AUNG SAN SUU KYI'S VIEWS OF DEMOCRACY AS REFLECTED IN HER POEMS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Devita

Student Number: 111214113

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Defended before the Board of Examiners on 20 January 2016 and Declared Acceptable

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Rohandi, Ph.D.
The best way to make your dreams come true is to wake up. –Paul Valery–

I dedicate this thesis to all people who are struggling to make their dreams come true.
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I honestly declare this thesis, which I have written, does not contain the work or parts of work of other people, except those cited in the quotations and the references, as a scientific paper should.

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ABSTRACT

Devita. (2016). Aung San Suu Kyi’s views of democracy as reflected in her poems. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers and Training and Education, Sanata Dharma University.

This study analyzes three poems written by Aung San Suu Kyi entitled: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight? They reflect the real story which was experienced by Aung San Suu Kyi in 1988-1992. In her poems, Aung San Suu Kyi tells the democratic turbulence happened in Myanmar. Hence, the discussion in this study focuses on Aung San Suu Kyi’s views of democracy.

There are two problems formulated in this study: (1) What are Aung San Suu Kyi’s views of democracy as reflected in her poems: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight? and (2) How are intrinsic elements used to obtain Aung San Suu Kyi’s views of democracy in her poems: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?

In order to solve two problems above, this study uses library research. There are two kinds of sources in this study. Those are primary and secondary sources. The primary sources are three poems written by Aung San Suu Kyi: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight? The secondary sources are taken from related books, journals, internet, and movie. This study employs sociological approach and formalist approach. Those approaches help the writer analyze social and political content of the literary works. Theory of democracy is also used to support the analysis in this study.

The result of the analysis process shows that Aung San Suu Kyi has four views of democracy. According to Aung San Suu Kyi, democracy is the government system which should apply: (1) a pluralist system of political parties and organizations, (2) accountability and transparency, (3) freedom of media, and (4) respect for political right. Aung San Suu Kyi’s views of democracy are reflected through the tone and imagery expressed in her poems. It can be concluded that through the poems, she intends to convey that democracy system is needed in Myanmar.

Keywords: Aung San Suu Kyi, democracy, Myanmar
ABSTRAK


Skripsi ini memiliki dua permasalahan: (1) Apa pandangan Aung San Suu Kyi tentang demokrasi seperti yang direfleksikan pada ketiga puisinya: In the Quite Land, Free Bird towards a Free Burma, and Why Do I Have to Fight? dan (2) Bagaimana unsur intrinsik digunakan untuk memperoleh pandangan Aung San Suu Kyi tentang demokrasi pada ketiga puisinya: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?


Hasil dari proses analisa menunjukkan bahwa Aung San Suu Kyi memiliki empat pandangan mengenai demokrasi. Menurut pandangannya, demokrasi adalah sistem pemerintahan yang sebatnya menerapkan: (1) sistem pluralisme dari beberapa partai politik dan organisasi, (2) pertanggung jawaban dan transparansi, (3) kebebasan media dan (4) penghargaan akan hak politik. Pandangan Suu Kyi tentang demokrasi terefleksikan melalui nada dan perumpamaan yang terdapat pada puisinya. Dapat disimpulkan bahwa melalui puisinya, Aung San Suu Kyi ingin menyampaikan bahwa sistem demokrasi sangat dibutuhkan di Myanmar.

Kata kunci: Aung San Suu Kyi, democracy, Myanmar

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Devita
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CHAPTER I

INTRODUCTION

This chapter discusses five sub-chapters dealing with a study on Aung San Suu Kyi’s views of democracy as reflected in her poems. They are background of the study, problems formulation, objectives of the study, benefits of the study, and definition of terms.

A. Background of the Study

The idea of conducting this study comes from curiosity of the writer about social – political problems happened in Myanmar. When taking the Poetry class, the writer read one of Burmese poems entitled *Why Do I Have to Fight?* This poem was written by a democracy crusader of Myanmar, Aung San Suu Kyi or popularly called Suu Kyi. Suu Kyi fought the government which had the authoritarian system. This system damaged Myanmar citizens, in which they did not have the authority to influence the government policy. For this reason, Suu Kyi expressed her thoughts of Myanmar by writing poems.

The real condition of Myanmar exposed in Suu Kyi’s poems has attracted the writer to analyze Suu Kyi’s views of democracy. The poems entitled *In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?* expose the real condition in Myanmar. Those poems contain the description of
Burmese society, the social - political turbulence happened, and Suu Kyi’s fight to help several societies.

Another reason that contributes the writer’s interest towards Suu Kyi’s poems is a movie entitled *The Lady*. *The Lady* is a movie directed by Luc Besson in 2011. This movie is about Suu Kyi’s fight to save her country. The story began when Suu Kyi’s mother was sick in 1988. At that time, Suu Kyi lived in England. It forced Suu Kyi to return to Myanmar to take care of her mother. When she visited her mother in the hospital, she saw Burmese were doing the campaign to promote reform in front of the hospital. Many of them were wounded by Burmese military. To support Burmese, Suu Kyi joined the democracy campaign in some areas. Even, Suu Kyi’s husband named Michael Aris fully supported his wife. Both of Suu Kyi’s sons named Alexander Aris and Kim Aris also supported their mother’s decision to fight for democracy in Myanmar. The situation was not easy for Suu Kyi who devoted herself to support Burmese in achieving political freedom. It was because Suu Kyi had to live separate from her husband and sons who lived in England. Nevertheless, Suu Kyi decided to begin her action by joining the National League of Democracy (NLD). Giving a speech in front of Pagoda Shwedagon became the first political movement that was done by Suu Kyi.

Suu Kyi’s poems show that the readers of a literary work can figure out what have happened in one’s life. Moreover, literary works can reveal many values such as cultural, social, historical, and political context. Little (1993) defines that a literary work can become a good reflection of the society, when and
where the work is written. Moreover, the readers can dig out many values that are implicitly set in one of the cultural value elements, setting of time, and place by reading the literary work (p. 1). Further, Rohrberger and Woods (1971) note that poetry is language used in fullest, most complete way to express both ideas and feelings (p. 29). Therefore, it can be concluded that poetry lets the readers achieve information created by the poet.

As explained above, it is important to know Suu Kyi’s views of democracy in her poems so that the positive value of her struggle to fight for democracy reform in Myanmar can be revealed. Besides, it is also important to discuss several elements in Suu Kyi’s poems such as approaches to literature and intrinsic elements in a poem. Those elements help the readers to obtain views that are created by the poet. Therefore, this study is conducted to analyze Suu Kyi’s views of democracy as reflected in her poems.

B. Problem Formulation

There are two problems formulated in this study:

1. What are Aung San Suu Kyi’s views of democracy as reflected in her poems: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?

2. How are intrinsic elements used to obtain Aung San Suu Kyi’s views of democracy in her poems: In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?
C. Objectives of the Study

The objectives of this study are stated as follows:

1. This study is to figure out Aung San Suu Kyi’s views of democracy as reflected in her poems.

2. This study is to figure out the intrinsic elements used to obtain Aung San Suu Kyi’s views of democracy in her poems.

D. Benefits of the Study

The writer expects that this study can contribute several benefits for scholars who are interested in a literary work. The scholars can use this study as a reference to obtain more information about Suu Kyi’s life, her views of democracy, and Myanmar’s political policy in 1988-1992. By reading this study, the scholars can also enhance their knowledge about Suu Kyi’s views of democracy in Myanmar. Beside enhancing the knowledge of political policy in Myanmar, hopefully this study can give a clear understanding about what democracy is.

E. Definition of Terms

This section explores three key terms appeared in this study which are democracy, Burmese, and military junta. The clarification is needed to avoid misunderstandings that might occur so that the writer and the reader can obtain the clearer idea about the terms.
1. Democracy

Democracy is a part of freedom, especially the political freedom. It is because individual citizen has an opportunity to explore their perspective in political matters as Gibson said:

Gibson (1993) argues that political freedom means freedom of the state where individual or people can shape their society according to the perspective of their ideology. Furthermore, he adds that political freedom is the right of individual citizen to perceive opportunity to express themselves in political matters (pp. 936-944).

As Bassiouni et al. (1998) advise the key element in the exercise of democracy is the holding of free and fair elections at regular intervals enabling the people's will to be expressed (p. 5). In addition, Hall and Klinger (1958) state that democracy is a system of government in which the people govern themselves, either directly or through elected representatives (p. 66). These mean that democracy is giving a complete freedom for citizens to actively participate in the government policy.

2. Burmese

Burmese is a popular name which is used for Myanmar people. Actually, Burmese may refer to anything of, from, or related to Myanmar which is located in Southeast Asia. Wiharyanto (2003, pp. 100-101) notes that there are seven kinds of ethnic in Myanmar. They are Burma or Birma (69%), Shan (8.5%), Karen (6.2%), Rohingya (4.5%), Mon (2.4%), Cin (1.8%), and Kachin (1.4%). Furthermore, Myanmar has four major language families, namely Sino-Tibetan, Tai-Kadai, Austro-Asiatic, and Indo-European. However, Sino-Tibetan is the most widely spoken.
3. Military Junta

Military junta is an organization which is a member of the military holds authoritarian control. In military junta, a dictatorship is the ideology used by the government. Military junta leads Myanmar in a violence way. They always attack people to show their complete power to control Myanmar. However, Saw Maung was a general or chairman of military junta in 1988 until 1992.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses all of theories which are used in conducting this study. It is divided into two sub-chapters. The first sub-chapter is review of related theories. In this sub-chapter, the writer presents four important theories related to the study. The second sub-chapter is theoretical framework including the explanation of theories contribution in solving the problems.

A. Review of Related Theories

This sub-chapter consists of explanations about four theories which underline the study including theory of poetry, approaches to literature, intrinsic elements of poem, and democracy. Theory of poetry illustrates definitions and types of poetry. Theory of approaches to literature explains the kinds of approaches that are possible to be employed in analyzing a literary work. Next, intrinsic elements of poem explain two poetic devices which are theory of tone and imagery. The last is the democracy theory. It explores the definition and the seven elements.

1. Poetry

Firstly, this section will explore the meaning of poetry. The purpose is to avoid the misinterpretation about what poetry is. After providing the essential
definitions of poetry, this section explains several types of poetry, namely lyric poetry, narrative poetry, and dramatic poetry.

a. Definition of Poetry

Poetry is about human’s feelings and thoughts such as happy, cheerful, angry, and afraid which are expressed through the written texts. It also defined by Rohrberger and Woods (1971) that poetry is language used in its fullest, most complete way to express both ideas and feelings (p. 29). Beside talking to others, writing is another way that usually used by humans to express their feelings. By expressing feelings through writing, a text produced is able to reflect the other things that the poets intend to convey to the readers, such as the opinion or perspective of an object. Halperin (2005) advises that poetry is a powerful reflection of diversity, teaching us to value the freedom to praise and criticize (p. 7). It describes that humans have power to think critically. Then, it encourages humans to respond to their thinking. It could be praise or critical responses.

By reading poetry, the readers can obtain information in the past or present. Moreover, poetry lets the readers explore the content of the text. For instance, identifying the theme and exploring how the theme conveys the poem’s message. Abercrombie (1962) reveals that poetry is the symbolic expression in language, for communication of imaginative experience (p. 338). It shows that in a poem, every single word conveys a meaning, for example the word “wow” is used to express a great success.

According to the definitions above, they show that the experts in the poetry field provide different explanations. Each expert has his or her own view
about poetry. It depends on their interests and experiences. Therefore, poetry is about human’s feelings and thoughts which are expressed through written texts. Then, it becomes a source of information. There is information that the poet intends to convey to the readers.

b. Types of Poetry

How to read the poems are different from the strategies in reading magazine, daily news, and novel. In reading the poems, the reader should read carefully and attentively. Sometimes the readers have to read the poems several times to obtain the deepest understanding of the text. Besides, the readers should also know the kinds of poetry. Thus, the readers will be able to understand the contents easily. According to Kennedy and Gioia (2002), there are three kinds of poetry. They are lyric poetry, narrative poetry, and dramatic poetry (pp. 10-15).

1) Lyric Poetry

The first kind of poetry is lyric poetry. The characteristics of this poetry are short and non-narrative poem in which a single speaker presents a state mind or an emotional state (Lethbridge & Mildorf, 2003, p. 144). Originally, a lyric was a poem sung to the music of lyre. Today lyric is made for singing (Kennedy & Gioia, 2002, p. 10). Therefore, people can find the lyric poetry easily; it is because this poetry has become a part of music which is relatively close to human’s life.

2) Narrative Poetry

Narrative poetry is the second kind of poetry. The main purpose of narrative poetry is to tell a story. Evidently, the art of narrative poetry invites the skills of a writer of fiction. It refers to the ability to draw characters and settings
briefly, to engage attention, and to shape a plot (Kennedy & Gioia, 2002, p. 13).

In addition, Lethbridge and Mildorf (2003) reveal that narrative poetry might tell love stories, the story of a father and son, or the deeds of a hero (p. 145). In short, this poetry is used to describe one’s character as a main actor or actress.

3) Dramatic Poetry

The next kind of poetry is dramatic poetry. It presents the voice of an imaginary character or characters speaking directly without any additional narration by the author. According to Eliot, a dramatic poem does not consist of what the poet would say in his own person, but only what he can say within the limits of one imaginary character addressing another imaginary character (as cited in Kennedy & Gioia, 2002, p. 15).

2. Approaches to Literature

This study focuses on poems which are the part of literary works. The writer provides theory of approaches to literature proposed by Kennedy and Gioia (2002). In obtaining the deepest understanding about literature there are ten kinds of approaches which can be used. They are formalist criticism, biographical criticism, historical criticism, psychological criticism, mythological criticism, sociological criticism, gender criticism, reader-response criticism, deconstructionist criticism, and cultural studies (Kennedy & Gioia, 2002, pp. 629-659).

a. Formalist Criticism

Formalist criticism focuses on the words of the text rather than facts about author’s life or one’s social environment in which it was written. Thus, this
criticism would pay special attention to the formal features of the text; they are the style, structure, imagery, tone, and genre.

b. **Biographical Criticism**

Biographical criticism focuses on explicating the literary work by using the insight provided by knowledge of an author’s life. However, in using this approach the readers must think cautiously. It is because the authors mostly revise the embarrassment fact to improve their literary impact.

c. **Historical Criticism**

Historical criticism seeks to understand literary work by investigating the social, cultural, and intellectual context from the works. The context needed includes the artist’s biography and social environment.

d. **Psychological Criticism**

Psychological criticism is categorized as a diverse approach. It employs three approaches; investigating the creative process of the arts, involving the psychological study of a particular artist, and analyzing the fictional characters.

e. **Mythological Criticism**

Mythological criticism is an interdisciplinary approach that combines the insights of anthropology, psychology, history, and comparative religion.

f. **Sociological Criticism**

Sociological criticism examines literature in cultural, economic, and political contexts in which it is written or received. In short, the sociological criticism explores relationship between artist and society.
g. Gender Criticism

Gender criticism examines how sexual identity influences creation and reception of literary works. The critics have explored the impact of different sexual orientations on literary creation and reception.

h. Reader-response Criticism

Reader-response criticism believes that reading is a creative process, so it attempts to describe what happens in reader’s mind while interpreting text.

i. Deconstructionist Criticism

Deconstructionist criticism focuses on how language is used to achieve power. Therefore, there is no single explanation of the meaning of a text.

j. Cultural Studies

In United States, the cultural studies called New Historicism. It is because the documentary techniques of historical criticism are combined with political analysis which focuses on issues of social class, race, and gender.

This study combines the sociological and formalist criticisms in the analysis. Since the poems deal with society, politic, and Suu Kyi’s life in 1988 until 1992; it is essential to apply sociological criticism that focuses on political context in analyzing Suu Kyi’s views of democracy as reflected in her poems. On the other side, the formalist approach helps the writer to know how intrinsic elements used to obtain Suu Kyi’s views of democracy in her poems. By paying attention to the words that exist in the poems, this formalist approach is used.
3. Intrinsic Elements of Poem

In this part, the writer presents two intrinsic aspects of poem which help in analyzing process. These devices purposed to obtain the deepest understanding of the poems’ context which focuses on words. Barnet, Bermon, and Bruto (1988) reveal that words have their literal meaning, but they are also be used so that something other than literal meaning is implied (p. 768).

a. Theory of Tone

Tone is an aspect which helps people to obtain the understanding in reading a poem. It is also defined by Perrine (1963) that poetry can be understood through its tone and if the readers miss its tone, then they may miss its meaning.

Obviously tone is an important part of meaning. It may even be the most important part of meaning. In communication with pet animals or babies, the tone of voice we use is far more important than the word we use. In interpreting literature the reader who understands the literal content of a poem but who mistakes its tone may be much further from understanding the poem than the reader who makes mistakes about its literal content but who understands the tone (p. 389).

Similarly, Brooks and Warren (1960) note that the tone of a poem indicates a speaker’s attitude toward his subject and toward his audience, and sometimes toward himself (pp. 181-182). Those explanations show that tone is an essential part in poem to help the readers understand the author’s emotional feelings. Moreover, the tone also conveys an attitude towards the person addressed.

In fact, there are the feelings and thoughts which influence the poet to produce literary work so that the attitude of poem may be friendly, angry, serious, and ironic. Harmon and Holman (2009) explain there are several kinds of tone
such as formal, informal, intimate, solemn, somber, playful, serious, ironic, and condescending or many other possible attitudes (p. 553). The tone of speech can be described as critical approving, formal or intimate, outspoken or reticent, solemn or playful, arrogant or prayerful, angry or loving, serious or ironic, condescending or obsequious (Abrams, 1993, p. 155). The way in which a poem provides tone is through word choice and imagery. Therefore, in this study the writer may reveal how Suu Kyi as a poet conveys democracy in her three poems using the poetic device which is tone.

b. Theory of Imagery

The term image most often refers that a thing seen. Macinnis and Price (1987) define imagery as a process by which sensory information is represented in working memory (p. 473). As stated by Pound (1972), images in poetry generally mean a word or sequence of words that refers to any sensory experience. The experiences are a sight named visual imagery, a sound named auditory imagery, and a touch named tactile imagery (as cited in Kennedy & Gioia, 2002, p. 96).

By watching or seeing an object, people can produce sentences. By touching things, people can feel and then tell what they feel. By hearing a sound or voice, people can retell what they hear. Perrine (1974) explains that the use of imagery is to see the images that the authors create in a work of literature to help the readers imagine the real condition (p. 54). Therefore, in a work of literature, imagery provides mental picture which helps the readers to see and imagine an object through the words.
4. Democracy

This section explores the definitions and elements of democracy. The democracy definition is aimed to obtain the better understanding about democracy. Then, the democracy elements are aimed to recognize the parts which are needed in the democracy system.

a. Definition of Democracy

Democracy is the main idea of Suu Kyi’s poems. In analyzing her three poems, it is important to have enough knowledge about what democracy is, as the first stage.

The word democracy is a term that comes from Greek and it is made up with two other words; they are demos and kratein. Demos means people and kratein means to govern or to rule. “Democracy” can be translated by the following terms: Government of the People or Government of the Majority (Holden, 1974, p. 8).

It means that democracy is the government comes from the people; it is exercised by the people, and for the purpose of the people’s own interests. Similarly, Schumpeter (1950) reveals that in a democracy the primary function of the election’s vote is to produce government (p. 273). By doing an election, the government can decide who the leader is.

As Bassiouni et al. (1998) have described, the definition of democracy focuses on common value shared by society:

Democracy is a universally recognized ideal as well as a goal, which is based on common values shared by people through-out the world community irrespective of cultural, political, social and economic differences. It is thus a basic right of citizenship to be exercised under conditions of freedom, equality, transparency and responsibility, with due respect for the plurality of views, and in the interest of the polity.
In a similar way, the meaning of democracy is also well described by Becker and Raveloson (2008):

Democracy is both an ideal to be pursued and a mode of government. In applying the ideal, it should reflect the diversity of experiences and cultural particularities without derogating from internationally recognized principles, norms and standards. It is thus a constantly perfected and always perfectible state or condition whose progress will depend upon a variety of political, social, economic and cultural factors. However, citizens are essential part of democracy system. Without participation of the citizens, it has not been called democracy country yet (p. 78).

In sum, democracy is a government concept which gives freedom to people in making decision or ruling for their own country as the main goal. They have a chance to dream, argue, plan, and choose things for the better government system.

b. Elements of Democracy

After obtaining the definitions of democracy in the previous section, this section will explore the elements of democracy. This theory is proposed by Meyer (2011). He classifies democracy into seven elements, namely: the separation and balance of power, independence of the judiciary, a pluralist system of political parties and organizations, the rule of law, accountability and transparency, freedom of the media, and respect for political rights (pp. 8-15).

1) The Separation and Balance of Power

The terms ‘separation of power’ and ‘balance of power’ mean the power of the three branches of democratic government. The branches are legislative, executive, and judiciary. According to Meyer (2011), the separation of power is most clearly defined with respect to the judiciary, which must be independent from the other branches (see Figure 2.1). In contrast, the separation of power is
more complex in terms of the distinction between the executive and legislative branches of power (p. 8). Becker and Raveloson (2008) define that there are three state powers within a state: the legislative power draws up and adopts law, the executive power enforces laws and government policies, and the judiciary power represents the legal framework for exercising the power (p. 10).

As a general rule, there are two governments systems needed to be distinguished; “parliamentary system” and “presidential system.” Each system has different rules to conduct the country. The explanations of the system are discussed further below.

Figure 2.1. The Government Separation System (Mayer, 2011, p. 8)
The government systems:

1. Parliamentary Regime (Britain and Germany)

   The government stem is elected by the people. A parliamentary regime conveys the idea that the government and parliamentary must act together. The government system of a parliamentary regime is practiced in some countries such as Britain and Germany (Becker & Raveloson, 2008, p. 10).

2. Presidential Regime

   The United States of America is an example which practices the government system of presidential regime. It gives a clearer separation of legislative-executive powers than other political systems. In this case, the President represents the executive power (Becker & Raveloson, 2008, p. 10).

2) Independence of the Judiciary

   There is a hard international obligation to establish an independent judiciary. In this case, everybody will be entitled to a fair and public hearing by a competent. Nevertheless, independent and impartial courts are established by law. In fact, judiciary has a vital role in ensuring government accountability by adjudicating conflicts, for instance, in the administrative areas or constitutional law. The independence of the judiciary can also find within election-related disputes. However, the principles and practices of an independent judiciary are delineated in a number of international documents. The examples are the operational guidance on how to secure the independence and tenure of judges which are provided by the United Nations (Mayer, 2011, p. 10).
3) **A Pluralist System of Political Parties and Organizations**

A pluralistic system of political parties implies that states should not hinder the development of political parties, but instead have an obligation to support political pluralism based on parties (Mayer, 2011, p. 11). According to Hall and Klinger (1958), a political party is an organization that the member agrees in general about certain policies of government and work for those policies (p. 135). It describes that the pluralism should not only consist of a multitude of parties, but it should also include parties which represent genuinely alternative policy choices.

4) **The Rule of Law**

There are few definitions about the rule of law in the context of international instruments related to ensuring democratic practices within states. It means that the rule of law commits all public authorities to comply with independently and impartially administered legal and justice systems. Therefore, the rule of law should be an open and transparent process that reflects people’s desire. As an inherent element of democracy, there are few vital elements which are necessity to uphold and preserve. They are the separation and balance of power, independent judiciary, transparency, and accountability (Mayer, 2011, p. 12).

5) **Accountability and Transparency**

As an essential element of democracy, the obligation of accountability is to provide information and explanation; the right to ask questions and expect reasonable answer in doing an election. On the other side, the transparency...
focuses on the human’s right to achieve the real information. People have the right receive, impart, or obtain to access the information (Mayer, 2011, p. 13).

6) Freedom of the Media

In democracy, media freedom is vitally important. It contributes in creating plural, open societies and accountable, and transparent systems of government. It means that a free media plays an essential role in guaranteeing the freedom of expression and information (Mayer, 2011, p. 14).

7) Respect for Political Rights

A core element of democracy is the right to participate in conducting public affairs, and to stand for and vote in elections. However, these rights should be granted to citizens without any distinctions such as race, color, sex, language, and political or other opinion (Mayer, 2011, p. 15). It is also supported by Hall and Klinger (1958) that there are four very important freedoms that essential to a democracy such as freedom from fear, freedom of speech, freedom of assembly, and freedom of religion (p. 64).

B. Theoretical Framework

Based on the three poems written by Suu Kyi, there are two problems formulated in this study. The first problem concerns on Aung San Suu Kyi views of democracy as reflected in her poems. While the second problem concerns on the intrinsic elements that are used to obtain Aung San Suu Kyi views of democracy in her poems. In order to solve two problems formulated, the writer
uses three theories to be the guideline in conducting this study. They are sociological criticism, formalist criticism, and democracy.

In order to figure out Aung San Suu Kyi’s views of democracy, the writer uses sociological criticism proposed by Kennedy and Gioia (2002). This criticism helps the writer to understand the relationship between the poet and society at that time, especially in the political issue. Theory of democracy proposed by Meyer (2011) is also used to solve the first problem formulated in this study. In this case, the writer needs to know the elements of democracy. By knowing each element, it gives the writer a clear understanding about democracy.

In order to figure out intrinsic elements used to obtain Aung San Suu Kyi’s views of democracy in her poems, the writer adopts formalist criticism from Kennedy and Gioia (2002). In this study, formalist criticism will be focused on the words of the text, especially imagery and tone. By applying the tone’s and the imagery’s view, the formalist criticism helps the writer to see or imagine the real condition created by the poet.
CHAPTER III

METHODOLOGY

This chapter presents the methodology in analyzing the poems. There are three sub-chapters discussed. The first sub-chapter discusses the objects of the study, the second sub-chapter discusses approaches of the study, and the third sub-chapter discusses the method of the study.

A. Objects of the Study

This study focuses on three poems written by Aung San Suu Kyi entitled: *In the Quiet Land*, *Free Bird towards a Free Burma*, and *Why Do I Have to Fight?* Those poems describe Suu Kyi’s non-violent struggle for democracy since 1988. Suu Kyi’s actions for Myanmar were successfully bringing her as the international symbol of heroic and peaceful. Moreover, she was awarded the Nobel Peace Prize in 1991. The detailed information of Suu Kyi’s life can be seen in Appendix 2.

The first poem of this study is *In the Quiet Land*. This poem consists of four stanzas, and each stanza has different lines. The first, second, and third stanzas have four lines. The last stanza has five lines. In this poem, the poet tells about political turbulence happened in Myanmar.

The second poem of this study is *Free Bird towards a Free Burma*. This poem has five stanzas. The first, second, and third stanzas consist of four lines.
The fourth stanza has five lines. The fifth stanza has one line. This poem describes Suu Kyi’s feeling towards her privacy. When the poem was written, the poet found that Myanmar had the different situation from the time when she was a little girl.

The third poem is Why Do I Have to Fight? This poem consists of three stanzas. The first and second stanzas consist of six lines. The third has eight lines. This poem expresses the reason why the poet has to fight for the better Myanmar.

B. Approaches of the Study

In order to produce a good analysis of two problems formulated, the writer uses two approaches proposed by Kennedy and Gioia (2002). The first approach is sociological approach which is used to solve the first problem. Then, the second approach is formalist criticism which is used to solve the second problem.

The sociological criticism is an appropriate approach to be implemented in this study since the poem deals with political context in Myanmar. This criticism helps the writer to obtain a clearer social environment exists at that time. It is defined by Kennedy and Gioia (2002) that sociological criticism explores the relationship between the artist and society in the cultural, economic, and political context in which it is written or received (p. 643).

On the other side, the formalist criticism helps the writer to understand how intrinsic elements used to reflect Suu Kyi’s views of democracy in her poems are. Formalist criticism focuses on the words of the text rather than facts about author’s life or one’s social environment in which it was written. This criticism
would pay special attention to the formal features of the text; they are the style, structure, imagery, tone, and genre (Kennedy & Gioia, 2002, p. 629). By paying attention to the words used in the text, the formalist criticism helps the writer to see the imagery and tone which are presented in the poems.

C. Method of the Study

This study used library research. According to George (2008), the characteristics of library research method are identifying and locating sources which have factual information or expert opinion (p. 23). There were two kinds of sources. Those were the primary source and the secondary sources. The primary sources of this study were the poems written by Aung San Suu Kyi: *In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?* The secondary sources of this study were relevant books, articles, and movie taken from library and internet that were used to support the analysis.

There were several steps done by the writer to conduct the study. First, the writer read the poems as the main source for several times to obtain the deepest understanding of the content of the poems. The first reading of the poems was done in order to understand every single word that exists in those three poems. Then, the next reading, the writer was able to figure out main idea or theme of the poems.

Second, the writer found out the background information and theories which were related to the topic. In this step, the writer tried to figure out the information about the political system of Myanmar in 1988 until 1992, Aung San
Suu Kyi’s life, and related movie entitled *The Lady* to support the analysis. After the background information and theories were found, the next step was analyzing the data.

Third, the writer collected the data to solve two problems formulated. The analysis was based on three theories. They are sociological criticism, formalist criticism, and democracy. Those theories were used to figure out Aung San Suu Kyi’s views of democracy and intrinsic elements used to obtain Aung San Suu Kyi’s views of democracy in her poems.

Fourth, the writer drew the conclusions, implementations, and suggestions. In conclusion, the writer concluded the analysis based on the problem formulation. In implementation, the writer planned the teaching-learning activities that should be applied in Poetry class. Finally, the writer gave some suggestions to the future researchers.
CHAPTER IV
ANALYSIS AND DISCUSSION

This chapter is divided into two sub-chapters; the analysis and the discussion of Aung San Suu Kyi’s views of democracy. The first sub-chapter presents the analysis of the research, for answering two objectives formulated: the first one is to figure out Aung San Suu Kyi’s views of democracy as reflected in her poems and the second one is to figure out the intrinsic elements used to obtain her views of democracy in her poems. Then, the second sub-chapter presents the discussion of the analysis which explains a relation between the applied theories and the analysis.

A. Analysis

In this sub-chapter, there are two parts of analysis that will be discussed. The first part is about the finding of Suu Kyi’s views of democracy. Then, the second part discusses about the intrinsic elements used to obtain Suu Kyi’s view of democracy in her poems.

1. Aung San Suu Kyi’s Views of Democracy

In order to obtain Suu Kyi’s views of democracy in her poems, the writer uses theory proposed by Meyer (2011, pp. 8-15). It is important to know what elements that democracy has. Those elements are aimed to convince whether democracy is an appropriate system that should be applied in Myanmar or not.
According to theories discussed in Chapter II, the writer indicates that Suu Kyi conveys four elements of democracy that should be applied in Myanmar.

a. Applying a Pluralist System of Political Parties and Organizations

_In the Quiet Land_, Suu Kyi expresses her view of democracy that should apply a pluralist system of political parties and organizations. In this poem, Suu Kyi repeats the pronoun “no one” five times: “In the Quiet Land, no one can tell,” “no one dares speak what the tyrants won’t stand,” “no one laugh and no one thinks out loud,” and “In the Quiet Land, no one can say.” This pronoun refers to Burmese who do not have power to actively participate in the government policy. Those sentences mean that Burmese have to live under military junta’s rule in which dictator is the primary system for organizing the country. By understanding the fact, Saw Maung is a general of the military junta who leads Myanmar in violent way. It is possible to kill and suppress Burmese if they do not support the military’s view. As the result, Burmese can do nothing to help themselves and others.

Suu Kyi also expresses her view of democracy that should apply a pluralist system of political parties and organizations in _Why Do I Have to Fight_. This poem shows the reality that happened to Suu Kyi’s father. He was killed by military junta. It can be seen in the first stanza, line 1,”they kill my father a year ago.” Suu Kyi’s father was killed because he had another political party which was different from military junta’s view about the government system.
b. Applying Accountability and Transparency

In the poem entitled *Why Do I Have to Fight?* Suu Kyi reveals there is no explanation why she has to experience several bad things such as loses her father, sibling, and home. This poem shows that Suu Kyi lives in confusing moment at that time. In addition, *In the Quiet Land* poem also shows the restriction done by the government for media to report news. It can be seen through sentences: “who’s listening for secret they can sell” and “the informers are paid in the blood of the land.” The government did not hesitate to pay, kill, or persecute Burmese if they knew about the government’s secret. As the result, transparency could not be seen in this country.

c. Freedom of the Media

In democracy, citizen has a right to know what happens in their own country such as economic, social, and political issues. For this reason, media is very important to investigate and report the government operation. Radio, TV, newspaper, and internet are media which can report the issues independently. Thus, citizens will respond to the issues based on the facts obtained from the media.

The limitation of freedom for media is expressed in *In the Quit Land*. It can be seen through sentence “someone who’s listening for secret they can sell.” People that know the reality will be paid so that the information cannot be published by media. Suu Kyi also expresses her view of democracy that should apply freedom of media in *A Free Bird towards a Free Burma*. This poem expresses the truth that Suu Kyi could not access the media. It is because she was
under house arrest. It can be seen through words “which is just freed” and “used to be caged.” In addition, Suu Kyi explores that military junta restricted her activities. These can be seen in the 1st, 2nd, and 3rd stanzas. “Darkness and horror,” “fear and terror,” and “wounded heart” are words which explain that Suu Kyi did not have freedom to live as human. As the result, Suu Kyi could not communicate and interact to anyone including her husband and sons who lived in England. Therefore, this element has a correlation with the previous element, applying accountability and transparency, which is the government restricted citizens’ activities, so that information became difficult to access.

d. Respect for Political Right

The authoritarian of military junta can be seen in the 1st poem. The four stanzas of In the Quiet Land (see Appendix 1) express the difficult situation of Burmese. They were always attacked by military junta who played the important position in Myanmar. It can be seen through subjects provided. They are “tyrant,” “soldier,” and “murder.” In fact, those subjects are the pronouns referring to military junta.

Suu Kyi also expresses the authoritarian of military junta in Free Bird towards a Free Burma. This poem tells that there were several attacks done by military junta to Suu Kyi’s family, friends, and other Burmese. It can be seen through words in the text. They are “darkness,” “horror,” “fear,” “terror,” and “wounded heart.”

The explanations above show that the government always did an aggression to respond Burmese’s aspiration. In other words, the government did
not give a protection and opportunity for Burmese to participate the political issue. As the result, Burmese could not do anything to help themselves and others.

2. Intrinsic Elements Used to Obtain Aung San Suu Kyi’s Views of Democracy in Her Poems

In order to understand Suu Kyi’s views of democracy in her poems, the writer analyzes Suu Kyi’s poems which focus on the words of the text; tone and imagery.

a. Analysis of In the Quiet Land

From the title of the poem, In the Quiet Land, the writer can assume that this poem will describe the condition of Suu Kyi’s country. In this poem, Suu Kyi describes the situation of Myanmar which is silence. This poem only has one speaker, who is a Burmese. Here, the speaker tries to represent a Burmese’s feelings and thoughts towards her or his country.

1st stanza

In the Quiet Land, no one can tell (1) if there’s someone who’s listening for secret they can sell. (2) The informers are paid in the blood of the land (3) and no one dares speak what the tyrants won’t stand. (4)

In the 1st stanza, the speaker gives the scary imagery of Burmese to the audience. This stanza presents a terrified subject who is tyrant. The word “tyrant” creates the image of someone who has power over other people in a cruel and unfair way. In this stanza, the speaker tries to express that tyrants do several cruel and unfair things. First, tyrants keep the information from Burmese. Second,
tyrants pay anyone who knows the information or secret. Third, tyrants have a complete power that makes no one dares to speak or complain.

2nd stanza

In the quiet land of Burma, (5)
o no one laughs and no one thinks out loud. (6)
In the quiet land of Burma, (7)
you can hear it in the silence of the crowd (8)

The image in the 2nd stanza is silence. It is seen in line 6 through sentences “no one laughs” and “no one thinks out loud.” Both sentences try to reveal that Burmese live in the terrified situation so that they cannot laugh or think independently. In addition, a bad situation that happens to Burmese can be revealed in line 8. “You can hear it in the silence of the crowd” is a sentence that expresses Burmese’s feelings towards the situation. The word “silence” refers to the terrified feeling that never been revealed.

3rd stanza

In the Quiet Land, no one can say (9)
when the soldiers are coming to carry them away. (10)
The Chinese want a road; the French want the oil; (11)
The Thais take the timber; and SLORC takes the spoils… (12)

In the 3rd stanza, line 9 which is “no one can say when the soldiers are coming to carry them away” describes that Burmese are the powerless people who do not have strength to against the soldiers. Basically, the soldier’s duty is to protect the powerless people or minority from external and internal attack. Nevertheless, in this stanza, Suu Kyi describes the soldier is the military regime of
Burma who attacks the citizens. Beside the soldier’s attack, Burmese also get the violence from Chinese, French, Thais, and SLORC (State Law and Order Restoration Council) which is explained in the 3rd stanza, line 11-12.

4th stanza

In the Quiet Land…. (13)
In the Quiet Land, no one can hear (14)
What is silenced by murder and covered up with fear. (15)
But, despite what is forced, freedom’s a sound (16)
That liars can’t fake and no shouting can drown. (17)

In the 4th stanza, the speaker tries to convey the same idea as the previous stanzas. The speaker presents the terrified subject who is “murder.” It creates the scariest image that refers to someone who kills another person. In addition, the speaker also presents scary imagery through several sentences such as “no one can hear,” “what is silenced by murder and covered up with fear,” and “despite what is forced.” Those sentences refer to Burmese who live in a scary and an uneasy situation.

The four stanzas In the Quiet Land above indicate the grief tone. First, the tone is indicated from the repetition of pronoun “no one.” Second, the tone is indicated from the repetition of terrified subjects such as tyrants, soldier, and murder. Brooks and Warren (1960) explain that the tone of a poem indicated the speaker’s attitude toward his subject, and toward his audience, and sometimes toward himself (pp. 181-182).
b. Analysis of *Free Bird towards a Free Burma*

*Free Bird towards a Free Burma* is a poem which contains protest from a person who feels threatened. This poem only has one speaker who is Suu Kyi. She uses the viewpoint of herself as an adult. She compares her expectation to the reality in her country. She complains about the unhappiest situation which happens to all people around her such as family, friend, and other people in her country.

1st stanza

My home… (1)
where I was born and raised (2)
used to be warm and lovely (3)
now filled with darkness and horror. (4)

The 1st stanza tries to give information about country of the speaker. She uses the word “home” to obtain the deepest feeling about her country where she was born and raised. Home refers to the place which can give the peacefulness and love. Unfortunately, the fact is different. The speaker informs the scary imagery through the darkness and horror.

2nd stanza

My family… (5)
whom I had grown with (6)
used to be cheerful and lively (7)
now living with fear and terror. (8)

The 2nd stanza tells about the family of the speaker that is Suu Kyi’s family. She expresses the deepest condolence towards her family which has
uneasy situation. Ideally, family describes about love, cheerful, and warm but the speaker does not feel them. The fear and terror are the honest feelings to describe.

3rd stanza

My friends… (9)
whom I shared my life with (10)
used to be pure and merry (11)
now living with wounded heart. (12)

In this 3rd stanza, the speaker tells about her friends. At that time, she finds that there is no chance to be free. They cannot repeat what happens such as sharing and playing together. In line 12, “with wounded heart” shows that there is a force. It explains that Suu Kyi and friends want to feel the same things which are pure and merry, but they cannot.

4th stanza

A free bird… (13)
which is just freed (14)
used to be caged (15)
now flying with an olive branch (16)
for the place it loves. (17)

This stanza expresses about grateful sense. It talks about the speaker’s feeling when she finds a hope. She uses the word “bird” to describe herself. In line 16 and 17, the speaker uses assuring tone. It describes that the speaker has a power to decide where to go and what to do.

5th stanza

A free bird towards a Free Burma.
In the last stanza, the writer detects that the speaker is happy. It gives the imagery that she is full of ideas and hopes to make her country better.

In the 1st until 3rd stanzas, the speaker uses fear tone which gives detail information about her country. They are “darkness,” “horror,” “fear,” “terror,” and “wounded heart.” Those words inform that the speaker does not have an ideal family and friend condition which are lovely, warm, and cheerful. The choice of certain words instead of others, the picking out of certain details may express what the poet intend to say (Kennedy & Giona, 2002, p. 21).

In addition, the two last stanzas express the different tone, which is calm. The speaker focuses on her personal life and Burmese’s life. Both stanzas give a grateful sense when knowing the speaker is free to give a better influence for Burmese. These stanzas reflect several actions that Suu Kyi intends to do for her country.

c. Analysis of Why Do I Have to Fight?

Why Do I Have to Fight? poem has two speakers. They are a daughter and a teacher. The first speaker, a daughter, begins the story by complaining about what happens in her life. She is complaining because she feels so bad at that time. She delivers her complaint to people around. First, she delivers it to strangers whom she calls “city men” but she gets ignored. Second, she delivers it to her teacher. She realizes that the teacher is the only one who can answer well. Therefore, the speaker begins the story by reflecting the real story which happens to her country and family.
1st stanza

They killed my father a year ago, (1)
And they burnt my hut after that (2)
I asked the city men "why me?" they ignored (3)
"I don't know, mind your business," the men said. (4)
One day from elementary school I came home, (5)
Saw my sister was lifeless, lying in blood. (6)

The speaker of this poem who is Suu Kyi conveys a desperate tone of her own life. “Why me?” is an interrogative sentence used to express the tone. In this stanza, the speaker describes very bad things that happen in her life in which she has to lose her father, brother, and hut. In general, the speaker tries to convey her denial towards the reality happens in her life.

2nd stanza

I looked around to ask what happened, if somebody'd known, (5)
Found no one but living room as a flood. (6)
Running away by myself on the village road, (7)
Not knowing where to go but heading for my teacher (8)
Realizing she's the only one who could help to clear my throat, (9)
But this time she gave up, telling me strange things in fear. (10)

In the 2nd stanza, the speaker shows the confused tone. It is indicated in line 5, 7, and 8. They are “to ask what happened,” “running away,” and “not knowing where to go.” Those words describe that the speaker needs one’s help to answer her curiosity. Then, it is followed with upset tone which is expressed in line 10. It shows that the speaker hears about a strange story in fear expression of her teacher.

3rd stanza

Why, teacher, why.. why.. why? (11)
The last stanza is dominated by the second speaker who is a teacher. This stanza uses advising tone. It is seen in line 15, 16, 17, and 18 that the teacher gives the advice words to the student who is Suu Kyi. It gives the understanding to Suu Kyi about what she should do for the better Myanmar’s future. In this stanza, Suu Kyi repeats the word “why” four times. The repetition of “why” refers to a desperate tone.

*Why Do I Have to Fight?* is a poem which gives a wickedness imagery to readers. Perrine (1974) explains that the use of imagery is to see the images that the authors create in a work of literature to help the readers imagine the real condition (p. 54). The wickedness imagery is seen in the 1st stanza: “they killed my father,” “they burnt my hut,” and “saw my sister was lifeless, lying in blood.” This imagery is then repeated in the 2nd stanza which is “living room as a flood,” and in the 3rd stanza which is “Can't you see we all are dying?” and “For we all are suffering.” Therefore, Suu Kyi attempts to show the wickedness imagery in her country.

**B. Discussion**

In this sub-chapter, the writer discusses the relation between the applied theories to two problems which are formulated. The first problem is to figure out
Aung San Suu Kyi’s views of democracy. The second is to figure out how intrinsic elements used to obtain Suu Kyi views of democracy in her poems.

The previous sub-chapter has analyzed Aung San Suu Kyi views of democracy as reflected in her poems. Meyer (2011) explains that there are seven elements of democracy, namely the separation and balance of power, independence of the judiciary, a pluralist system of political parties and organizations, the rule of law, accountability and transparency, freedom of the media, and respect for political rights (pp. 8-15). However, after process of the analysis, the writer finds that Suu Kyi has four views about the elements of democracy expressed in her poems.

The first view shows that democracy is a government system that should apply a pluralism system of political parties and organizations. This view is expressed in the poems entitled In the Quiet Land and Why Do I Have to Fight? Meyer (2011) declares that the pluralism should not only consist of a multitude of parties, but it should also include parties which represent genuinely alternative policy choices (p. 11). In this view, Suu Kyi tries to explore that providing political parties which represent citizens’ aspiration is vitally important in democracy system. Therefore, Burmese have a chance to choose the appropriate policy which represents their needs.

Second, Suu Kyi’s view is applying accountability and transparency. This views are expressed in Why Do I Have to Fight? As stated by Meyer (2011), the transparency focuses on the human’s right to achieve the real information. People have the right to receive, impart, obtain, or access the information (p. 13). Using
this view, Suu Kyi shows that all of citizens in Myanmar have rights to achieve the real information about everything such as economic, education, and political issues in their country. Thus, Burmese are possible to actively respond to those issues.

Next, freedom of the media is Suu Kyi’s view of democracy. Freedom of media is needed in the government system. By applying this view, people can easily access information. Moreover, the transparency discussed previously will be implemented easily. Meyer (2011) reveals that in democracy, freedom of the media is vitally important. It contributes to creating plural, open societies and accountable, transparent systems of government, and as well as safeguards human rights and fundamental freedoms (p. 14). Freedom of the media is Suu Kyi’s view that is expressed in her poems entitled *In the Quiet Land* and *A Free Bird towards a Free Burma*.

The last view tells that democracy is a government system that should apply the respect for political rights. This view is expressed in Suu Kyi’s poems entitled *In the Quiet Land* and *Free Bird towards a Free Burma*. Both of the poems show that responsibility of military junta is to give the safety’s guarantee for citizens to participate in the political issue. In other words, military junta is prohibited to attack Burmese if they have a different view of political field. Meyer (2011) states that these rights be granted to citizens without any distinctions such as race, color, sex, language, and political or other opinion (p. 15). It also supported by Urofsky and Finkelman (2011) that in democracy, the military is not
fully under the control of civil authorities, but they have to affirm that they are a
servant not a ruler for citizens (p. 17).

The result shows that Suu Kyi’s views of democracy are; 1) the
government system should apply or have a pluralist system of political parties and
organizations, 2) the government system should give accountability and
transparency, 3) the government system should show the freedom of media, and
4) the government system should respect for political rights.

The writer indicates those Aung San Suu Kyi’s views of democracy
through sociological approach and formalist approach. As Kennedy and Gioia
(2002) have revealed, sociological criticism examines literature in the cultural,
economic, and political context in which it is written or received (p. 646). By
understanding the political condition at that time, the writer can analyze the
poems easier. In addition, by paying attention to the words, the writer indicates
that all of Suu Kyi’s poems reflect the grief tone and scary imagery. Those are
indicated through the words presented. It is supported by Kennedy and Gioia
(2002), that formalist criticism would pay special attention to the formal features
of the text; they are the style, structure, imagery, tone, and genre (p. 630).
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the result of this study. It consists of three parts; the conclusions, implications, and suggestions. The conclusions deal with the answers of the problem formulation. The implications present the possibility of implementing this literature in teaching literary work. The suggestions provide some suggestions intended for future researchers who might use Aung San Suu Kyi’s poems to conduct the study.

A. Conclusions

This study presents two problems which are intended to find out what Aung San Suu Kyi’s views of democracy are reflected in her poems are and how the intrinsic elements used to obtain Suu Kyi’s views of democracy in her poems. Based on the analysis using the theories of sociological and formalist criticisms, Suu Kyi’s poems explore the democratic turbulence that happens in Myanmar. By understanding the democracy theory proposed by Meyer (2011), it is shown that from seven elements provided, there are four elements expected to be applied in Myanmar. They are a pluralist system of political parties and organizations, accountability and transparency, freedom of the media, and respect for political rights. Through the three poems written, Suu Kyi tries to describe that Burmese need a political reform which can appreciate human rights. This political reform is
called a democracy. Thus, Burmese have power to influence the political policy which represents Burmese’s aspiration. Therefore, Suu Kyi’s views of democracy are reflected through the tone and imagery which are expressed in the text.

B. Implications

In this globalization era, mastering English becomes a need to develop personal skills. This is a reason why it is important for every person to learn English. In Indonesia, English plays an important role. However, English is not an easy course for most of Indonesian students. It is because English is a foreign language in this country. In this case, the lecturer should provide an interesting material to grab the student’s attention. The interesting material could be taken from songs, movies, novels, and poems.

In learning English, there are four basic skills that should be mastered. They are listening, speaking, reading, and writing. Reading is one of the basic skills needed by the students to gain information and try to find out the meaning of the text. Therefore, the writer suggests that English lecturers use Aung San Suu Kyi’s poems entitled In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight? as the material to teach the reading skill, especially in Poetry class. Those poems are good to be implemented in Poetry class. It is because there are histories and political values that can be revealed through those poems. Moreover, those poems are the literary works which can inspire lecturer or students to fight for democracy in any form in the university. The student can learn how to implement democracy in daily life. For instance, it can be
implemented in choosing a chairperson, expressing an idea or opinion, and using democracy as a topic in debate competition.

Furthermore, there are some steps about teaching learning activity procedure. First, the lecturer asks the students to read the three poems written by Aung San Suu Kyi. Second, in a group, the students try to analyze the poems based on questions provided in the worksheet. Next, the students can share the result of the discussion in front of the class. The last step, the lecturer asks the students to choose one of Aung San Suu Kyi’s poems to be analyzed. At the end of this course, the students are expected to be able to analyze the intrinsic aspects of the poem and use the appropriate approach in the analysis process. For the detail activities, these can be seen in Appendix 3 and 4; lesson plan and material.

C. Suggestions

Aung San Suu Kyi wrote very interesting poems. Those poems reflect the experiences of her life. This study mainly focuses on Aung San Suu Kyi’s view of democracy as reflected in her three poems. In fact, those poems describe a big political turbulence of Myanmar in 1988 until 1992. It means that there are many aspects which are possible to be analyzed. The writer has two suggestions for the future researchers who want to use those poems. First, the future researchers may conduct a deeper study focusing on the reason why Aung San Suu Kyi produced those poems. A gender criticism can be implemented in this study. Second, the researchers may analyze the factors which influence Suu Kyi’s language variation.
used in her poems. The language variation should be analyzed through a linguistic point of view.
REFERENCES


APPENDICES
APPENDIX 1

AUNG SAN SUU KYI’S POEMS

a. In the Quiet Land

In the Quiet Land, no one can tell
if there’s someone who’s listening for secret they can sell.
The informers are paid in the blood of the land
and no one dares speak what the tyrants won’t stand.

In the quiet land of Burma,
no one laughs and no one thinks out loud.
In the quiet land of Burma,
you can hear it in the silence of the crowd

In the Quiet Land, no one can say
when the soldiers are coming to carry them away.
The Chinese want a road; the French want the oil;
The Thais take the timber; and SLORC takes the spoils…

In the Quiet Land….
In the Quiet Land, no one can hear
What is silenced by murder and covered up with fear.
But, despite what is forced, freedom’s a sound
That liars can’t fake and no shouting can drown.
b. A Free Bird towards a Free Burma

My home…
where I was born and raised
used to be warm and lovely
now filled with darkness and horror.

My family…
whom I had grown with
used to be cheerful and lively
now living with fear and terror.

My friends…
whom I shared my life with
used to be pure and merry
now living with wounded heart.

A free bird…
which is just freed
used to be caged
now flying with an olive branch
for the place it loves.

A free bird towards a Free Burma.
c. Why Do I Have to Fight?

They killed my father a year ago,
And they burnt my hut after that
I asked the city men "why me?" they ignored
"I don't know, mind your business," the men said.
One day from elementary school I came home,
Saw my sister was lifeless, lying in blood.

I looked around to ask what happened, if somebody'd known,
Found no one but living room as a flood.
Running away by myself on the village road,
Not knowing where to go but heading for my teacher
Realizing she's the only one who could help to clear my throat,
But this time she gave up, telling me strange things in fear.

Why, teacher, why.. why.. why?
I have no dad nor a sister left.
To teach me and to care for me you said, was that a lie?
This time with tearful eyes she, again, said...
"Be a grown one, young man,
Can't you see we all are dying?
And stop this with your might as soon as you can,
For we all are suffering."
APPENDIX 2

AUNG SAN SUU KYI’S BIOGRAPHY

Early Life

Aung San Suu Kyi called Suu Kyi was born on June 19, 1945 in Rangoon, Burma. The name was taken from her family. “Aung San” from her father, “Suu” from her paternal grandmother, and “Kyi” from her mother. She was the third child and only daughter to Aung San and Khin Kyi. Her brothers named Aung San Lin and Aung San Oo. Aung San Lin died at 8 years old. Her elder brother immigrated to San Diego, California, becoming a United States Citizen. In fact, Suu Kyi’s father was a commander of the Burma Independence Army (BIA) and Anti-Fascist People’s Freedom League (AFPFL), who negotiated Burma’s independence from Britain. However, Aung San was assassinated in 1947. Suu Kyi was only 2 years old when her father was murdered. She spent much of her teenage life in India with her mother, who was Burma’s ambassador to India and Nepal in 1960.
In 1964, Suu Kyi graduated from high school in India. Then, she moved to England to attend St. Hugh’s College at Oxford University. There, she gained her B.A. in Philosophy, Politics, and Economics. Moreover, she met Michael Aris, a Tibetan scholar, whom she eventually married in 1972. The following years, they had two sons. They were Alexander Aris and Kim Aris.

In 1988 Suu Kyi returned to Burma, at first to take care for her ailing mother because of the stroke. She returned to Burma without her husband and sons. The condition was much different than the one when she was a little girl. She came in the middle of major political turmoil. During the year she returned, Burmese protested about government system. They demanded the institution of democracy and the end of the one party system. In fact, the government responded with military force; they killed and wounded thousands of protesters.

Political Life

Suu Kyi joined the politics in 1988, when people came to tell her of the oppression and hardship they suffered under the military. After a general strike was called on 22 August 1988, Suu Kyi made an unexpected public appearance at Rangoon General Hospital where she called for unity and discipline. At that place, Suu Kyi announced that she would address a public rally at the revered religious site, Shwedagon Pagoda on 26 August. Many people came to hear her speak despite rumors the generals had planted bombs around the temple. She spoke of healing the country and promised to do her best to restore democracy for the people.

In the election that was followed, Aung San Suu Kyi was general secretary won 80.1%. The National League for Democracy (NLD) was Aung San Suu Kyi’s party. This election was a clear mandate for Suu Kyi and illustrated overwhelming support for her and the NLD, despite the generals’ best attempts to isolate her by detaining her under house arrest.
1989 The military government changed the country’s official name to Myanmar. Aung San Suu Kyi continued support of democracy, human rights, and nonviolent protest. For her opposition to the government, she was put under house arrest and declared ineligible for elected office.

1991 Aung San Suu Kyi received the Nobel Peace Prize for her nonviolent resistance to the military government of Myanmar. Held under house arrest by the military, she was unable to accept the award in person. Finally in 1995, Aung San Suu Kyi was released from house arrest, but her political activity and movement around the country continued to be severely restricted by the government.

APPENDIX 3

LESSON PLAN

<table>
<thead>
<tr>
<th>Subject</th>
<th>: Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td>: 2 x 50 minutes class meeting</td>
</tr>
<tr>
<td>Semester</td>
<td>: VI</td>
</tr>
</tbody>
</table>

Short Description of the Course:

KPE 314 Poetry is designed to encourage students to enjoy reading poetry. In this course, students will analyze the intrinsic elements of poem, which include Rhythm, Imitation, Style and Tone, Pleasure and/or Truth, Technique of Verse. Students are also able to show their understanding and ability to analyze a poem by making use of literary theories. The values of finding realities of life depicted in the works may encourage students to be more emphatic, sensitive, and mature. This course is compulsory and offered in Semester VI. The prerequisite course for KPE 314 is KPE 242 Introduction to English Literature.

A. Competence standard

On completing this course the students are expected to be able to explore their own idea concerning the context of the poems.

B. Indicators:

a. Students are able to identify the poetic device of the poems.

b. Students are able to share their interpretations about the poems’ content.

c. Students are able to write a literary analysis.

C. Learning Strategies

Small group discussion

D. Teaching Media

Handout, LCD, projector, laptop, and whiteboard
E. Learning Material

Aung San Suu Kyi’s poems entitled *In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?*

F. Teaching-Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre-Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Lecturer opens the class by greeting to students</td>
<td>a. Students respond the lecturer’s greeting</td>
<td>3’</td>
</tr>
<tr>
<td>b.</td>
<td>Lecturer introduces Aung San Suu Kyi and her poems</td>
<td>b. Students listen to the lecturer’s explanation</td>
<td>4’</td>
</tr>
<tr>
<td>c.</td>
<td>Lecturer distributes the materials and worksheet related to Aung San Suu Kyi’s poems</td>
<td>c. Students receive the materials and worksheet related to Aung San Suu Kyi’s poems</td>
<td>3’</td>
</tr>
</tbody>
</table>

| 2.  | **Main-Activities**  |                      |      |
| a.  | Lecturer provides time for students to read the three poems individually | a. Students read the three poems individually | 10’ |
| b.  | Lecturer divides students into several groups | b. Students make a group of four students | 5’ |
| c.  | Lecturer provides time for students to discuss the poetic device of the poems | c. Students identify the poetic device of the poems in a group | 15’ |
| d.  | Lecturer provides time for students to interpret the content of the poems | d. Students try to interpret the content of the poem in a group | 30’ |

<p>| 3.  | <strong>Post-Activities</strong>  |                      |      |
| a.  | Lecturer listens to student’s presentation | a. Students present a group’s interpretation in front of the class | 15’ |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>b. Lecturer and students conclude what they have learnt from Aung San Suu Kyi’s poems</td>
<td>b. Lecturer and students conclude what they have learnt from Aung San Suu Kyi’s poems</td>
<td>5’</td>
</tr>
<tr>
<td>c. Lecturer gives an assignment for students to analyze one of Aung San Suu Kyi’s poems</td>
<td>c. Students understand what they have to do with the assignment</td>
<td>5’</td>
</tr>
<tr>
<td>d. Lecturer closes the class by greeting</td>
<td>d. Students respond the teacher’s greeting</td>
<td>5’</td>
</tr>
<tr>
<td><strong>Total Time Allocated</strong></td>
<td><strong>100’</strong></td>
<td></td>
</tr>
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</table>

G. Reference


APPENDIX 4
MATERIAL FOR POETRY

A. Read Aung San Suu Kyi’s poems entitled *In the Quiet Land, Free Bird towards a Free Burma, and Why Do I Have to Fight?*

B. Answer the questions related to the poems below in group!

1. Who is the speaker of the poem?
   a. *In the Quiet Land* : _______________________
   b. *Free Bird towards a Free Burma* : _______________________
   c. *Why Do I Have to Fight?* : _______________________

2. What emotion does the speaker use?
   a. *In the Quiet Land* : _______________________
   b. *Free Bird towards a Free Burma* : _______________________
   c. *Why Do I Have to Fight?* : _______________________

3. What is the central idea of the poem? (theme)
   a. *In the Quiet Land* : _______________________
   b. *Free Bird towards a Free Burma* : _______________________
   c. *Why Do I Have to Fight?* : _______________________

4. Where is the poem happening?
   a. *In the Quiet Land* : _______________________
   b. *Free Bird towards a Free Burma* : _______________________
   c. *Why Do I Have to Fight?* : _______________________

C. Please choose one of Aung San Suu Kyi’s poems to be your writing analysis! (individual assignment)
In writing poetry analysis, it should contain the introductory, the body, and the conclusion. In the introductory, an analyst should put the title, author, and how the poem is written. Next, the body contains the interpretation of the poem using the theme, speaker, and speaker’s emotion as a tool in interpreting process. The last, an analyst concludes the theme discussed in the poem.

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