THE CONCEPT OF HIGH SELF-ESTEEM
IN CHILDREN AS A COMPLIMENT REFLECTED
IN GWENDOLYN BROOKS'S POEM
LIFE FOR MY CHILD IS SIMPLE

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra* in English

by

Aulia Nikmat Maulana Fatikhul Khoir

2250403502

ENGLISH DEPARTMENT
LANGUAGE AND ART FACULTY
SEMARANG STATE UNIVERSITY
2010

APPROVAL

This final project was approved by the board of examiners of the English Department of Faculty of Languages and Arts of Semarang State University (UNNES) on August, 20th 2010.

Board of Examiners:

1. Chairman,

   Drs. Dewa Made K, M.Pd   _____
   NIP. 195111181984031001

2. Secretary,

   Dr. Dwi Anggani LB, M.Pd   _____
   NIP. 195901141989011001

3. First Examiner,

   Drs. H. Suprapto, M.Hum   _____
   NIP. 195311291982031002

4. Second Advisor as Second Examiner,

   Dra. Rahayu Puji Haryanti, M. Hum   _____
   NIP. 196610201997022001

5. First Advisor as Third Examiner,

   Drs. Ahmad Sofwan, Ph.D.   _____
   NIP. 196204271989011001

Approved by

Dean of Faculty of Languages and Arts,

Prof. Dr. Rustono, M. Hum
NIP. 195801271983031003

PERNYATAAN

Dengan ini saya   :

Nama   : Aulia Nikmat Maulana Fatikhul Khoir
NIM   : 2250403502
Prodi/Jurusan   : Sastra Inggris/Bahasa Inggris

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Yang membuat pernyataan,

Aulia Nikmat Maulana Fatikhul Khoir

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Beauty comes from within

ABSTRACT

Fatikhul Khoir, A.N.M. 2010. The Concept of High Self-Esteem in Children as a Compliment Reflected in Gwendolyn Brooks's Poem *Life for my Child is Simple*. Final Project. English Literature. Semarang State University. First Advisor: Drs. Ahmad Sofwan, Ph.D., Second Advisor: Dra. Rahayu Puji Haryanti, M.Hum.

Keywords: High Self-Esteem, Life for my Child is Simple, and Success

Self-esteem is the person's judgment of personal worth obtained by analyzing how well his or her behavior conforms to ideal life. There are two concepts of self-esteem; *High self-esteem* is the concept of self-esteem which brings individuals to reach a success, and to have sensitivity toward every aspect of life especially in individual surroundings. Self-esteem is developed according to ages, experiences and many problems against individuals. Some people may get *low self-esteem* which is the main problem in their life. It has some negative characters in individual's life. Then, it is the caused of poverty, and discrimination. It can hold human to success.

In this study, a poem entitled *Life for my Child is Simple* is used as the object, in order to change the reader who deal with problems such as frustration, confusions, fearful change, non communicative, and insecure be individuals who have ambitious, goal oriented, communicative, loving and attractive. It is analyzed by using technique of interpreting poetry, because the words used in the poem are poetic diction. The technique applied here in order to answer two questions. First, how is the concept of high self-esteem in children reflected in Gwendolyn Brooks's poem *Life for my Child is Simple?* and what does the author want to say through her poem *Life for my Child is Simple?*

The researcher used a qualitative method in conducting this research. Since the method is qualitative, the forms of data were in the form of words, phrases, sentences, etc. data collection was done through certain steps. The first step was repeated reading, reading the text carefully to understand the deep meaning of the text; here the poem. The second step was identifying the deep meaning as the raw data. The third was observing the raw data and correlating it with the concept of high self-esteem in children.

The result of the study shows that the poem *Life for my Child is Simple* the positive side of *High Self-Esteem in Children* through symbolism. *Life for my Child is Simple* lifts up individual's high self-esteem to encourage the reader more power in gaining his success and motivated their mind and heart through the expressions, words and phrases. Learning the philosophy of children development focus on the self-esteem would raise many self confidences in wherever and whatever you are.

ACKNOWLEDGEMENTS

First of all, I would like to praise Allah SWT who always blesses and guides me in finishing this final project. In this opportunity, I would like to thanks to:

1. My parents, who always support and pray for me to study here until I can finish my Final Project.
2. Drs. Ahmad Sofwan, Ph.D as my first advisor who has spent his time to help and guide me in finishing my final project.
3. Dra. Rahayu Puji Haryanti, M. Hum as my second advisor who also has motivated and supported me to keep finishing my final project.
4. Drs. H. Suprapto, M.Hum. as my first examiner who has approved me to finish my final project.
5. All lecturers of English department of UNNES for all their time, energy, and dedication, who have taught me during I take the study until finish my final project.
6. My family, and my cousin Tami and Ahdi. Thanks for your references, so I can fulfill my final project properly.
7. Big family of X-Gareto community, and my friends in I-Fanx Kos (Imam, Agus, Mukmin, Aqib, and Eko.P) who have supported me while I am doing my final project.

Finally, I sincerely hope that this study would be useful for everyone.

Semarang, 18th August 2010

Aulia Nikmat Maulana Fatikhul Khoir

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

People were born in the world to make the best meaning of life. God gives us brain to think, heart to feel, and body to act. On the other hand, god also gives us dream, wish, and hope. People live in the world with their goals. They get the goals through their eyes, then transferred to their brain; which is proccessed to get the truth and the moral value. Then the result of the considering is sent to heart to decide whether it is included into the goals or not. The decision is complex, sometimes when it has become a goal, people still thinking about *how if you failed*, and *how if you wrong* about the information. The question of how and how before acting to do is a factor of a fearness. Now, fearness has become a sirius problem against success.

God always serves us two different sides of choices such as; live and die, good and bad, pretty and ugly, smart and fool, rich and poor, and success or failure. Live is a chosen, so that why live is so complicated. Surely, no one wants to waste their life times with such a failure. They need to make a plan of tomorrow or day after tomorrow to lock the target to be achieved. Nevertheless, the plan should be done soonly in order to avoid the rising of many considerations which come from others.

Many considerations toward the plan that we have made is one of the fear factors. The fearness will hold them to reach the goals. The plan can not be done since the feeling of fearness still lying in theur heart. It means that people have already failed. Other opinions or considerations are just to make a better of refferences. However, people should be selective in gathering other suggestions or opinions.

In every activity people need to arrange what they want to do to help them in finishing their work. The arrangement above is talking about process. According to Ary Ginanjar Agustian (2006:222) sketches the proccess of destiny:
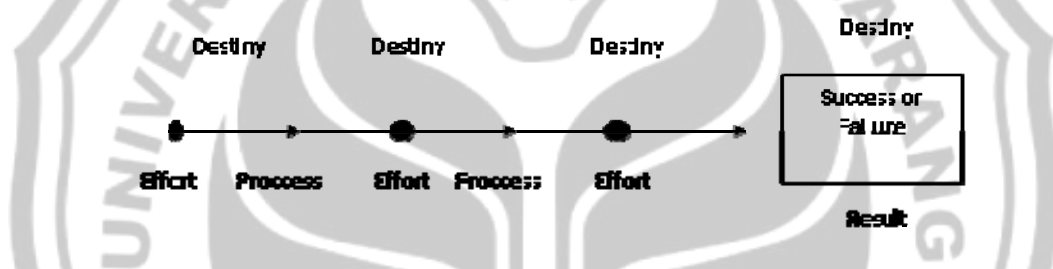
Such the definition of the picture above success and failure will be automatically derived if people have reached the process by their effort. It means that success and failure are the result of our effort in reaching the process. If we can reach the process perfectly, it means we are success. Otherwise, if we can not reach the process perfectly, it means that we are failure. Some people today still geting a wrong assumption about the meaning of success and failure. In the poem of *Life For My Child Is Simple* the author defines fearlessness as motivation to success againsts failure, and she also gives the definition of them.

Literally speaks there is no success and failure, both of them are mere concept of the mind, if things workout the way we wanted them to be; we call

them success. If things do not workout how we wanted them to be; we call them failure. According to Oxford Advance Learners Dictionary Success means (1[U]) the achievement of a desired aim, or of fame, wealth or social position, (2[C]) a person or thing that succeeds. While failure means (1.a) lack of success in doing or achieving something (1.b) a person, an attempt or a thing that fails, (2) the state or an instance of being inadequate or of not functioning as is expected o equired and (3) ~ to do something (an instance of) not doing something or forgetting to do something.

Gwendolyn Brooks is the author of *Life For My Child Is Simple*. She packed it beautifully in order to attract the reader in reading a poem. It started from her own learning process while she was rising her son, Henry. She made a study of comparison by her own experience in order to encouraging her audience for rising high self-esteem, to be successfull and fight the fearness. This message is simply that no matter what the outcome of an action may be, you should never be afraid to reach for something. The discussion above is talking about the background of the moral values found in the poem.

According to the poem, we can see that Gwendolyn Brooks uses her son to be object of study in her own poem *Life for my Child is Simple* in order to encouraging the readers to keep striving in reaching their goal. Adults readers will see, learn and think that children never have given up in reaching to achieve their goals. After reading the poem, than the readers will learn how the children can conduct their self-esteem to success. The readers will learn this aspect, and then they move to think of the children spirit. After all, this process will lead the

readers to the concept of self-esteem. It will automatically arise while they have been reading and interpreting the poem. Because they feel that they have been defeated by children's spirit. Self-esteem is attributed to human life. So, they will wake up to change their destiny to be better than before. This study of comparison which is used by Gwendolyn can attract people who read and understand this poem.

In class of literature, poetry is an old one. Based on the function of literature works as a source and an entertainment, poetry can help people who deal with their own problems, as Rees (1973:15) states the use of literature is very much the same as the use of history or philosophy for it help us understand better our fellow human being. In this case, most of poets wrote their works based on their own experiences. Gwendolyn Brooks made *Life for my Child is Simple* by her own experiences. Then she makes it by using the technique of comparison in order to encouraging the reader's self-esteem for not easily to give up against everything. People today should make their life much better and useful for surroundings at least for their own selves. Harper and row (1986:326) state that poetry is one means of seeing the world, and of seeing it well. I choose this poem to be analyzed because this poem has strong messages which are very interesting to be revealed.

1.2 Reasons for Choosing the Topic

Most people feel that self-esteem is important. It is difficult, if not impossible, for people to remain indifferent to information that bears on their own self-esteem,

such as being told that they are incompetent, attractive, untrustworthy, or lovable. Increases and decreases in self-esteem generally bring strong emotional reactions. Moreover, these fluctuations are often coincident with major successes and failures in life. Subjective experience creates the impression that self-esteem rises when one wins a contest, garners an award, solves a problem, or gains acceptance to a social group, and that it falls with corresponding failures. This pervasive correlation may well strengthen the impression that one's level of self-esteem is not major successes and failures.

A key assumption of the self-esteem movement is that too many people have low self esteem. Under this assumption, raising self-esteem becomes a meaningful goal. Research has shown that low self-esteem is related to variety of psychological difficulties and personal problems, including depression, loneliness, substance abuse, teenage pregnancy, academic failure, and criminal behavior.

The personal problems has shown above are caused by the process of mental and physical disorder in their childhood development. In this case environments take great effect toward children development; in home and out home. In home, family should give positives action for their children. Parent should give in full focus on the children development and learning process. In the out home, parent also should keep an eye on their children in making friendship. In broad outline, the role of parent for children mental development is very important. It will determine the future life of the children when they began to be adolescence. The main purpose human being in life is usefulness for society. The natural character of children while they are growing up is they never give up in

reaching everything for their goal. It is good for them, because they will understand and know that the goal they have found is the answer of their question about the things. No matter what problem they will get but the important thing are they can get as they wish.

The process of children development from the previous paragraph is called the concept of children's high self-esteem. It allows the writer to explore the concept of high self-esteem toward children in Gwendolyn Brooks's poem *Life for my Child is Simple*. In this poem, Gwendolyn described the child with his great effort in getting what he whish, besides no matter what will happen to him. Otherwise, this can state or restate the reader's high self-esteem.

1.3 Statements of the Problem

The problems of this research are stated as follows:

1. How is the Concept of High Self-Esteem in Children reflected in Gwendolyn Brooks's poem *Life for my Child is Simple*?

2. What does the author want to say through her poem *Life For My Child Is Simple?*

1.4 Objectives of the Study

1. To describe the concept of self-esteem in children which is reflected in the poem *Life for my Child is Simple*.

2. To describe the technique of interpreting poetry in revealing the messages and the moral values in the poem *Life for my Child is Simple*.

1.5 Significance of the Study

There are some benefits expected from this final project, those are:

1. This study would be able to make the readers in understanding the concept of self-esteem to success.

2. By conducting this study I expect to give a contribution to the people who like to read poetry, to understand the message revealed through the poem.

3. This research is expected to give a contribution to the readers who have frustrated or given up toward their efforts in reaching their goals.

4. To give an inspiration to the readers to be brave in doing everything in their activity, and encouraging them that since they have traied to reach the process for their goals, it means that they success to act freely according to their mind.

1.6 Outline of the Study

This final project is organized into five chapters.

Chapter I is the introduction. This chapter reveals the general background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter II is the review of related literature. This chapter includes review of related literature on poetry, figure of speech, the concept of high self-esteem in children, and psychological approach.

Chapter III presents method of investigation, which consists of the object of the study, source data and research approach, role of researcher, procedure of collecting data, analysis of data, and technique of reporting the result of analysis.

Chapter IV presents the analysis, which consists of *the Concept of High Self-Esteem in Children* and the moral value found in the poem life for my child is simple by Gwendolyn Brooks.

Chapter V presents conclusion and suggestion dealing with the subject matter of this final project.
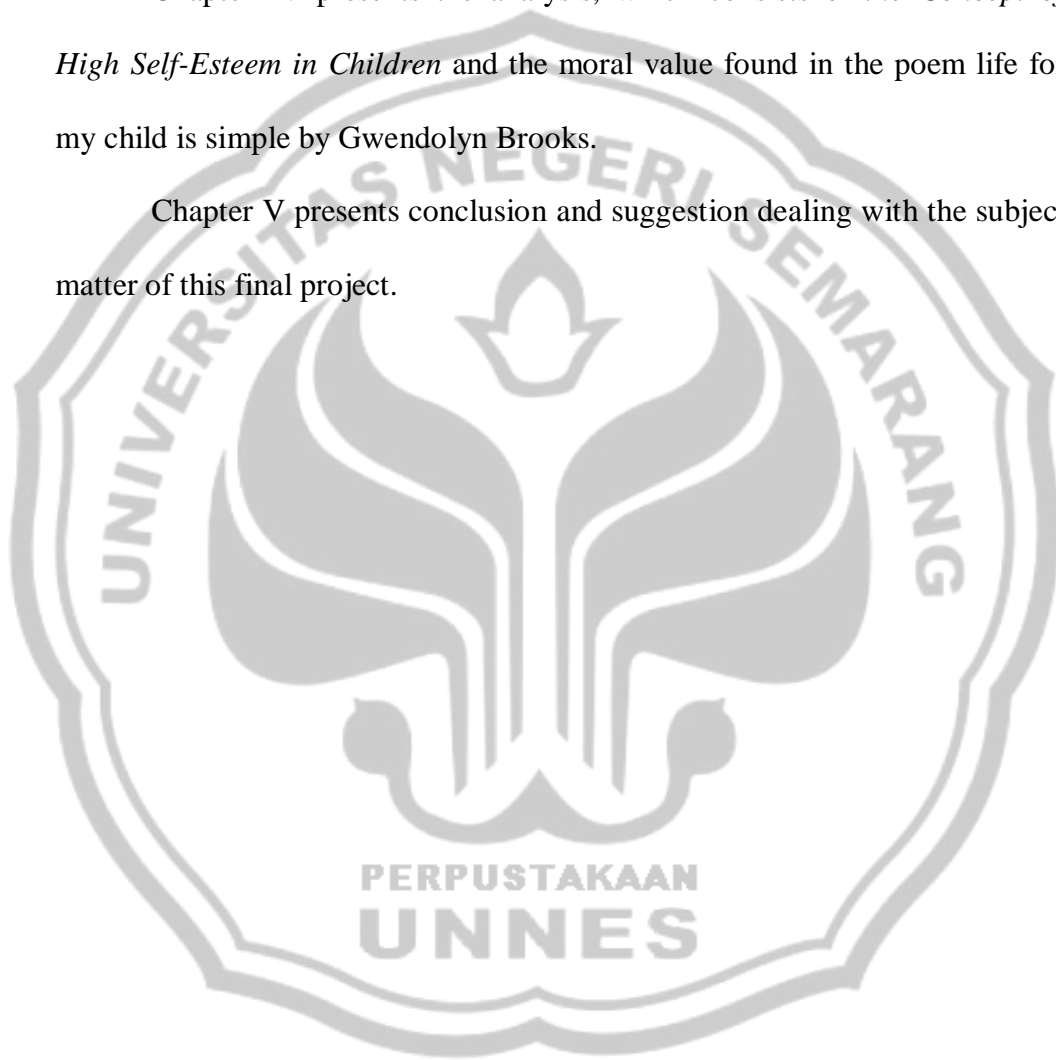
BAB II

REVIEW OF RELATED LITERATURE

In this chapter, the writer constructs the review of related literature includes poetry, the concept of high self-esteem in children, and new criticism.

2.1 Poetry

Poetry is one of literature work. Its existence gives a great role of human being in life. The word poetry comes from the Latin *poeta,* a poet is a form of literary art in which language is used for its aesthetic and evocative qualities in addition to its apparent meaning. Poetry may be written independently, as discrete poems, or may occur in conjunction with other arts, as in poetic drama, hymns, lyrics, or prose poetry.

Poetry is a masterpiece which full of worthy words in its forms of element of poetry. Samuel Taylor Coleridge, in *How to Interpret Poetry* written by Laurie E. Rozakis (1998) says that prose consists of words in their best order. It is a unique literary work. Its form formulates and constructs its body regularly to be beautiful art. The elements of poetry according to Frederik (1988: 17-54) are form, language, tone and theme.

2.1.1 Form

Form is the organization, arrangement or structure of a work of art. it imposes a close relationship between words and meaning; between the words that are used

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and the effect that the poet is striving for. In working out of a poem, the poet must consider the effect he o she creates. Form is also the pattern or construction of a work which indentifies its genre and distinguishes it from other genres.

According to Perrine as quoted by Frederik (1988:63), there are three kinds of form:

a. A continuous form: the line follows each other without grouping, and readers have to break them in units of meaning.

b. A stanza form: the poet writes a series of stanzas that is repeated units having the same number of lines, the same metrical pattern, and often an identical rhyme scheme.

c. A fixed form: it is a traditional pattern that applies to a whole poem. In English poetry, though most of the fixed forms have been experimented with only the limerick and the sonnet have really taken hold.

The form of poetry includes rhythm, poetic feet, metrical line, rhyme, and stanza.

2.1.1.1 Rhythm

The term rhythm means any wavelike recurrences of notion or sound. In speech it is the natural rise and fall of language. All language is to some extent rhythmical, for all language involves some accented (-) and unaccented (u), which we called meter (Culler, 1997: 78-79).

Furthermore, it is also said that rhythm is the recurrence of accented and unaccented syllables in a regular or nearly regular line. It is created by the patterns of repeated sounds in terms of both duration and quality, and ideas. Rhythm

implies alternation; something is here, then it is replaced by something else, and then the first thing returns.

Poets use rhythm because of four reasons:

    a. To increase enjoyment of the sound of the language,

    b. To highlight and emphasize specific words,

    c. To achieve a dramatic effect, and

    d. To suggest the word of the poem.

Rhythm is also often used to give the listener or readers the feeling of being involved with the poem's action. In simple way, rhythm is the reoccurrence of accented and unaccented syllable in or nearly regular patter.

2.1.1.2 Meter and Poetic feet

The unit of rhythm in a line is called a foot. Any recurring pattern of the strong and weak beats is called meter. Meter is a strong/weak pattern repeated again and again to form a continuous steady pulse. Meter signifies the recurrent regular rhythmic unit in a poetic line. Types of meter are classified according to the number of feet in a line. These are the standard English lines: *Monometer*, one foot; *Dimeter*, two feet; *Trimeter*, three feet; *Tetrameter*, four feet; *Pentameter*, five feet; *Hexameter*, six feet (also called the alexandrine); *Heptameter*, seven feet; and *Octameter*, eight feet.

The most common English meter is the iambic pentameter, in which each line contains ten syllables, or five iambic feet, which individually are composed of an unstressed syllable followed by an accented syllable. According to Reaske (1966: 14-15) here are the most common poetic feet:

1. Iambic: the *iambic foot* (an *iamb*) is composed of one unstressed syllable followed by one stressed syllable.

2. Trochaic: the *trochaic foot* (a *trochee*) is the reverse of an iambic foot. The trochaic foot, in other words, is made up of two syllables, the first one stressed and the second one unstressed.

3. Dactylic: not all poetic feet have two syllables. The *dactylic foot* (a *dactyl*), for example, is composed of one stressed syllable followed by two unstressed syllables.

4. Anapestic: the reverse of a dactylic foot is an *anapestic foot* (an *anapest*); in other words, it is composed of two unstressed syllables followed by one that is stressed.

5. Spondaic: A fifth kind of foot has two stressed and no unstressed syllables; the emphasis, in other words, is on one plane.

6. Pyrrhic: a kind of foot has two unstressed syllables; for example: "and the"

2.1.1.3 Stanza

Stanza is a pattern of rhyme organized into verse paragraph or block of lines. It, in short, is group of line and therefore a recognizable unit in a poem; ordinarily, each stanza follows a particular rhyme scheme. A subdivision of a poem consists of lines grouped together, often in recurring patterns of rhyme, line length, and meter. Stanzas may also serve as units of thought in a poem much like paragraphs in prose. Perrine (1977:237) states that stanza is a repeated unit having the same

number of lines, the same metrical pattern, and often an identical rhyme scheme. Some of the more common stanzas as follow (Reaske, 1966:22-24):

1. Couplet: a couplet is a stanza composed of only two lines, which usually rhyme.

2. Triplet (or tercet): a triplet is a stanza composed of three lines, usually with one repeated rhyme, or a rhyme scheme of aaa .

3. Quatrain: a quatrain is a stanza composed of four lines, either rhyming or not rhyming.

4. Sestet: a sestet is a stanza composed of six lines.

5. Hume royal: a rhyme royal is a stanza composed of seven lines written in iambic pentameter and rhyming *ababbcc*.

6. Sonnet: the sonnet is a fourteen line poem, written in iambic pentameter. The Italian (*petrarchan*) sonnet is divided into an *octave* and a sestet; the octave rhymes *abba, abba*; the sestet *cd, cd* or variation thereof. The sestet may also rhyme *cd, cd, cd*. The English (*Shakespearian*) sonnet is usually written in three quatrains and a couplet, rhyming *abab, cd cd, efef gg*

7. Octave: an octave is a composed of eight lines; specially; an octave is the name given to the first eight lines of a sonnet, the last six being a sestet.

8. Spenserian stanza: it is composed of nine lines, the first eight of which are written in iambic pentameter while the last or ninth line is written in iambic hexameter.

9. *Ottava rima: ottava rima* is a stanza composed of eight lines rhyming *ababab cc* and written in iambic pentameter.

2.1.1.4 Rhyme

Rhyme is repetition of similar/identical sound at the end of lines. Morris (1964:621) states that rhyme is a pattern recurrence of like or similar sounds also functioning in directly to intensify meaning. It is a further impressing of design upon material in order to achieve an intention in sense, feeling, and tone. Reaske (1966:18-21) mentions rhyme as follows:

1. Perfect rhyme and half rhyme: *perfect rhymes*, sometimes called *exact rhymes*, occur when the stressed vowels following differing consonant sounds are identical - slow and grow - and any following sounds are identical-fleet and street, buying and crying, bring and sing. The sound, not the spelling, determines whether or not the sounds are identical. *Half rhyme or approximate rhyme* occurs when the final consonant sounds of rhyming words are identical. The stressed vowel sounds and any preceding consonant sounds differ.

2. Masculine and feminine rhyme: *masculine rhyme* occurs, when the final syllables of the rhyming words are stressed. After the difference in the initial consonants, the words are identical in sound-contort and purport. Feminine rhyme is the rhyming of stressed syllables followed by identical unstressed syllables-treasure and pleasure.

3. Internal rhyme: *end-rhyme* means that the rhyming sounds are found at the ends of the lines. *Internal rhyme* where the rhyming words are found within the line, often a word in the middle of a line rhyming with the last word or sound in the line.

4. Alliteration: *initial rhyme* usually referred to as alliteration. Here the same sound starts several words.

5. Assonance and consonance: assonance is the use of identical vowel sounds surrounded by different kinds of consonant sounds in word in close proximity to each other. Consonance is, as may be expected, the reverse of assonance. Thus in consonant, consonant sounds are the same but there are different vowel sounds.

6. Onomatopoeia: *onomatopoeia* is the technique of using a word whose sound suggests its meaning. "Buzz", "crackle", and "hum" are often cited as examples, but some onomatopoeia is less obvious, for example, "shiver" or "quake".

7. Rhyme Royal: *rhyme royal* is a stanza of seven lines composed in iambic pentameter and rhymed *ababbcc*. The name is said to be a tribute to King James I of Scotland, who made much use of the form in his poetry.

2.1.2 Language

The existence of the term language is very important to individual in the way of sending his messages to another. Ramelan (1999:1) states that language as a means of communication with other people, as a tool to express his ideas and wishes. In order to make other people understand what the messages are, one must make it rather simple to understand.

Language in poetry is charged with figurative language. Words by words could be contained of many terms and meanings. Therefore, the word chosen in the poetry is beautiful and meaningful. The elements of language in poetry consist

of diction, imagery, symbol, figurative language or figure of speech, tone, and theme.

2.1.2.1 Diction

Diction is the choice of words used in a literary work. The use of right words in poetry can give satisfaction towards the audience. In choosing the words the author should concern rightfully with the tone and the situation which is described in the poem. Some poets choose figurative language and some others choose the dictionary language.

Pradopo (1990:58) says that the discussion about diction also involves the discussion about denotation and connotation of a word. Further, Perrine (1977:38) explains that denotation is the dictionary meaning or meaning of the words, while connotation is what it suggests beyond what is expressed; it is over tone of meaning. For the word 'red' for instance, by denotation it means only one of colors like blood, but in connotation it means angry, severe, excessive force, forbidden, dangerous and maybe as a symbol of nationalism.

2.1.2.2 Imagery

According to Oxford Dictionary, imagery means (1) imaginative language that produces pictures in the minds of people reading or listening: poetic imagery. (2) Pictures, photographs, etc: satellite imagery (eg photographs of the earth taken from space). Refer to the point (1) which has explained above. Imagery is an image or mind impression which comes to live. The imagination of the audience will come out after he hears or reads the poem. Perrine, meanwhile, explains that imagery is the representation of the imagination of sense of experiences. He states

that (1977:54) poetry appeals directly to our sense, of course, through its music and rhythm, which we actually hear when it is read aloud. Moreover, it indirectly appeals to our senses through imagery, the representation to the imagination of sense experience still relating to imagery.

Imagination is the result of an induction process of senses to senses. It may come from body and mind. Usually human five senses are the mediator supporting induction. The human five senses are sense of sighting, sense of hearing, sense of touching, sense of smelling, and sense of tasting. X.J. Kennedy and Dana Gioia (1999:741) divide the types of imagery into:

a. *Visual imagery*: imagery based on the experience of a sight

b. Auditory imagery: imagery based on the experience of a sound

c. Tactile imagery: imagery based on the experience of touch

2.1.2.3 Symbol

Symbol is anything that stands for or represents something else beyond it. The term represents a kind of sign; in poem is the word, which has no natural or resembling connection with its referent. A symbol, in literary usage, is s particularly kind of image, in which a word of phrase referring to a concrete object, scene, or action that also has some meanings related with it.

As a literary symbol stands for some ideas as if it were just a convenient substitute for a fixed meaning, it is usually a substantial image in its own right, around which further significance may gather according to differing interpretation.

2.1.2.4 Figure of Speech

Figure of speech is a writing that differs from customary conventions for construction, meaning, order, or significance for the purpose of a special meaning or effect. Figure of speech is an expression that departs from the accepted literal sense or from the normal order of words, or in which an emphasis is produced by pattern of sound. Poets derive their figures of speech from every area of human experience.

Although not all poets use it, it becomes a particularly important resource of poetry. In all other kinds of speech and writing, it is also persistently used, even though it usually passes unnoticed.

Figurative language is language which employs various figures of speech. In general, figurative language is that kind of language which departs from the language employed in traditional literal ways of describing person or object.

Frederik (1988:37-49) gives some explanations of those as follows:

a. Simile: an explicit likening of one thing to another. A simile uses "like", "as", "or", "then", to express resemblance of two essentially unlike entities. For example, "she is timid as a mouse".

b. Metaphor: the figure of speech which compares one thing to another referring to one thing, idea, or action by one word or expression to, normally denoting another thing, idea, or action, so that the two suggest some common qualities. The similarity, in metaphor, is assumed as an imaginary identity, rather than expresses it directly as comparison, it is the major feature of poetry to use metaphor to create new combinations of

ideas, but it is also possible not to use metaphor in writing a poem. The metaphor in other words establishes an analogy between objects without actually saying that it is establishing this contrast.

c. Overstatement: poet makes an overstatement which he exaggerates. He does it to create a special effect for example, "he calls me thousands times"

d. Understatement: deliberately representing something as much less that it really is.

e. Metonymy: the substitution of a word closely associated with another word in place of that other word. For example, the use of "Washington" for the united states government, or the use of "the sword" for military power.

f. Personification: the process of assigning human characteristics to nonhuman objects, abstractions or ideas. Here, inanimate objects or abstractions are endowed with human qualities, so that they represent as possessing as human form. Attributing personal form to such nonhuman objects and ideas is a standard rhetorical device in poetry. The poet thus personifies qualities or describes them as if they were fact people.

g. Paradox: surprisingly self-contradictory expression or statement as to motivate us to find another sense or context in which it would be true. It can be an assertion that is essentially self-contradictory, though based on valid deduction from acceptable premises. However, while it may appear

that these opposites are contradictory, paradox often underlines the possibility that both may be true.

h. Symbolism: a sign that points to a meaning beyond itself. In this sense all words and all sign of every kind are symbols

i. Hyperbole: a figure of speech in which exaggeration is used for emphasis of effect. It does not mean literally as what is stated in a statement.

j. Oxymoron: it is a compressed form of paradox in which two contradictory words are used together. Poets use it because it arrests a reader's attention by its seemingly stubborn refusal to make sense.

k. Parallelism: a principle advocating that ideas of equal importance or significance should be treated at equal length within a poem. If, for example, one wrote a poem which was intended to survey the weaknesses of men and women, and yet only devoted one third as much space and thought to women as it did to men, then there would be a *lack of parallelism.*

2.1.2.5 Tone

The author's attitude toward his or her audience may be deduced from the tone of the work. A formal tone may create distance or convey politeness, while an informal tone may encourage a friendly, intimate, or intrusive feeling in the reader. The author's attitude toward his or her subject matter may also be deduced from the tone of the words he or she uses in discussing it.

Tone based on Perrine (1977:162) is the writer or speaker attitude toward his subject, his audience or himself. It is the emotional coloring or the emotional meaning of the work and is an extremely important part of the full meaning.

Baldick (1996:225) writes that tone is a very vague critical term usually designating the mood or atmosphere of a work, although in some more restricted use it refers to the author's attitude to the reader (e.g. formal, intimate, pompous) or to the subject-matter (e.g. ironic, light, solemn, satiric, sentimental). Tone is the attitude of the writer toward his subject, his readers, and himself.

Shipley (1962:418) says that tone is the attitude of a work, as revealed in the manner rather than stated. So it could be said that tone is the attitude of the writer toward his work.

2.1.2.6   Theme

Theme is the central idea or view of life that the writer explored or experienced in life. It is a prominent abstract idea that emerges from a literary work's treatment of its subject-matter; or a topic recurring in a number or literary works.

Theme is described, in a literary work, in more abstract terms, while the subject of the work is described concretely. It may be revealed explicitly in a work, but often more it is unfolded indirectly through the recurrence of motifs.

Writing poetry is as natural to them as breathing and it's not like a choice, they just do it. Still, there must be some reason above the process itself for writing poems. Theme is the purpose of poem. It is what the poet needs to say. Theme expresses the unity of human experience, and through poems we see that we are more alike as a human race than different. Theme tells us what is true about us,

and it is not always beautiful. Theme expresses the poet's vision- the artist vision about the truth of the world. Some common themes are love, hate, anger, etc. a theme in a poem can be found in an epic tale and a simple reflection: both light the way to understanding.

2.2 Human Growth Phases

Human born in the world through some stages or ages. According to human development, some ages related development periods and examples of defined intervals are: newborn (0 – 1 month); infant (1 month – 1 year); todler (1 - 3 years); preschooler (4 – 6 years); school aged child (6 – 13 years); adolscent (13 – 20 years); emerging nd young adulthood (20 – 40 years); middle adulthood (40 – 65 years); and late adulthood (> 65 years). However, developmental change runs parallel with choronological age, age itself cannot cause development. The basic mechanisms or causes of developmental change are genetic factors and environmental factors.

Genetic factors are responsible for cellular changes like overall growth, changes in proportion of body and brain parts, and the maturation of aspects of function such as vision and dietary needs. Because genes can be "turned off" and "turned on", the individual's initial genotype may change in function over time, giving rise to further developmental change. Environmental factors affecting development may include experiences. However, examination of environmental factors also shows that young individual can survive within a fairly broad range of environmental experiences. Rather than acting as independent mechanisms,

genetic and environmental factors often interact to cause developmental change. Some aspects of child development are notable for their plasticity, or the extent to which the direction of development is guided by environmental factors as well as initiated by genetic factors.

2.3 The Concept of High Self-Esteem in Children

Some theories explain about self-esteem, there are; New Webster dictionary (42), which says that self esteem is satisfaction with one self. According Gail W. Stuart and Michele T. Laraia (2001:319), *self-esteem* is a person's personal judgment of his or her own worth, based on how well behavior matches up with *self-ideal*, while self-ideal is the person's perception of how to behave, based on certain *personal standards*. Self-esteem, which is the evaluative aspect of the self-concept and self-ideal, and therefore the evaluation of a person's own competence, is related to accepting and approving of one's own characteristics and greatly impacts individuals' attitudes, emotional experiences, future behavior, and long-term psychological adjustment. According to G. Riva, M.T. Anguera, B.K. Wiederhold, and F. Mantovani (2006:44-45) states that self-esteem is described as a personal evaluation that an individual makes of her or himself, their sense of their own worth, value, importance, or capabilities.

According to Branden the key virtues, or practices, on which healthy self-esteem depends are living consciously, self-acceptance, self-responsibility, self-assertiveness, living purposefully and personal integrity.

a) To *live consciously* is to be aware of what you are doing. You must seek to understand whatever has an impact on your interests, values and goals. Be aware of both the world around you as well as the world within.

b) To be *self-accepting* is to be respectful and compassionate toward you even at those times when you do not admire or enjoy some of your feelings or decisions. It also means consciously refusing to reject you.

c) To be *self-responsible* is to recognize that you are the author of your own choices and actions. You are the source of your own fulfillment. No one is going to make your life right for you… or make you truly happy…or give you self-esteem.

d) To be *self-assertiveness* is to honor your wants and needs and to look for ways to express them. Be willing to be who you are and allow others to see it. Stand up for your convictions, values and feelings.

e) To *live purposefully* is to take responsibility for identifying your goals. Perform the actions that will allow you to achieve them, and keep yourself on track and moving toward their fulfillment.

f) To *live with integrity* is to have principles of behavior to which you remain loyal in your actions. Keep you promises and honor your commitments.

The relationship between self-concept (descriptive), self ideal (descriptive) and self-esteem (evaluative) is of a hierarchical nature. Self-description contributes to positive self-appraisal which, in turn, protects the person's system. However, self-descriptive statements usually involve evaluative statements, since statements regarding ourselves always imply some degree of appraisal. Thus,

since it is no easy task to separate the cognitive from the emotional aspect, the term self-concept is generally accepted in a broad sense that includes both aspects, who recently defined self-concept as a set of descriptive and evaluative statements about oneself. Self-concept represents the manner in which people represent, know and appraise themselves, pointing out that although the terms self-concept, self ideal, and self-esteem are often used interchangeably, self-esteem is – strictly speaking – the evaluative component within self-concept and self-ideal.

Gail W. Stuart and Michele T. Laraia (2001:320) state that self-esteem increases with age and is most threatened during adolescence, when concepts of self are being changed and many self-decisions are made, such as the new challenges posed by retirement, loss of spouse, and physical disability. Because many people with high self-esteem exaggerate their successes and good traits; we emphasize objective measures of outcomes. However, Keenan (2003:14) states that "Incredibly gracious. Confident in a way that doesn't need to take from others to be strong". High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. Albert Ellis cites that "self-esteem is the greatest sickness known to man or woman because it's conditional" (Epstein, 2001:72).

According to Gail W. Stuart and Michele T. Laraia (2001:319) person with a *low self-esteem* caused by a large discrepancy between *self-concept* and *self-ideal*, while person with a greater conformity of self–concept and self ideal and therefore a *high level of self-esteem*.

a) Characteristics of people who have high self-esteem

    1. Ambitious

    People with high self esteem tend to be more ambitious in what they hope to experience in life, emotionally, romantically, intellectually, creatively, spiritually. They have a strong drive to express the self, reflecting the sense of richness within.

    2. Goal oriented

    They seek the challenge and stimulation of worthwhile and demanding goals. Attaining such goals nurtures good self-esteem.

    3. Communicative

    People with high self-esteem are more capable of having open, honest and appropriate communications with others. They believe their thoughts have value. As a result they welcome clarity instead of fearing it. They want to be understood.

    4. Loving

    They form nourishing relationships instead of toxic ones. Vitality and expansiveness in others are naturally more appealing to persons with good self-esteem than are emptiness and dependency.

    5. Attractive

    Self confident women and men are usually drawn to each other.

b) Characteristics of people who have low self-esteem

    1. Fearful of change

These people aspire to less and, therefore, achieve less. People with low self-esteem seek the safety of the familiar and undemanding. Confining oneself to what is already known serves to weaken self-esteem.

2. Non-communicative

People with low self-esteem become muddy, evasive and inappropriate in their communications because of uncertainty about their own thoughts and feelings. And they feel anxious about the listener's response.

3. Insecure

Like those with high self-esteem, these men and women tend to be drawn to one another. They often form destructive relationships that reflect and increase their essential lack of self-worth.

The development of a sense of self is very complex. It is developed from within a person and shaped as well by the people around them. Being able to manage one's own life, feelings, and decisions comes from the foundation of a strong sense of self. The development of self comes in phases and is shaped by experiences. Developing a *sense of trust* in the children who care for them is the first important stage of developing a sense of self. Children must learn to trust others so they in turn can learn to trust themselves. Children also have high and low self-esteem;

a. Children with *high self-esteem* will:

1) Feel capable of influencing another's opinions or behaviors in a positive way.

2) Be able to communicate feelings and emotions in a variety of situations.

3) Approach new situations in a positive and confident manner.

4) Exhibit a high level of frustration tolerance.

5) Accept responsibility.

6) Keep situations (positive and negative) in proper perspective.

7) Communicate positive feelings about themselves.

8) Possess an internal locus of control (belief that whatever happens to them is the result of their own behavior and actions).

b. Conversely, children with low self-esteem will:

1) Consistently communicate self-derogatory statements.

2) Exhibit learned helplessness.

3) Not volunteer.

4) Practice perfectionism.

5) Be overly dependent.

6) Demonstrate an excessive need for acceptance: a great desire to please authority figures.

7) Have difficulty making decisions.

8) Exhibit low frustration tolerance.

9) Become easily defensive

10) Have little faith in their own judgment and be highly vulnerable to peer pressure.

When a child begins to toddle and walk, he needs to have a safe, supportive environment to explore. It is a child's job to explore and learn about things. Without this natural desire to touch, taste, and feel things around him, he

could not learn or get ready for school. He needs a place where does not have to hear over and over words like, "Stop, get down, or NO." Childproof the environment, paying attention to safety while giving him bright, interesting playthings. These do not have to be costly. Even a cardboard box or plastic spoons and bowls will be interesting for him. If a child does not feel that he can explore independently, he will feel ashamed and doubt their abilities. By about 18 months of age, he begins to be independent. Parents who expect this need for independence and do not begin a power struggle will be rewarded later with a child who is interested in and excited about learning on his or her own. This child will learn to depend on him and not on adults for every answer.

Factors which are supporting a child mature with a positive sense of self:

a) *Age*: With age, a child will learn increased control, gain memory, develop cognitively, and learn language and a sense of how to plan for the future.

b) *Supported waiting*: a child have difficulty waiting, but can be supported while they wait. Talk to them. For example: "In 5 more minutes, dinner will be ready. I know you can wait that long."

c) *Follow through*: Follow through after a child waits. Do not imply a reward will come if it will not. This is part of trust!

d) *Modeling*: Adults who control their own anger, aggression, language, and needs provide positive models for their children.

e) *Feeling in control***:** Provide a child with age-appropriate choices. Offer two choices you can live with, and give the child an opportunity to learn to make decisions by choosing.

Feelings of self esteem or self-worth are many-faceted. It is not just one big area. Adults and children alike may feel good about one aspect of themselves and not good about another. For example, children have feelings about how well they do in school, about how they make and keep friends, about their athletic abilities, their physical appearance, and their conduct or behavior. All of these aspects make up the total sense of self worth.

Parents and caregivers can support children as they grow. Helping children learn to feel secure about them selves and helping them learn how to make decisions about everyday events will serve as solid footing for lifelong learning. Doing well in school, being able to manage feelings, and making friends and keeping them are all areas that must be learned. Children who are able to cope in these ways will feel positive about their abilities, and this will serve them well into adulthood. Teachers and parents must become keen and insightful observers of children in order to assess their self-esteem. According (Coopersmith, 1967; Mruk, 1995) cited by Gail W. Stuart and Michele T. Laraia (2001:319), the four best ways to promote children's self-esteem are:

a) Providing opportunities for success

b) Instilling ideals

c) Encouraging aspirations

d) Helping the child build defenses against attacks to his or her self-perceptions

2.3 New Criticism

According to Rasom as quoted by Baldick (1996:150), new criticism concentrates on verbal complexities and ambiguity of short poems as self sufficient objects without attention to their origins or effects. He called it a more objective criticism focusing on the *intrinsic qualities* of a work rather than on its *biographical or historical context*. The poem's overall meaning depends solely on the text in front of the text. It does not need library research, studying of the author's life and times, and other extraneous information, because the poem itself contains all the necessary information to discover its meaning.

That a poem is related to its author cannot be denied. According to Bressler (1998:37-44), New Critics call intentional fallacy, in which to believe that a poem's meaning is nothing more than an expression of the private experience or intentions of its author. While placing little emphasis on the author, the social context, or a text's historical situation as a source for discovering a poem's meaning is called, by new critics, affective fallacy. Both can lead to fundamental interpretation.

Moreover, it begins, in this theory, with a close analysis of the poem's individual words, including both denotative and connotative meanings, and then move to a discussion of possible allusion within the test. It includes searching of any patterns developed through individual words, phrases, sentences, figures of

speech, and allusions. The reader notes any symbols, either public or private used by the poet, while investigating other elements such as view, tone, and other poetic devices in order to understand the dramatic situation.

Furthermore, the structure and characteristic of the poem is coherence and interrelatedness. It means that each part reflects to and helps support the poem's central idea. The poem's oneness is reached through the organic unity, which allows for the harmonization of conflicting ideas, feelings, and attitudes. Such oneness is achieved through paradox, irony, and ambiguity.

New critics search for meaning within the test's structure by finding the tensions and conflicts. The search leads to the poem's diction or word choice. Poetic diction often has multiple meanings; many words have both a denotation or dictionary meaning and connotation or implied meanings, and can set up a series of tensions within the text.

According to Bressler (1998:45), the methodology in analyzing a poem is as follows:

1. Examining the text's dictions, by considering the denotation, connotations and etymological roots of words in the text.

2. Examining all allusions found within the text by tracing their roots to the primary text or source, if possible.

3. Analyzing all images, symbols and figures of speech within the text.

4. Examining and analyzing the various structural patterns that may appear within the text.

5. Considering such elements as tone, theme, point of view, and any other element that directly relates to the text's dramatic situation.

6. Looking for interrelationships all elements, noting where tensions ambiguities, or paradoxes arise.

7. Stating the poem's chief overarching tension and explain hoe the poem achieves it dominants effect by resolving all such tensions.

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer explains the method that he uses in the final project. There are six subchapters, namely: (1) the object of the study that contains information about the poem, (2) types of the data, (3) role of researcher, (4) procedures of collecting data, (5) Technique of Analyzing Data.

3.1 Object of Study

The object of the study in this final project is a poem entitled *Life for my Child is Simple* by Gwendolyn Brooks. This poem was made at 1949s. It is about her son's experience, while she was rising up her son, namely Henry and she made this poem in order to encouraging the reader's high self-esteem. By comparing a little boy to motivate the readers is supposed to make a better life.

3.2 Type of Data

The type of data in this research is qualitative, such as Miles and Huberman (1983:10); the type of data in qualitative research is in the form of words. The data will be informed of words, idioms, sentences, and hidden meanings that found in the text.

3.3 Role of Researcher

According to Mujiyanto (2007:23) states the roles of researcher in a qualitative research are as the research instrument and the data collector. The writer gives himself a role as a data analyzer. It means that besides collecting data, the writer is also analyzing the concept of self-esteem which is reflected in Gwendolyn Brooks's poem "Life for My Child is Simple".

3.4 Procedures of Collecting Data

This research is in the objective approach. In this approach all data were taken from the texts. It means that it paid attention on intrinsic elements and view to extrinsic elements. This research used major data in the texts as the main source.

3.5 Technique of Analyzing Data

The data are analyzed in order to give a solution in the problems of the study. In this study, the writer used descriptive qualitative method in analyzing the poem.

The steps of analyzing data; the writer refers to Sally and James (1989:414) state that qualitative analysis, however, is a systematic process of selecting, categorizing, comparing, synthesizing, and interpreting to provide explanation of the single phenomenon of interest. This method is very suitable and applicable to analyze the data.

CHAPTER IV

FINDING AND DISCUSSION

"Life for my Child is Simple" is a poem consists of 18 lines and made in 1949 by Gwendolyn Brooks. In this poem she uses the sense of sight, by watching her son to be an object. This chapter is divided into two parts. The first part is the concept of high self-esteem in children used by Gwendolyn Brooks in her poem *Life for my Child is Simple* to answer the first problem. The next one is messages and moral values in the poem to answer the second problem.

4.1 The Concept of High Self-Esteem in Children Reflected in Gwendolyn Brooks's Poem *Life for my Child is Simple*

In this poem, Brooks used the life of her child as a sample through her sense of sight. She gives a description of her son's life. A child is striving to gain his goals. First they have a wish before doing something. In revealing the concept of high self-esteem in children in poem *Life for my Child is Simple*, the writer will divide the analysis of finding by paraphrase the poem, analyzing the poem and interpreting some words master in the poem that indicated as a sign of a child's self-esteem.

4.1.1 Paraphrase

In order to the find the concept of high self-esteem in the poem *Life for my Child is Simple*, the writer will paraphrase the poem in lines; lines one to five, lines six to ten, lines eleven to fifteen, and lines sixteen to eighteen.

There are many problems that exist in human life. Human have to solve their problems to make the better of life. It is a destiny. Some people have no fear in dealing with their problems and some others have. Sense of fear may hold individual's success, and it could bring them to poverty and discrimination. People who deal with such problem are people who have low self-esteem, because they have fearful of change. Runaway is not the best choice to solve the problem.

Gwendolyn Brooks states there is not guaranteed for success, but because her son is not afraid to strive for his goals, he will succeed. This is a general statement which is reflected in whole lines of poem *Life for my Child is Simple*. Lines one to five: longing of joy of continually changing things is wanted. The child and the speaker both know what they want and are striving for in life.

> *Life for my child is simple, and is good.*
> *He knows his wish. Yes, but that is not all.*
> *Because I know mine too.*
> *And we both want joy of undeep and unabiding things,*
> *Like kicking over a chair or throwing blocks out of a window*

This is the description of a mother and her son child in daily activities. In line one, the author besides takes care of her son, she also learns the life of her son. She sees her son has a simple life, and his learning process is good. It is about the ideal life of human being, such as knowing, whishing, and acting. In the line two, mentioned that "*he knows his wish………*" it means that the child also has

wish for everything which come to his mind. Although, he has wish but he does not know about the impact that could affect something bad or dangerous. Still in line two, the author put full stop before she said "..........*Yes, but that is not all.*" It means that the author as a parent trying to get information refer to her son activity. In line four "*Because I know main too.*" It means she knows exactly to what to be her son's willing. Line five is the simple-sample of both the mother and son activities, "*like kicking over a chair or throwing blocks out of a window*". Below (lines six to ten), it is the next sample of children foolproof in striving for stuffs.

In line one to five above, are mentioning the similarity in children and adolescent. They know about what they want to do. The words "*undeep*" and "*unabiding*" in the line four show about the sign of self-esteem. *Undeep* means not take a long time or *just a minute*, while *unabiding* means not lasting or continually changing; from one to another thing. A child knows that he is not alone. He wants to show something he wants to do toward people around him. Surely yes, he does it as better as possible to show to the people that he can do. This is an apprentice for what a child want a compliment. However, he does not know about the risk or something dangerous may get him hurt.

In the poem, the child shows his braveness in doing everything. It seems like; he has no fear against all the bad things that might be happened to him. He always explores him self with many activities. He is enjoying him self, as long as no one disturb him. He moves from one place to another place, and changes his

mind rapidly to make him self happy. Lines six to ten are describing about a child who has no fear against the bad things that may give him injury or hurt.

Lines six to ten: not afraid of experiencing all the bad things that may happen in order to find out the real outcome in many different situations.

> *Or tipping over an ice box pan*
> *Or snatching down curtains or fingering an electric outlet*
> *Or a journey or a friend or an illegal kiss.*
> *No. there is more to it than that.*
> *It is that he has never been afraid.*

Lines six to ten are the description about a child's exploration as a foolproof to gain his stuffs. He always strives to reach and has no fear for all bad things which may hurt him. It shows that he does to get the attention from people around him about his existence. The existence in a child as pictured above is a sign of children's high self-esteem.

The use of word or in this poem shows that everything he has done merely a child. But, in the other hand, the author also shows the effect of six to ten. Lines eleven to fifteen are the answers of lines six to ten.

Lines eleven to fifteen: success is sure due to foolproof of reaching in a lifetime.

> *Rather, he reaches out and lo the chair falls with a beautiful crash,*
> *And the blocks fall, down on the people's heads,*
> *And the water comes sloshing sloppily out across the floor.*
> *And so forth.*
> *Not that success, for him, is sure, infallible.*

This answer is a simple answer of the simple question (lines five to eight). If lines five to eight describe about a child activities, so, in the lines eleven to fifteen explains about the name of success. Wise man said that there is no gain without pain; it means that if you want to be the winner competence, then you

should never give up getting the goal. Surely, there is no free for life. Everyone must buy it.

No matter what it could be or how terrible it is, but reaching the process is more reliable to proof that you have succeeded. Like showed in lines sixteen to eighteen, besides "*never give up*" the author also said implicitly that the process is the priority for one to get their success.

Lines sixteen to eighteen: reaching is what gets you to success.

But never has he been afraid to reach.
His lesions are legion.
But reaching is his rule.

Don't easily to give up because you are under pressure or any other else against you, or may be about your selves. Stops mean nothing, and that is failure. The value of high self-esteem in children here is they have no fear to realize their dream, they just doing again and again. Surely, children have much hurts or injuries but they always keep reaching to success.

4.1.2 Analyzing the Poem

A deeper meaning of the chair falling is her child trying something and failing at it, as are the spilled water and the crashing blocks. Gwendolyn is not saying that she wants her child to fail, she says that she wants him to be able to fail and be allowed to get right back up and try again. Actually this poem describe about an era during she lived, colored people could not even try at most things, giving them no room for failure. That is the real messages revealed in this poem at that time. However, it can also to be a good reference for people to read this poem. In a few

statements before, all she wants for her son is for him to be allowed the opportunity to be free of persecution when he fails.

In her child's life time she sees that he can do something wrong and not really worry about the consequences and also his life without fear. He is not scared of the bad things going on around him; he stays focused on one thing and only that one thing. He is happy in everything he does. Afterwards, she wishes that her life was like that because when she was young she did not have those same freedoms, she was always afraid of the worries that surrounded her.

4.1.3 Words Master

Words master is words which are symbolizing the term or the meaning inside the text; in this study is the poem. The writer will discuss it in deeper meaning in order to make easy to understand this poem in analyzing process. The words masters are unabiding, infallible, and legion.

a) *Unabiding (line four)*

Unabiding means not lasting; continually changing. Human willing is easily change depend on the event at that time. Move from one thing to another thing is easy for a child; as showed in the poem line one to five. Minds set which has been structured naturally in human life. However, it can not stand as long as we want. Human development and many experiences will automatically change the mind set.

b) *Infallible (line fifteen)*

In line fifteen, the author put the infallible for her son's success means to success someone could do infallible. The synonym of infallible is foolproof, which means that not capable of going wrong or of being used wrongly; reliable and easy to operate.

c) *Legion (line seventeen)*

Legion means many. In the poem shows that to success a child could get many hurts or injuries. Sometimes, hurts in the process of learning are very important to develop a child to prepare his self for adolescence.

4.2 Moral Values in the Poem *Life for my Child is Simple*

Basically this poem is referred to black people in America who get racism and poverty conflict. However, I use this poem to be my object of study in order to encourage people who read my final project in gaining their success of life.

4.2.1 Maturity

The writer wakes up the reader to realize that the world of children and old people are both different. Everything children do is learning even it hurt but it is beautiful, in the other hand, everything the old people do something bad is embarrassed. Below is the sample of children high self-esteem:

Like kicking over a chair or throwing blocks out of a window   (5)
Or tipping over an ice box pan   (6)
Or snatching down curtains or fingering an electric outlet   (7)
Or a journey or a friend or an illegal kiss.   (8)

In these lines, absolutely, a child wishes are not the end of the story. Most of people have such an easy soul to give up for their life because of frustration and

depression. Even if, it is possible for them to change their life but they may frustration. The cause of people's fall down is the affect of their environment. No one can know what your willing is. So that makes it simple. If you have a wish to do something, then do it, without any doubt in your mind. No matter what it would be, but the important thing is you have reached the destiny, and finally you know the inside of it.

4.2.2 Wise Words

Wise worlds are often used to suggest or motivate individuals in order to trigger them selves to be better than before. Wise words are created based on experience and nature speaks.

a) Life is a Struggle

By the way life is difficult and more complex. However, in the poem Gwendolyn said that *"and so forth"*. It means that you must do in your best for the goal which has become your target. No matter it is hurt but you must reach it.

b) No Gain without Pain

a child will touch fire, and they will get hurt. But, they will learn that fire is hurt them. The lines five to fourteen are the description of the argument which I explain above. A child will take many injuries and hurts but that is a moment and a complement. After then, he is happy, and that is success. Without great effort, hard working, and striving in finding the goals it is nonsense. However, for adult it is to be a reference that they can do everything without any doubt, and confusing question "how if I could do?" and "how if I am doing wrong?". Throw

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it away from your life, and make it your teacher to proof that you are exist and human too. It is a pain after a gain.

c) Have no Fear

In line ten *"it is that he has never been afraid"* talks that people must face their problem: "don't runaway!" if you runaway you will never defeat your scare. You can reach the problem if you do it with your faith and confident.

d) Success is the Real Freedom

In the poem, a child do many things; "*unabiding things*" in order to make his self feel happy. This happy we can call success because the author do not bounded his son activities. No worries and no fear in that side, the important thing is you must declare your freedom toward every things or every one who against your way to success.
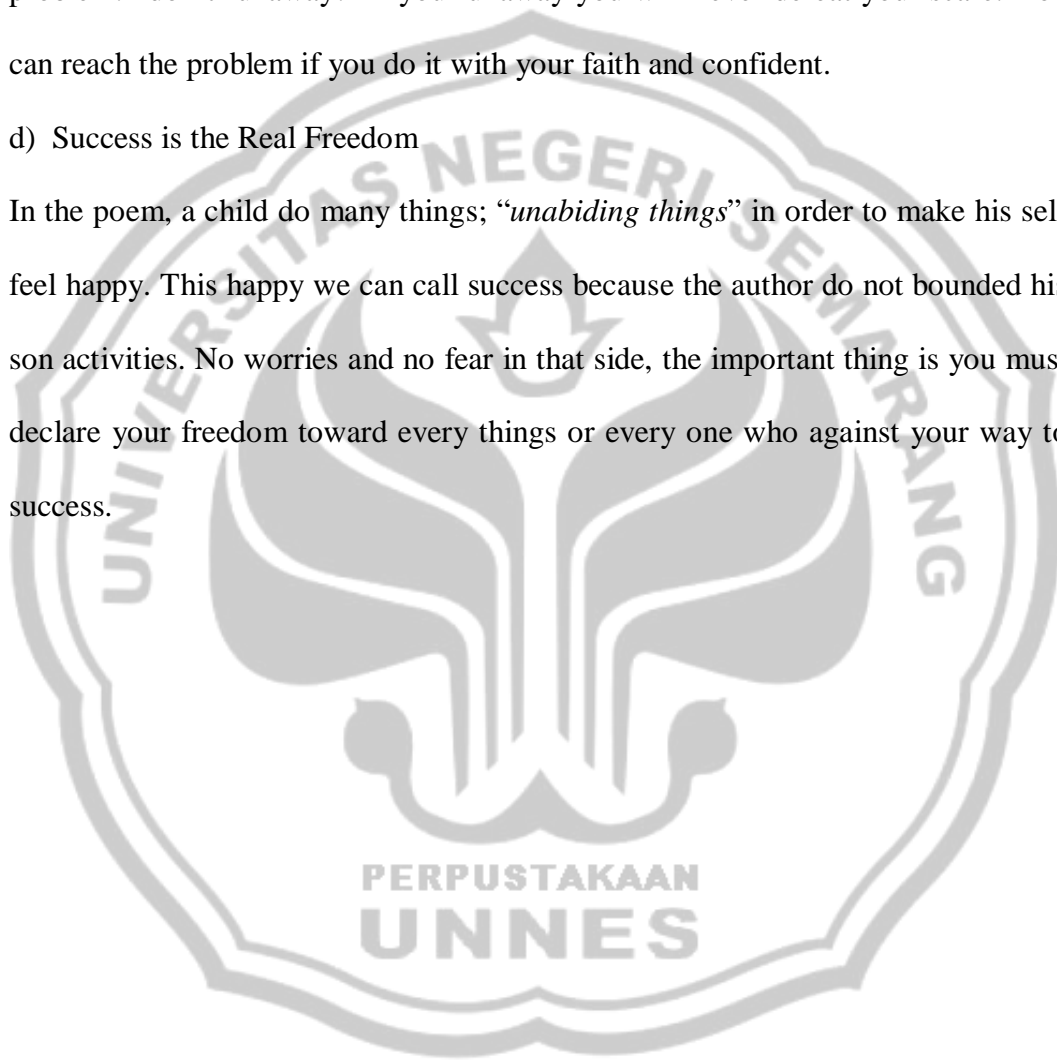
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Self esteem is an abstract concept. It's illusive and hard to pin down. It's not something you can hold in your hand, but telltale signs of its presence — or absence — are bountiful. Life is never better if you can't change your life to be better. Some people said that life is complex. Actually you can change this idiom if you are strong enough to encourage your self to be a little happier in the world. Poetry gives a great role of the effect of racism and poverty in individual self-esteem, especially in American's 1950s life. People use it as a reference and entertainment. However, besides its role, it makes the reader rethink and take apart of it.

In the poem life for my child is simple; the narrator wants her child to have a normal life. She wants him to be allowed to make mistakes, as seen by the falling chair and the crashing blocks and spilled water. These all represent the child's freedom to find out what makes him happy, even though he might get hurt along the way, but he keeps reach; and that is the freedom which is also given by parent. Child who is used in the poem's study is to encourage the reader or the audience in perspective of life. Through their concept of high self-esteem people can learn that although life is complex but actually we can make it so simple, as long as we prove it after we have wish, and never give up.

5.2 Suggestions

Gwendolyn Brooks's poem *"Life for my Child is Simple"* is a nice poem. It talks about racism and poverty, and individual self-esteem. By using her son as a study of comparison in order to reflect the racism toward the blackness people, she serves the concept of children high self-esteem as a compliment striving in reaching their goal.

We can see from the poem that a child never gives up in gaining their goal. For them, it should be proven in order to maintain their existence. Reflect to the reader, the author believe that her audience or reader also have a great power to change life to be better, or high self-esteem. Take the philosophy of the concept of high self-esteem in children as a trigger to do the best of life.

Eventually, the writer sincerely hopes that this writing could give a positive contribution to the readers, in that we should trigger our self-esteem and do the best for the best life. Because life is complex and never flat, we must prepare our selves to deal with the world with high motivation, positive self-esteem, and never say give up until you know that you can get reaching.

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APPENDICES

Appendix 1
The Poem

Life for my Child is Simple
(Gwendolyn Brooks, 1949)

Life for my child is simple, and is good
He knows his wish. Yes, but that is not all
Because I know mine too
And we both want joy of undeep and unabiding things,
Like kicking over a chair or throwing blocks out of a window
Or tipping over an ice box pan
Or snatching down curtains or fingering an electric outlet
Or a journey or a friend or an illegal kiss
No. there is more to it than that.
It is that he has never been afraid.
Rather, he reaches out and lo the chair falls with a beautiful crash,
And the blocks fall, down on the people's heads,
And the water comes sloshing sloppily out across the floor.
And so forth.
Not that success, for him, is sure, infallible.
But never has he been afraid to reach.
His lesions are legion.
But reaching is his rule.

Appendix 2
Biography of Gwendolyn Brooks

Gwendolyn Brooks was born in Topeka, Kansas, but was taken as an infant to Chicago, which became her permanent home and a frequent setting for her poems. In her family's creative household, her early interest in writing poetry was nurtured by her mother, who told her that she would be the *"Lady Paul Laurence Dunbar"* and took her to meet the Harlem renaissance writers James Weldon Johnson and Langston Hughes. Her first published poem appeared in a children's magazine when she was 13.

After graduating from junior college, brooks continued to write. In the early 1940s, she attended a poetry workshop taught by Inez Cunningham stark, a socialite who was a reader for poetry magazine, where Brooks was introduced to the work of such modernist poets as T.S. Eliot. She published her first poetry collection, *A Street in Bronzeville*, in 1945, and with her second book, *Annie Allen*, she became the first African-American author to win a Pulitzer Prize.

A pivotal point in Brooks's career came in 1967, when she attended the second Black writers' conference at Fisk University. After meeting younger, more militant African American poets there, Brooks began responding in her poems to the social upheavals of the time, dealing with such subjects as Malcolm X, urban riots, and street-gang warfare. She has said, "Until 1967 my own blackness did not confront me with a shrill spelling of itself."

Among the honors Brooks has received are appointments as poet laureate of Illinois in 1968 and as poetry consultant to the library of congress in 1985. She has also received more than 50 honorary doctorates and 1980 read her poetry at the white house.

Other works *Maud Martha*, *The Bean Eaters*, *To Disembark*, *The Near-Johannesburg Boy* and *Other Poems*.