THE RELATION BETWEEN THE SYMBOLS IN MAYA ANGELOU’S CAGED BIRD POEM AND I KNOW WHY THE CAGED BIRD SINGS AUTOBIOGRAPHY

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

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2018
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“Ritie, don’t worry ‘cause you ain’t pretty. Plenty pretty woman I seen digging ditches or worse. You smart. I swear to God, I rather you have a good mind than a cute behind.”

(Angelou, Maya. 1969. p. 56)
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 12 July 2018

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ABSTRACT


Caged Bird Poem and I Know Why the Caged Bird Sings Autobiography are two literary works which have similar titles. Both are created by the famous poet, writer and civil right activist Maya Angelou. This research is aimed to conduct an investigation about the relation between symbols found in Caged Bird Poem and I Know Why the Caged Bird Sings Autobiography both by Maya Angelou. The Caged Bird is a poem which tells about two different stories about a bird who is tortured and imprisoned in a cage and a free bird who can do whatever it wants. I Know Why the Caged Bird Sings Autobiography tells how Maya struggled to face the racism of being an African American during her childhood.

The objective of the study attempts to reveal the relation between those two literary works through the symbols which are contained in the poem. This study used two research questions. The research questions in this study are: (1) “What are the symbols which can be found in the poem?” and (2) Where are the symbols’ representations are described in I Know Why the Caged Bird Sings autobiography?

This study used the formalist and socio-historical approaches. The formalist approach was used to answer the first research question to identify significant symbols in the poem. The socio-historical approach was used to answer the second research question which attempts to reveal the relation between those symbols and the autobiography.

After analyzing the poem, the researcher found five symbols. They are the free bird, the orange dawn sky, the caged bird, the cage, and the caged bird’s song. The free bird symbol’s representation is described in chapter four, five, seven, and sixteen. The orange dawn sky symbol’s representation is described in chapter four, eight, and sixteen. The caged bird symbol’s representation is described in chapter one, three, six, and twenty five. The cage symbol’s representation is described in chapter twenty four and thirty four. The caged bird’s song symbol’s representation is described in chapter nineteen, twenty four, and thirty four.

The suggestions for future researchers are to investigate other intrinsic aspects, such as the theme, tone, and other figurative languages. The future researchers can also investigate the relation of Maya Angelou’s Caged Bird Poem and Paul Laurence Dunbar’s Sympathy Poem, because Maya got inspired to write Caged Bird Poem after she read Sympathy Poem.

Keywords: symbol, poem, autobiography, Maya Angelou
ABSTRAK


Puisi *Caged Bird* dan Otobiografi *I Know Why the Caged Bird Sings* adalah dua karya sastra yang memiliki judul yang mirip. Keduanya adalah ciptaan penyair, penulis dan aktis hak-hak sipil Maya Angelou. Penelitian ini bertujuan untuk melakukan investigasi tentang hubungan simbol-simbol yang ditemukan dalam Puisi *Caged Bird* dengan Otobiografi *I Know Why the Caged Bird Sings* yang keduanya diciptakan oleh Maya Angelou. *Caged Bird* adalah sebuah puisi yang menceritakan tentang dua cerita berbeda tentang seekor burung yang disiksa dan dipenjara dalam sangkar dan burung bebas yang dapat melakukan apapun yang diinginkannya. Lalu Otobiografi *I Know Why the Caged Bird Sings* menceritakan bagaimana Maya berjuang untuk menghadapi rasisme karena menjadi seorang Afrika Amerika selama masa kecilnya.

Tujuan dari penelitian ini adalah untuk mengungkapkan hubungan antara kedua karya sastra tersebut melalui simbol-simbol yang terkandung dalam puisi. Rumusan masalah dalam penelitian ini adalah: (1) “Apa simbol-simbol yang dapat ditemukan di dalam Puisi *Caged Bird*?” dan (2) “Dimana penggambaran dari simbol-simbol tersebut dideskripsikan di Otobiografi *I Know Why the Caged Bird Sings*?”

Penelitian ini menggunakan pendekatan formalis dan sosio-historis. Pendekatan formalis digunakan untuk menjawab pertanyaan penelitian pertama yang menemukan symbolisme dalam puisi. Pendekatan sosio-historis digunakan untuk menjawab pertanyaan penelitian kedua yang mengungkapkan hubungan antara simbol-simbol tersebut dan otobiografi.

Setelah memahami dan menganalisis puisi tersebut, peneliti menemukan empat simbol. Simbol-simbol tersebut adalah the *free bird*, the *orange dawn sky*, the *caged bird*, dan the *caged bird’s song*. Penggambaran simbol the *free bird* dideskripsikan di bab empat, lima, tujuh, dan enam belas. Penggambaran simbol the *orange dawn sky* dideskripsikan di bab empat, delapan, dan enam belas. Penggambaran simbol the *caged bird* dideskripsikan di bab satu, tiga, dua puluh empat, dan tiga puluh lima. Penggambaran simbol the *cage* dideskripsikan di bab dua puluh empat dan tiga puluh empat. Penggambaran simbol the *free bird* dideskripsikan di bab sesembilan belas, dua puluh empat, dan tiga puluh empat.

Saran untuk peneliti yang hendak melakukan penelitian untuk menginvestigasi aspek intrinsic lain, seperti tema, nada, dan bahasa kiasan lainnya. Peneliti juga bisa menginvestigasi relasi antara Puisi *Caged Bird* Maya Angelou and Puisi *Sympathy* Paul Laurence Dunbar, karena Maya terinspirasi untuk menulis Puisi *Caged Bird* setelah membaca Puisi *Sympathy*.  

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Kata kunci: symbol, poem, autobiography, Maya Angelou
ACKNOWLEDGMENTS

Along with the accomplishment of this thesis, I would like to express my deep gratitude to Allah Subhanahu wa Ta'ala. The most loving and the most merciful One who always stays by my side. Because of His grace and guidance, I can get out of my helplessness and strengthen myself to finish this thesis.

My sincere appreciation goes to my advisor, Mr. Markus Budiraharjo, S.Pd., M.Ed., Ed.D., for his patience in guiding and leading me to finish my thesis. Without his valuable comments, encouragement, support, and correction, I could not have completed this research. I thank him for trusting me and giving me a chance to be one of his students.

My deepest and genuine gratitude goes to my family. I am so thankful for my parents, Cipto Yuana and Sulastri, who give me the privilege of college education, who have worked hard than me, who are willing to live in hardship just for me. I also want to thank my grandparents who are always there for me. With their endless prayers and love, I am able to do the thing which initially I thought it was difficult.

Lastly, I would like to thank all of my friends from Batch 2014 of the English Language Education Study Program. Our long journey of four years in college will never be forgotten. I want to thank them for coloring my life.

Erni Suryati
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of the research. It is divided into four parts. Those parts are background of the study, research questions, significance of the study, and definition of terms.

A. Background of the Study

As social beings, we cannot be separated from language. Since a long time ago, language has been created in order to ease the communication. Moreover, language can unite people who have different social backgrounds. Language is a unique thing that can define a specific group and its cultures (Mahadi & Jafari, 2012).

During learning a language, we can find language and culture’s concrete and abstract product called literature. It reflects the society’s perspectives (Lawrence, 1999). There are many kinds of literature. Literature can be found in the form of poetry, drama, prose, and non-fiction. One part which we often find in literary works is symbolism, especially in poem. Symbolism is a deeper meaning behind the literal meaning of a word or phrase (Parini, 1987, p. 39). Symbol is an important and powerful element in a poetry (Abrican & Klotz, 1998, p. 12). Therefore, we need to analyze the symbols in order to get the deeper meaning of the poem.

In this study, the writer investigated the relation between two literary works by Maya Angelou through the symbols which are found in the poem. Two literary works which will be discussed are a poem which is entitled *Caged Bird* and an
autobiography which is entitled *I Know Why the Caged Bird Sings*. Both were written by Maya Angelou. *Caged Bird* is a poem which tells us about the stories of two different birds, a caged bird which is imprisoned in a cage and a free bird which can fly anywhere he wants. Another work is a book which has a similar title. The book is entitled *I Know Why the Caged Bird Sings*. It tells Maya’s life during her childhood until teenager.

When we focus to see each title of those literary works, we can examine that there are some similarities in it. Both title has the phrase *Caged Bird* in them. Therefore, the writer wants to investigate these similarities, not only by their titles but also the contents of each literary work.

### B. Research Questions

Based on the research background, there are two research questions formulated, namely:

1. What are the symbols which can be found in *Caged Bird* poem?
2. Where are the symbols’ representations are described in *I Know Why the Caged Bird Sings* autobiography?

### C. Significance of the Study

This research is expected to be beneficial for the students of English Language Education Study Program, the teachers and the future researchers.
1. **Students of English Language Education Study Program**

   Students of English Language Education Study Program can use the poem and the autobiography as the references for their thesis and literary assignments. Furthermore, they can learn how to find and analyze the symbols in the poem and connect them with the autobiography. They also can learn about Maya Angelou’s childhood and how to analyze literary works in the formalist and socio-historical approaches.

2. **Teachers**

   This study helps the teachers to design the material for learning activity that related with literature. This study also eases the teachers in teaching about symbolism. In addition, it also helps the teachers to foster their students’ love of literature. Moreover, it helps the teachers in providing an example about how to analyze literary works in the formalist and socio-historical approaches.

3. **Future Researchers**

   For the future researchers, this study helps them to understand more about the symbolism in *Caged Bird* Poem and *I Know Why the Caged Bird Sings* Autobiography. Moreover, this study can encourage them to do other studies about literature. It also provides the example on how to analyze literary works in the formalist and socio-historical approaches.

**D. Definition of Terms**

In this study, the writer needs to define some terms in order to avoid misunderstanding.
1. **Symbol**

Symbol is a part of figurative languages found in the poem. Fadaee (2011) states that the word ‘symbol’ comes from the word ‘symbolon’ in Greek and ‘symbolum’ in Latin (pp. 20-21). Those words mean ‘token’ or ‘sign’. According to Parini (1987), a symbol is formed from the idea that changes become an image, the image that changes become a metaphor, and the metaphor that changes become a symbol (p. 39). Symbol is a word or phrase that represents something beyond its literal meaning.

2. **I Know Why the Caged Bird Sings Autobiography**

In this study, the writer used two of Maya’s literary works. They are *I Know Why the Caged Bird Sings Autobiography* and *Caged Bird Poem*. *I Know Why the Caged Bird Sings Autobiography* tells about Maya’s childhood. When she and her brother were children, their parents divorced. So, they had to live with their grandmother in Stamps, Arkansas. In Stamps, they had to face the reality that African Americans were discriminated. Some years later, she and her brother lived back with their mother. Unfortunately, this led to Maya being raped by her mother’s boyfriend, Mr. Freeman. It made Maya shocked and went back to Stamps together with her brother. She became mute for 5 years. Her grandmother introduced her with Mrs. Flower who then helped her to speak again and love literature. After she graduated from Lafayette County Training School, she and her brother went to their mother again. There, they were teenagers and had their own experiences. Maya decided to work in streetcar. Then, she became a mother at around sixteen years old.
3. **Caged Bird Poem**

*Caged Bird* Poem is written by Maya Angelou. It was published in 1983. The poem tells about two different birds. The caged bird is a fowl who is imprisoned in a cage. His wings are clipped and his feet are tied. Yet, he still manages to sing loudly. In the other hand, the free bird is a fowl who can fly whenever and wherever he wants. He arrogantly claims the sky as his own. This poem symbolizes African American life, racism and slavery which happened in the 20th century.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts, namely review of related studies, review of related theories, and theoretical framework. The review of related studies contains the previous studies which had been conducted related with Maya Angelou’s *Caged Bird Poem* and *I Know Why the Caged Bird Sings* Autobiography. The second part is review of related theories. The theories which were used in this research are theory of symbol and African American life in the twentieth century. The last part is theoretical framework. It describes the frame of the study.

A. Review of related Studies

This study focuses on the symbols which are found in the *Caged Bird Poem*, then these symbols will be connected with the *I Know What the Caged Bird Sings* Autobiography. Most of the studies which use those two literary works focus on the social-history side and character development. There are nine theses that discuss about *Caged Bird Poem* and *I Know Why the Caged Bird Sings* Autobiography. Here are two examples of the nine theses, each discusses social-history side and character development.

The most recent study was done by Arthami (2017). Her study focuses on how Maya Angelou depicted the African American life in *Still I Rise* and *Caged Bird* Poems. She uses the socio-historical approach. In her analysis, she explains...
the real conditions of African Americans in 20th century. She explains how they were treated unjustly by slavery and racism.

Next study is by Raharjo (2010). His study explains about the character of Maya Angelou when she was a child until a teenager and how her environment affected her personality development in *I Know Why the Caged Bird Sings* Autobiography. Maya’s personality also developed because of the important events that happened in her life, such as rape, meeting Mrs. Flower who introduced her with literature, confusion of being lesbian or straight, and giving birth. Those aspects made her became stronger to face the life as African American girl.

B. Review of Related Theories

In this section, the writer wants to present some theories which are related to the analysis. Those theories are theory of symbol and African American life in the twentieth century.

1. Theory of Symbol

Theory of symbol is important because it helps the writer analyze the symbols in the poem and answer the first research question. It is divided into three parts. Those parts are the definitions of symbol, kind of symbols, and how to find symbols.

a. Definitions of symbol

Symbol is one of figurative language in poetry. Abrican and Klotz (1998) classify symbol as one of the most powerful and important devices in poetry (p. 12). The symbol helps the poets convey meanings beyond the denotative meaning. The
symbol can simply be defined as something which has other meanings than the word itself (Perrinne, 1969, p. 83). Symbol does not stand for the literal meaning. Symbol is more than that. Symbol is beautiful but complicated (Barnet, Burto, & Cain, 2005, p. 486). Parini (1987) states the figurative words which indirectly describe other things are called symbol (p. 39). According to Kennedy and Gioia (2002), symbol is an object or action which has meaning beyond its literal meaning (p. 261). The example of symbol which is by Perrinne (1969) is in the poem by Robert Frost which is entitled *The Road Not Taken* (p. 83). In that poem, Robert symbolizes two roads as two choices in life

b. Kinds of symbol

Abrican and Klotz (1998) distinguish symbol into two groups, public symbols and contextual symbols (pp. 12-13). Public symbols are symbols which have diverse meanings. These meanings are associated with the history that has occurred before. The example of public symbols is country flag. The Indonesian country flag symbolizes Indonesian heroes’ struggle against the invaders, independent of Indonesia, and many more. We can go deeper by explaining the meaning behind the colors of Indonesian country flag. It has two colors, red and white. Red symbolizes bravery. While, white color symbolizes purity.

Contextual symbols are on the contrary of public symbols. The contextual symbols vary according to what poets want to convey through the poem and the description in each stanza. Analyzing contextual symbols are harder than analyzing public symbols (Abrican & Klotz, 1998, p.12). We need to know what message the
poet wants to convey through the poem then connects it with every stanza to make sense of the symbolism.

c. How to find a symbol

Every word has a certain effect which triggered our imagination. Through that imagination, we get a new meaning. Then, we associate that new meaning with the original word. Parini (1987) states the way to find a symbol is by defining the idea which comes to our mind when we hear a word or phrase (p. 39). Through this idea, we create a metaphor which compares the word with the new interpretation. This comparison creates what we called symbol.

2. African American Life in the Twentieth Century

Both *Caged Bird* Poem and *I Know Why the Caged Bird Sings* Autobiography were created in the twentieth century. That is why the researcher used the theory of African American life in the twentieth century to get deeper understanding of both literary works and answer the second research question. For this research, this section will briefly explain about the origin of African American, slavery era, America Revolutionary War, Civil War, Black Codes, Ku Klux Klan, Jim Crow, NAACP, and Human Right.

Meltzer (1987) says the origin of African American is in 1619 when the first batch of twenty Africans was brought to Virginia, United State by a Dutch warship (pp. 3-4). After that, millions of Africans were sent to the New World, where they were sold as slaves. This slavery is completely against their will. In their original country, they were cattlemen, farmers, pottery makers, woodcarvers, musicians, poets, and others. Some of them even the rulers of kingdoms, princes, and warriors.
They were chained by people who later would sell them as slaves. They were considered physically suitable for cultivation. The more Africans became slaves, the more people wanted to buy slaves. This condition resulted in slaves kidnapping. Some of the Africans chose to drown themselves in the ocean rather than being slaves.

During 1641, there were a lot of laws which define people who were considered as slaves. There were laws which specifically define who should be slaves and who should not. The white people in power decided that white people should not be enslaved. The white people could do force labor but could not legally be enslaved. That was the reason why African Americans were fit to be slaves (Hine & Thompson, 1999, p. 15). As the slaves, they could not express anything. If they rebelled or wanted to be free, they had to face the consequences (Meltzer, 1987, p. 41).

During the America Revolutionary War from 1775 to 1783, the Americans planned their Independent against the Great Britain (Grant, 1968, pp. 17-19). In American Declaration of Independent draft, the founding fathers did not put African slavery in it. However, this made a protest against slavery. It is clear that a freedom of human being is against slavery. They wanted their freedom yet they still enslaved others. The founding fathers had some different opinion about slavery. George Washington, Benjamin Franklin, Alexander Hamilton, John Jay, and John Adams were anti-slavery and looked forward in abolition of slavery, so do Thomas Jefferson. However, Jefferson had idea that Africans were superior to them. So, he did not want slavery to be abolished. Meanwhile, Patrick Henry could not decide
his position. He thought that he could not live without the slaves but he also wanted the equality.

In order to defeat the Great Britain, America allowed the African Americans to fight in the war. Many slaves were freed because they had served in war and others ran away to get their own freedom. It made the African Americans could make their own families.

A century later, there was a war again. It is called American Civil War. It happened in 1861-1865. One of the reasons Civil War happened is because of the slavery. When the North countries started to eliminate slavery, the South opposed this idea. Since the South economy was so dependent to agricultural, they did not want to free the slaves. In South, African American population was more than half of white. This condition allowed the South to produce big amount of cotton. After less than one month of Abraham Lincoln became the president, the war began. The war lasted for about four years. The North won the war. Therefore, the result of American Civil War was the freedom of slavery (Whitney & Click, 1991, pp. 76-94).

Even though the Negroes had got their freedom, they were not completely free. After the Civil War, the Southern states applied the Black Codes. These codes prohibited African American from voting, going to public school, having a gun, and equality under the law. So, basically Black Codes was replacing Slave Codes. African Americans were treated inferior over white Americans. So even though the African Americans were given their own place in the government, they still were treated as too stupid to rule (Meltzer, 1987, pp. 90-94).
African Americans’ life not only limited by Black Codes, but it was also threatened by Ku Klux Klan which appeared in 1865-1866 (Grant, 1968, p. 109). This forbidden organization aimed to eradicate African Americans who had been free. This happened because some people, especially in the South States, did not accept the abolition of slavery. They killed African Americans. They even killed white people who tried to help African Americans to vote, taught them about political right, and help them fight for their right (Meltzer, 1987, pp. 106-108).

In 1890s, there was a law called Jim Crow Laws. This law allowed the states to legally segregate black from white. They separated the public facilities such as school, train and even drink from the same fountain. Because of Jim Crow, African American once again lost their freedom. They even had to take a test in order to vote (Wiegand, 2009, pp. 198-199).

After the Jim Crow, many African Americans were lynched. In 1905, William Edward Burghart DuBois and thirty colored people were assembled in Niagara Falls. Together they did a protest against unfairly treatment that colored people got (Meltzer, 1987, pp. 148-149). Later, DuBois created an organization to assist colored people to get their rights. This organization called National Association for the Advancement of Colored People (NAACP) (Grant, 1968, pp. 175-177).

The existence of this organization triggered anti-Negro people. There were some race riots which were caused by Ku Klux Klan. This made African Americans became uneasy. People thought the Klan was died in 1880. However, they revived in 1915 with 4,5 million followers. Their existence still remained until 1944. Due
to corruption by the leaders, the members of Ku Klux Klan left the Klan. Because of this, the Klan lost its fame and influence (Wiegand, 2009, p. 228).

In 1930s until 1940s, there was the Great Depression. This was caused by the stock market crash, bank failures, too many poor people, farm failures, environmental disasters, and government inaction. This caused many people to lose their jobs. If there was a job vacancy, there would be around 3,000 people who would apply for the job. To avoid starvation, there were breads that could be taken in line. Many farmers from South States, for example Oklahoma and Arkansas, moved to the West especially California. However, they were told to be fruit pickers to redeem the starvation wages. The wage system allowed African Americans to earn less than whites (Wiegand, 2009, pp. 241-245).

In 1954, NAACP fought for equal education in the U.S. Supreme Court. Then the segregation in the public school was removed. However, the Southern schools did not want to segregate. In the beginning of 1960, several black students sat on the white only section of lunch counter and refused to move until they served. Then finally they opened the schools for everyone. In 1961, this action spread to the buses. A colored woman decided to ride a white section bus. They did the “sit-in” and “freedom rides” until the Supreme Court erased the segregation in public places such as hotel, restaurants, and others. This became a peaceful movement which led by Martin Luther King. In 1963, Martin Luther King Jr. did his “I have a dream” speech. King delivered his speech at the Lincoln Memorial. His remarkable speech made an indescribable moment in human history. In 1964, He received Nobel Prize for his civil right works. John F. Kennedy wanted no more racial
discrimination by erasing segregation in public places such as hotel, restaurants, and others. After Kennedy was assassinated, Lyndon Baines Johnson continued Kennedy’s plan. Johnson agreed in law which banned segregation in public place and jobs. SNCC (Student Nonviolent Coordinating Committee) arose and helped African Americans to be able to vote in Mississippi. In 1965, Martin Luther King did a campaign in voter registration in Selma, Alabama. Johnson announced that African Americans had their right to vote. In 3 April 1968, Martin Luther King Jr. was assassinated (Meltzer, 1987, pp. 240-291).

C. Theoretical Framework

In order to answer the first research question, the researcher used the theories of symbol by Kennedy and Gioia (2002), Barnet, Burno, and Cain (2005), and Abrican and Klotz (1998), and Parini (1987). In order to get the symbolism from the poem, the researcher applied Parini’s theory of changing idea to image, image to metaphor, then metaphor to symbol. After that, the researcher classified the symbols in two two groups which are conventional or public symbols and non-conventional or contextual symbols using the theories of symbol by Kennedy and Gioia (2002), Barnet, Burno, and Cain (2005), and Abrican and Klotz (1998).

In order to answer the second research question, the researcher uses the history of African American life in the twentieth century by Wiegand (2009), Meltzer (1987) and Grant (1968). The story in autobiography happened in 1930s to 1940s. During that time, there was Black Codes, Jim Crow Laws, segregation, the
Great Depression, and Ku Klux Klan. In order to know deeper about the autobiography, the researcher used those theories.
CHAPTER III

METHODOLOGY

This chapter is divided into two parts. Those parts are object of the study and approaches of the study. The first part is object of the study. This part explains about Caged Bird Poem and I Know Why the Caged Bird Sings Autobiography both by Maya Angelou. The second part is approaches of the study. It explains about how the researcher gathered the data.

A. Object of the Study

There are two objects in this study. Both are Maya Angelou’s literary works, Caged Bird Poem and I Know Why the Caged Bird Sings Autobiography. Caged Bird Poem tells about the comparison between the caged bird and the free bird. I Know Why the Caged Bird Sings Autobiography tells about Maya’s childhood and how she faced the racism of being African American.

1. Caged Bird Poem

Maya first publishes this poem in her book which is entitled Shaker, Why Don’t You Sing?. This book is the fourth volumes of the poetry which was published by Random House Press in 1983. Maya wrote this poem after being inspired by a poem is entitled Sympathy by (Dunbar, 2004). Sympathy is a poem about a caged bird. The bird is imprisoned in a cage without being able to taste the shining sun, swaying grass, river flow, and a blooming flower. The caged bird only can bang its
wings against the cage and sing for its freedom. The caged bird in *Sympathy* Poem symbolizes African Americans who were enslaved.

This poem tells about the contrast of free bird and caged bird. There are six stanzas in the poem. The first and fourth stanzas describe free bird and the rests describe caged bird. Through this poem, Maya wants to depict the unpleasant experiences she had dealt with because of the racism that happened in her life. Maya also wants to depict the slavery which African American had experienced in the past.

2. *I Know Why the Caged Bird Sings* Autobiography

This autobiography tells about Maya’s childhood. It starts when her parents were divorced. Then, she moved with her grandmother from father side together with her brother, Bailey Johnson Jr. She lived happily in Stamps, Arkansas. However after several years, her brother and she moved back to St. Louis with her mother and her boyfriend, Mr. Freeman. Unfortunately, she was raped by Mr. Freeman. After this tragedy, she moved back to Stamps. Tragically, because of the rape she was being muted for around five years. Fortunately, she met Mrs. Flower and was introduced to literature. She pursued her education and luckily being the first black employee in San Francisco streetcars. Then, she moved to California and explored her sexuality which led her to be pregnant and gave birth.

According to Penguin Random House Website, this autobiography became bestseller for around two years in New York Times paperback bestseller. This book was nominated for National Book Awards in 1970. Time Magazine ranked this book as one of the most influential book of modern times in 2011. This book was
also made into movie is entitled the same in 28 April, 1979. There are several differences between the movie and the autobiography. The scene where Maya graduated from Lafayette County Training School was different from the book. Moreover, she does not include chapter 24 until 36 in the movie.

B. Approaches of the Study

Analyzing literary works is important in order to get deep understanding of what the writer actually wants to convey. For this study, the writer chooses the formalist and socio-historical approaches. The reason why the writer chooses these approaches is because this study is focused on the intrinsic factor of the poem and autobiography, which are the symbols found in the poem and the relation between the poem and autobiography. The socio-historical approach is used to help the researcher know better about the background of the autobiography which is also Maya’s childhood.

According to Bennet (1979), formalist discusses about the formal devices in each literary works which make them become more artistic. The aspects which usually can be found in the literary works are imagery, structure, tone, style, and so on. The first research question deals with the intrinsic aspect of the poem which is symbolism. In order to analyze the symbolism in poem, the most appropriate approach to use is the formalist approach.

In the socio-historical approach, literary work reflects the author’s life. According to Rohrberger and Woods (1971), literature represents some ideas which are related to the culture it produces (p. 9). The second research question deals with
socio-historical aspect. When we want to analyze an autobiography, we should know the history and culture of the writer and the character in it. *I Know Why the Caged Bird* Autobiography tells about Maya’s life in 1930s until 1940s. During that time, the Great depression happened in America. African American did not get their freedom yet. There was still segregation and Ku Klux Klan which disrupted African American life.

Since this study focuses on analyzing the symbols of the poem and its relation with the autobiography, the most appropriate approaches for this study are the formalistic approach to answer the first research question and the socio-historical approach to answer the second research question.
CHAPTER IV

ANALYSIS

This chapter will answer the research questions. It is divided into two sections. This first section answers the question number one which is revealing the symbols in Cage Bird Poem. The second section answers the question number two which is connecting the symbols which have already been revealed with the I Know Why the Caged Bird Sings Autobiography.

A. Symbols in Caged Bird Poem

This analysis section discusses about the symbols which are found in the poem. Basically, Caged Bird Poem tells the very different situations between the caged bird and the free bird. From those situations, there are some symbols which can be found in it.

1. The Free Bird

There are six stanzas in the poem. However, only two stanzas tell about the free bird. Those stanzas are the first and fourth stanzas.

   The first stanza:
   
   A free bird leaps
   on the back of the wind
   and floats downstream
   till the current ends
   and dip his wing
   in the orange sun rays
   and dares to claim the sky

   This stanza shows the free bird is spoiled. Beside the fact that the free bird has his freedom to fly whenever and wherever he wants, he also has the wind which
helps him flies. He also can claim the orange sky as its own, as no other creature
can have that orange sky besides the free bird himself.

The fourth stanza:
*The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own*

From the explanation above, we can see that the free bird is living a happy,
opulent and prosperous life. It shows by the fact that the free bird has freedom to
fly as he desires, has abundant food, gets anything he wants (the wind for example),
and had his own orange dawn sky.

This poem was written in 1983 when African American still tried to get their
freedom. Caged *Bird* Poem tells about the differences between African American
and white American in the twentieth century. From this statement, we know what
the free bird in the poem symbolizes about. In the first stanza line 5, “and dips his
wing”, Maya uses personification on the free bird. She uses a pronoun ‘his’ to
explain the possession of the free bird. So, the free bird represents the white
American. The white American could get and do anything they want without being
restricted. Most of white people were respected because they were the ones who
rule the country (Whitney & Click, 1991). So, that is why they could easily get
whatever they want because they have power and authority.

This symbol is included in contextual symbol. The reason why the free bird
symbolism is included in non-conventional or contextual symbols is because the
free bird symbolism does not have relation with the socio-history but rather with
the poet’s perception. Maya symbolizes white American with free bird because they
were free while they enslaved African American. It contrasts with the caged bird. The caged bird symbolizes African American when they were enslaved and treated unfairly because of racism. It is because while the free bird enjoys its freedom, the caged bird is imprisoned in the cage.

2. The Orange Dawn Sky

In the section above, the writer has already discussed about the free bird and its symbolism. Now, the writer will discuss about the orange sky which is claimed by the free bird. Maya did repetition about the part which the free bird claims the sky. Those are in the first and fourth stanzas where the free bird is described. Those lines are:

6th and 7th lines of the first stanza:
in the orange sun rays
and dares to claim the sky.

24th and 25th lines of the fourth stanza:
and the fat worms waiting on dawn bright lawn
and he names the sky his own

The orange dawn sky denotatively means the scenery and natural phenomena which occurs in the morning because the rising sun produces the light which color is orange or golden. Orange denotatively is a kind of color. According to Kroulek (2016), an orange color has some diverse meanings from around the world. Orange is always associated with something good such as bliss, prosperity, braveness, health state, and royalty.

In order to know the meaning behind the orange dawn sky, we should connect it with the previous symbol. The caged bird symbolizes white Americans in the twentieth century. We should investigate what thing the white Americans
tried to claim that represents the orange dawn sky. Referring back to Kroulek (2016), the most appropriate associations of orange color for this symbolism are the glory and wealth which white Americans owned in that era. These glory and wealth were taken away from African American because the white claimed those as their own. Moreover, the fat worms describe the food or money which came by itself without bother of searching for it. White Americans enslaved African Americans without giving them payment. Even after the slavery was banned, African Americans still needed to pay tax to the white. So we can conclude that white people lived in wealth without fear of being poor and treated unfairly just like “the caged bird”.

Different from the free bird, the orange dawn sky symbolism is categorized as a public symbol. It is because it is related to cultural aspect of the society. Without the connotations of the orange color from around the world, we cannot know the symbol of the orange dawn sky (Kroulek, 2016). So, the orange dawn sky symbolizes the wealth of white people and it is categorized as public or conventional symbol.

3. The Caged Bird

The writer has explained about the free bird and the orange dawn sky’s symbolisms previously. Both contain in the first and fourth stanzas. For the caged bird, the writer will explain with the rest of the stanzas. Those stanzas are second, third, fifth, and sixth.

The second stanza:
But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

This stanza explains how much different the free bird and the caged bird are. Unlike the free bird, the caged bird can only see the freedom which is owned by the free bird through his cage. When the free bird happily and proudly claims the sky as his own and has some fat worms which wait to be eaten, the caged bird sadly imprisons. Moreover, caged bird’s misery does not only occur by being trapped inside a cage but also its wings are clipped and its feet are tied. Despite what caged bird has faced, he still shows his spirit to be freed. He shows spirit by singing.

The third stanza:
The caged bird sings with a fearful trill
of things unknown but longed for still
and his tune is heard on the distant hill
for the caged bird sings of freedom.

This stanza tells that even though the caged bird is imprisoned, he still fights for his freedom. Although he is afraid of something which may occur because he sings, he still wants to show his spirit by singing despite his trembling voice. Incredibly, his voice of singing is heard till far away. This shows how much he really wants to be free. Despite all things which block him from his own freedom and uncertainty, he still wants to fight for his freedom by singing loudly until his voice is heard far away.

The fifth stanza:
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The fifth stanza continues the previous stanzas. It describes that the caged bird’s dreams of having freedom is impossible. It is showed by the death of his dreams. There are repetitions from the second stanza. Those repetitions are in twelfth, thirteenth, and fourteenth lines from the second stanza and twenty ninth and thirtieth lines from the fifth stanza. This emphasizes the suffering which the caged bird has been through in order to get his freedom.

The sixth stanza:
*The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sing of freedom*

This stanza is a repetition of the third stanza. This stanza shows that even though the caged bird has lost his dream but he still tries to get and fight for his freedom and rights. It shows that the caged bird does not give up easily. He still hopes that someone will hear his singing by singing as loud as possible despite the fear he feels.

As explained in the free bird section, symbolism in this poem has the relation with what happened during the making of the poem itself. In contrast with the free bird which symbolizes the white Americans, the caged bird symbolizes the African Americans. In the twentieth century African American dealt with racism and slavery. They did not have their freedom just like the caged bird which is imprisoned. The caged bird’s feet are tied and wings are clipped just like African
American life when they could not do what they wanted. This happened because of segregation law which prohibited African American in doing anything more than white American.

Like the free bird, the caged bird symbolism is included in contextual symbol. The reason is because this symbolism is based on the poet’s perspective and on the cultural history aspects. So, the caged bird symbolizes an African American who is enslaved and discriminated against slavery and racism.

4. The Cage

Previously, we have discussed about the caged bird. The cage symbolizes something that related with the caged bird himself. The cage is something that imprisoned the caged bird from outside world. The cage is described in the second stanza.

Line 8th until 11th in the second stanza

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage

The caged bird is imprisoned in a cage. The cage is tiny and narrow. The caged bird only can see the outside world trough the bars of the cage. So, the cage is the caged bird’s limitation. It has the restricting characteristic. As we have discussed before, the caged bird symbolizes the African American. Something that limits African American in the twentieth century is racism. African American was treated unjustly by the segregation. They could not get the same rights as white people.
This cage symbol is included in contextual symbols. This is because the symbol is related with the context in the poem and not related with the society view. In conclusion, the cage symbolizes the racism that the African American had faced in the past.

5. The Caged Bird’s Song

Previously, we have discussed about the symbolism of the caged bird. The caged bird’s song is automatically related with what the caged bird symbolizes. If the caged bird symbolizes African American, the caged bird’s singing is his hope and spirit to be free. In every stanza which explains the caged bird, there are lines which tell about his song.

Line 14\textsuperscript{th} in the second stanza and line 28\textsuperscript{th} in the fifth stanza: 
\textit{so he opens his throat to sing}

Line 21\textsuperscript{st} in the third stanza and line 36\textsuperscript{th} in the sixth stanza: 
\textit{sings of freedom}

Despite a lot of obstacles and tortures which caged bird has to faced, he still manages to sing. After whatever happens to the caged bird, he only wants to be free. He tries to be free even though his dreams are died. All he can do to be free is only by singing, singing as loud as he can until he gets the freedom which he always looking for. Those lines above describe about the caged bird’s singing. However, 21\textsuperscript{st} and 36\textsuperscript{th} lines specifically depict that caged bird’s singing is symbolizes the spirit of African American to be free. Despite of the injustice that they got and their desperation of wanting to be free which seemed so impossible, they still fought for their freedom even they had to lose their life.
This symbolism is included in contextual symbol. It is because the symbolism is based on what the poet has depicted in the poem and not related to any culture. So, the caged bird’s song symbolizes the spirit of African American to get their freedom.

B. The Symbols’ Representations which are Described in *I Know Why the Caged Bird Sings* Autobiography

This section is about where the symbols’ representations are described in *I Know Why the Caged Bird Sings* Autobiography. This autobiography tells about Maya’s childhood. The researcher has found five symbols in the previous section. The researcher connected the symbols with the autobiography through in which chapters the symbols are described the symbols’ representations.

1. The White American

There are five symbols found in the poem. One of them is the free bird. The free bird symbolizes the white American. In this section, we find where the white American is described in the autobiography. The white American is described in chapter four, five, seven, and sixteen of *I Know Why the Caged Bird Sings* Autobiography. Those chapters are explained below.

Maya depicts white Americans in chapter four. During the Depression, people in Stamps tried to preserve their food especially meat. They slaughtered their pigs and cows. Then, they smoked it to make it last longer. However, Maya’s grandmother decided that they needed to consume fresh meat too. So, they went to the white part of the town.
In Stamps the segregation was so complete that most Black children didn’t really, absolutely know what white looked like. (p. 20).

Since 1890s, there was the Jim Crow Laws which segregate black and white (Wiegand, 2009). This made kids in Stamps have little knowledge about white people. Maya depicted white people as pale people who lived in their strange lives. They were different creatures whom other people scared of. They were hated and scared by the powerless, the poor, the workers, and the ragged people. During the Depression, their maids would go to the Store to trade. They would go back with big baskets full of goods. It showed how rich white people were.

In the fifth chapter of the autobiography, Maya explains about some white trash who mocked her family, especially her grandmother. White trash is the term of the poor white people. Maya’s grandmother always told Bailey and her to call others with honorifics. However, the white trash did not do the same. Every time the white trash children went to the Store, they called Maya’s family by their first name.

One summer day when Maya and her grandmother were sweeping the yard, a group of white trash came to them. Her grandmother told her to get into the Store. In the front yard, her grandmother was standing still while humming a hymn. The white trash imitated her humming as an insult. They laughed at her. The biggest white trash did hand stand which made her dirty legs parallel with grandmother’s face. She could not do anything and only kept praying until the white trash went away.

“Bye, Annie.”
Momma never turned her head or unfolded her arms, but she stopped singing and said, “Bye, Miz Helen, ’bye, Miz Ruth, ’bye, Miz Eloise.” (p. 26)
Chapter seven also tells about honorifics. This chapter explains how Maya’s grandmother was called as ‘Mrs.’. Long time before Maya and Bailey were not in Stamps yet, there was a man who was accused attacking white woman. He hid in the Store. Maya’s grandmother and uncle took care of him and gave him stock to go away. However, he got arrested. In the court when he was asked where he had been, he answered that he was hiding in Mrs. Henderson’s store. Maya’s grandmother told to come to the court. When the white people in court know that what he meant by ‘Mrs. Henderson’ was a colored woman, they laughed. However, for the colored people it was a win. They are proud of being themselves.

The judge asked that Mrs. Henderson be subpoenaed, and when Momma arrived and said she was Mrs. Henderson, the judge, the bailiff, and other whites in the audience laughed. The judge had really made a gaffe calling a Negro woman Mrs., but then he was from Pine Bluff and couldn’t have been expected to know that a woman who owned a store in that village would also turn out to be colored. The whites tickled their funny bones with the incident for a long time, and the Negroes thought it proved the worth and majesty of my grandmother. (p. 39)

After the abolition of slavery, African Americans were not completely free. In the southern parts of America, people applied the Black Codes. Black Codes was actually Slave Codes with different name. These codes prohibited African Americans from going to public school, having gun, and law equality (Meltzer, 1987). African Americans were threatened poorly than the whites. Whatever they do, the white Americans still saw them stupid. They were often accused of doing something that actually they did not do. They were found guilty in court only because of their skin color. That is why the whites did not think that colored people were worthy enough to be called using honorifics.
Chapter sixteen tells about how a white woman who disrespect Maya. One time she worked in the house own by a white woman and her husband. She helped in the kitchen together with Miss Glory, the cook in that house. During her worked in that house, Mrs. Cullinan, the owner, only wanted to call her with “Mary” instead of Margaret just for her own sake of convenience. Long time before Maya worked there, Mrs. Cullinan already did the same thing with Miss Glory. Miss Glory already worked there for twenty years. Her real name was Hallelujah.

“Mary?”
Miss Glory asked, “Who?”
Mrs. Cullinan, sagging a little, knew and I knew. “I want Mary to go down to Mrs. Randall’s and take her some soup. She’s not been feeling well for a few days.”
Miss Glory’s face was a wonder to see. “You mean Margaret, ma’am. Her name’s Margaret.”

“That’s too long. She’s Mary from now on. Heat that soup from last night and put it in the china tureen and, Mary, I want you to carry it carefully.”

Every person I knew had a hellish horror of being “called out of his name.” It was a dangerous practice to call a Negro anything that could be loosely construed as insulting because of the centuries of their having been called niggers, jigs, dingers, blackbirds, crows, boots and spooks. (p. 91)

This action shows that Mrs. Cullinan, as a white woman, did whatever she wanted without thinking about others’ feeling. Miss Glory was so proud with her name, Hallelujah. Her mother gave that name to her. However, just for the sake of Mrs. Cullinan’s matter, Mrs. Cullinan changed the name which was given by the mother.

2. The White American’s Wealth and Glory

One of symbols found in the poem is the orange dawn sky. The orange dawn sky symbolizes the white American’s wealth and glory. In this section, we find where the white American’s wealth and glory is described in the autobiography.
The white American’s wealth and glory is described in chapter four, eight, and sixteen of *I Know Why the Caged Bird Sings* Autobiography. Those chapters are explained below.

In chapter four, Maya describes about the situation when the Great Depression came. Because of the lack of food, people in Stamps needed to smoke their meat in order to preserve it. However, it was different with white people. Because they were rich and could get whatever they wanted, they did not need to bother to preserve their food. They had the technology named refrigerator which can make their food last longer.

*Since the whites had refrigerator, their butchers bought the meat from commercial slaughterhouses in Texarkana and sold it to the wealthy even in the peak of summer.* (p. 20)

Also during the Depression, white people’s maids would come to the Store to buy their employers’ needs. They would go home with big baskets full of goods. This is showed that their master had a prosperous life. They were rich and could buy whatever they wanted.

In chapter eight, Maya explains how glamorous white people’s lives were. White people had cars, big luxurious houses, and so many clothes. In the other hand, even Maya’s grandmother had more money than the white trash, as Maya’s grandmother always told Maya and Bailey to be thrifty. However, it was different from white people. White people liked to waste their money because they were so rich. So, even though they were not thrifty and more wasteful they were not afraid to be poor.

*A light shade had been pulled down between the Black community and all things white, but one could see through to develop a fear-administration-
contempt for the white “things”—white folks’ cars and white glistening houses and their children and their women. But above all, their wealth that allowed them to waste was the most enviable. (p. 40)

Maya also describes white people’s glamorous life in chapter sixteen. One time, she worked in the white woman’s house. She helped in the kitchen together with Miss Glory, the cook. The white woman, Mrs. Culinan, lived in a three-bedroom house. The cutlery on her house were so complete. Every plate and glass has a specific place of its own. Mrs. Cullinan and her husband had a specific time for eat. The maids must not be late or too early to serve the food.

3. The African American

There are five symbols found in the poem. One of them is the caged bird. The caged bird symbolizes the African American. In this section, we find where the African American is described in the autobiography. The African American is described in chapter one, three, six, and twenty-five of I Know Why the Caged Bird Sings Autobiography. Those chapters are explained below.

In the first chapter of the autobiography, Maya explains about the cotton pickers’ life. Maya tells how Bailey and she travelled from Long Beach, California to Stamps, Arkansas. This journey led them to meet their grandmother from their father’s side and their uncle, William Johnson who usually called Uncle Willie. Later they called their grandmother with Momma. They had a store where the cotton pickers usually had their lunch.

_Brought back to the Store, the pickers would step out of the backs of trucks and old fold down, dirt-disappointed, to the ground. No matter how much they had picked, it wasn’t enough. Their wages wouldn’t even get them out of debt to my grandmother, not to mention the staggering bill that waited on them at the white commissary downtown. (p.7)
The paragraph above underlines the life of cotton pickers in Stamps. From dawn to dusk, they gathered cotton with hope that in the end of the day they would get earning as much as their hard work. The paragraph also shows that the cotton pickers only got small payment. It refers to the fact that they could not pay their debt to Maya’s grandmother. Their condition was worsened by the bill that they should pay to the white commissary.

According to the book is entitled U.S. History for Dummies 2nd Edition by Steve Wiegand (2009), in 1930s there was economic crisis in America. This crisis is called the Great Depression. During this crisis, a lot of people lost their jobs and threatened by starvation. This condition was further worsening by the fact that African Americans were paid lower than white Americans. That was why despite of the cotton pickers’ hard work from dawn to dusk every day, they still could not meet their needs.

In chapter three, Maya tells about Uncle Willie who almost got killed. When the Store was already closed and they were having supper, an used-to-be sheriff came up to their yard. He informed their grandmother that a black man messed up with a white girl. The white men were looking for the black man to be killed. So he told Uncle Willie to hide himself. Soon, they hid Uncle Willie in a bin full of potato and onion. Luckily, the white men did not come to the Store.

*His confidence that my uncle and every other Black man who heard of the Klan’s coming ride would scurry under their houses to hide in chicken dropping was too humiliating to hear. (p. 14)*

The white men who were referred to above is the Ku Klux Klan. Milton Meltzer (1987) in his book *A History in Their Own Words: The Black Americans*
states that Ku Klux Klan was a forbidden organization which had purpose to eradicate the minorities especially African Americans. The Ku Klux Klan often killed them by lynching. That is why Uncle Willie was so scared of them. Fortunately, there was a person who told about their arrival.

The Ku Klux Klan’s deeds was also portrayed in chapter six. Sometimes Reverend Howard Thomas visited the Store. His intention was mostly because he wanted to have dinner. When he arrived, their grandmother would send them to the bedroom. However, they decided to eavesdrop the adult conversation. One time, they talked about the black man lynching.

And once, we found out about a man who had been killed by whitefolks and thrown into the pond. (p. 30)

In chapter twenty five, Maya tells about something horrible which was seen by Bailey. On an afternoon, Uncle Willie asked Bailey to deliver order to whitefolks’ town. However there was something that made Bailey come home too late. Bailey came home with shock that he could not respond to anything. Maya, grandmother, and Uncle Willie gave him time to be alone. After a while, he finally wanted to tell them. He asked Uncle Willie what colored people had done to white people that made them hate colored people. Uncle Willie answered that colored people bothered nothing to white people. Their grandmother added that white people kidnapped colored people from Africa and made them as their slaves. However, no one believed this story. Bailey told them that in his journey to deliver the order he saw people took out a dead colored man from a pond. There was a white man. He smirked then jokingly said that he was going to imprison the colored
men there. One of them apologized with fear. Then the white man just responded with laughter. Bailey immediately went from there.

4. The Racism

One of the symbols found in the poem is the cage. The cage symbolizes the racism that happened to the African American in the twentieth century. In this section, we find where the racism is described in the autobiography. The racism is described in chapter twenty four and thirty four of *I Know Why the Caged Bird Sings* Autobiography. Those chapters are explained below.

Chapter twenty four tells about the story when Maya had a toothache. The nearest dentist from Stamps was a white dentist. Her grandmother thought because she lent some money to the white dentist in the past, she could ask for help to him. However, the white dentist did not want to help them. He did not feel she owned him any favor because he had returned the money.

“Annie, you know I don’t treat nigra, colored people.” (p. 159)

Because of the Jim Crow Law that happened in that time, the public facilities were segregated (Wiegand, 2009, pp. 198-199). That is why the dentist did not want to help cure Maya’s toothache. In order to heal Maya’s toothache, she and her grandmother had to go to the black dentist’s office even though it was far away.

Chapter thirty four tells about Maya’s first job. After she graduated, she started to think about how to make money. She discussed with her mother what job she should take. She insisted to work on the streetcar. However, her mother opposed her because the streetcar would not let colored people to work for them.

“They don’t accept colored people on the streetcar.” (p. 225)
Despite of that, Maya applied the job. For three weeks straight, she always went to the office, hope she could meet the personnal manager. Three weeks of hard work and determination was useless. Even after she asked the Negro Organization which could help her get the job, she still did not get the job yet.

This chapter is an example of job segregation. Colored people could not get the jobs that considered have the important role in the society. They mainly worked as farmers, cotton pickers, sherpherd, and other jobs that related with agricultural.

5. The African American’s Spirit in Getting the Freedom

There are five symbols found in the poem. One of them is the caged bird’s song. The caged bird’s song symbolizes the African American’s spirit in getting their freedom. In this section, we find where the African American’s spirit in getting their freedom is described in the autobiography. The African American’s spirit in getting their freedom is described in chapter nineteen, twenty four, and thirty four of I Know Why the Caged Bird Sings Autobiography. Those chapters are explained below.

In chapter nineteen, Maya tells about Joe Louis, a black boxer who won the world heavyweight boxing championship. One evening, people were gathered in the Store. Together they listened to the radio which broadcasted the boxing championship. They confidently were sure that Joe would win this competition. However, the commentator said that Joe was defeated in the third round.

*My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on the trail of a man running through slimy swamps. It was a white woman slapping her maid for being forgetful.*

*The men in the Store stood away from the walls and at attention. Women greedily clutched the babes on their laps while on the porch the*
shuffling and smiles, flirting and pinching of a few minutes before were gone. This might be the end of the world. If Joe lost we were back in slavery and beyond help. It would all be true, the accusations that we were lower types of human beings. Only a little higher than apes. True that we were stupid and ugly and lazy and dirty and, unlucky and worst of all, that God Himself hated us and ordained us to be hewers of wood and drawers of water, forever and ever, world without end. (p. 113)

From the paragraphs above, Maya explained how miserable Black people’s life would be if Joe had lost in that competition. She explained how Black people would be killed in the swamp and slapper by their employers. She also added the characteristics of Black people, that they were a taller version of apes with other additional bad characters. However, the situation became better. Joe managed to defeat his enemy. People in the Store celebrated the victory. Joe, a Black man, won the world heavyweight boxing championship.

Then the voice, husky and familiar, came to wash over us—“The winnah, and still heavyweight champeen of the world . . . Joe Louis.” (p. 114)

Despite the existence of the Black Codes (Meltzer, 1987), Ku Klux Klan (Grant, 1968) and Jim Crow Laws (Wiegand, 2009), Black society still showed their achievement. Even though they were faced with a lot of difficulties by the society, they wanted to fight for their rights and showed that they were worthy for their own freedom. Joe’s winning is one of the examples of African Americans struggle in winning their own freedom.

Chapter twenty four tells about Maya’s toothache. She was having toothache for about four days. The toothache was caused by her two rotten cavities. The tooth could not be remove just by tying string on her teeth because there were only little base left. So, her grandmother decided to take her to the dentist. There was a nearest dentist but he was white. Grandmother took Maya there because the dentist owns
her a favor. She even lent some money to him during the economic crisis. So, she believed because of that he would help her take care of Maya’s toothache. However, the dentist did not want to help them. He said that he had a policy and he had given back the money to her so he did not own her anything.

He was choosing words the way people hunt for shells. “Annie, you know I don’t treat nigra, colored people.” (p. 159)

... “Annie, my policy is I’d rather stick my hand in a dog’s mouth than a nigger’s” Op. 160)

Her grandmother still tried beg him to help her grandchildren but he still would not. He suggested her to take her grandchild to the colored dentist in Texarkana, twenty five miles away from Stamps. In Texarkana, Maya treated well. Her teeth were pulled out successfully.

Maya and her grandmother’s struggle to get rid of Maya’s toothache is also an example of African American fight against segregation and other injustices they experienced. The existence of segregation made them difficult in getting the facilities they needed (Wiegand, 2009). Nevertheless, they still tried to go to the white dentist because it was closer. Although at the end Maya was no given the treatment she needed by the white dentist, at least they tried.

Chapter thirty four tells about Maya’s job in California. She tried to apply a job on the streetcars. However, her proposal was rejected by saying that they did not hire colored people. Despite of the rejection, she had the determination in working there. She went to the streetcars office. There, she met the receptionist and told her that she wanted to apply for a job. The receptionist told Maya that she should met the manager first but the manager was out at the moment. After three weeks of hard work, she finally got the job as the conductorette.
Because of the Jim Crow Laws, African Americans could only have a certain jobs (Wiegand, 2009), Maya tried to break that stereotype by working on the streetcars. Despite of the racist rejection, she still wanted to try to get that job. This is also an example of how powerful African Americans actually are. Although they were faced with difficulties and injustices in getting a job, they were still trying to get it.

From the explanations above, we can conclude there are five symbols found in the poem. Those symbols are the free bird, the orange dawn sky, the caged bird, the cage, and the caged bird’s song. The free bird symbol’s representation is described in chapter four, five, seven, and sixteen of the autobiography. The orange dawn sky symbol’s representation is described in chapter four, eight, and sixteen of the autobiography. The caged bird symbol’s representation is described in chapter one, three, six, and twenty five of the autobiography. The cage symbol’s representation is described in chapter twenty four and thirty four of the autobiography. The caged bird’s song symbol’s representation is described in chapter nineteen, twenty four, and thirty four of the autobiography.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the result of the study. It consists of three sections. The first part is the conclusion of the study, where the researcher will summarize the symbols found in the poem and their relation with the autobiography. The second part is the implication of the study for teaching, teachers, and education. The last is suggestion for the future researchers.

A. Conclusions

There are two conclusions of this research. The first conclusion answers the first research question; what are the symbols which can be found in the poem? In the poem, the researcher discovered four symbols. Those symbols are the free bird, the orange dawn sky, the caged bird, the cage, and the caged bird’s song. The free bird symbolizes white people. The orange dawn sky symbolizes the wealth owns by white people. The caged bird symbolizes African American. The cage symbolizes the racism that African American faced in the twentieth century. Caged bird’s song symbolizes African American struggle against the racism.

The second conclusion answers the second research question; where are the symbols’ representations are described in I Know Why the Caged Bird Sings autobiography? The free bird symbol’s representation is described in chapter four, five, seven, and sixteen. The orange dawn sky symbol’s representation is described in chapter four, eight, and sixteen. The caged bird symbol’s representation is
described in chapter one, three, six, and twenty five. The cage symbol’s representation is described in chapter twenty four and thirty four. The caged bird’s song symbol’s representation is described in chapter nineteen, twenty four, and thirty four.

B. Implications

This study is about the symbols found in *Caged Bird* Poem and their relation with *I Know Why the Caged Bird Sings* Autobiography both by Maya Angelou. The symbolizations found in the poem remind the researcher about colonialism which happened few centuries before Indonesia got its independence. Slavery which happened in America is caused by the kidnapping of Africans to America to make them became slaves. This event is similar with the colonialism in Indonesia. Both require force labor. Both also give big impact on African American’s and Indonesian’s life, especially in terms of psychology.

This study could help the teacher to teach their students how valuable independence and freedom are. We all should be grateful that nowadays we can get our independence. It happened because our ancestors had struggled to get the freedom for the sake of their children by sacrificing their lives. This can be used to teach the students how to respect each other even though we come from different place, race, religion, and other differences.

The researcher also understands through symbolism that everything in this world might have a meaning more than the literal. When we want to read a literary
work, we should prepare ourselves to imagine not only what is written in it but also something more than that.

C. Suggestions

This study analyzes the symbols found in *Caged Bird* Poem and their relation with *I Know Why the Caged Bird Sings* Autobiography both by Maya Angelou. Here the researcher gives some suggestions for the future researchers.

There are a lot of areas which have not been investigated yet. Those areas are especially the intrinsic aspects of both literary works. In *Caged Bird* Poem, future researchers can investigate the theme, other figurative languages, tone, and other intrinsic aspects of the poem. The future researchers also can investigate the relation between *Caged Bird* Poem by Maya Angelou and *Sympathy* by Paul Laurence Dunbar.
REFERENCES


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APPENDICES
Appendix 1.

Caged Bird

By Maya Angelou

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Appendix 2.
Summary of I Know Why the Caged Bird Sings Autobiography by Maya Angelou

In her distinctive lyrical prose, Angelou recounts the first seventeen years of her life, discussing her unsettled childhood in America in the 1930s and her changing relationships. When her parents separate, Maya and her brother Bailey, three and four years old respectively, are sent from their parental home in California back to the segregated South, to live with their grandmother, Momma, in rural Arkansas. Momma provides a strict moral center to their lives. At the age of eight, Maya goes to stay with her mother in St. Louis, where she is molested and raped by her mother’s partner. With her brother she later returns to stay with Momma before returning again to live with her mother and her mother’s husband in California. The book ends with the birth of Maya’s first child, Guy.

Angelou became a prominent figure in the American civil rights movement, fighting for African-American rights during the 1960s. She became a close associate of Malcolm X, and later of Dr. Martin Luther King, Jr. When King was assassinated in 1968, Angelou was inspired by a meeting with James Baldwin and cartoonist Jules Feiffer to write I Know Why the Caged Bird Sings as a way of dealing with death of her friend, and to draw attention to her own personal struggles with racism.

Against the backdrop of racial tensions in the South, Angelou confronts the traumatic events of her own childhood and explores the evolution of her own strong identity as an African American woman. Her individual and cultural feelings of
displacement are mediated through her passion for literature, which proves both healing and empowering.

Appendix 3.

The Biography of Maya Angelou

Maya Angelou was born Marguerite Johnson in St. Louis, Missouri, on April 4, 1928. She grew up in St. Louis and Stamps, Arkansas. She was an author, poet, historian, songwriter, playwright, dancer, stage and screen producer, director, performer, singer, and civil rights activist. She was best known for her seven autobiographical books: Mom & Me & Mom (Random House, 2013); Letter to My Daughter (Random House, 2008); All God’s Children Need Traveling Shoes (Random House, 1986); The Heart of a Woman (Random House, 1981); Singin’ and Swingin’ and Gettin’ Merry Like Christmas (Random House, 1976); Gather Together in My Name (Random House, 1974); and I Know Why the Caged Bird Sings (Random House, 1969), which was nominated for the National Book Award.

Among her volumes of poetry are A Brave and Startling Truth (Random House, 1995); The Complete Collected Poems of Maya Angelou (Random House,
Wouldn’t Take Nothing for My Journey Now (Random House, 1993); I Shall Not Be Moved (Random House, 1990); Shaker, Why Don’t You Sing? (Random House, 1983); Oh Pray My Wings Are Gonna Fit Me Well (Random House, 1975); and Just Give Me a Cool Drink of Water ‘fore I Diiie (Random House, 1971), which was nominated for the Pulitzer Prize.

In 1959, at the request of Dr. Martin Luther King Jr., Angelou became the northern coordinator for the Southern Christian Leadership Conference. From 1961 to 1962 she was associate editor of The Arab Observer in Cairo, Egypt, the only English-language news weekly in the Middle East, and from 1964 to 1966 she was feature editor of the African Review in Accra, Ghana. She returned to the United States in 1974 and was appointed by Gerald Ford to the Bicentennial Commission and later by Jimmy Carter to the Commission for International Woman of the Year. She accepted a lifetime appointment in 1982 as Reynolds Professor of American Studies at Wake Forest University in Winston-Salem, North Carolina. In 1993, Angelou wrote and delivered a poem, “On The Pulse of the Morning,” at the inauguration for President Bill Clinton at his request. In 2000, she received the National Medal of Arts, and in 2010 she was awarded the Presidential Medal of Freedom by President Barack Obama.

The first black woman director in Hollywood, Angelou wrote, produced, directed, and starred in productions for stage, film, and television. In 1971, she wrote the original screenplay and musical score for the film Georgia, Georgia, and was both author and executive producer of a five-part television miniseries “Three Way Choice.” She also wrote and produced several prize-winning documentaries,
including “Afro-Americans in the Arts,” a PBS special for which she received the Golden Eagle Award. Angelou was twice nominated for a Tony award for acting: once for her Broadway debut in Look Away (1973), and again for her performance in Roots (1977).

Angelou died on May 28, 2014, in Winston-Salem, North Carolina, where she had served as Reynolds Professor of American Studies at Wake Forest University since 1982. She was eighty-six.

Source: retrieved from https://www.poets.org/poetsorg/poet/maya-angelou