writer collected data from the poems. Data collection was carried out by reading the poem in a comprehensive manner to understand its entire content and find the meaning, especially the essence associated with the topic, identifying data which could be a sentence, then the data object can be separated from each stanza and found the value of racism on each line of poetry, after knowing the results of the analysis the writer will draw conclusions. While the data analysis step the writer uses critical race theory by Delgado and Stefancic (2001), such as: racism, race and power. Second, identifying the power of black women by utilizing the concept of Black Femist by Collins (2000), and the Black Power Movement edited by Joseph (2006), then the writer interpret the data, the final step is to draw conclusions.

The author can draw some conclusions that the 3 types of poetry are classified into satire and are written based on the reality that occurs in the author's experience. In the poem 'Power', there are several aspects of racism, namely skin color, injustice, segregation and racial discrimination. From the poem 'Who Said It Was', there are aspects of racism, such as gender, skin color, and homophobia. In poem 'A woman speak' there are several aspects of racism contained in poetry, namely discrimination against race, sex, and skin color. Apart from racist values, the three poems also contained 'The Power of Black Women' or what is called the power or means used by women to fight racism.

Keywords: *Racism, Black Women, Poem*

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CHAPTER I INTRODUCTION

A. Background of the Research

People are partitioned into isolated and elite natural entities, called races. In understanding with biological determination, certain races can consider themselves as predominant and this presumption will bring very exceptionally vital social issues, which is racism (Dewi,2009:1). Common differences that humans have become the main reason for the emergence of racism in society. The term racism which refers to negative actions towards inferior people can be caused by the emergence of several races who consider their group to be the better group than others. One factor of using to determine excellence is skin color.

Race could be a social development that misleadingly partitions individuals into distinctive bunches based on characteristics such as physical appearance (particularly color) hereditary legacy, social alliance, social history, ethnic classification, and social, financial, and political needs of a society in a given certain period of time (Idris, 2017:18). Race is one of the main reasons for racism, racial differences make people feel their race is better than others.

Racism has been organized between white individuals and black individuals in terms of predominance and inadequacy, great and fiendish, in terms of restriction and rights, but moreover all regions of life around the way in which black people endure from white people's preference and pitilessness(Zouankouan, 2017:99). Black people in America have struggled to get their proper status against racial discrimination that has not been resolved. Racial discrimination

against colored people has become popular in United States history, where white people against black people (Idris, 2017:18).

Understanding what literature really is has always been a challenge, defining definitions has proven to be quite difficult (Meyer, 1997:1). Literature includes any text worthy to be taught to the students by teachers of literature, when these texts are not being taught to students in other departments of a school or university', however the subjectivity of judgment is connected with some interpersonally confirmable qualities, since being worthy of teaching implies both valuation and popularization (Harmon, 2014:1).

The Oxford Dictionary defines that literature as 'written works, especially those which are considered to have superior or lasting artistic advantages, which implies that it is historical nature, because only time can determine which artistic superiority will survive. Literature features a set of characteristics called such as superior, aesthetic, creative, imaginative, expressive, valuable, and universal (Maharsi, 2016:3). One of the literary works that mostly people interested to is poem.

Poem is literary work in the form of measurements or designed language, the art of rhythmic composition, written or oral, designed to produce pleasure through beauty, enhancement, imaginative thought, or depth (Irmawati, 2014:35). Poem is related to a person's passionate state and social expression phenomenon in aspects of life, therefore, poem usually describes the reality of human life that related to the environment (Ariwibowo & Yosiana, 2019:2). It is a type of language that says more and more intense than ordinary language, and also composed with the desire

to communicate experiences especially those that express deep feelings or noble thoughts in beautiful language (Agustina.H.N, 2018:1). Poem mostly marked by meters and stanzas which can strike the reader immediately (Chen, 2019:512).

The portrait of racism can be seen in several literary works that have a theme about discrimination against African-Americans. One of the literary work that has a discriminating theme is the poem by Audre Lorde. It reveals how black people – especially the black women - treated differently as white people during the late 19th by not admitting the black people as an America because of different race, skin color and gender. These poem represents the black women feelings about the social phenomena that occurred around, and principal these poems is a form of fighting against racism.

The topic of racism is interesting to analyze since it arises from various things that originally came from small things. By reading the poems, the reader can comprehend how the racism was encountered by black people during that time, especially to the black women and how the black people treated unequally as white people.

B. Reason For Choosing the Title

There are few reasons for choosing the title of this research. Firstly, the writer decided to analyze racism in Audre Lorde selected poem entitled *Power*, *Who Said It Was Simple*, and *A Woman speaks*, since those poems represented forms of racism that faced by black people as an African-American – especially black women - in America during the late 19th to the early 20th century. Yet in this era, the United States has renewed the human rights system which one of them is

the Elimination of All Forms of Racial Discrimination (ICERD). Secondly, the topic about racism is fascinating to discuss since it arises from the very small and common things that human being has, such as the differences of gender, races, skin color, and etc. Lastly, this research is substantial in order to find out how the black women delivers the feeling as one of the victim of racism and how to against the racism through the literary work such poem.

C. Problem of the Research

In this research, the writer found some interesting issues to discuss in Audre Lorde selected poems entitled *Power, Who Said It Was Simple*, and *A Woman Speaks*, which become an object of this research. The problems are:

1. The racism that reflected in Audre Lorde poem, entitled *Power, Who Said It Was Simple* and *A Woman Speaks*
2. The power of the black women against racism in Audre Lorde poems

D. Questions of the Research

Based on the background above, the writer formulated two research questions, as follows:

1. How do the racism reflected in Audre Lorde poems, entitled *Power, Who Said It Was Simple* and *A Woman Speaks* ?
2. How do the black women against racism in Audre Lorde poems entitled *Power, Who Said It Was Simple* and *A Woman Speaks* ?

E. Objectives of the Research

It is necessary for the writer to extend the description of the research. The objectives of the research, as follows:

1. To describe the racism that reflected in Audre Lorde poem, entitled *Power, Who Said It Was Simple* and *A Woman Speaks*
2. To reveal the power of the black women against racism in Audre Lorde poems entitled *Power, Who Said It Was Simple* and *A Woman Speaks*

F. Scope of the Research

Based on the title of the research *An Analysis of Racism in Audre Lorde selected poem entitled Power, Who Said It Was Simple and A Woman Speaks*. The writer decided to merely focus on analyzing the racism that reflected in those poems and finding the power of the black woman against racism through the literary work such poem.

G. Significance of the Research

According to the writer, there are two significance of the research, such as theoretical and practical. They are as follows:

1. Theoretically, the research can be contributed in the literature study, especially related to the racism that occurred in the literary works such a poem. Secondly, the findings of the research are expected to provide useful information for the English literature students and can be the reference for the future writers.

2. Practically, the result of the research are expected to create a new view of racism towards the people for being more aware that racism could possibly occurred in the society. Secondly, to give the value for people to not practice the racism but should take it as a opportunity to respect other people and the differences itself.



CHAPTER II REVIEW OF LITERATURE

A. Previous Research

In this chapter, the writer would like to examine several previous writers who had conducted the research related to literary works such a poem, especially about the racism and racial discrimination.

The first research is conducted by Dewi (2009) entitled "*The spirit to struggle against racism in Amiri Baraka's poems entitled notes for a speech and ka'ba*". The aimed of this research is to revealed the anger of black African-American and the spirit to fight against racial discrimination, regardless the skin color, religion, the citizen right to freedom, and the right to equality in politic, economy and social. In order to find the result, the writer used the theory of racism. In analyzing the object of research there are four techniques, namely conducted in searching and collecting data. They read, identify, inventory, and finally classify data. As a the result of the research is the finding of racism forms that reflected in Baraka's poem. .

The next research is written by Marpaung (2009) entitled "*An Analysis Of Racial Issues In Some Langston Hughes Poems*". The first purpose of this research is to analyze the negatively racial discrimination that occurred to the black people, such as Skin color, prejudice, discrimination, stereotypes, and racial segregation, and the second one is to describe what are the racial issues that reflected in some Langston Hughes poems entitled, As I Grew Older, Dinner Guest: Me, Theme for English B, Democracy, Argument, Cross, and Merry Go-Round. The writer used the qualitative descriptive method since it provides a

general description of the results of the analysis published in the analysis related to the results of research in collecting data using the library method. The finding of the research is the racism in the poem regarding Skin Color, Prejudice, Discrimination, Stereotypes, and Racial Segregation.

The other research is conducted by Hardianti (2016) entitled "*Racism Reflected in Maya Angelou's Poem*". The major problem of the research is racism. The aim of the research is to indicate racism as it is show in few indicators such as diction, imagery and symbol. According to the writer, the diction becomes one of the important indicators that Angelou's poem reflected racism.

While the imagery helps the writer to figure out the racism in the poem by explaining the mental picture that is picturing, potraying, or painting of imagination as a reaction when the readers comprehend the poem, which is the most influence part is visual imagery. And the symbol itself become the language style of the researcher use to decide that the poem potrayed racism. In this research, the writer explains how Maya Angelou's poetry against racism, criticism of the type of racism and finding out why racism is an important issue in Maya Angelou's poem using structural analysis and sociological approaches.

This type of research is qualitative research. The data collection method is document analysis, and the data collection technique is by taking notes, while the data analysis technique is descriptive analysis in which the researcher interprets the text and content related to the psychology of the main character.

The last research which related to this research is established by Wulandari (2018) entitled "*Racism In Benjamin Zephaniah Selected poem*". This study

analyzes Benjamin Zephaniah's worldview on racism through his poem using the Critical Race Theory by Richard Delgado and Jean Stefancic. This study also analyzes the homology of racism in society and literary works using the Genetic Structuralism approach by Lucien Goldmann. The results of this research indicate that there are several racism problems in Indonesia. Zephaniic poetry according to Richa Delgado and Jean Stefancic's Theories.

That includes five aspects, 1). Everyday racism is like the racist attacks that often occur to black people in Britain. 2). Intersections such as white people have a negative impression on black people. 3) Mirrored Flower Converts or Material Determinism like how white people characterize Black as a poor person in the second class after white. 4). Colored sounds like the way a Black person expresses his voice to suffer a white attack. 5). Social constructions such as items manipulate the media to get money from black people who suffer. This research also shows the homology between racism in poetry and the Benjamin community. Conditions in the UK are criminal justice in the form of racist attacks that often occur Black people.

The equation of this research and the previous researches is the analysis of the racism in the poem. The differences are, firstly, the poem of Audre Lorde entitled *Power, Who Said It Was Simple* and *A Women Speaks* has not analyzed yet by any of the previous writers. Secondly, this research merely focuses in analyzing racism that faced by the black women then revealing the power of black women through the poem against the racism.

B. Literature

Literary work is an expression of human life that cannot be separated from real society, it is a reflection of social culture that shapes the deflection between the writer and the social situation Ghози (2008:14). Everything done by humans in general can be defined as literature.

Literature is a fine art and must possess those qualities which will distinguish it from the trades and skills, apart from its status as an art, is a human activity and, because it is, it has its , standards and principles, it is not autonomous, it must respect the nature of things, conform to the nature of man, to the divine scheme of fact and truth, and to the supreme end and purpose to which all finite existences are ordained (Ranney. D.J, 1938:49).

Literature is referred to as a whole written expression, with the limitation that not every written document can be categorized as literature in the sense of a more precise word, therefore, it usually includes additional adjectives such as "aesthetic" or "artistic" to distinguish literary works from the text used daily activities such as telephone books, newspapers, legal documents, and scientific papers, which etymologically, the Latin word "litteratura" comes from "littera" (letters), which is the smallest element of writing the alphabet (Klarer, 1999:1).

Literary works are products of poets that are based on human problems, it is also an interpretation of the nature and meaning of life in all aspects. Literature is a study that develops thoughts, feelings of the soul, and views that can enlarge the mind with interest. it is a reflection of human life in the depth of attitudes, behavior, thoughts, knowledge, responses, feelings, human imagination (Yosiana & Marbella, 2019:1). Literature has many abilities of each literary figure as well

as from various aspects, but the main idea has the same meaning. One of the literary works that many people are interested to is poem.

1. Poem

Poetry or poem is a type of literary work that has several special characteristics that make it different from other literary works. Peskin (1998:235) stated that poem can communicates universal human truth, an instrument to make humans see life and live it more intensely, however, too often, poem is accepted in hostile spirits, because in essence, it is often difficult to comprehend.

Poem is an art form used to express emotions and feelings where humans can easily distinguish poetry without sophisticated tools (Tizhoosh & Sahba & Dara, 2008:24). Poem has been regarded as something central to the existence of every human being, something that has a unique value to view the real form of life, and it is spiritually considered as poor if it does not have that value (Soleimani, 2017:554).

Poem has a pattern that gives us pleasure when heard, where the poet repeats and echoes the sound to please the ear, the effect to attract attention and reflect or reinforce the meaning of words, rhythm or rhythm, and sound, and the rhythm of poetry is usually more organized than we hear in language ordinary (Agustina, 2018:1).

Poem is a form where special intensity is given to the expression of feelings and ideas by using a unique style and rhythm, therefore it contains combination of beautiful words that carry special messages and people will easily get a message, other than that they can be entertained by reading or listening to the poem (Utama, 2016:1). In fact, poem can be considered as the record of the best and happiest

moments of the best and happiest minds (Wood, 2015:14). As a genre of literary works, poem helps readers understand the feelings, thoughts, and attitudes of others towards life.

2. Kinds of Poem

There are several kinds of poem that described by Marpaung (2009:19-21), such as : First, Ode a lyric adopted from Greek but greatly changed in form by various English poets and it tends to be rather formal and tall and often to people who stand out. Second, Epic the most ambitious type of poetry deals with great heroes whose actions determine the fate of their nation or humanity. Third, Elegy was written to express feelings sadness or loss. Fourth, Pastoral uses the fiction that all the characters are called shepherds and shepherds. Fifth, Satire a form of ridicule and criticism, and it can be built against many different objects of the universal bad nature of humans from ignorance, social crime or short politics. This is often caused by the desire to correct the community, to correct the wrong. Sixth, Epigram a short form of all poetry and maybe shorter as two lines, indeed the shorter the more effective.

3. Elements of Poem

According to the writer, before executing the analysis, it is substantial to discover the terms of the poem. There are several terms of poem which stated by Irmawati (2014:36-40), such as:

- a. Denotation

Denotation is the senses that are agreed upon - what is referred to, abbreviated, or designated, regardless of the feeling that might arise. And this can again depend on the context the words appear on.

b. Connotation

Words are used not in isolation but in human situations. It is through experience that meaning is taken. The meaning of the word is often complex, has components such as images, ideas, qualities, relationships and personal feelings and associations. The use of the word connotative is intended to express the intent of the poet, namely to give a more beautiful and stronger impression.

c. Imagery

Objects of perception of the human's senses may be reproduced as images in the mind. People can image anything in mind, for instance a rose or a cloud, or a places. Such mental reproduction of sense perceptions, when called up by memory or by words, named imagery.

d. Visual Imagery And Variations

In poetry, visual imagery is the most common type. Individuals vary greatly in the visual images they create from the words of poetry, in the clarity and richness of thought images and in the detail of imagination with the same words.

e. Auditory Imagery

Auditory Imagery means mental reproduction of sound. In the reading of silent poetry, there are two types of auditory imagery: the sound imaging symbolized by the words and the sound imaging of the words themselves.

For example, when poem depicts "dog barked" readers can have a picture not only of the sound of barking but also the sound of the word "barked."

f. Articulatory Imagery

Articulatory imagery is a mental reproduction of the movements made by the vocal instrument in producing speech sounds.

g. Figurative Language

Poem is written in a language that uses many figures of speech. To comprehend the poem is imperative than one learns how to interpret figurative language. Figurative language utilizes of many kinds of figures of speech, such as :

1. Simile

Simile is a figure of speech in which two things, basically different but considered the same in one or more respects, are compared. A simile is a statement.

2. Metaphor

Metaphor is the figures of speech which words or phrases are applied to a person, idea or object that cannot be applied literally, metaphor is an implicit analogy that imaginatively identifies one thing with another. It is a tool that the poet uses to change, or distort the meaning of words.

3. Personification

Personification is a figure of speech in which abstractions, animals, ideas and inanimate objects are endowed with human form, character,

nature, or sensitivity. In poetry, this figurative word has four uses, which often interact, such as: a.) Personification can be used to describe, to provide greater clarity and certainty to the subject; b.) Provides a means of concentration, allows the poet to speak much in a few words; c.) A method for assembling poetic material from a variety of life materials, gives the poetic experience a sense of fullness and richness that may be lacking in direct and literal treatment of the subject; d.) Intensify and diversify feelings in poetic experiences by collecting various objects that naturally wake them up.

4. Symbol

A symbol is something that is used to, or is considered, represent something else. More specifically, symbols are words, phrases, or other expressions that have complex related meanings; in this sense, symbols are seen as having different values from whatever is symbolized. There are 2 kind of symbols, such as: a.) Conventional symbol is what has been widely used and whose meaning is immediately understood. For instance, The flag is a symbol of a country, The Cross is a symbol of Christianity, The Swastika is a symbol of Nazi Germany. And many poets use Rose as a symbol of youth or beauty; b.) Nonce symbol is one found and used for certain events; its interpretation is determined by the poetic context that is part of it. The poet does not make direct statements about the

symbolic values of the symbols, but trusts the context to make this meaning clear to the reader.

5. Alliteration

Alliteration is a tool commonly used in poetry and sometimes in prose: repetition of the initial sound in two or more words from phrases, lines of poetry, or sentences. Alliteration is considered an ornament or decoration that appeals to the ear, a tool for creating effects.

6. Paradox

There are three part of paradox, such as: a.) A statement apparently self-contradictory or absurd but really containing a possible truth; b.) A self-contradictory, false proposition; c.) An opinion or statement contrary to generally accepted ideas.

7. Irony

A figure of speech where the literal meaning of a word or statement is the opposite of what was intended. In literature, irony is a technique for showing intentions or attitudes that are contrary to what is actually a situation.

8. Understatement

A form of humor or irony in which something is intentionally represented is less powerful or striking than facts. Disparaging remarks, phrases in moderate, controlled terms, are antonyms of excessive and hyperbole. In the most general sense, disparaging statements are statements that are below the truth or facts, which

represent something less important than that actually, or which states something with less force than the fact guarantees.

9. Overstatement

Overstatement is the opposite of understatement, a statements, which, if taken literally, exceed the limits of fact or truth, which represent something greater or more important than the truth, or which states something stronger than the facts needed. The aim is to overemphasize or intensify the statement or situation.

10. Metonymy

According to Maula (2013:24) In metonymy, something is named that replaces something closely related to it.

11. Allusion

Wulandari (2015:17) stated that allusion is a figure of speech that commonly used by someone.

12. Pars pro toto

Pars pro toto is a form of using language as a substitute for the whole representative (Kusumawati 2010:16)

h. Inversion

Inversion occurs in poetry for emphasis and also to accommodate the meter.

i. Mood

Mood refers to the disposition of thoughts, feelings, emotional states. The atmosphere of a literary work about the dominant atmosphere. Each major

work of literature has a general mood, but also shifts a lot in moods to reach a counterpoint, to provide comic relief, or to reflect changing situations in a plot.

j. Image

There are 2 kinds of image, such as: a.) A physical representation of a person, animal, or object that is painted, carved, photographed, or looks opposite; b.) A Visualized mental or visual impressions are called words, phrases, or sentences. A writer can use figurative language to make images as clear as being physically present objects and ideas themselves.

C. Racism

In the early 20th century, racism had matured and spread throughout the world. Racism is a topic that many people are aware of but unwilling to discuss (Leach, 2019:2). The racism would be explained which related to this research by using the Critical Race Theory by Delgado and Stefaniec (2001). The Critical Race Theory (CRT) movement is a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power.

Critical race theory not only dares to treat race as the center of US law and policy, it also dares to look beyond popular belief that getting rid of racism means simply getting rid of ignorance, or encouraging everyone to "get along" (Delgado & Stefaniec, 2001:1). This theory addresses the same problem as the problem other racial theories about the study of conventional and ethnic civil rights, but place in a broader perspective that includes economics, history, groups, and interests, feelings, and subconsciousness (Wulandari, 2018:12).

Racism, also called racialism, action, practice, or any belief that reflects the worldview of race - the ideology that humans can be divided into separate and exclusive biological entities called "races", that there is a causal relationship between inherited physical traits and traits the nature of personality, intelligence, morality, and other cultural and behavioral features; and that some races are inherently superior to others (Smedley, 2020:1).

In many countries, leaders have begun to think about the ethnic component of their own society, usually religious or linguistic groups, in racial terms and to designate "higher" and "lower" races. The term of racism can be vary based on the perspective of the scientist, because the main concept is that they depend on social, historical, economic and political factors rather than static reductionist biological concepts Idris (2017:19). In truth, racism can occur to anyone at any stage of life (Leach, 2019:4).

Structural racism in the US is the normalization and legitimacy of a series of dynamics - historical, cultural, institutional and interpersonal - that routinely benefits whites while producing cumulative and chronic adverse effects on humans color, which is a system of hierarchy and injustice, especially marked by white supremacy - special treatment, privilege and power for whites at the expense of blacks, Latinos, Asians, Pacific Islands, Native Americans, Arabs, and oppressed people other races (Lawrence & Keleher, 2004:1).

Racism is manifested through discriminatory or exclusive practices, on the one hand, and prejudiced beliefs, opinions, attitudes and ideologies, on the other, which become a phenomenon and expressed in the dimensions of society, groups,

individuals, and institutions, and as such is not analyzed as an individual attribute of an individual or agency, but as a more complex structural phenomenon (Wal, 2002:421).

Racial discrimination and racism are two related things that cannot be separated. Racial discrimination is defined as the unfair treatment of individuals based on their racial group membership, while racism is an ideology that justifies or determines behavioral actions from certain forms of racial discrimination (Clair & Denis, 2019:3). Racism evokes attitudes and ways of thinking and considers that one race is better than another, this attitude causes people to underestimate themselves in a group (Hutami, 2018:11).

Racism produces several levels in society and those levels will direct groups of people to the act of disparaging others. Racism involves having the power to carry out discriminative systematic practices through community institutions (Greene, 1998:1). The results of racism have intentionally been overtime informing cultural and institutional practices that are based on the assumption of white superiority over non-white ethnic groups (Guess, 2006:652).

Racism has been part of the American landscape since slavery began, however, social media and phones have made racism more familiar and reoccur in American discourse (Leach, 2019:1). Before the first slavery arrived in America in 1619, during the introduction to America, African-American were exposed to harsh conditions on slave ships and on plantations (Vance, 2018:7). For more than three hundred years while African slavery was practiced, African descendants were subject to discrimination, and were completely alienated from political

power, which racial discriminatory laws and racial violence against African Americans began to increase in the United States (Dewi, 2009:2).

”Since of the American social impact and advantage, the prevailing society has the occasion to tailor the introduction of everybody inside the US to keep up a feeling of social homeostasis, where the predominant - White culture-is viewed as better in nature looked at than the mediocre messages showed about other racial and ethnic minority populaces. Recorded nursery rhymes, for example, "In case you're White, you're okay; in case you're Earthy colored, stay; in case you're Dark, get back" and other comparable messages are continually shown through the predominant culture's decision of media programming (Lockett, 2013:1)”

Based on the quotation above the writer concludes that African-Americans are a group of people who are treated and rejected unfairly by people in the United States and how African-American descendants are inferior humans, where white Americans treat black African-American inhumanely.

1. Race

The nature of racial differences, and even mere "existence" the human race, continues to be a major source of controversy and confusion (Kirkegaard, 2019:142). Race is a social construction that is used to distinguish people into groups based on most enduring characteristics, such as skin color, hair texture, or shape of the eyes, and heredity, while racial groups are physically different, there is no evidence that these physical differences are genetically related to differences in behavior or intelligence (Clair &Denis, 2019:1).

In the United States since the beginning of its history, Native Americans, African-Americans, and European-Americans are classified as different races (Dewi, 2009:1). Race groups are held together by biological bonds, some

inherited tendencies to behave in certain ways and prefer certain languages (Dewi, 2009:1). Simply put, race is a grouping of people based on physical appearance and heredity (Wulandari, 2018:10). Every races has differences, especially in physical form, culture, language, and even behavior and racism arises when there is an assumption or consideration that races are superior to other races, then view other races as inferior humans being (Wulandari, 2018:11).

Race and racism are often seen as a variable in statistical analysis in relation to outcomes such as symptoms of anxiety and depression, stressors, and coping mechanisms (Leach, 2019:3). Race is a social fact in which the social and political significance of vaginal discharge plays an important role, classical scholars have commented on "race" as a social fact (Guess, 2006:654). This belief system assumes a hierarchy between various human races or racial groups and influences people's behavior and even oppression of others from different racial groups.

The term race has referred to people as physically different from one another, therefore race has many different meanings; it is a confusing term that the beliefs of many anthropologists must be abandoned altogether (Dewi, 2009:6). The concept of "race", which stems from the recognition of clear physical differences between different human groups, has been developed by anthropologists as a tool for classifying populations (Marpaung, 2009:17) And, as often happens when a concept is expanded beyond its original reach, the development of this racial idea has produced many difficulties.

2. Racial Discrimination

Racial discrimination refers to discrimination against an individuals or groups based on the race. The word “discrimination” comes from the Latin "discriminare", which means to distinguish, which is defined as a manifestation of behavior from negative prejudice (Dewi, 2009:11). Discrimination is an act that treats people unfairly because of their membership in certain social groups. Discriminatory behavior takes many forms, but all of them involve some form of exclusion or rejection (Marpaung, 2009:23).

Racial discrimination is when a person is treated less friendly than other people in different conditions, for example due to differences in skin color or race, which then has the aim of removing the feeling of pleasure towards the victim (Fugazza, 2008:23). The practice of racial discrimination has been going on for centuries and has had a very negative impact on the lives of many people, different treatments are given because of different races or skin colors which harm the racial group (Nurindra, 2018:5).

The manifestation of racial discrimination can be seen from the attitude of prejudice, insulting words and words, and acts of oppression against the black community (Chalid, 2017:1). The term racial discrimination can refer to manifestations of negative prejudicial behavior based on race or racial group which there are differences between people based on race or racial groups regardless of individual achievements, such as personal achievements, skills or abilities (Dewi, 2009:12).

Racial discrimination or racism is understood primarily as the product of particular historical relationships between groups of people in which some people

have unjustly asserted claims to dominance over others and in this sense, 'race' refers to a form of categorization that reflects particular power relations between groups rather than reflecting actual group attributes (physical or behavioral) then, racism is thinking and behavior that seeks to preserve race hierarchy (Durrheim, 2009:2).

Discrimination has become one of the complex problems leading to African-Americans in America, which separation laws for example make black lose their rights as human beings and also as citizens and also can be transformed in the form of nationality, race or ethnicity, regional, religion, gender and gender (Hardianti,2016:33). In the United States, only white people can be racist, since white people dominate and control the institutions that create and uphold American cultural norms and values (Greene, 1998:1).). For example, with the war on drugs starting in the 1960s, people of color as a group, but especially African-Americans, were targeted for arrests on drug-related charges (Lockett, 2013:2).

Throughout American history, racism and discrimination practiced have developed from open dehumanization. The most prominent example is the transatlantic slave trade, where Africans were forcibly taken from their homes and families and enslaved to work in the newly acquired American colonies (Owusu, 2017:6). Differences in physical appearance are common in people's lives who want to be the best among others (Fanani, 2013:6).

However, that will be a problem when their intention to become superior is fulfilled in an immoral way. Discrimination can enable a person to describe

negative feelings towards the target group or people who are prevented from getting an adequate education; consequently, it will serve to confirm their stereotypes as stupid and uneducated (Marpaung, 2009:14).

3. Skin Color

Racism involves discrimination against people based on their racial identity, which in turn is traditionally established through a complex mixture of self-identification and other identification through appearance (including color) and heredity (Harris, 2008:54). Skin color is a form of discrimination in which humans are given different social and treatment treatments based on skin color (Marpaung, 2009:12).

Skin tones can be found all over the world. This term is generally used for the phenomenon of people who discriminate in their own ethnic groups. This usually occurs in black people, based on skin color by whites. There seems to be an implicit calculus behind this belief that makes the individual's goodness inversely proportional to the darkness of the skin.

People often use the terms race and color interchangeably in common languages. In the United States, color terminology often dominates racial discourse due to the common use of color-based racials such as "Black" and "White." Color is thus often used as a synonym for race, but while the two overlap, color also differs from race because colorism is from racism (Harpalani, 2015:609). The relationship between race and color is complex, the two are interrelated, and difficult to separate.

Most scholars, have only examined the impact of racism in African-Americans as a whole and have ignored the impact of important intragroup differences such as skin color about racism, expressed through preferential treatment through higher quality care for children based on skin color, operating in African-American family. In addition, there are no studies investigating whether the process of socialization of race varies based on skin color (Landor, 2012:1). Color and racism have been part of American discourse for more than a century.

In Skin color, there are two separate measures of skin color that are perceived as discrimination Monk Jr (2015:400). One measure is the frequency of perceived skin color discrimination from whites, and the other is the frequency measure of perceived skin color discrimination from black people. As such, I not only consider the role of skin color in shaping health outcomes, but I also consider the multidimensionality of discrimination.

D. Power

This research examines the concept of power through The Black Power Movement edited by Joseph (2006) and the concept of power through the Black Feminist Thought utilizing by Collins (2000).

In the late 19th century, many black women including public housing tenants, wealthy mothers, and nuns mobilized cars outside, but in context, Black Power radicals. These women protest against racism, a discriminatory state, and an economic system that makes people poor. They called for the pride of blacks and demanded the power, social rights, and dignity that their communities, their

families and themselves rejected as black women, mothers, and often their families were the main financial providers (Joseph, 2006:81). The awareness as black women emerges and makes them try to fight discrimination using their own methods.

The Black Power Movement grew out of the Civil Rights Movement which continued to gain momentum during the 1950s and 1960s, Although not a formal movement, the Black Power Movement marks a turning point in Black-White relations in the United States and also in the way black people see themselves. At that time, black people including black women began to think about their presence and began to appreciate as humans.

The suppression of Black Feminist Thought is most African-American women are brought to the United States to work as slaves in situations of oppression. Bullying represents an unfair situation where, systematically and over a long period of time, one group refuses another group's access to community resources. Race, class, gender, sexuality, nation, age and ethnicity are among the main forms of pressure in the United States. However, the convergence of race, class and gender oppression characteristics from U.S. slavery forming all further relationships that African-born women have in American families and black communities, with employers, and among each other (Collins, 2000:4)

The critical determinant of black women's activism is the influence of race and gender, because these factors are permanently married to their subjectivity. African-American women face the socio-cultural and structural challenges of sexism that are prevalent in the United States and also in the black community

(Gaines, 2013:7). Power can be something that belongs to the group, and gradually flows with the transition of social movements, revolutions, or political changes. In that sense, power is often a dynamic often seen through dialectical relations connecting oppression and activism (Okafor, 2019:6).

The treatment of this group has the potential to make every African American woman invisible as a full human. In addition, black women often get a liminal position in actuality and trying to fight for black self-defense and blabbering against sexist oppression. Known as "American writer, feminist, woman, librarian, and civil rights activist", Lorde is considered one of the twentieth-century African American poets who defended herself, race and gender as women and black women (Husseini, 2016:1).

CHAPTER III METHODOLOGY

This chapter consisted of Type of the Research, Source of the Data, Technique of Collecting Data, and Method of Analyzing Data.

A. Types of the Research

This research belongs to descriptive qualitative, since the data are in the form of written word and can be descriptively analyzed. Qualitative and descriptive research methods has become very common procedures for conducting research in many disciplines (Nassaji, 2015:129). This method includes two techniques to answer the problems. First is exposing the data, in order to reveal the context. Second, the data interpretation, is to present the racism.

B. Source of the Data

In gathering data, there are two types of data source in this research. The first source is called primary data. This is the source from which the object data of analyzing are taken, which is Audre Lorde's selected poem, *Power* (1978), *Who said It Was Simple* (1973), and *Woman speaks* (1997). Those poems portrayed the racism that experienced by African-American especially the black women in America during the the late 19th. The second source is called secondary data. This resourch also called library research which contains books, journals, library research and internet sources that supporting the data.

C. Technique of Collecting Data

In analyzing the object data of the research, there are several techniques that conducted in finding and collecting the data. Those four techniques will be explained as the following:

1. Reading

Since the object of the research is the poem of Audre Lorde entitled, *Power, Who said it was simple, and woman speaks*, the basic step in analyzing the data is reading those poems. The writer reads the poems several times comprehensively in order to understand the whole content and finding the exact meanings of the poems particularly the related essence to the topic.

2. Identifying

After reading the poem several times, the data identified can be in the form of sentences. Relevant data in the transcript can be underlined or marked.

3. Finding

After identifying, the data object can be separated from each stanza and finding the value of racism in each line of the poem.

4. Conclusion

After finding the result of the analysis, the writer will draw a conclusion.

D. Method of Analyzing Data

To analyze the racism in Audre Lorde poems, the writer used critical race theory by Delgado and Stefancic (2001), such as : racism, race and power. Secondly, identifying the power of the black women by utilizing the concept of

the Black Feminist by Collins (2000), and the Black Power Movement edited by Joseph (2006), and then the writer will interpreting the data, the last step is drawing conclusion.



CHAPTER IV FINDING AND DISCUSSION

A. The Racism Reflected in Audre Lorde Selected Poems

This section discussed about analysis the type of racism that interpreted in Audre Lorde poems. The explanation of the each poems was described below.

There were 25 data found in Audre Lorde poems entitled “Power”, “Who Said It Was Simple”, and “A Woman Speaks” The writer would explained all the data in this section.

1. *Power*

Based on the kinds of poem, 'Power' could be classified into satire because this poem contained criticism caused by racism or social crime. Written by Audre Lorde, this poem was a graphic and impactful poem based on reality that taken on racism in the justice system, police brutality, and white supremacy. 'Power' was based on real-life murder and court cases. This poem was first published in 1978 but is still relevant today. The case mentioned in this poem revolves around the murder of a ten year old black boy named Clifford Glover who was murdered in 1973. The killer was an undercover racist policeman named Thomas Shea.

The boy was shot when he and his stepfather were stopped on the street at 5 am on April 28, 1973. Suspecting the two of them were guilty of robbery, the undercover policeman stopped and pulled out his guns. Clifford and his stepfather fled, believing that they would be robbed themselves. The release of Thomas Shea, who was the first New York City police officer to ever stand trial for murder on duty, led to widespread rioting in parts of South Jamaica in Queens, New York.

Data 1:

”A policeman who shot down a ten year old in Queens
stood over the boy with his cop shoes in childish blood”
(Lorde, 1978:line 21-22, stanza 3)

In the first line of the verse above was another verse of injustice that occurred in the poem. It showed how a ten year old boy was killed in Queen by the police officer the words ”A policeman who shot down a ten year old in Queens” indicated the racism such as injustice, because an adult white man used his authority as a policeman to kill an innocent boy.

By using the element of poem, which is allusion, the word "a ten year old" literally referred to the victim of racism in the poem, then the word "in Queen" was also an allusion because it described the place where the incident or event occurred. A policeman who felt that he had power and authority that made him looked down on the little boy because he was just an ordinary citizen with no power and an authority. So that for that reason, even killing seems to be the truth for the police.

The authority that policeman had, made himself such a justification or a tool to do whatever he wanted, so that it made them feel greater and better than others who have no authority whatsoever. The role of a policeman was indeed as a safeguard in society, but in this poem the police used the authority to practice racism and harm the poor boy. He did not even half-hearted and have the heart to kill a child who were not committed to crime.

In the second line, the words “stood over the boy with his cop shoes in childish blood” referred to the way the police officer treated a little boy just to put

his shoes on top of the dead body, it simply showed how he looked down on the boy just because he was a policeman and the child was just an ordinary citizen who had no authority. By using the element of poetry which is *pars pro toto*, the words “cop shoes” literally referred to the authority that the police man had. The uniform that he wore and the authority he possessed made him feel as powerful and as the superior, so that it justified the heinous act he had done to the poor boy.

These two lines conveyed injustice, which is one aspect of racism that was very vulnerable to occurring in society, often ending with heinous murder, as happened in this poem. It was not a normal thing, people with the authority they have actually use it to hurt and harm others even often without unreasonable reasons, but because they felt that they had the right to do so, racism like this occurred.

Data 2:

“and a voice said “Die you little motherfucker”
and there are tapes to prove it” (Lorde, 1978:line 23-24, stanza 3)

In this verse clearly identified how the white male police practiced racism in sadistic ways by killing the little boy without mercy, and even cursed him with profanity and swore at him. This showed how sadistic the murder by the police was, even though the child and his stepfather had not done anything wrong. In the first line says “Die you little motherfucker” described how acted of racism brutally occurred in the poem.

The brutality of a racist policeman of killing the boy, swearing and harshing words was a picture of the sadistic experienced by that poor little boy. By using

pars prototo, the swearing word “motherfucker” used by the police man to replace the name of the little kid who being swore. The oath spoken by the police depicted how he saw the little boy as someone worthy of being killed, as well as showing that the child has committed such a huge mistake and unforgivable that the only way to forgive was to take off his right to life.

Data 3:

“At his trial
 this policeman said in his own defense
 “I didn't notice the size nor nothing else
 only the color”. And
 there are tapes to prove that, too.”
 (Lorde, 1978:line 24-28, stanza 3)

In the next line, the verses showed an aspect of racism such as racial discrimination and skin color. In these lines showed “this policeman said in his own defense I didn't notice the size nor nothing else only the color” it is simply showed the clear reference to what the policeman have said that he had no other reason to kill the child other than because he was black. Knowing that an innocent child was murdered because of his skin color and it was one of the most vivid illustrations of how violently the racism was encountered by black people at that time.

Here it was illustrated that the murder that occurred to the boy was not due to an error or reason that generally occurred. The words of “I didn't notice the size nor nothing else only the color” This proved how the white policeman was very racist, for him he didn't need any other reason or even the boy's fault to be able to kill him, he thought killing on the grounds that he was black was a natural and

appropriate reason to judge. The only reason why he was killed was racism, where he was killed simply because he was black, it showed how skin color is considered a "big mistake" that someone deserved to be killed with that identity. It was with this mind-set that this brutality could occur.

How sadistic was the practice of racism in that era, just by looking at people's skin color, it made people could be seen to be trash. Killing a little boy who didn't pray on the grounds of skin color was an act of racism that was so cruel at that time, inhuman, immoral, they only saw themselves as superior just because their skin color was white. This line illustrated how white people viewed black people as not human beings who did not had the right to live, so they thought killing black people was a natural act.

2. *Who Said It Was Simple*

“Who Said It Was Simple” was published in Lorde's third volume of poetry, *Zami*. Based on the kinds of poem it could be classified into satire because this poem contained criticism to the society and written based on the reality experienced by the author. From a Land Where Other People Live in 1973. This poem focuses specifically on the flawed notion of a racism that faced by black women, addressing racial oppression through lines such as discussing the problematic women. Where the women treated unequally as the man. Audre simply, but lyrically, discusses the racism she witnesses in the feminist movement in this short poem, which was written in 1973. Lorde is a woman who was assigned female at birth and identified as such; a lesbian; and black. Her tone in this poem is somber, but witty and a tad sarcastic.

Data 4:

“An almost white counterman passes
 a waiting brother to serve them first
 (Lorde, 1973:line 8-9, stanza 2)

In the first lines of the verse, the words "an almost white counterman" indicated an aspect of racism such a skin color and gender. And then continued with the words “a waiting brother to serve them first” the words showed depicted passing by and waiting for their other brothers to serve them first. The word "them" referred to the white males, which explained how they treated a man better than women. By using one of the element of poetry which is metonymy, the word “brother” was literally referred to the white male being served as the first which means superior than the others.

The verses " a waiting brother to serve them first " clearly stated that there was a more special treatment of men as well as those with white skin color. Here it is clear that there was racism between the differences between men and women, also between the black and the white people. Continuing the word "first" in the previous verses, the writer could also described that the women in this poem as the "second" which means they will always be needed as the backward and never as the former.

Those two related words referred to how the women were treated unequally with men, especially when the woman was black. The existence of women among men was not considered normal so they were treated unfairly. The different treatment between the two was evident in this verse, and at the same time it has confirmed how racism was experienced by black women through the poem.

Data 5:

“and the ladies neither notice nor reject
the slighter pleasures of their slavery”
(Lorde, 1973:line 10-11, stanza 2)

Then proceed with the next line said “and the ladies neither notice nor reject” this line revealed how the role of women in dealing with the treatment that men are in the previous line, which simply showed the racism that faced by the black woman, which was gender and skin color. Namely as it was clearly written in the poem that the women did not protest instead accept the fact that they being treated differently.

The word “ladies” could be classified as metonymy by using the figurative language. It reflected the black women in that moment, which clearly clarified that black women was fully rejected as the women with black skin in that sense.

Both of these lines have the meaning that being a victim of improper treatment did not make them fight back or defended themselves at that time, as it was written in the poem that they neither paid attention nor refused. But then going through poetry certainly implied resistance to racism itself.

Then in the next line, there was written "slavery" which clearly described the women as the source of slavery in that era. Slavery was one aspect of the form of racism that was quite a lot experienced by black people, which were an African-Americans. Where women were victimized or treated like slaves or dishonored, where such incidents were not uncommon for black women in America. In this poem the woman tried to explain how serious racism was experienced by black women and how sad the experience was as a woman in America in that era.

Data 6:

“ But I who am bound by my mirror,
as well as by my bed” (Lorde, 1973:line 12-13, stanza 2)

The first line showed “But I who am bound by my mirror” it simply represented how a woman who was not really considered existence. It was clearly emphasized that the woman seems to be questioning her existence as a woman also as a black. The word “I” refers to the woman who felt they have never been treated properly like men, which illustrated aspects of racism such as gender and skin color in this verse.

The word “mirror” in the end of the first line described what she viewed when facing a mirror, simply showed that seeing herself. It could be seen by using the element of poem which is *pars prototo*. As a woman and black was actually becomes a deficiency in her, causing her to be treated no better than men and other white people. The word "Who I am bound" has a very deep meaning, where a woman feels as if she was bound and imprisoned, which means that they were unable to do anything with their identity, namely as women and black people.

And then the word "bound" here simply described the torment experienced by women who faced unfair treatment, such as wanted to rebel but at the same time they couldn't do anything, they could not erase their identity as a woman because it is impossible. Self-identity was a physical thing that no human being could change it. Being born as a woman has to endure them badly and make them feel like they were attached.

The second line described the woman with lesbianism. The word "bed" referred to the lesbians. By using one of the figurative language, the word of bed could be represented a methaphor in terms of poem. Having an identity as a black woman and being a lesbian were also a huge factor of racism experienced by women in that era. They were looked down upon because they were seen as different from others. This such a reasons become the basis for racist perpetrators to practice "racism" against the victims. Lesbianism was seen as inappropriate and unworthy in that era, so there was no reason that lesbian women could be free of the practice of racism.

Data 7:

“see causes in color
as well as sex” (Lorde, 1973:line 14-15, stanza 2)

In the next line of the verse said “see causes in color” which again it emphasized that because of the difference in skin color she had, which was black causes her must experience the racism. The words of "see causes" the woman represented that it was because of her skin color that people saw herself as not worthy of being treated properly, just like black people. Very obvious because it was followed by the word "color".

In the second line reflected the metonymy in the element of poetry which was “sex” and “as well as sex” it described the gender, like the first line, this verses continued what happened in the previous line. That both, skin color and gender were the reasons for the racism they suffered. This line affirmed how the equality of values between as "black people" and as "women" are two things that

had the same value in front of people, namely as a justification for their racist attitudes.

Data 8:

“and sit here wondering
which me will survive
all these liberations” (Lorde, 1973:line 16-18, stanza 3)

In the last stanza of the poem, it described how women in the end would only hope that justice would come to them. In the first line says “and sit here wondering” depicted of the women waiting and wondering, simply depicted the state of women who are tired of the racism that have happened to them. The word "sit here" indicated that there is nothing they can do to fight back, it refers to the word "surrender" and accept the situation. These two words have deep meaning, reflected in the hopes and waiting they have been waiting for a long time, namely that their identity should not be made a "problem" or a justification for the unfair treatment they experienced.

The second line “which me will survive” showed a situation where women asked and even doubted whether they were able to survive the racist situation that they face. The word "survive" clearly referred to a difficult situation that women experienced, so they must be able to get through and survive the situation. This line provided information that showed as a women it was never easy to become victims of racist practices, it was very heavy and painful for them. The strength of women was not as strong as men, so it was very clear that the weakness of a woman was described in this poem. But unfortunately, women's weaknesses could

not help them to be free from unfair treatment, they instead had to fight for themselves, with their identity as women.

The word "liberations" in the last line of the poem clearly represented how the women who seemed to have been imprisoned then they wanted to be liberated. It is a metonymy when it comes to the figurative language. It replace the real meaning of the closest word to it which is the word being imprisoned.

The expression of this word has a deep meaning for the reader, there was such a strong desire that struggled in the hope of being separated from the racist practices that continue to occur in that era. If we were reminded to return to the previous line which was written "survive", it is very clearly that the hope of liberation was so strong for women to be able to survive and have the confidence that they could go through the situation.

3. *A Woman Speaks*

Based on the kinds of poem it could be classified into satire because this poem contained criticism to the society and written by the author based on the reality who experienced racism and injustice. The poem '*A Woman Speaks*' was a poem of recognition and identity. The not only addresses internal battles and her own suffering, but also discussed the social injustices that African American – black women- suffered in the United States. The poem's fiction, on the surface, brings out the serene tone of the poem.

The serenity facet of this poem was used to express how her struggle against injustice will not be fought with violence or hatred, and how she did not blame certain parties or institutions for her personal suffering. Instead, she planned to

use the power and beauty of words to communicate the flawed image of women, fight injustice and racism, and alleviate her internal despair.

“A Woman Speaks” was a warrior song for the unseen and the conversation between women from different cultures. It sought to affirm the life experiences of black women in the US and across the diaspora, and at the same time opened a dialogue about what could still be done in the feminist movement to improve the lives of women of color. What was also important for this section was that there were no accusations, only statements about Lorde's own truth. This work was not meant to be condemned, but to open a world perspective to others who may not have experienced it in this way.

Written in 3 stanzas, the poem A Woman Speaks, from The Collected Work of Audre Lorde, was like the sea before a storm. Its tone and form create a serene surface, but as it develops, it points towards the true conflict within. Lorde focused on the inconsistencies in the world view of black women and on her own struggles to define her identity outside the norms of society. There were many declarative statements that served as her own assertions of value, power, and vulnerability during the historical period of underrepresentation and prejudice she and the black women was experienced.

Data 9:

“Moon marked and touched by sun
my magic is unwritten” (Lorde, 1997:line 1-2, stanza 1)

In the first line of the poem, the verses “Moon marked and touched by sun” paid attention to how the black women were perceived as equally unnatural, as an art form that lauds their features and beauty, yet at the same time, their history

was largely forgotten. The woman depicted in this poem called attention to the need to understand and act rather than feeling sorry for this removal.

The words "moon" and "sun" described that the women as a beautiful creatures. In poetry these two words were often used to describe something that was beautiful and worthy of worship, for example women. Women were known to be beautiful creatures, because they have enchanting and extraordinary abilities that men do not have. Therefore, women were synonymous with beautiful things, such as having a gentle heart, beautiful body shape, cooking, being able to bear children and much more.

But then followed by a second line that said "my magic is unwritten", this verse represented that the women were not considered to exist. They were looked down upon so that they were not seen and were treated unequally by men. The word "magic" referred to their existence, then the word "unwritten" has the meaning as not to be considered or acknowledged.

Here it was clearly illustrated how women were beautiful creatures but at the same time their existence could be called as a "mistake". Which of these mistakes was their identity as women, which in fact should not be as if it were a mistake. However, because of the racism that occurred in that era, their femininity became a foundation in practicing racism itself.

Data 10:

"but when the sea turns back
it will leave my shape behind" (Lorde, 1997:line 3-4, stanza 1)

These two lines illustrated how the women were forgotten because of their identity as women which clearly implied the aspect of racism. These lines reflected that no matter what the women have done, whether it goodness or even something greater than that, it would not make them reason to be called natural beings.

The words “when the sea turns back it will leave my shape behind” it showed that at the end at the day they will remain creatures that were left behind and were not considered. All the achievements or struggles made by women could not be used as a benchmark for their acceptance of their existence. They had no right to do anything because they were women.

In these lines illustrated how the value of a woman was so clear in terms of at all, actions like this they faced give insight into how men intimidate the existence of women, let alone black women. This poem explained about gender racism experienced by women but not only because of their identity as women but also because of their skin color.

Data 11:

“I seek no favor
untouched by blood
unrelenting as the curse of love
permanent as my errors
or my pride” (Lorde, 1997:line 5-9, stanza 1)

These verses above expressed the feelings of being unfamiliar to others. The absence of a voice the women described can be linked to historical discrimination against women in the workplace \and a lack of political representation.

The word "I" referred to the "women" which was followed by the sentences "seek no favor" which meant that as a woman who was looked down upon and her existence was not considered normal, they would not beg or beg to be treated properly as men, they believe that with the beauty and strength as a woman they would be able to stand on their own feet. These lines indicated to the toughness of a woman's deep feeling even in an invisible state.

In this part, it becomes a clear point for the aspect of racism that seen in the previous stanza, where when the women experience the racism, they would be able to get through it and survive on her own. In the third line it stated "curse of love" which meant that the treatment that women should receive was in fact an unbearable curse of life.

The word "errors" in the fourth line referred to the existence of those who have been regarded as an unnatural mistake, by finding such facts destroying trampling on their pride as creatures that should be called "beauty" because in reality they were only seen as trash that deserves to be wasted and not appreciated. The racism aspect in this stanza was clearly visible with the strong emotional picture conveyed by women as victims of racism itself.

Data 12:

"I do not dwell
within my birth nor my divinities
who am ageless and half-grown
and still seeking
my sisters" (Lorde, 1997:line 16-20, stanza 2)

The verses "I do not dwell within my birth nor my divinities" explained that how the women were not born as they should to be born, the point was that as we

knew that the existence of women was actually considered the beauty or grandeur of everything that was created, but what happened in this poetry was that they faced the opposite or different, which clearly illustrated the value of racism.

The meaning was very deep and easy for the reader to comprehend when reading these verses, there was such a feeling that was devastated by the fact that what happened to them was supposed not what it should be happened, there was also such a strong desire in every words in the second line, the desire wanted to be what it should be and also the desire to be seen as a beautiful creature just like white women in general.

In the third line said "who am ageless and half-grown" it given the meaning of both age and time, which expressed such complaints about the suffering that they have encountered as a black woman for a long time, then also referred to a woman's age, that no matter what age they were, old or young, it could not be separated from acts of racism. The measure was neither gender and nor age. Being old or young was not an excuse to be free from victims of racial discrimination. As if questioned and wanted the freedom to live as the identity they were born with.

The words "and still seeking" in the fourth line represented that the remaining hope they had for justice, namely justice to be treated like men, to be respected and valued by its existence. The word also has the meaning of waiting for the elimination of this act of racism. It becomes more clear when it was continued with the word "my sister" in the last line which meant black woman, which expressed that justice could also be obtained by women. The two lines, if

connected, simply have a very clear meaning, for instance that the women still had hope for justice or equal treatment as men.

Data 13:

“I have been woman
for a long time
beware my smile” (Lorde, 1997:line 25-27, stanza 3)

The first line written “I have been woman for a long time” showed that the woman who had been a victim of the persecution of racism for a long time. Described how the suffering that has been going on for a long time and still continues to this day. The word "have been" meaning that the sad events they experienced, the unequal treatment they experienced, have occurred over a long period of time and are still happening.

In then continued in the next line which said "beware my smile", these verses referred to the charm of a woman that should be seen by the world, but the reality was reversed, the charm or power meant here was considered unnatural and was seen as a bad creation. The word "beware" referred to requesting recognition of their existence as women and feeding them that even though they were black it did not mean that they were not humanly worthy like white women.

Data 14:

“I am
woman
and not white” (Lorde, 1997:line 32-34, stanza 3)

In both these lines, it was clearly implied the aspect of racism that reflected in the poem. The word “woman” and “not white” These two verses which simply

emphasized how gender and skin color become such a big issues around white people. This was the conclusion expressed in the poem, namely the affirmation of racism itself.

Indirectly, the verses showed how identity as women was looked down upon, and as black was a mistake for them. Being born as a black woman was as if a disaster so they have to go through difficult times as long as the practice of racism continued and it was carried out by white people. These lines were the last lines of this poem, which become an emphasis on racism that occurred in the poetry.

B. Power of the Black Women In Audre Lorde Selected Poems

As explained in the previous chapter, the concept of power in research is based on the concept of Black Feminist Thought by Collins and Black Power Movement by Joseph. In this section, the writer would find the value of the power of the black woman in the following poems according to these two concepts.

1. Power

Data 15:

”The difference between poetry and rhetoric
is being ready to kill
yourself
instead of your children” (Lorde, 1978:line 1-4, stanza 1)

The poem reflected the racial discrimination and segregation of African-Americans at the hands of white supremacists. The begins with the words “The difference between poetry and rhetoric” which indicated the contrast between rhetoric and poetry. The speaker here - referred to the women – it explained that poetry with its metaphorical and imagistic powers was able to speak of a brutality that was only discussed and forgotten.

This woman expressed her anger and rage at a white police officer who shot a ten year old boy in Queens just for the color of his skin, and there was evidence of this savagery too. The way she expressed the words to the poem was known as the power. However, despite having substantial evidence of the heinous crimes, the policeman was acquitted by a jury of eleven white men who thought justice was served. Unfortunately, white people have enjoyed this supremacy for centuries.

The next lines said “is being ready to kill yourself instead of your children” this verses simply expressed the anger that was so strong within him that he saw the sad reality that this innocent boy experienced on the grounds that his skin was black. This woman as a black woman was furious at the sadistic and tragic events of racism.

Her power as a black woman could be seen in the next word, "children." This word referred to her feelings as a woman and a mother, indicated a sad feeling to see a child. She expressed her power through words, such as poem. This method became one of the ways for black women to fight or protest against racism in that era.

Since the existence of the black women was never valuable and not considered by black people, they were deemed incapable of resisting so they found their own method to combat the racist practices that occurred around them. It was called the power of the black woman.

Data 16:

“I am trapped on a desert of raw gunshot wounds
and a dead child dragging his shattered black

face off the edge of my sleep” (Lorde, 1978:line 5-7, stanza 2)

In the first line, the words "I am" referred to the woman who witnessed the racism incidents experienced by an innocent boy that happened in this poem. The words " I am trapped on a desert of raw gunshot wounds " implied that she had a desire to defend and seek justice for the child victim of racism.

These verses was found to be the power of black women, the woman expressed and protests against the occurrence of racism around. The defense made through literary works, namely poetry, they poured out all their feelings of anger and as an act of disrespect for the racism experienced by the little boy. Then, followed by the word "of raw gunshot wounds" which described that the woman could feel the pain and misery that the little boy felt.

There was such a physical pain in this words, as if she had personally experienced the sadistic murder. Here also showed how strong a woman's desire was to expressed her feelings as being hurt. The power that women have through this poem was clearly reflected in each lines.

In the second and the third lines said “and a dead child dragging his shattered black face off the edge of my sleep” the woman described the situation of the boy who had been killed on the grounds that he was black. The word "dead child" clearly meant that the state of the child's body which was lifeless.

And then followed by the word "dragging his shattered black face off the edge of my sleep” this verses simply illustrated that the condition of a poor little boy being killed tragically haunted the woman's mind and feels like defending the

poor little boy as the victim of racism. The way the woman poured her feelings and anger into the poem became the power of her as the black woman.

Data 17:

“blood from his punctured cheeks and shoulders
is the only liquid for miles
and my stomach
churns at the imagined taste while
my mouth splits into dry lips”
(Lorde, 1978:line 8-12, stanza 2)

In the first line showed “blood from his punctured cheeks and shoulders” simply pictured that the woman described the racism victim after being killed by describing the state of the dead body in a sad and bloody state. The verse clearly showed the sadness felt by the woman.

Then continued on the second line “is the only liquid for miles and my stomach” this verses represented that there was the woman seemed to be able to feel the flow of the child's blood flowing within her even though it was a long distance between the incidents of the murder. The sadness and concern felt so deeply for the woman to know that an innocent boy was the victim of such vicious racism.

In the forth line described “my stomach churns at the imagined taste” it simply the representation of the intense anger felt by the woman. And then continued by the word "my stomach churns" which refers to disgust and resentment at the perpetrator of the murder of a racist person against an innocent boy.

The power of the black woman could be seen from every word that was written in every line in this poem, a sense of concern and anger radiates so clearly in each verse. The woman felt furious and as if she felt the anger so much inside her. Yet at that moment, there was nothing else she could do but to express the anger rather than protest through words. With the hope that what she wrote down could be seen by these racist people.

In the last line of the poem above written "my mouth splits into dry lips" indicated to how the woman was unable to speak in protest or defense for what happened, the only power black women at that time was pouring out anger and disapproval through the words into the poem. The black woman found it as the power to fight against racism.

Data 18:

“without loyalty or reason
 thirsting for the wetness of his blood
 as it sinks into the whiteness
 of the desert where I am lost”
 (Lorde, 1978:line 8-12, stanza 2)

In the first to the second lines said “without loyalty or reason thirsting for the wetness of his blood” here was clearly illustrated the anger of the woman by saying that the racists seemed to thirst for human blood so they were looking for reasons to kill those who were innocent. The word "thirsting" in the second line referred to a situation where a person imposed an action by finding illogical reasons, by justifying his treatment as a form that all white people should take actions against the black people.

In the third and fourth lines written “as it sinks into the whiteness of the desert where I am lost” these two verses, there was a mention of "whiteness" which referred to the white people. The woman described how black people were treated unfairly in African-American history. The word "sinks" in the third line referred to the helplessness of black people being the victims of ongoing racism. In terms of race, the word means that they need help, namely justice to be treated equally like ordinary humans.

And in the following line, the word "lost" simply indicated to the black women who were disoriented in the bitter situation they were in. For instance, when a person feels to be lost, all they need was the way out meant is liberation from acts of racism against black people.

Data 19:

“without imagery or magic
 trying to make power out of hatred and destruction
 trying to heal my dying son with kisses
 only the sun will bleach his bones quicker”
 (Lorde, 1978:line 17-20, stanza 2)

In the first line of the verse above said “without imagery or magic” it reflected that the women who no longer had the strength to fight racism that occurred, but rather by using words of poetry for their feelings. With this verse, they named the power as the "magic" which referred to puns and in the way they poured the feeling and anger through the poem, simply by telling, insinuating and protesting.

In the second line written “trying to make power out of hatred and destruction” implied that the woman wanted to create power from the hatred and

destruction that lied before them, namely the fact that a little boy was brutally killed without doing anything wrong. The woman hopes that by pouring out her thoughts through the poem could be the power for her to help the next victims of racism. This was clearly a form of protest by black women when this sadistic incident happened to the poor innocent little boy.

In the third line showed “trying to heal my dying son with kisses’ which implied the black woman's feelings of compassion for the little boy. The word "kiss" there, showed that the love and compassion she has towards the victim of that grisly murder and hopes that he will be able to restore the situation but it was impossible.

The pity that she felt inside was very strong and deep as woman and also as a black person could not be contained, so that the next line was written "only the sun would bleach his bones quicker" which was this verse contained the hope of the woman of the poor boy that nothing could help him when the tragic happend. The power of the black women at that time only lied in the words they described through the poem which full of deep meaning.

Data 20 :

“and one Black Woman who said
 “They convinced me” meaning
 they had dragged her 4'10" black Woman's frame
 over the hot coals
 of four centuries of white male approval
 until she let go
 the first real power she ever had
 and lined her own womb with cement
 to make a graveyard for our children”
 (Lorde, 1978:line 34-42, stanza 4)

In the first line of the verses written “and one Black Woman” showed how the poem clearly all about the black women that tried to defend the little boy who being killed for being black. Being a woman with black skin made her feel obliged to do something about what happened to the boy who was killed because he was born black. The words contained the anger and power along the other verses.

In the second line to the forth lines explained “They convinced me meaning they had dragged her 4'10" black Woman's frame over the hot coals” it represented that in the poem also reflected how the black people treated the black woman disrespectfully and unnaturally. This seemingly unworthy treatment, as if then connected the incident experienced by the boy, which was racism.

It was explained through the third line that said “they had dragged her 4'10" black Woman's frame over the hot coals” The word "dragged" indicated to the cruel treatment perpetrated by white men against black women, which indirectly indicated that the white men treat a black woman in an immoral way, represented that black women were not valued at all as women because they were black. This other verse of the poem represented to the black women as the victims of cruel treatment because of the skin color. Then on the next line, a woman who struggled to be released from the practice of racism was described.

In the seventh line to the eighth says “the first real power she ever had to make a graveyard for our children” it described that the rage felt by a black woman was the first power women have was to be able to bear children, This gives the meaning of the protests that women voice to the murder of boys in this

poem, that a mother who has so hard to bear a child why should end up witnessing their child die being killed by racist police for sad reasons. This line also implied that a child did not deserve to be treated that cruelly without committing a crime. In this last line, voicing anger at the racist-murderer- in this poem, she lamented and complained why an innocent child should be killed so miserably.

The last line was written "to make a graveyard for our children" which contained a protest from the woman. It reflected that an innocent little children deserve the love of their parents and their closest people but not to be brutally murdered without reason, then justify the evil act by saying "because he was black. " This clearly read as a form of protest and distress from a woman, or even as a mother.

Data 21:

“my power too will run corrupt as poisonous mold
 or lie limp and useless as an unconnected wire
 and one day I will take my teenaged plug
 and connect it to the nearest socket
 raping an 85 year old white woman
 who is somebody's mother
 and as I beat her senseless and set a torch to her bed
 a greek chorus will be singing in 3/4 time
 “Poor thing. She never hurt a soul. What beasts they are.”

(Lorde, 1978:line 47-55, stanza 5)

The word "my" in the first line referred to the black women, and then followed by the word "power". These verses was very clear about the power of a

black woman in fighting racism that occurs to the little boy who was killed sadistically because of racism. The power intended was by providing defense and protest against the racist perpetrator - white people -, the woman described that as a woman she cannot just stand by witnessing these heinous practices carried out by the police, she felt the need to do something to change the system was broken in that era. By pouring out anger and disapproval through poem was the method of the black women to fight racism.

In the fifth line, the phrase said "raping an 85 year old white woman who is somebody's mother" in this verse provided the description of a woman who told a parable, by trying to give an understanding of this parable, the point was what if a white woman was also brutally and brutally treated, will they –white people- just accept it? or would they get angry? The woman tried to give white people the same picture situation in order that could made them feel the same oppression and suffering that black people had. This line contained such a strong sense of revenge in the mind of a black woman that she expressed it in parables such as poem. Every words in this stanza contained the anger of a black woman at the murder of the poor boy.

The last line given “and as I beat her senseless and set a torch to her bed, a greek chorus will be singing in 3/4 time “Poor thing. She never hurt a soul. What beasts they are” these verses simply provided the answer to the questions of black woman that intepreted in the previous line, namely that white people only have respect and compassion for their fellow whites, but not for blacks. This was clearly described the protest and the power of the woman who did not accept this

injustice, each of the words contained anger and sadness at the same time, as struggling for justice.

In the poem *Power* contained every power expressed by black women, the protest and anger that were reflected in every stanza in this poem. Simply put, this poem became like a black woman's weapon at the time in fighting racism, especially the sadistic incident that happened to a boy who was killed by white policemen for the reason "because the little boy was black".

2. *Who Said It Was Simple*

Data 22:

"There are so many roots to the tree of anger
that sometimes the branches shatter
before they bear" (Lorde, 1973:line 1-3, stanza 1)

In the first line of this poem written "There are so many roots to the tree of anger" it described the anger that black women had, the anger appeared from the various reasons for racism experienced by the black women. Some of the reasons why women fall victim to acts of racism which were gender, skin color and lesbianism. The value of the power black woman in this poem could be seen in the first line that described the anger of a woman as a victim of racism.

This poem described a black lesbian woman who was treated unworthily from the people around her, then the woman did not accept it and ventures her anger through the poem. The woman described protesting against the mistreatment she experienced because she was different from others. Being looked down upon and unworthy made her have to pour her feelings into the form of poem as a protest and power to fight racism.

Data 23:

“and sit here wondering
which me will survive
all these liberations” (Lorde, 1973:line 16-18, stanza 3)

In the last stanza in this poem said “and sit here wondering” it could be interpreted by using the metonymy, which depicted the power of the black woman pouring her thoughts as awaiting an end to the unfair treatment they received. This line explained that anger or protest did not always have to be expressed with anger but also that sometimes the power of women lies in the words they utter, either gently or harshly.

The word "survive" in the next verse showed that the strength of black women in fighting against racist acts that occur, by believing that whatever happens they would be able to survive and they call it as a power. They seemed to be wondering if they would be able to survive and accept all the mistreatment they received, sounding like sighing and hoping that they would be able to face the reality.

The word "liberations" in the last line of the stanza referred to the hope that black women want to achieve, namely to be like other people and be treated fairly and properly. The word contradicted with the words "in prison" which indicated that being under the pressure of racism made these women feel imprisoned and bounded. To get out of "prison" they need the power to resist, then with this method, namely fighting racism with poem, could be named as power of black women.

3. *A Woman Speaks*

Data 24:

“I have been woman
for a long time
beware my smile
I am treacherous with old magic”
(Lorde, 1997:line 25-28, stanza 3)

In this third stanza of the poem “I have been woman for a long time” described the situation of women who have been under the oppression of racism for a long time, the word "for a longtime" in the second line has a very deep meaning, simply because black women were fed up with the mistreatment that they received just because they were a woman. This verse reflected that as if they were tired of the practice of racism they experienced as black women, there were complaints and hatred in every words that was written.

In the third line said "beware my smile" it referred as the anger and the bravery of the black woman, indirectly they emphasized through these words that they were not afraid and express their power through words. The word "smile" was classified as an allusion in the type of poetry element. It referred to the beauty that women have, and the woman wanted to define that behind their beauty there was hidden power and anger. At the same time “smile” can also indicated as the power of women who were fighting as women to be treated like ordinary people.

The last line of the stanza reflected the powerful words. The word "treacherous with old magic" indicated that apart from the beauty that women have, they have a dangerous side and were not easy to be beaten. This verse

described how the black women had the great power and should never underestimate a woman just because of they look weak, inside they have power and strength, of them was being able to create the method to fight the racism and the injustice they suffer which was racism.

Data 25:

“and the noon's new fury
with all your wide futures
promised
I am
woman
and not white” (Lorde, 1997:line 29-34, stanza 3)

In the last part of this poem “and the noon's new fury” it described how angry women were towards racist and racism perpetrators that continue to befall women in that era. The second line referred to what would happen in the future, promising a bright future to women even though they were not considered humanly due to differences in gender and skin color. It also told about the women who experienced acts of racism because of differences in race, culture, gender.

Instead of actual warning, these lines represented a statement of mysterious power, with a hint of sarcasm to dismantle the idea of black women as dangerous. She seemed to yearn for the "broad future" in the sixth line, and it was written in the line 4 to 6 "I am a woman and not white " it represented to boldly present her different self, beyond the reach of this "promise" but and remained a woman, engaged in a similar struggle for equality, however, it must be realized.

In the last line it was again emphasized that this poem talked about black women, which clearly described the reasons why they were victims of the

oppression of racism. Then also, it referred to the power that women have by being able to fight racism by expressing their feelings and anger and protest against the racial discrimination they received as black women. This poem simply showed that the women were not weak in words, but they were able to turn beautiful words into their power to fight racism.

C. Discussion

This section presented the discussions based on the findings of the research in Audre Lorde Selected poems entitled *Power*, *Who Said It Was Simple*, and *A Woman Speaks*. The writer realized there were some kind of different aspects of racism that reflected in those poems. It could be seen from each of the lines and also in the stanzas. To be able to discover the racism itself, the writer used the theory of Delgado and Stefancic (2001) which named Critical Race Theory. Moreover, the writer also discovered some of the words that interpreted as racism by using the element of poem such as metonymy, pars prototo, and allusion.

In addition, the writer also discovered that the three poems above were classified into satire and the poems were contained racism values that focus on black women, however to the racism, these poems also revealed the value of power that black women got as a method to combat racism that occurred around them, or even themselves as victims of unequal treatment that they face for years.

In fact, in this research the writer also discovered the value of the racism by using the terms of poem which is figurative language such as allusion, metonymy, methaphor and pars prototo. The figurative language were discovered in some of

the words in the poem, nonetheless not every data in this research were explained by figurative language. Some of the figurative language were used to find the value of racism in the poems.

Apart from the value of racism the writer also examined the power of the black woman by interpreting every word that written in these poems by using the theory of the Black Feminist by Collins (2000), and the Black Power Movement edited by Joseph (2006). The result showed that there were several words and lines that were found as the power or the anger of the black women against the racism which poured into the beautiful meaningful words that were not quite easy to comprehend.

The power of the black woman that reflected in the poems could be found by using the two theories above. Furthermore, the writer used the figurative language such as allusion, metonymy, pars prototo and methaphor. The figurative language were using to identify some of the specific words that might be appeared in this reseacrh. The use of using the figurative language is to assist the writer to interpret the real meaning of the certain words and be able to decipher the whole meaning of the those words into sentences

The three poems in this research were all clasified into satire since the poems contained critism issue to the society and written based on the reality that happened in the society. The poems represented the protest of the black women who against the racism in that era which namely the power. The power that explained in this research practically as the method and an anger of the black

women to against the racism by using their own method which is through the words such as poem.

The poem 'Power' represented the type of racism such as skin color, gender, injustice, segregation and racial discrimination. This poem was described about the murder of a little boy because of his skin color. According to the content of the poem, the writer discovered some of the aspects of the racism which also classified into satire since it contained the protest against what happened to the little boy and it happened in the reality. In addition, this poem also reflected the power of the women or the anger and the protest against the incident that faced by the little boy as the victim of the racism. The power itself could be seen from the words or the stanzas that written in the poems used by the black woman that stood by the little boy.

The second poem 'Who Said It Was Simple' reflected the type of racism such as gender, skin color, and homophobia. This poem reflected about the anger of the women against the racism in that era. As the black woman that also a lesbian made the women were treated unequally. In this poem, the racism appeared from the certain words that classified as satire since it appeared from the reality event and also as the criticism towards the racism that occurred to the black lesbian women. In fact, the poem were analyzed by using the figurative language such as metaphor, metonymy, allusion and pars prototo. In this poem also identified as the power or the method to against the racism that appeared to the black women. The power discovered from the each words that poured into the poem, could be

said as an anger and a method that used to defense themselves as the victim of the racism that they experienced as the lesbian black women.

The last poem 'A Woman Speaks' represented several aspects of racism, namely racial discrimination, gender and skin color. The poem potrayed the racism that experienced by the black women who faced the racism because of the different gender, skin color and the culture. The aspects of the racism could be found in some certain words that poured into the poem. To be able to discover those values, the writer used the theory that explained in the previous chapter which named Critical Race Theory (2001), furthermore the use of figurative language of analyzing the data were partially assist the writer to discover the aspects of racism in the poem.

CHAPTER V

CONCLUSIONS AND SUGGESTION

After analyzing and discussing the objectives problem in the previous chapter, the writer would like to presented some conclusions and suggestion.

A. Conclusions

After analyzing the aspect of racism and the power of the black woman in Audre Lorde selected poems by using the theory by Delgado and Stefancic called Critical Race Theory, and to analyze power of the black woman using Black Feminist Thought by Collins and Black Power Movement by Joseph. The writer could draw several conclusion, as follows:

1. Based on the kinds of poem, 'Power' could be classified into a satire because the poem contained criticism to the community described from reality when little boy who is brutally killed because he is black. In this poem there are several aspects of racism, namely skin color, injustice, segregation and racial discrimination.
2. In the poem 'Who Said It Was Simple' the writer grouped the poem into satire because this poem had critism issue to the society and written based on the reality that happened to the author. It revealed about the oppression experienced by women because of gender, skin color and lesbianism. In this poem, there are aspects of racism, such as gender, skin color, and homophobia.
3. The poem 'A woman speaks' counted into satire because this poem expressed criticism and written by the author based on the reality who experienced racism

and injustice. In the poem *A Woman Speaks* reflection of women who experience racism because of differences in gender, race, culture and skin color. There are several aspects of racism contained in poetry, namely racial discrimination, gender and skin color.

4. The three poems are contained "the power of the black women" or what is called the anger or method that used by black women to fight racism. These three poems reflected the anger and struggles that the black women had been through, but they existed not in every stanza. There are several of the stanzas and lines that revealed the power that the writer discovered, which could be seen from each meaningful words that poured into the poems.

B. Suggestion

In this research, the writer realized that this research has several weaknesses. This ensued because of the capable limitation of the writer knowledge and experiences. Indeed, in this research the writer still needs corrections and suggestions. This research expected to be more beneficial for the student of literature and could be the references to the future writer. In addition, the result of this research can give contribution to others and give advantages to all people that they have intention to learn about live through work of art.

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APPENDICES

A. Poem of Audre Lorde

1. *Power*

The difference between poetry and rhetoric
is being ready to kill
yourself
instead of your children. (1)

I am trapped on a desert of raw gunshot wounds
and a dead child dragging his shattered black
face off the edge of my sleep
blood from his punctured cheeks and shoulders
is the only liquid for miles
and my stomach (5)

churns at the imagined taste while
my mouth splits into dry lips
without loyalty or reason
thirsting for the wetness of his blood
as it sinks into the whiteness (10)

of the desert where I am lost
without imagery or magic
trying to make power out of hatred and destruction
trying to heal my dying son with kisses
only the sun will bleach his bones quicker. (15)

A policeman who shot down a ten year old in Queens
stood over the boy with his cop shoes in childish blood
and a voice said "Die you little motherfucker" and
there are tapes to prove it. At his trial
this policeman said in his own defense (20)

"I didn't notice the size nor nothing else
only the color". And
there are tapes to prove that, too. (25)

Today that 37 year old white man
with 13 years of police forcing
was set free (30)

by eleven white men who said they were satisfied
justice had been done
and one Black Woman who said
"They convinced me" meaning (35)

they had dragged her 4'10" black Woman's frame
over the hot coals
of four centuries of white male approval
until she let go

the first real power she ever had (40)
and lined her own womb with cement
to make a graveyard for our children.

I have not been able to touch the destruction
within me. (45)

But unless I learn to use (45)
the difference between poetry and rhetoric
my power too will run corrupt as poisonous mold
or lie limp and useless as an unconnected wire
and one day I will take my teenaged plug
and connect it to the nearest socket (50)
raping an 85 year old white woman
who is somebody's mother

and as I beat her senseless and set a torch to her bed
a greek chorus will be singing in 3/4 time
“Poor thing. She never hurt a soul. What beasts they are.” (55)

BOSOWA



2. *Who Said It Was Simple*

There are so many roots to the tree of anger (1)
 that sometimes the branches shatter
 before they bear.

Sitting in Nedicks (5)
 the women rally before they march
 discussing the problematic girls
 they hire to make them free.

An almost white counterman passes (10)
 a waiting brother to serve them first
 and the ladies neither notice nor reject
 the slighter pleasures of their slavery.

But I who am bound by my mirror (15)
 as well as my bed
 see causes in colour
 as well as sex

and sit here wondering (18)
 which me will survive
 all these liberations.

3. *A Woman Speaks*

Moon marked and touched by sun (1)

my magic is unwritten

but when the sea turns back

it will leave my shape behind.

I seek no favor (5)

untouched by blood

unrelenting as the curse of love

permanent as my errors

or my pride

I do not mix (10)

love with pity

nor hate with scorn

and if you would know me

look into the entrails of Uranus

where the restless oceans pound. (15)

I do not dwell

within my birth nor my divinities

who am ageless and half-grown

and still seeking

my sisters (20)

witches in Dahomey

wear me inside their coiled cloths

as our mother did

mourning.

I have been woman (25)

for a long time

beware my smile

I am treacherous with old magic

and the noon's new fury (30)

with all your wide futures

promised

I am

woman

and not white. (35)

B. Biography of Audre Lorde

Audre was born in New York City on 18 February, 1934. The youngest of three children born to immigrant parents from the West Indies, Audre was so nearsighted that she was legally blind and had a condition known as “tongue-tie” which inhibited her speech development. That,



combined with the fact that she was growing up in Harlem during the Great Depression, meant Audre had a childhood that could not have been easy. Her mother, a great lover of words, taught Audre to read and write when she was four years old. She passed her love of words on to Audre, and this love became her salvation.

Audre’s passion for words was crystallised in poetry, and she found poems to be a useful way to express her thoughts, feelings, emotions, and experiences. However, as Audre approached her teen years, she soon found that some of the things she wanted to say couldn’t be expressed by the poems she was reading. It was then that she decided to write her own. She wrote her first poem in the eighth grade, and by the time she graduated high school, she’d already had a poem published in *Seventeen Magazine*. Audre continued writing poetry throughout her time at Hunter College, where she received her bachelors degree, and throughout her time at Columbia University, where she received her masters in Library Science in 1961.

The year after completing her master's degree, Audre's poetry was featured in Langston Hughes' *New Negro Poets*. That same year, she also married Edwin Rollins, and together, they had two children before divorcing in 1970. During their marriage, Audre's poetry was published in a number of journals and anthologies. During this time Audre also worked as a librarian, and devoted much of herself to political activism. As an activist, she protested the war and participated in both the civil rights and feminist movements.

By the end of the 1960s, Audre's career as a poet had begun to take off. In 1968, she was named a poet in residence at Tougaloo College, where she also discovered a love for teaching. That same year, her first collection of poems was published. The book was well-received, and two years later, she released her second collection, *Cables to Rage*. *Cables to Rage* was her first foray into protest poetry, and it was also the book where she came out as a lesbian. Audre wrote five other books of poetry after the publication of *Cables*, skilfully exploring everything from lesbian relationships to parenting, violence, racism and homophobia. Her work earned her a National Book award nomination and a reputation as a visionary.

Audre died on 17 November 1992, at the age of 58, following a courageous 14-year battle with breast cancer. She dealt with her illness as she did every other battle in her life—with strength, courage, and exceptional writing. She chronicled her illness in her first prose book, *Cancer Journals*, inspiring women everywhere in the process.

C. Biography of the writer

Lady was born in Sumarorong on 22 February, 1998. She is the youngest of three children, born to the parents named Yustina Barrang B and Tadius Tekkay. She is originally from Toraja, South Sulawesi but she grew up in Mamuju, West Sulawesi. She started the elementary



school in the city where she grew up until she finished the high school. When she was very little, her family decided to move out to the city, Mamuju. That's where she started her new life, schools and everything. Her mother is a teacher, teaching religion education which is christian in one of the senior high school in Mamuju. Her father is a self-employed.

She has a brother and a sister. Her brother name is Agung Ekayanto, a married man with two children, a daughter and a son which still very litte. Her sister name is Yuyunianty, an adult woman who's ready to marry her future husband very soon.

In 2016 she went to college in Makassar, South Sulawesi and majoring English Literature in Bosowa University. The reason behind the major that she took was that when she was a child she had always been a huge fan of English. She liked to listen to news, tv shows, songs, and anything in English, besides, she acknowledged that English is the universal language. However when she finished the high school, she began to fall in love with poetry and movies, so that was all the reason behind this English Literature department that she was in.

