

**A STUDY OF MARGUERITE'S STRUGGLES AND MOTIVATION TO FACE
HER UNPLEASANT LIFE AS SEEN IN MAYA ANGELOU'S
I KNOW WHY THE CAGED BIRD SINGS**

A THESIS

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



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2009**

A Sarjana Pendidikan Thesis on

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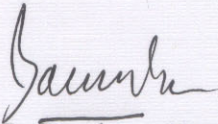
I KNOW WHY THE CAGED BIRD SINGS

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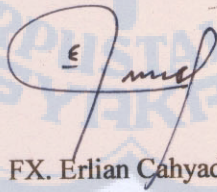
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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, October 20, 2009

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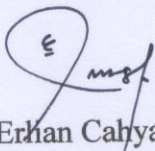
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ABSTRACT

Erlian Cahyadi, FX. 2009. A Study of Marguerite's Struggles And Motivation to Face Her Unpleasant Life as Seen In Maya Angelou's I Know Why the Caged Bird Sings. Yogyakarta: English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study discusses a novel entitled I Know Why the Caged Bird Sings, a novel by Maya Angelou. I am interested in the novel because it reflects the struggles of the central character, Marguerite. The objective of this thesis is to find out Marguerite's struggles to face her unpleasant life as seen in I Know Why the Caged Bird Sings. This thesis has two problems. The first is how Marguerite's characters are described in the novel and the second is what are Marguerite's struggles and motivation to face her unpleasant life.

In this study, the method employed was library research. The primary source of this research is a novel entitled I Know Why the Caged Bird Sings. The secondary sources were taken from some books about the theories of literature and psychology. I also searched for the data related to my study from the internet. In analyzing the novel, I used the psychological and the sociocultural-historical approaches. I also applied the theory of character, the theory of characterization, the theory of critical approaches, the theory of human motivation, the theory of sexual abuses, and sociocultural-historical background.

Based on the analysis, first, Marguerite is described as an ugly, religious, caring, straightforward, brave, and sensitive girl. She thinks that she is an ugly girl who has curly hair, black skin, broad feet, and a grating voice. The second concerns her struggles and motivation to face her unpleasant life. She faces her loneliness because her parents are divorced when she was a child, her difficult condition because of a great economic chaos and racial discrimination, and the emotional trauma of sexual abuse after being raped by her mother's boyfriend. She is motivated by some needs that should be fulfilled. Her life is full of pain but she has a great spirit to solve her unpleasant condition. She gives her best efforts to be a smart student to break the black woman's stereotypes. She can prove that she is a tough girl who does not give up easily with her difficult situation. She can also recover from her trauma of sexual abuse. Moreover, she is an inspiring black woman who is successful to be the first streetcar-conductor of the Blacks in breaking the barrier of racial discrimination toward the Blacks.

ABSTRAK

Erlian Cahyadi, FX. 2009. A Study of Marguerite's Struggles And Motivation to Face Her Unpleasant Life as Seen In Maya Angelou's I Know Why the Caged Bird Sings. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Kependidikan, Universitas Sanata Dharma.

Studi ini membahas sebuah novel berjudul I Know Why the Caged Bird Sings karya Maya Angelou. Saya tertarik dengan novel ini karena itu mencerminkan perjuangan karakter utama, Marguerite. Tujuan dari skripsi ini adalah untuk melihat perjuangan Marguerite dalam menghadapi hidupnya yang tidak menyenangkan yang tercermin dalam novel I Know Why the Caged Bird Sings. Di dalam skripsi ini terdapat dua permasalahan. Pertama adalah bagaimana tokoh utama Marguerite dideskripsikan dalam I Know Why the Caged Bird Sings. Kedua adalah apa perjuangannya dan semangatnya dalam menghadapi hidupnya yang tidak menyenangkan.

Dalam studi ini, metode yang digunakan adalah studi pustaka. Sumber utama dari penelitian ini adalah sebuah novel berjudul I Know Why the Caged Bird Sings. Sumber kedua diambil dari beberapa buku tentang teori literature dan psikologi. Saya juga mencari dan mengambil data yang berhubungan dengan studi saya dari internet. Dalam menganalisa novel, saya menggunakan pendekatan psikologi dan sosiologis-historis. Saya juga menerapkan teori karakter, teori karakterisasi, pendekatan kritis, teori motivasi manusia, teori pelecehan seksual, dan kondisi sosiologis-historis.

Berdasarkan analisis, pertama, Marguerite digambarkan sebagai seorang perempuan yang jelek, religius, perhatian, pemberani, dan sensitif. Dia berasumsi bahwa dirinya adalah seorang perempuan yang memiliki rambut ikal, kulit hitam, kaki besar, dan suara yang mengganggu. Kedua adalah mengenai perjuangannya dan motivasinya dalam menghadapi hidupnya yang tidak menyenangkan. Dia harus menghadapi kesepiannya karena orang tuanya bercerai sewaktu dia kecil, sebuah kondisi yang sulit karena krisis ekonomi yang buruk dan diskriminasi ras, dan trauma akan pelecehan seksual yang dilakukan oleh pacar ibunya. Dia didorong oleh beberapa kebutuhan yang harus dipenuhi. Hidupnya penuh penderitaan tetapi dia mempunyai semangat yang tinggi untuk mengatasi hidupnya yang tidak menyenangkan. Dia berusaha keras untuk menjadi seorang siswa pandai untuk mematahkan penilaian terhadap perempuan kulit hitam. Dia dapat membuktikan bahwa dia seorang perempuan tegar yang tidak mudah menyerah dengan keadaannya yang sulit. Dia juga dapat sembuh dari traumanya akan pelecehan seksual. Kemudian, dia merupakan seorang inspirator dari perempuan berkulit hitam yang sukses menjadi seorang kondektur di jalan raya untuk yang pertama kali yang mematahkan rintangan diskriminasi ras terhadap orang berkulit hitam.

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CHAPTER 1

INTRODUCTION

There are five parts in this chapter. They are background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms. Background of the study presents some reasons for writing this thesis. Problem formulation formulates the problems to be discussed and analyzed in the form of questions. Objectives of the study state the purpose of the study undertaken in relation to the research questions. Benefits of the study identify some parties that will benefit from the research study. Definition of terms explains specific or important key words used in this study.

1.1 Background of the Study

Abate (1541) defines that struggle is making a violent or determined effort under difficulties. Struggle means we have to work hard or do some efforts when we want to solve problems or to gain what we want in our lives. People have to struggle for their lives because life is not easy for human kind and changing everyday. One day we are happy but maybe the other day we are sad. Morris (493) states that the life events such as death of spouse or a close family member, a divorce, a change in living condition, personal injury etc, are the problems of life that cause people to struggle for life.

We should not run away from the problems if they appear in our daily life. We have to overcome the problems with solutions. However, not all people can

solve their problems. For those who cannot solve their problems, they will be confused or maybe ill. Asimov (478-480) states that people who have experienced life events or life changes during a period of time usually get behavior disorder. Thus, people have to struggle to cope with life changes or experiences.

We have motivation within us when we are struggling for something. Someone is struggling for something because he/she is in a difficult situation where his/her needs are not satisfied or his/her dreams are not achieved. Motivation can be in the form of motives, needs, desires, dreams, or drives. They give power to someone to fulfill his/her lacks. Worchell and Shelbiske state that Maslow proposes a hierarchy of individual's needs that become the basis of someone's struggle for life in a pyramidal diagram. This diagram consists of psychological needs, safety needs, love and belongingness needs, self-esteem needs, and self-actualization needs. The primary needs are at the bottom and the self-actualization needs are at the top. In his theory, a lower level motive needs to be satisfied before a higher-level motive can be reached (Worchell and Shelbiske 1-38).

Works of literature may portray human life experiences as described above. Thus people can share their life experiences through works of literature. According to Bressler (10), a novel as a work of literature is a text whose certain qualities contain some elements, such as plot, character, tone, symbol, conflict, that often represents the author's life and has major action to teach good values and clearly to entertain the readers.

A novel entitled I Know Why the Caged Bird Sings by Maya Angelou is one of the novels that tell about life experiences. Maya Angelou portrays her life experiences from the age of three to sixteen in her novel. She is successful in entertaining the readers through her novel. The story of the novel is about how Marguerite Annie Johnson, as a central character and a black girl, struggles to face her loneliness because her parents divorced when she was a child, a difficult condition because of a great economic chaos, racial discrimination and the emotional trauma of sexual abuse.

Marguerite was born on April 4th 1928 in St. Louis, Missouri. Her parents divorced when she is three years of age. She and her brother Bailey are sent to live with their grandmother in a small town in Stamps, Arkansas. She and her brother live with their father's mother, Momma. In Stamps, she faces racial discrimination. She is insulted by her white playmates because of her skin color. At her school graduation, she is disappointed when a white guest speaker who states that the Blacks are considered as the second-class citizens who only can work as servants and athletes. Even in public service, a white dentist refuses to treat her because she is a Negro. Sometimes she dreams of being a white girl so that she can run away from her reality.

At the age of seven, Marguerite visits her mother in Chicago. A year later, she experiences sexual abuse. Her mother's boyfriend Mr. Freeman rapes her. She is treated in the hospital for some weeks and suffers the emotional trauma of rape. When she is thirteen, she begins to recover from her trauma, to talk to many people, and to become a mature woman who knows about life. She attends

Mission High School and wins a scholarship to study dance and drama at San Francisco's Labor School. However in her teens, she drops out of school to earn money. She becomes San Francisco's first African-American female cable car conductor.

At the age of sixteen, she is worried of her identity as a woman. She feels that she is a lesbian. To answer her doubt, she decides to have sexual intercourse with a male who is her neighbor. When she is pregnant, her nightmare of being a lesbian has been answered. She is happy after she has a baby. She feels that she is a real woman since her baby makes her aware that she has found love and belonging in early motherhood.

I conduct the study on Maya Angelou's I Know Why the Caged Bird Sings because it is an inspiring and a motivating novel. It gives me a great lesson about the importance of struggle for my life.

1.2 Problem Formulation

Based on the aims of the study, the problems are formulated as follows:

1. How is Marguerite's character described in the novel?
2. What are Marguerite's struggles and motivation to face her unpleasant life?

1.3 Objectives of the Study

The aims of this study are to find out how Marguerite's character is described in the novel. And it is to find out Marguerite's struggles and motivation to face her unpleasant life.

1.4 Benefits of the Study

I hope that the readers will be able to enhance their knowledge about literary works, primarily American literature and a novel entitled I Know Why the Caged Bird Sings by Maya Angelou. The readers can also learn about life values and how to face the problems that appear in their lives through Marguerite's experiences as the main character in that novel. The readers can learn how to be strong and optimistic in facing their lives. Hopefully, this study will help the readers to see their problems from the positive points of view.

I hope this study will make the readers more interested in analyzing and exploring the character in literary works. This study will give them a better understanding of that novel from the psychological and the sociocultural-historical points of view.

For English teachers, I have proposed materials for teaching intensive reading II. I hope the materials will be useful for teaching and learning activities.

1.5. Definition of Terms

There are three terms that are presented in this thesis in order to avoid misunderstanding. They are:

1.5.1 Struggle

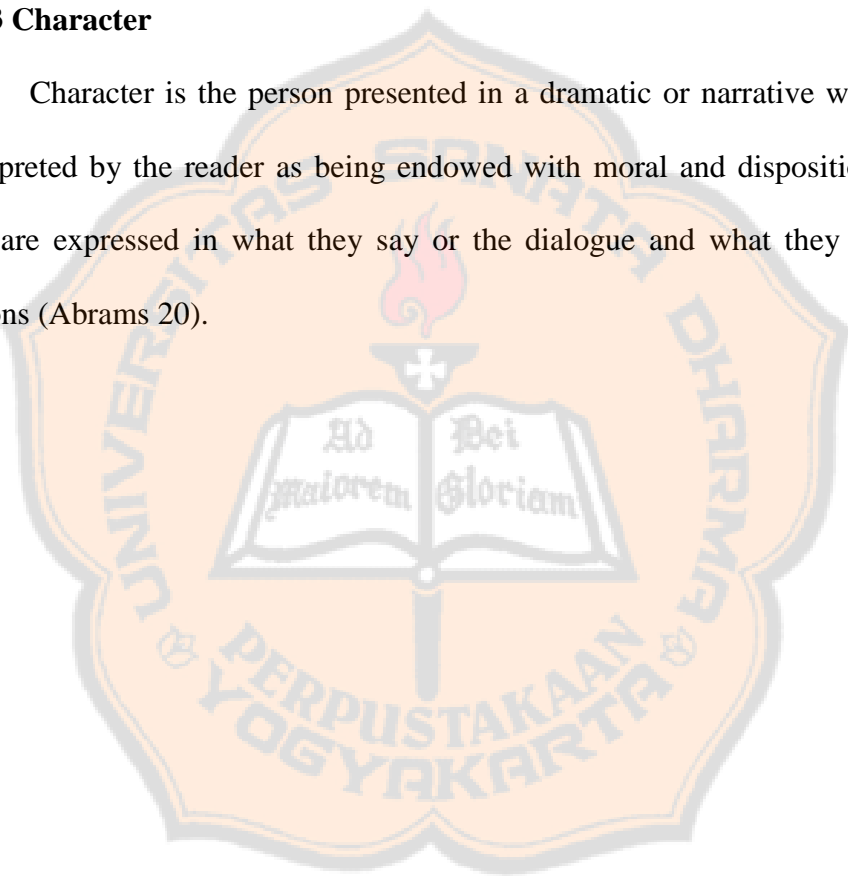
Struggle is the competition in nature among organism of a population to maintain themselves in a given environment and to survive, to reproduce others of their kind (Webster 1410). In this study, struggle means the hard efforts that Marguerite has done to achieve her dreams.

1.5.2 Motivation

The term motivation is broadly concerned with the contemporary determinants of choice (direction), persistence, and vigor of goal-directed behavior (Beck 24). In this study, motivation means Marguerite's reasons for doing something or behaving in a particular way.

1.5.3 Character

Character is the person presented in a dramatic or narrative work, who is interpreted by the reader as being endowed with moral and disposition qualities that are expressed in what they say or the dialogue and what they do or their actions (Abrams 20).



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. They are review of related theories, sociocultural-historical background, and theoretical framework. Review of related theories consist the theories of character, characterization, critical approaches, sexual abuses and human motivation. Sociocultural-historical background gives a description of the condition at that time which influence the author and the content of the novel. In addition, theoretical framework describes the contribution of those theories to solve problems formulated.

2.1 Review of Related Theories

In this part, I present some theories related to my study in analyzing the novel entitled I Know Why the Caged Bird Sings. They are the theories of character, characterization, critical approaches, human motivation, and sexual abuses.

2.1.1 Character

A character is one of the important elements in a work of literature. According to Holman and Horman (81), character is a brief descriptive sketch of personage who typifies some definite qualities. The person is described not as an individualized personality but as an example of some voice or virtue or type, such as a busy body, a glutton, a fop, a bumpkin, a garrulous old man, a happy

milkmaid. It means that character in literary works is a person who has some sort of an identity. An identity is made up by appearance, conversation, action, name and thoughts e.g. an identity which is made up by action and name such as a garrulous old man.

Furthermore, there are traits that influence the building of the whole character. Kenney (32-34) states that there are three traits to build up the whole character. The first concerns social traits. Kenney says that these traits are related to the character's role in society e.g. the relationship with groups or institutions that are recognized by society. The second covers physical traits that are related to the physical appearance of the character. The last concerns psychological traits that concern with the emotion, intellectuality, feeling, and motivation of the character.

Moreover, Forster divides the characters into two categories to determine the characters. They are flat and round characters. According to Forster (44), a flat character which is also called a type or two-dimensional, is built around a single idea or quality and is presented without much individualizing details. It can be fairly adequately described in a single phrase or sentence. Then, a round character is complex in temperament and motivation and is represented with subtle particularity.

Another expert, Abrams (50-56), categorizes the term characters into two namely major and minor characters based on their importance. Major characters are the ones that mostly appear in the novel. Usually the acts of the story focus on these characters from the beginning to the end. These major characters emerge

from the beginning to the end of the story. The character's personality is revealed in the interaction with others. While minor characters appear in certain setting or just becomes the background of the major one. Their roles are less important than those of the major characters.

2.1.2 Characterization

I use the theories of characterization proposed by Greenville, Thrall and Hibbart, and Murphy to understand Marguerite's characters. Characterization is the process of creating the character. According to Greenville (36), characterization is everything that the writers do to build up the characters. Moreover, it is the process of transforming the real-life people into fiction characters. Therefore, the way of the author creates the character can be seen through the characters' dialogues and actions.

According to Thrall and Hibbart (81), there are three important methods of characterization. The first is an explicit presentation through direct exposition that is illustrated by action. The second is a presentation of character by action with little comments from the author so that the readers can recognize the character through the actions. The third is a presentation within the character without the comment from the author. It also presents the emotion and action in the character itself so that the readers will understand the attributes of the character.

Additionally, Murphy (161-173) states that there are nine ways of characterization. He says that the author tries to make the character alive for his readers. The explanation for each way will be given as follows. The first way is

personal description. The author may portray a person's character based on appearance and clothes. He can tell the details of the character's appearance such as face, skin, body, hair and clothes. The readers may see the character's appearance by looking at the person's clothes.

The second way is character as seen by another. The author may also describe the character through the eyes and opinion of others instead of describing the character directly. He represents the character's performance and personality by letting other characters in the story convey to their readers what they are like based on the character that they encounter. The readers may gain the description as a reflected image.

The third way is speech. The author describes one of the characters in the story through what he says. Whenever the character speaks or states an opinion, he is giving some clues to his character.

The fourth way is past life. The author may give the past life of one character in the story in order to understand the character. He gives some events that have helped to shape a person's character by learning something from someone's past life in the story. He may reveal a person's character by giving direct comment, through the person's thought, through conversation with others or the medium of another person.

The fifth way is conversation with others. The author may give clues to the readers in order to show the person's character through conversation with other characters. People often talk about other people. And the matter of the conversation can give us reference to the person's character.

The sixth way are reactions. The character often reacts to various situations and events which may reveal his character. Using this kind of characterization, the author presents a clue to the readers who might expect to find the quality of the characters in dealing with situations and events they encounter.

The seventh way is direct comment. On one occasion, the author may give comments explicitly about his characters and gives his opinion about the character in the story. In other words, he has a possibility to describe or comment on a person's character directly.

The eighth way is thought. The author is able to give readers direct knowledge of what a person is thinking about. Here, he is able to reveal the inmost thoughts of a person as if he were the secret listener.

The last way is mannerism. The author may describe a person's mannerism or habits which may also tell readers something about his/her character. He can reveal the character's habits both the positive and negative ones.

2.1.3 Critical Approaches

In this study, the psychological and the sociocultural-historical approaches are applied and used. Through the psychological approach, the character of Marguerite can be analyzed deeply. In addition, Marguerite's life background can be analyzed through the sociocultural-historical approach. In this study, I use this approach to discover the condition of social, cultural and historical background at that time. According to Rohrberger and Woods (6-15), there are five approaches related to literary works. They are the formalist approach, the biographical

approach, the sociocultural-historical approach, the mythopoeic approach, and the psychological approach. The explanation for each approach will be given as follows: The first is formalist approach. It concentrates on the total integrity of the literary works. It examines a literary piece by focusing on literary itself and aesthetic meaning.

The second is the biographical approach. It is the approach to judge literary works that perceives the importance of acknowledging the author's personal life for deep understanding to his writings. The biographical of the author supplies useful information that could facilitate the readers or the researchers for better understanding and appreciation of the works.

The third is the sociocultural-historical approach. It asserts the analysis of social, cultural and historical background as references to the further understanding of the story. The sociocultural-historical background where the author lives influences his thinking and feeling in expressing his/her ideas in his/her masterpiece.

The fourth is the mythopoeic approach. It is used by critics to find particular recurrent patterns of human's thought such as death and rebirth, guilt and sacrifices, primitive rites and pattern of behavior basic to Christian theology.

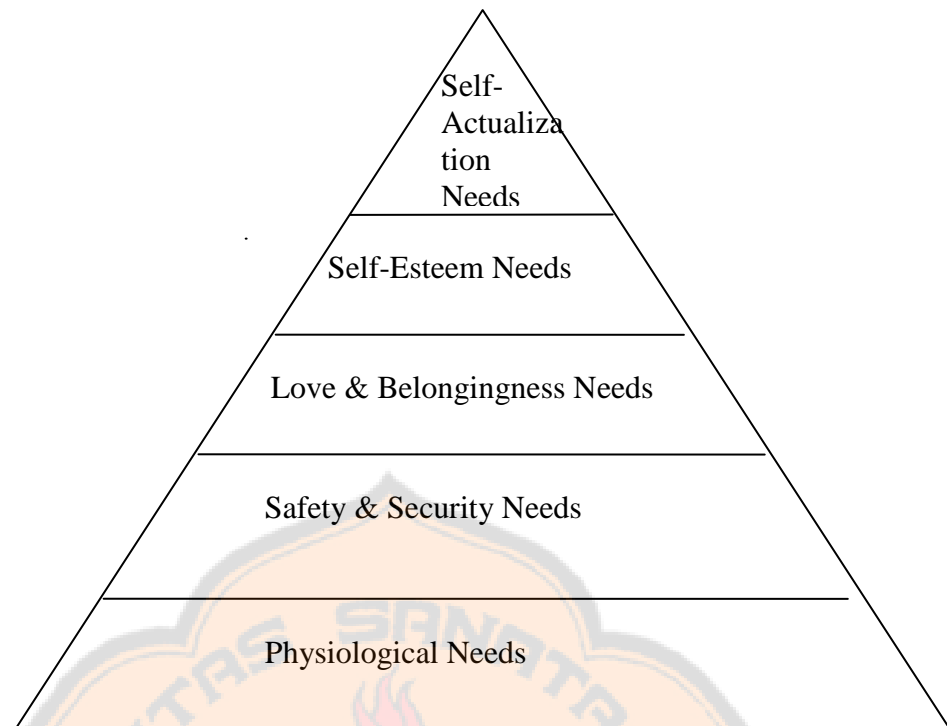
The last one is the psychological approach. It involves various theories of psychology. It is used to explain the character's personality in a story. By this approach, the character's thought and behavior can be traced profoundly.

2.1.4 Human Motivation

Theory of human motivation is really important in this study because it is used to find out Marguerite's motivation to struggle and to resist her harsh life. According to Smith (282), motivation is an internal process that influences the direction, persistence, and vigor of goal directed behavior. Motivation comes from Latin word, "moveo". It is seen as an internal factor that "moves" human beings to give their efforts to reach their goals. It will prevent them from losing their way of achieving their goals. It also makes human beings behave in a specific behavior that supports them in the process of achieving their goals.

Moreover, Murray (7) gives more explanation about motivation. He defines that motivation is desire. Motivation is related to behavior because it involves in all kinds of behaviors such as learning, performing, perceiving, attending, remembering, forgetting, thinking, creating and feeling. It affects someone's behavior because motivation may function as incentive for someone to behave in a certain manner.

There are some needs to motivate someone to do something. Maslow asserts that there are five general types of needs (physiological, safety, love and belongingness, esteem and self-actualization) that must be satisfied before a person can act unselfishly. He calls them the deficiency of needs. It is also called as The Hierarchy of Needs (qtd. in Franken 13-15). It is described alike the diagram below.



As long as we are motivated to satisfy these cravings, we are moving towards growth and finally towards self-actualization. The explanation for each need will be given as follows.

The first deals with physiological needs. They are very basic needs such as air, water, food, sleep, hunger, thirst, sex, sleep, and activity. When they are not satisfied, we may have the feeling of sickness, irritation, pain, discomfort, etc.

The second concerns safety needs. They relate with security, shelter, freedom from fear, and anxiety. They have to do with establishing stability and consistency in a chaotic world. We need the security of a home and family. However, if a family is dysfunction, i.e. a wife who has a rude husband cannot move to the next level because she is worried for her safety. Love and belongingness needs have to wait to be accomplished until she does not feel fear. Safety needs sometimes motivate people to be religious. Religions comfort us

with the promise of a secure place after we die and leave the insecurity of this world.

The third deals with love and belongingness needs which are the next on the hierarchy. They relate with acceptance, affection, giving, and receiving love. Humans have a desire to belong to groups such as: clubs, work groups, religious groups, family, gangs, etc. We need to feel loved (non-sexual) by others, to be accepted, and to be needed by others.

The fourth concerns self-esteem needs. They relate with ego, success, status, recognition, and accomplishments. They are similar to the belongingness level. There are two types of esteem needs. First is self-esteem which results from competence or mastery of a task. Second is the attention and recognition that comes from others.

The last one concerns self-actualization needs. They relate with self-fulfillment and realization, and enriching experience. People who have everything can maximize their potential. They can seek knowledge, peace, esthetic experiences, self-fulfillment, and oneness with God, etc.

2.1.5 Sexual Abuses

Marguerite as a central character faces sexual abuse which makes her depressed. It is important to use the theory of sexual abuses to understand the emotional development of Marguerite. According to Ferrara (74), a child exposed to abuse may harbor many emotional concerns arising from the abuse. It means that a child's experience to of sexual abuse will have a bad effect to her emotional

development later. She will be traumatized by the abuser and the act of sexual abuse. Moreover, she can be highly stressed because of her flashback memories.

Other experts, Robert Crooks and Karla Baur, explain that a child sexually abused victim may be emotionally traumatized by sexual encounter with an adult. The effects are generally believed to be transitory. Frequently, the major damage in such cases seems to come from parental reactions to revelations or discovery of such activity (603). It means that the action of abuse will remain in a child's memory. It gives a bad effect to a child's emotional development. At first, she will be uncomfortable when she tells to her parents about what has happened to her. She may feel guilty because she has participated in the action of sexual abuse.

Furthermore, Davison and Neale assert that a child tends not to interpret the interaction in the same sexual terms that adults do. Even if the molester has an orgasm, it is not always clear for the child what has happened (298). It means that when the children are molested, they still do not understand what has really happened to them since they do not have any knowledge about adults' sexual activities. Therefore, most of them are not aware that it is a great danger.

2.2 Sociocultural-historical Background

The setting of the novel entitled I Know Why the Caged Bird Sings takes place in the early 1930s through the late 1940s. The author of novel, Maya Angelou, was born on April, 4th 1929 at St. Louis, Missouri, USA. It was the time when America faced economic chaos. American economists agreed to call this disaster as The Great Depression. The American historian and economist had

agreed to call The Great Depression as “Black Thursday” because it started on Thursday, 24 October 1929. The impacts of this depression were not only on the Whites but also on the Blacks in America.

According to Darlene and Kathleen (242), in 1929, on the eve of the great depression, almost 40 percent of the black women were in the labor force. Of these numbers, 26.9 percent were agricultural workers and 35.8 percent were domestic workers. Only 5 percent of the black women held jobs in manufacturing. Fewer than 5 percent worked in white-collar jobs (at the same time, 69.6 percent of employed the white women held jobs in manufacturing or white-collar work). Whenever the black and the white women were in competition for getting and keeping jobs, the white women had more chances to get that job than the black women because of racial discrimination.

Moreover, August, Elliot and Francis stated that the unemployment produced by the crisis of 1929 forced the white and the black workers to lower and lower levels of the competition for the jobs and income. Although the Negro suffered greater disadvantages from the competition, it enabled the employer to play the white and the black workingmen against each other to their mutual disadvantage (180). It meant that the black workers were really exploited. Their salaries were lower than the white workers although they were in the same job level. Therefore, the Blacks were often desperate because they took lower pay.

The Great Depression of the 1930s was one of the most catastrophic periods in American history. It had become a nightmare for the Americans at that time. Americans' life in all sectors suffered economic hardship, and the African-

Americans were particularly hit hard. Thousand of the Blacks left the Southern cities in 1920s for Northern cities and Midwestern communities to search for a better future for themselves and their families. They found themselves embroiled in fierce struggle for jobs, housing, education, first-class citizenship. The Blacks should struggle to break the barriers of racial discrimination. It was difficult to find good jobs, to have healthy houses, to get good education and to have the same rights in politics as the Whites. The Blacks were treated as the second-class citizens at that time. As their economic status worsened, they also increasingly faced brutal violence, race riots, and blatant racial discrimination and segregation (Darlene and Kathleen 242).

The Blacks were not accepted yet by the Whites' society. They were treated badly by the Whites. In public services such as in the bus system, the Blacks were forced to give their seats to the Whites. If they refused they would be put in jail. In social aspect, the interracial marriage was forbidden. The Whites would be punished if they got married with black females (Giddings 38). In education sector, the Blacks were forced to study in the segregation education. The Blacks studied in a separate place apart from the Whites. They were not permitted to study in the Whites' public schools. In the job field, the blacks were forced to receive the lower paid jobs such as maids, laborers, watermen, etc.

At that time, the Whites built a social hierarchy according to the race and sex that placed the white men in the first position, white women in the second or equal with the male and finally the black women in the last rank by which this black women's position gave them a great risk to be exploited (Hooks 53). The

Whites also stereotyped themselves as being strong, powerful, superior, and have high intelligence. Additionally, the Whites stereotyped the Blacks, such as their brains were smaller, not smart on arithmetic, had lower intelligence, could not govern their self, emotional, and uncreative. These stereotypes created inferiority mental upon the Blacks and systematically decreased their roles in politic, economy, and social aspects. Furthermore, there were some bad stereotypes that were labeled to the black women: the black women were labeled as evil, treacherous, bitchy, stubborn, and hateful. In addition, these bad stereotypes were supported by Christian mythology, which placed the black women as object to be exploited, in which they would have great risk of sexual harassment where ever they went (Hooks 85).

Darlene and Kathleen (242) also assert that by January of 1931, more than a quarter of all Black women who lived in some cities had lost their jobs. The jobless rate for African-American women was 68.9 percent in Detroit, far higher than the white women and the same as or higher than the black men. It meant that whenever the black and the white women were in competition for getting and keeping jobs, black women were the first to be laid off because of racial discrimination e.g. a white waitress with no experience of cleaning house could take a cleaning job away from a black woman who had been doing that job for years.

In the American political area, the economic depression gave negative effects to the Republican Party. The Republicans were blamed for the economic depression. The Democrat Party which proposed Franklin Roosevelt as a

candidate for president in 1932 had defeated the Republican Party in the presidential election 1932. Finally, Franklin Roosevelt won the 1932 presidential election without the support of the Black Americans because they still supported the Republican Party. The Blacks did not vote for a Democrat because they had placed their faith for so long in the Republican Party. It was the party of Abraham Lincoln (Darlene and Kathleen 249).

At first, the Blacks did not recognize Franklin Roosevelt. However, after they knew that Roosevelt tried to erase racial discrimination. They began to see him as a far better option than any of those who aspired to run against him, most of the Black Americans switched their votes to the Democrat party. Therefore, in the next election in 1936, 76 percent of African-Americans voted for the Democratic Party's president candidate Franklin Delano Roosevelt. Of course, Franklin Roosevelt won the presidential election for the second time. Franklin Roosevelt continued his job to recover The Great Depression. In 1938, the economic condition began to get better. Meanwhile, his wife named Eleanor Roosevelt really helped her husband. She was the first lady who gave a better hope to the Blacks. She championed the Black rights, and New Deal program prohibited discrimination (Clayton and Darke 289).

2.3 Theoretical Framework

My study is to find out Marguerite's struggles and motivation to face her unpleasant life as seen in Angelou's I Know Why the Caged Bird Sings. In order to achieve that objective, there are two problems formulated. The first problem is

to find out how Marguerite's character is portrayed. The second problem is to analyze Marguerite's struggles and motivation to face her unpleasant life.

In order to analyze Marguerite's character as the main character, it is important to understand the character and characterization theories. The theories by Holman and Horman, Kenny, and Forster are used to find out Marguerite's character. Then, I use the theories of Greenville, Thrall and Hibbart, and Murphy to reveal the Marguerite's characterization.

Moreover, to analyze Marguerite's struggles to face her unpleasant life especially when she has to face sexual abuse, I use the theories of Ferrara, Robert Crooks and Karla Baur, and Davison and Neale.

To identify Marguerite's motivation to struggle in her unpleasant life, I use the theories of Smith, Murray, and Maslow. The theories of Smith and Murray are used to define motivation. To explore more understanding about Marguerite's motivation, I use the theory of human needs by Maslow.

Sociocultural-historical background gives some information about the social, cultural, and historical condition at that time. We can understand what happened in the United States of America (USA) from the 1930s to 1940s.

CHAPTER 3

METHODOLOGY

This chapter presents three parts, namely object of the study, approaches of the study, and method of the study. Object of the study states the physical description of the novel analyzed. Then, approaches of the study present the approaches employed in the analysis. Finally, method of the study describes the steps taken in analyzing the work.

3.1 Object of the Study

In this study, the object of the study is I Know Why the Caged Bird Sings. It is a novel written by Maya Angelou. It was written in 1969 and published in February in 1970 by Random House, Inc. It consists of 36 chapters in 246 pages. The story of the novel is about the main character named Marguerite Annie Johnson. Although experiencing the unpleasant life from the age of 3 to 16, Marguerite struggles for a better life. In her childhood, she faces loneliness because her parent divorced. Her life is full of pain but she has a great spirit to solve her problems. She is a black girl who has experienced racial discrimination from her early childhood. She also has to experience sexual abuse from her mother's boy friend. And, she has also worked as a female conductor to earn money for herself. In addition, she is worried about her identity as a female. She thinks that she is a lesbian. She proves herself by having sexual intercourse with her neighbor which makes her pregnant. Since she has a baby, she has more

motivation to keep on surviving and struggling. Those are the problems that she has to deal with. Finally, she can prove that she is a tough girl and does not give up easily with her unpleasant life. She is also an inspiring black woman who is successful to break the barrier of racial discrimination toward the Blacks.

3.2 Approaches

I apply two approaches to answer the formulated problems. They are the psychological and the sociocultural-historical approaches proposed by Rohberger and Woods. I use psychological approach because every character can be observed from his or her psychological development. In this study, I can analyze Marguerite's character. In addition, this approach is used to explain human motivation, personality and behavior patterns written in a literary work. Through this approach, the character's thought can be analyzed deeply. In this approach, I employ the theories of human motivation and human needs which can help me to analyze Marguerite's motivation by identifying her struggles and resistance in her unpleasant life. It becomes the focus of my study. And, the sociocultural-historical approach is used to discover the social, cultural, and historical condition in United States of America (USA) where the setting of the novel takes place.

3.3 Method of the Study

The method used in this study is a library research. I conducted a library research to collect data related to the object and the topic of the study. I Know Why the Caged Bird Sings, a novel written by Maya Angelou was my primary

data. While the secondary data were taken from some books and internet that would be used to support this study or which related to the problem that I analyzed.

The first step was reading the primary data for 7 times to get a better understanding about the story. While reading, I focused my attention on Marguerite's character and took some important notes for the analysis.

The second step was finding some books about the theories of literature and psychology. After reading, I applied the theories of character from Greenville, Thrall and Hibbart, and also used the theory of characterization from Murphy.

In the third step, I analyzed Marguerite's unpleasant life that she faced at the age of three up to sixteen. Afterwards, I found out Marguerite's struggles to face her unpleasant life. The theories of motivation and human needs were applied to help me to analyze Marguerite's motives behind her struggles.

The fourth step, I also searched and took the data from the internet. It provided the data about the author, her works, and some information about the sociocultural-historical background of the novel.

And finally, after making the analysis, I processed the data gathering and put the points in the drawing thesis process. I also gave some suggestions for the readers and the next researchers who will conduct the same study so that they will analyze the novel better.

CHAPTER 4

ANALYSIS

This analysis is to find out the answers of two problems formulated in the problem formulation. It is divided into two parts. The first part is to find out Marguerite's characters and characterization. The second part is to analyze Marguerite's struggles and motivation to face her unpleasant life as seen in Maya Angelou's I Know Why the Caged Bird Sings.

4.1 The Description of Marguerite's Characters as Portrayed in I Know Why the Caged Bird Sings

A character is one of the important elements in a work of literature. According to Forster (44), there are flat and round characters. A round character is complex in temperament and motivation and is represented with subtle particularity. In this novel, Marguerite's characters are not easy to understand because she has the complexity of temperament and motivation. Her characters are described in some sentences and phrases. Therefore, Marguerite is categorized as a round character.

Furthermore, according to Abrams (50-56), the terms of characters are categorized into two namely major and minor characters based on their importance. Major characters are the ones that mostly appear in the novel. While minor characters appear in a certain setting or just become the background of the major one. In I Know Why the Caged Bird Sings, the major character is

Marguerite. She does not only emerge from the beginning to the end but also becomes the focus of the story. Then, the minor characters are grandmother or Momma (Annie Henderson), Bailey Johnson Junior, Mother (Vivian Baxter), Mr. Freeman, Mrs. Bertha Flowers and Dolores. Those six minor characters are considered important because they influence Marguerite's character.

In order to understand a character fully, Murphy (161-173) states that there are nine ways of characterization, namely personal description, characters as seen by another, speech, past life, conversation with others, reactions, direct comment, thought, and mannerism. However, some ways of characterization will be implemented to understand Marguerite's characters. They are personal description, reactions, thought, and mannerism. Marguerite is described as:

4.1.1 Ugly

According to Murphy, the author may portray a person's character based on appearances and clothes. He/she can tell the details of the character's appearance such as face, skin, body, hair and clothes (161). Angelou as the author of I Know Why the Caged Bird Sings describes Marguerite's characters through her personal description. She describes Marguerite as a black girl who has black curly hair, black skin, skinny legs, and broad feet (Angelou 17). Being a girl who is big, elbowy, and grating, she is mocked by her playmates as having shit color.

Where I was big, elbowy and grating, he was small, graceful and smooth. When I was described by our playmates as being shit color, he was lauded for his velvet-black skin. His hair fell down in black curls, and my head was covered with black steel wool. And yet he loved me. (Angelou 17)

Marguerite is displeased with her physical appearance because she thinks that she is not a beautiful and attractive girl. She considers that her beauty has

been cursed by a cruel fairy step mother who is jealous of her beauty. She always dreams of having long straight hair, light blue eyes, and white skin. She imagines that she is born as a white girl. She wants to be a white girl because it is the only way to be recognized as a beautiful girl (Angelou 2). Being a white girl, she thinks that she will be more respected by people around her. She will be admired by many men so that she will be happy.

Wouldn't they be surprised when one day I woke out of my black ugly dream, and my real hair, which was long and blond, would take the place of the kinky mass that Momma wouldn't let me straighten? My light-blue eyes were going to hypnotize them, after all the things they said about "my daddy must of been a Chinaman" (I thought they meant made out of china, like a cup) because my eyes were so small and squinty. Then they would understand why I had never picked up a Southern accent, or spoke the common slang, and why I had to be forced to eat pigs' tails and snouts. Because I was really white and because a cruel fairy stepmother, who was understandably jealous of my beauty, had turned me into a too-big Negro girl, with nappy black hair, broad feet and a space between her teeth that would hold a number-two pencil. (Angelou 2)

When Marguerite is a teenager at the age of sixteen, she is still unconfident with her physical appearance. She feels unconfident because she has no breasts but big feet and deep voice (Angelou 233). She considers that she is far from being a feminine girl like other girls. She thinks that she is different from the ordinary girls who have developed breasts.

It was during the reflective time that I have noticed how heavy my own voice had become. It droned and drummed two of three whole tones lower than my schoolmates' voices. My hands and feet were also far from being feminine and dainty. In front of the mirror I detachedly examined my body. For a sixteen-year-old my breasts were sadly undeveloped. They could only be called skin swellings, even by the kindest critic. The line from my rib cage to my knees fell straight without even a ridge to disturb its direction. Younger girls than I boasted of having to shave under their arms, but my armpits were as smooth as my face. There was also a mysterious growth developing on my body that defied explanation. It looked totally useless. (Angelou 233)

Based on the quotations above, it is clear that Marguerite is unconfident with her physical appearance from her childhood to her teenage years. In her childhood, she has black curly hair, black skin, skinny legs, and broad feet. As a teenager, her condition does not change. She assumes that she is ugly and far from a feminine and a dainty girl.

4.1.2 Religious

Angelou as the author describes Marguerite as a religious character. Marguerite lives in a Christian atmosphere. Almost every Sunday, she goes to the church to pray. She and her brother always sit in the first row of the church on Sunday when Reverend Thomas delivers a sermon.

Bailey and I were allowed to sit with the other children only when they were informal meeting, church socials or the like. But on the Sundays when Reverend Thomas preached, it was ordained that we occupy the first row, called front because Momma was proud of us, Bailey assured me that she just wanted to keep her grand-children under her thumb and eye. (Angelou 31)

When Marguerite is going to the Christian Methodist Episcopal Church, she sees Sister Monroe. She knows her well because she sometimes meets her in the church on Sunday (Angelou 32). She understands that Sister Monroe could not go to the church every Sunday because she lives in the country which is far from the church.

On my way into church, I saw Sister Monroe, her open-faced gold crown glinting when she opened her mouth to return a neighborly greeting. She lived in the country and couldn't get to church every Sunday, so she made up for her absences by shouting so hard when she did make it that she shook the whole church (Angelou 32)

Bailey is very important for Marguerite. Marguerite does not have a sister but she has only one brother Bailey. Bailey is the person for Marguerite to share

with. Marguerite is really grateful to have a brother like Bailey in her world (Angelou 14). She shows her gratitude by living in a Christian atmosphere. She wants to be close to God by praying and participating in every ceremony in the church.

Bailey was the greatest person in my world. And the fact that he was my brother, and I had no sister to share him with, was such good fortune that it made me want to live a Christian life just to show God that I was grateful (Angelou 14)

Based on the quotations above, it is described that Marguerite lives in Christian atmosphere. She knows Reverend Thomas and Sister Monroe well because she always goes to the church. She also wants to show her gratitude of having a brother like Bailey by carrying out the fundamentals of Christian values.

4.1.3 Caring

Murphy states that the author may describe a person's characters in the story through his/her mannerism or habits (173). In the novel Marguerite is described as a caring character. She always helps Momma to keep the store. She almost spends her time on helping Momma in the store. She gives services to the customers nicely. Because of her ability to weigh the flour, mash, meal, sugar or corn, she is admired by the customers (Angelou 12). She does not want to make the customers disappointed with her services. She tries her best to keep the customers satisfied.

Weighting the half-pounds of flour, excluding the scoop, and depositing them dust-free into the thin paper sack held a simple kind of adventure for me. I developed an eye for measuring how full a silver looking ladle of flour, mash, meal, sugar or corn had to be to push the scale indicator over to eight ounces or one pound. When I was absolutely accurate our appreciative customers used to admire:" Sister Henderson sure got some smart grandchildren." If I was off the store's favor, the eagle-eyed women

would say, "Put some more in that sack, child. Don't you try to make profit of me? (Angelou 12)

Besides, Marguerite really cares for her brother Bailey. After the death of Mr. Freeman, Marguerite decides to stop talking to everyone except to Bailey. She still keeps talking to Bailey because she does not want to hurt him (Angelou 73). She loves him so much because he is the greatest person in Marguerite's life.

I had sold myself to the Devil and there could be no escape. The only thing I could do was to stop talking to people other than Bailey. Instinctively, or somehow, I knew that because I loved him so much I'd never hurt him, but if I talked to anyone else that person might be too (Angelou 73)

It is also described in the novel that Marguerite shows her affections through her reactions when she has her own baby. She wakes up from her sleep to watch carefully her baby. Her fear is so powerful. She does not want something bad to happen to her baby (Angelou 109). She wants to make sure that her baby is safe and comfortable.

She turned the light on and said, "Look at the baby." My fears were so powerful I couldn't move to look at the center of the bed. She said again, "Look at the baby." I didn't hear sadness in her voice, and that helped me to break the bond of the terror. The baby was no longer in the center of the bed. At first I thought he had moved. But after closer investigation I found that I was lying on my stomach with my arm bend at a right angle. Under the tent of blanket, which was poled by my elbow and forearm, the baby slept touching my side. (Angelou 109)

The proofs above explain that Marguerite is a caring character. She helps Momma to keep the store well by serving the customers nicely. She also shows that she really loves her brother. When she decides to stop talking to anyone, she still keeps talking to Bailey because she does not want to hurt him. Furthermore, she pays attentions to her baby. She wants to take care of her baby.

4.1.4 Straightforward

Once on her vacation in June, Marguerite is invited by her father Daddy Bailey to Southern California. She spends the summer with Daddy Bailey and her father's girl friend Dolores for some weeks in her father house, a trailer park. After she lives together with Dolores, she knows that she does not like her because she is mean, petty, and full of pretense. She tells directly her feelings to her father (Angelou 194). She hopes that her father will hear her opinion and leaves Dolores as his girlfriend.

He said he wasn't talking about Vivian, he meant Dolores. Then I explained that I didn't like her because she was mean and petty and full of pretense. He laughed, when I added she didn't like me because I was so tall and arrogant and wasn't clean enough for her, he laughed harder and said something like "Well, that's life." (Angelou 194)

In the night, Dolores quarrels with Daddy Bailey in the living room because the presence of his daughter between them. Meanwhile, Marguerite listens to them in her bed room. Dolores wants Marguerite to go away from her house. She really hates Marguerite. However, Daddy Bailey does not agree with his girl friend. He wants his daughter to stay with him. Then, he goes out and slams the door. He leaves Dolores crying alone. After a couple of minutes, Marguerite takes the initiative to overcome this problem. She decides to talk directly to Dolores. She is not afraid to tell Dolores that she does not mean to come between her and Daddy Bailey (Angelou 208). She hopes that she can change the situation better. She asks Dolores to get along with her father again.

I stood in the center of the floor but Dolores never looked up... I said, in my Florence Nightingale voice, "Dolores, I don't mean to come between you and Dad. I wish you'd believe me." There, it was done. My good deed balanced the rest of the day. (Angelou 208)

It is also described in the novel that Marguerite does not like to hide her feelings if she has a wish or an opinion which can change the situation for the better. She will tell her feeling right away. She is also not ashamed when she asks directly a boy to have a sexual intercourse with her (Angelou 239). She feels that it is the only solution to her problems related to her identity as a female. She wants to prove that she is not a lesbian.

I put the plan into action. "Hey". I plunged, "Would you like to have a sexual intercourse with me?" Things were going according to the chart. His mouth hung open like a garden gate. I had advantage and so I pressed it. "Take me somewhere." (Angelou 239)

Based on the quotations above, it can be concluded that Marguerite is a straightforward character. She tells directly to her father that she dislikes Dolores. Moreover, she talks directly to Dolores that she wants her to get along with her father again. She also asks directly a boy to have a sexual intercourse with her.

4.1.5 Brave

Marguerite wants to be born as a boy because a boy can solve many problems (Angelou 63). She dreams of having power and strength. She desires to be respected by many people around her. She imagines that she can solve every problem and run away from all the danger. She wishes to grow up as a courageous and an independent person.

I read more than ever, and wished my soul that I had been born a boy. Horatio Alger was the greatest writer in the world. His heroes were always good, always won, and were always boys. I could have developed the first two virtues, but becoming a boy was sure to be difficult, if not impossible. (Angelou 63)

When Marguerite is a teenager, she shows her courage and her confidence. She wants to get a job on the streetcar to earn money. She is not afraid of failing

to get that job. She knows the fact that it will not be easy for her to get that job because she is a Negro. However, she still keeps her belief that she can break the racial oppression (Angelou 225). She struggles to reach her dream to get a job on the streetcar.

I would like to claim an immediate fury which was followed by the noble determination to break the restricting tradition. But the truth is, my first reaction was one of disappointment. I'd pictured myself, dressed in a neat blue serge suit, my money changer swinging jauntily at my waist, and a cheery smile for the passengers which would make their own work day brighter. (Angelou 225)

When she arrives in the office of the Market Railway Company, a white receptionist is surprised when she sees Marguerite. At first she experiences racial discrimination. A white receptionist thinks that it is impossible for a black girl like Marguerite to get a job at that office. However, Marguerite does not care about her. She is still confident to fill the application form and to follow the blood tests, aptitude tests, physical coordination tests, and Rorschach test. Finally, she is accepted as a conductor on the San Francisco streetcars (Angelou 229). She is the first Negro who works as a conductor on the San Francisco streetcars.

I was given blood test, aptitude test, physical coordination tests, and Rorschach, then on a blissful day I was hired as the first Negro on the San Francisco streetcars. (Angelou 229)

All the proofs above show that little Marguerite is a brave character. She admires a figure of hero like Heratio Alger. She dreams of having power and strength to solve many problems around her. When she is a teenager, she proves to the world that she can face racial discrimination with her acts. She is successful to be accepted as the first Negro who works on the San Francisco streetcars.

4.1.6 Sensitive

Marguerite always shows her feeling and her emotion when she dislikes or disagrees with something. When the powhitetrash kids mock and call Momma with her first name Annie, Momma does not show any anger toward them. Powhitetrash kids are the poorest white kids in the town. Most of them have less money than Marguerite's family. And they are dirtier and ruder. However, because of being white kids, they think that they are more superior than the Blacks. They think that they can treat Momma as their wants. Marguerite is angry with Momma's reaction. Momma is just only quiet. Moreover, she calls them with Miz (Angelou 26). Marguerite wants Momma to defend her dignity among the powhitetrash kids. She hates them because they treat the Blacks as second class-citizens so that it is not appropriate to appreciate them.

I burst. A firecracker July-the-Fourth burst. How could Momma call them Miz? The mean nasty things. Why couldn't she have come inside the sweet, cool store when we saw them breasting the hill? What did she prove? And then if they were dirty, mean, and impudent, why did Momma have to call them Miz? (Angelou 26)

Marguerite is a sensitive girl. She decides not to speak to anyone except to her brother after being raped (Angelou 73). She is upset with herself. She feels guilty with the death of Mr. Freeman. She thinks that her lie causes his death. In the trial, she does not tell the truth that there is a physical contact between her and Mr. Freeman before the rape.

Instinctively, or somehow, I knew that because I loved him so much I'd never hurt him, but if I talked to anyone else that person might be too. Just my breath, carrying my words out, might poison people and they'd curl up and die like the black fat slugs that only pretended.
I had to stop talking (Angelou 73)

Marguerite faces racial discrimination when she is asked by Momma to work for her training in Mrs. Cullinan's house, a white woman. She works as a servant in Mrs. Cullinan's house. She is not comfortable with the way Mrs. Cullinan treats her. Mrs. Cullinan changes Marguerite's name into Mary. Mrs. Cullinan thinks the name of Marguerite is too good for a servant. Marguerite dislikes Mrs. Cullinan's action. When Mrs. Cullinan calls her Mary, she feels hurt. She intentionally breaks the casserole and two of the green glass cups on the floor (Angelou 92). She decides to quit her job in Mrs. Cullinan's house.

Then Bailey solved my dilemma. He had me describe the contents of the cupboard and the particular plates she like best. Her favorite piece was a casserole shaped like a fish and the green glass coffee cups. I kept his instructions in mind, so on the next day when Miss Glory was hanging out clothes and I had again been told to serve the old biddies on the porch, I dropped the empty serving tray. When I heard Mrs. Cullinan scream, "Mary!" I picked up the casserole and two of the green glass cups in readiness. As she rounded the kitchen door I let them fall on the tiled floor. (Angelou 92)

Based on the quotations above, Marguerite can be categorized as a sensitive girl. She is disappointed with Momma's reaction toward the powhittrash kids because Momma does not defend her dignity among the powhitetrash kids by calling them Miz. Another proof of being a sensitive girl is she decides to stop talking to anyone to show her regret of Mr. Freeman's death. Furthermore, she also shows her emotion when Mrs. Cullinan calls her Mary. She breaks the casserole and two of the green glass cups on the floor to protest Mrs. Cullinan's actions. She also decides to quit her job as a servant in Mrs. Cullinan's house.

4.2 Marguerite's Struggles and Motivation to Face Her Unpleasant Life as Seen in Maya Angelou's I Know Why the Caged Bird Sings

In this part, the theory of human needs proposed by Maslow is applied. It is used to analyze Marguerite's motivation to struggle and to face her unpleasant life in order to get a better life. Maslow (qtd. in Franken 13-15) proposes a hierarchy of individual's needs in a pyramidal diagram that categorizes the basis of someone's struggle for life. This pyramidal diagram consists of five general types of needs. They are psychological needs, safety needs, love and belongingness needs, self-esteem needs, and self-actualization needs. In the pyramidal diagram, if someone has been satisfied with one of general needs, he/she will be motivated to move to go up and finally towards the self-actualization needs. In the novel entitled I Know Why the Caged Bird Sings, Marguerite is motivated by some needs that should be fulfilled so that she keeps on struggling to reach those needs.

The sociocultural-historical background is also applied to analyze this novel deeply. It gives information about social, cultural, and historical condition at that time in America. The setting of the novel takes place in the early 1930's up to the late 1940's. It was the time when America faced the economic chaos (The Great Depression). Darleen and Kathleen (242) state that the Blacks should struggle for jobs, housing, education, and first-class citizenship. The Whites oppressed the Blacks in all aspects such as political, economic, and social lives. The Blacks were treated as the second-class citizens at that time. Moreover, according to August, Elliot, and Francis (180), the unemployment produced by

the crisis of 1929 forced the white and the black workers to lower and lower levels of the competition for the jobs and incomes. The black workers suffered greater disadvantages than the competitors. They were really exploited and oppressed.

The theory of sexual abuse is also applied to understand deeply about Marguerite's sexual experience at the age of eight. Davison and Neale (298) state that a child tends not to interpret the interaction in the same sexual terms that adults do. Even if the molester has an orgasm, it is not always clear to the children what has happened. It means that when the children are molested, they still do not understand what really has happened to them because they do not have any knowledge about adults' sexual activities. Therefore, most of them are not aware when they are in a great danger.

This part reveals Marguerite's struggles to face her unpleasant life that she faces from the age of three to sixteen. By analyzing Marguerite's struggles, her motivations can also be revealed. Her struggles and motivations will be presented in some sections in order to analyze this study clearly.

4.2.1 Facing Her Loneliness

4.2.1.1 Being a Lonely Girl

Little Marguerite has unpleasant life when her parents decide to end their calamitous marriage. Her parents divorced when she was three years of age. Her father sends Marguerite and Bailey to her grandmother in Stamps. Her father has paid a porter to take care of them in the train (Angelou 4).

Our parents had decided to put an end to their calamitous marriage, and Father shipped us home to his mother. A porter had been charged with our welfare-he got off the train the next day in Arizona-and our tickets were pinned to my brother's inside coat pocket. (Angelou 4)

In Stamps, little Marguerite and her brother have to learn to live without their parents' warmth and protection. They live with their grandmother Momma and Uncle Willie in a big store, the Wm. Johnson General Merchandise Store. That store belongs to Momma for many years. Marguerite and her brother sometimes really miss their parents every time they remember them. Sometimes, they cry together at night because they feel that they are unwanted children (Angelou 50). Marguerite realizes that she is an ordinary little girl who really needs protection from her parents. She wants to be loved and to be needed by her parents but she does not get it from them. She is really sad for her condition.

I had never seen a woman as pretty as she who was called "Mother." Bailey on his part fell instantly and forever in love. I saw his eyes shining like hers; he had forgotten the loneliness and the nights when we had cried together because we were "unwanted children." (Angelou 50)

Little Marguerite also has problems with her physical appearance. She is not confident to have black curly hair, black skin, skinny legs, and broad feet. She thinks that she is a black girl who is ugly and unattractive. She is sad because her friends have described her as having shit color. She always dreams of having white skin, blond hair and blue eyes. She also wants to be a sweet white little girl of whom everybody dreams. "I was going to look like one of the sweet little white girls who were everybody's dreams of what was right with the world." (Angelou 1). Moreover, she wants to be admired by her friends for her beauty. She thinks that by being a white little girl, it will be easier to run her life.

At the age of three, Marguerite does not understand why she has to get separated from her parents. She is also confused why she is always mocked by her friend because she is a black and is not a pretty girl. As she grows up, she tries to understand her condition. She always reads many books to widen her knowledge.

4.2.1.2 Experiencing Sexual Abuse

The tragedy happens to Marguerite when her mother Vivian Baxter brings her and her brother to St. Louis. At St. Louis, Marguerite lives with her brother, mother and mother's boy friend Mr. Freeman. Mr Freeman is a foreman in the Southern Pacific yards and sometimes comes late. At first, Marguerite is happy to live with them. However, after one year, she experiences a sexual abuse done by Mr. Freeman. In the beginning when Mr. Freeman touches her, she does not realize that he will abuse her. She thinks that he just wants to show the expression of love toward his own daughter in common. She is not aware that he wants to make her as an object of a sexual abuse. She only just follows his actions at that time (Angelou 61).

Now, I didn't hurt you. Don't get scared." He threw back the blankets and his "thing" stood up like a brown ear of corn. He took my hand and said, "Feel it." It was mushy and squirmy like the inside of a freshly killed chicken. Then he dragged me on top of his chest with left arm, and his right hand was moving so fast and his heart was beating so hard that I was afraid that he would die.... (Angelou 61)

After being raped, Marguerite is threatened by Mr. Freeman to keep their secret away from anybody (Angelou 62). If she tells this to anybody, Mr. Freeman will kill her lovely brother Bailey. Marguerite is really confused but she does not want to see her brother injured.

He sat down on the bed and I came close, hoping. "Yes". He was bending down, pulling on his socks and his back was so large and friendly I wanted to rest my head on it.

"If you tell anybody what we did, I'll have to kill Bailey." (Angelou 62)

She feels lonely for months because she keeps that secret alone. One Saturday, after Marguerite goes home from the library, Mr. Freeman does another sexual abuse. She cannot refuse his wish because he threatens her. She does not understand what actually has happened to her after being raped. She misinterprets Mr. Freeman's action towards her. She thinks that he just wants to show the expression of fatherly love toward his own daughter. Davison and Neale (298) state that a child tends not to interpret the interaction in the same sexual terms that the adults do. Even if the molester has an orgasm, it is not always clear to the child what has happened. Thus it means that Marguerite does not refuse Mr. Freeman's action to rape her because she does not have any knowledge about adults' sexual activities at that time. After, experiencing a sexual abuse, she feels really weak and sick. She is brought to hospital by her mother. In the hospital, she tells Bailey what has happened to her. Afterwards, Bailey tells that information to his grandmother, Grandmother Baxter. Finally Mr. Freeman is arrested.

To cope with sexual abuse which happens to her, Marguerite turns to be mute and sensitive after knowing that Mr. Freeman has died. The action of being mute is a form of her struggle. Marguerite decides to stop talking to anybody because she feels guilty. She gave untrue testimony about Mr. Freeman in the court at that time. In her muteness, she just wants to talk to her brother. "They understood that I could talk to Bailey, but to no one else." (Angelou 73). However, her family tolerates her behavior as being a post-rape. Being a post

rape, Marguerite has a problem with her emotional development. She can be traumatized by the raping (Robert Crooks and Karla Baur 603).

Marguerite is motivated not to reject Mr. Freeman' action of a sexual abuse based on her love and belongingness needs. Maslow states that love and belongingness needs deals with acceptance, affection, giving, and receiving love (qtd. in Franken 13-15). Marguerite misinterprets what Mr. Freeman has done to her. When Mr. Freeman rapes her, she thinks that it is the expression of fatherly love towards his daughter. She feels safe and comfortable when Mr. Freeman is holding her. She does not know how a true father shows his love to his daughter correctly. She does not know this matter because her parents divorced when she is three years old. Actually, she looks for affection that she does not get from a father figure. However, she does not realize that Mr. Freeman does something wrong to her. Mr. Freeman makes Marguerite his object of sexual abuse.

4.2.1.3 Quarrelling with Her Father's Fiancée

Once, Marguerite also lives with her father. She is invited by her father Daddy Bailey to spend her vacation with him in the Southern California. At first, she is delighted and ready to go to her father's house. She goes there alone by a train. When arriving at Southern California, she is really surprised when she meets her father's girl friend Dolores Stockland. Her father's girl friend has a small posture. Marguerite guesses that Dolores is at her early twenties and not much older than her.

After living together for some weeks with Daddy Bailey and Dolores, Marguerite feels that she does not like Dolores because she thinks that Dolores is

mean, petty, and full of pretense. Meanwhile, Dolores also does not like Marguerite. Dolores is jealous and mad with Marguerite when Daddy Bailey is taking Marguerite to Mexico and leaving her behind. Marguerite and her father go to Mexico by a car. After arriving home again at night, Dolores gets angry to Daddy Bailey because she disagrees if Marguerite comes between them (Angelou 207). However, Daddy Bailey slams the door and leaves Dolores alone. Afterwards, he goes out. Meanwhile, Dolores cries.

After listening to her father and Dolores's quarrel, Marguerite struggles to make the situation between her father and Dolores better. She gets out from her room and tries to talk to Dolores (Angelou 208). She explains to Dolores that she does want to come between her father and Dolores. Unfortunately, Dolores reacts badly. She tries to hurt Marguerite with a scissor. Marguerite gets hurt. That moment causes Marguerite to recall her painful past experience. Her father brings her to his friend to get medical treatment as soon as possible. After she is taken care of by an emergency nurse, she and her father go back to her father's house. She decides to run away from her father's house on the following morning. After running away from her father's house, she feels alone and homeless (Angelou 213).

I stood in the center of the floor but Dolores never looked up. She worked the thread through the flowered cloth as if she were sewing the torn wnds life together. I said, in my Florence Nightingale voice, "Dolores, I don't mean to come between you and Dad. I wish you'd believe me." (Angelou 208)

Now that I was out of free, I set to thinking of my future. The obvious solution to my homelessness concerned me only briefly. I could go home to Mother, but I couldn't. I could never in shielding the gash in my side from her. (Angelou 212)

Marguerite's motivation to run away from her father's house is based on her safety needs. Maslow states that safety needs deal with security, shelter, freedom from fear, and anxiety (qtd. in Franken 13-15). Marguerite is not comfortable when she is living with her father and Dolores. She wants to look for a place where she feels comfortable.

4.2.1.4 Staying Alone in Junkyard

Historically, Americans should face the economic chaos (The Great Depression) in the early 1930s through the late 1940s. The Great Depression of the 1930s was one of the most catastrophic periods in American history. It had become a nightmare for Americans at that time. Americans' life in all sectors suffered economic hardship, and African-Americans were particularly hit hard. Darlene and Kathleen (242) also assert that by January of 1931, more than a quarter of all Black women who lived in some cities had lost their jobs. The jobless rate for African-American women was as high as 68.9 percent in Detroit, far higher than that of the white women and the same as or higher than that of the black men. The Blacks should struggle for jobs, housing, education, first-class citizenship. Some of the Blacks who were homeless had to live on the street, in the trailers park, or in the junkyard.

As described in the novel, after running away from her father house, Marguerite feels free. She begins to think of her future. She looks for a place where she can stay for a while. When passing the street, she meets a junkyard filled with the carcasses of old cars. Junkyard is a place where old or broken furniture, cars etc can be left, or bought. She comes closer to that junkyard. She

begins to think that she can sleep in one of those cars at night. Afterwards, she looks for a clean car. She finds a tall-bodied gray car near the fence. She checks and makes sure that car is a safe place for sleeping. She gets inside and eats a tuna sandwich taken from her father's house. Alone, she feels her sense of freedom and loneliness. She decides to sleep in that car. She enjoys the night by sleeping in that car.

In the morning, Marguerite is surprised when she sees a collage of Negros, Mexicans, and white faces outside the windows. They are laughing and making the mouth gestures of talkers. Marguerite is full of curiosity and grogginess. She comes out of the car and finds an adult who is older and taller than her. One boy comes closer to her and begins to ask her some questions. Marguerite is really surprised. She is asked about her name, where she comes from and what has led her to the junkyard. Afterwards, she explains everything to him. That boy, named Bootsie, accepts Marguerite's explanation. Bootsie welcomes Marguerite. He adds that Marguerite can sleep in the junkyard as long as she honors their rules: No two people of the opposite sex sleep together and no stealing. Marguerite accepts their rules (Angelou 215)

With a generous gesture the tall boy, who said he was Bootsie, welcomed me, and said I could stay as long as I honored their rule: No two people of the opposite sex slept together. In fact, unless it rained, everyone had his own private sleeping accommodations. Since some of the cars leaked, bad weather forced a doubling up. There was no stealing, not for reasons of morality but because a crime would bring the police to the yard; and since everyone was underage, there was the likelihood that they'd be sent off to foster homes or juvenile delinquent courts. (Angelou 215)

Marguerite struggles to face her loneliness by filling her days with positive activities. She learns about the friendship in the junkyard (Angelou 216).

During the month, she learns to drive in the yard with one boy who owns a car that moves. She learns to drive until she feels tired. She also learns to dance with her friend a Mexican boy named Juan. She and Juan follow the jitterbug contest at the Silver Slipper. The jitterbug contest is a dancing contest. Marguerite and Juan give their best performance to get the prize. Their dance style never can be duplicated or described. They finally win the second prize.

After a month my thinking processes had so changed that I was hardly recognizable to myself. The unquestioning acceptance by my peers had dislodged the familiar insecurity. Odd that the homeless children, the silt of war frenzy, could initiate me into the brotherhood of man (Angelou 216)

Marguerite feels uncomfortable with her friends in the junkyard. Her friends always ask about her family and the reason why she stays in the junkyard. She can answer her friends' questions. The unquestioning acceptance by her friends in the junkyard has dislodged family insecurity. Marguerite decides to leave the junkyard and go back to her mother's house. She decides to telephone her mother and asks her to send an air ticket. She plans to return to San Francisco to live with her mother again. Her motivation to leave the junkyard is based on her safety needs. Maslow states that safety needs deals with security, shelter, freedom from fear, and anxiety (qtd. in Franken 13-15). She decides to go back to a place where she belongs. She will go to a San Francisco where she feels that she can be comfortable. She says goodbye to her friends in the junkyard for the last time. And then, she arrives in San Francisco with no luggage.

4.2.2 Facing Racial Discrimination

4.2.2.1 Being a Witness of Racial Discrimination

One summer morning, when little Marguerite is sweeping the yard in front of Momma's store, she sees a troop of the poor white kids/powhitetrash kids to march closer into the store. Powhitetrash kids are the poorest white children in the town. Most of them are dirtier and ruder. Hooks (85) states that at that time, the Whites had stereotyped the Blacks as having smaller brains, having lower intelligence, being not smart on arithmetic, being unable to manage their selves, and being emotional and uncreative. Therefore the powhitetrash kids think that they are more superior than the Blacks although they are poor. As the white kids, they think that they can treat Momma, who is a black female, as their wants. Marguerite stares at Momma for a while. Momma comes out from the store and decides to handle them alone. She orders Marguerite to hide behind the screen door. Those powhiterash kids finally come and stand on the ground in front of Momma. They start to humiliate Momma by making a mock-up of a pooch (Angelou 24).

I was realized that she was aping my grandmother. Another said, "Naw, Helen, you ain't standing like her. This here's it." Then she lifted her chest, folded her arms and mocked that strange carriage that was Annie Henderson. Another laughed, "Naw, you can't do it. Your mouth ain't pooched out enough. It's like this." (Angelou 24)

Momma handles them by singing a song loudly. Those powhitetrash kids finally feel tired. One of them crosses over Momma. She calls Momma with her first name "Annie" (Angelou 23-25). Meanwhile Marguerite is watching this action behind the screen door. For her, this experience is the most painful and

confusing one. She is really sad because those powhitetrash kids treat Momma with no respect. And, she is also confused because she does not understand why they mock Momma. This experience is the first time for her to witness racial discrimination in her childhood.

When I was around ten years old, those scruffy children caused me the most painful and confusing experience I had ever had with my grandmother... One crossed her eyes, stuck her thumbs in both sides of her mouth and said, "Look here, Annie." (Angelou 23-25)

Marguerite struggles to fight her fear. She hides behind the screen door. She is motivated to monitor those powhitetrash kids from a secure place. "But of course I couldn't say anything, so I went in and stood behind the screen door." (Angelou 24). Actually, she does not want to see such a treatment towards Momma. She wants Momma to enter the house and to neglect their presence. She struggles to make herself comfortable. That moment is really painful for Marguerite. She really tries to be more patient and to have a kind heart. After the powhitetrash kids leave Momma, Marguerite feels calm. For her, Momma has won that "war" because Momma does not get angry. Momma keeps relaxed with the provocation of powhiterash children.

Marguerite's motivation to hide behind the screen door is based on her safety needs. She is really worried at that time. She is motivated to find a secure place and to fulfill her safety needs. Maslow states that safety needs concern with security, shelter, freedom from fear, and anxiety (qtd. in Franken 13-15). She struggles to manage her emotion when seeing the powhiterash children mock Momma. She makes an effort to be free from her fear. And finally, she is

successful in fulfilling her safety needs. She is able to accept her condition as a black girl who is oppressed by the Whites.

In the sociocultural-historical view, what was done by the powhiterash children shows that they were more superior than the Blacks at that time. At that time, the Blacks were treated as the second-class citizens (Darleen and Kathleen 242). Although Momma is richer than the powhiterash children, they think that they are superior so that they treat the Blacks as inferior.

4.2.2.2 Facing Racial Discrimination in Her School

Living with her mother in St. Louis for sometimes, Marguerite is raped by her mother's boyfriend. She is traumatized by her experience of sexual abuse so that she is treated in the hospital. Ferrara (74) states that a child exposed to abuse may harbor many emotional concerns arising from the abuse. She feels trauma to the abuser and the act of sexual abuse. It can be highly stressful for her because of her flashback memories. Her mother is aware of her daughter's condition. She decides to send her daughter back to Stamps to live again with Momma. Marguerite and her brother go back to Stamps by a train. Her family has sent them to Stamps in order to make her recover from her trauma of sexual abuse.

After arriving in Stamps, Momma and Uncle Willie welcome them nicely. Marguerite decides to continue her study in Lafayette County Training School. She studies very well at her school. After accomplishing her eighth grade with good marks, she will graduate.

On Friday evening, Marguerite and her family attend the graduation ceremony. They sit in the audiences' bench. At first, she is really grateful and

proud of herself when she is following the graduation ceremony. The ceremony is opened with the American National Anthem, and then is followed by the Negro National Anthem. The principal welcomes the audiences. He also asks a Baptist Minister to lead them in prayer. Afterwards, he comes back to the dais. He talks about Booker T. Washington. After finishing his speech, he invites a white man named Mr. Edward Donleavy to come to the dais to give his speech. Mr. Donleavy is the unexpected white speaker at Marguerite's graduation.

Marguerite is disappointed when Mr. Donleavy's speech knocks down all the hopes of the intelligent black students. He tells the audience that the Blacks can not work in any academic fields. He assures them that the Blacks are only good at sports and not school. The Blacks can only be great athletes. Moreover, he states that the Whites have a chance to become Galileo, Madame Curie and Edison. Historically in the public schools, the Whites oppressed the Blacks to study in the segregation. The Blacks studied in a separate place from the Whites. They were not permitted to study in the Whites' public schools. According to Hooks (85), the Whites also stereotyped themselves as being strong, being powerful, being superior, and having high intelligence. Additionally, the Whites stereotyped the Blacks as being lower in all aspects than the Whites. It is described in the novel that Mr. Donleavy is a white man who thinks himself of having high intelligence and more superior than the Blacks. He also considers that the black students have lower intelligence. That is the reason why he underestimates the black students. Marguerite strongly disagrees with Mr. Donleavy's opinion. "We were maids and farmers, handymen and washerwomen,

and anything higher that we aspired to was farcical and presumptuous.” (Angelou 152). She believes that the Blacks should have the same opportunities as the Whites.

Marguerite believes that the Blacks not only have chances to be maids, farmers, handymen, and washerwomen but also scientists, musicians, preachers, and blue singers but working in other fields too. She has struggled to prove that the Black is also good in the academic fields. She has given her best efforts to get a top place in her graduation ceremony based on her self-esteem needs. Maslow states that self-esteem needs deal with ego, success, status, recognition, and accomplishments (qtd. in Franken 13-15). She wants to crack the Blacks’ stereotypes which judges that the Blacks have small brain and have lower intelligence. Finally she is successful in proving that the Black is also good in the academic field. She is the first to be called in her graduation ceremony. Her academic work is the best of the year with no absences, and no tardiness (Angelou 145). She also gets a scholarship to the California Labor School.

My work alone had awarded me a top place and I was going to be one of the first called in the graduation ceremonies. On the classroom blackboard, as well as on the bulletin board in the auditorium, there were blue stars and white stars and red stars ... (Angelou 145)

Although Marguerite is disappointed with Mr. Donleavy’s speech, she is not desperate. Moreover, she becomes proud when her friend named Henry Reed sings a song. Henry Reed is one of the brilliant students in Lafayette County Training School. He is a black student who also has devoted himself to give his best efforts to get good academic works. His song portrays the Blacks’ struggles against racial discrimination. His song is really touching. It gives her inspiration

by memorializing the Blacks' struggles from many years before. Marguerite is not only proud of becoming a member of the graduation class of 1940 but also a member of a wonderful beautiful Negro race

A year later, Marguerite is successful in proving that Mr. Donleavy's speech is wrong. She has struggled to prove that the Black is also good in the academic field. She gets a scholarship to the California Labor School. She can reach her dream in academic field although she is a black person (Angelou 145).

I never knew why I was given a scholarship to the California Labor School. At fourteen I accepted a scholarship and got one for the next year as well. In the evening classes I took drama and dance, along with white and Black grownups. (Angelou 184)

Marguerite is motivated to do her best in academic work based on her self-esteem needs. Maslow states that self-esteem needs deal with ego, success, status, recognition, and accomplishments (qtd. in Franken 13-15). She has given her best efforts to get a top place in her graduation ceremony. Afterwards, she has got a scholarship to the California Labor School. She is successful in fulfilling her dream to be respected because for her intelligence. She has worked hard to reach her dream. Although being not pretty, she is admired for her cleverness.

4.2.2.3 Being an Object of Racial Discrimination of Mrs. Viola Cullinan

At the age of ten, Marguerite decides to work. Although her grandmother is the only Negro in Stamps who owns a general merchandise store, she starts her debutante as a maid. Being a maid is just only a training for Marguerite. She wants to be a trained woman. She works in Mrs.Cullinan's kitchen. Mrs. Cullinan is a white plump woman who lives near Momma's house. At first, Marguerite pities Mrs. Cullinan for being, fat, old, and without children.

However, Mrs. Cullinan starts to make Marguerite fed up because she changes Marguerite's name intentionally into "Mary" (Angelou 91). For Marguerite, calling a Negro with such an insulting name can be loosely construed as insulting for the Blacks. Marguerite keeps holding out as a maid although she refuses Mrs. Cullinan's way of treating her. After one week, Marguerite starts to feel uncomfortable. When Mrs. Cullinan screams and calls "Mary!" Marguerite intentionally breaks a casserole and two of the green glass cups. Afterward, she is fired. Mrs. Cullinan throws a piece of the dish at Marguerite on the way out. She cries and calls Marguerite as a clumsy nigger. "Mrs. Cullinan cried louder, "That clumsy nigger. Clumsy little black nigger." (Angelou 93).

According to Hooks (53), the Whites built a social hierarchy according to the race and sex that placed the white men in the first position, white women in the second or equal with the male and finally black women in the last rank by which this black women position gave them a great risk to be exploited (Hooks 53). Furthermore, there were some bad stereotypes that were labeled to the black women: the black women were labeled as evil, treacherous, bitchy, stubborn, and hateful. As described in the novel Mrs. Cullinan is a white woman who thinks that she is more superior than Marguerite. She thinks that her status is higher than black woman so that she treats Marguerite badly. She also thinks that she can insult Marguerite the way she does because of the bad stereotypes that are labeled to the black women. This experience is Marguerite's second experience of racial discrimination. This racial discrimination directly happens to Marguerite.

Miss Glory's face was a wonder to see. "You mean Margaret, ma'am. Her name's Margaret."

“That’s too long. She is Mary from now on. Heat the soup from last night and put in the China tureen and, Mary, I want you carry it carefully (Angelou 91)

Marguerite struggles to face the racial discrimination done to her by Mrs. Cullinan. She tries to manage her emotion when Mrs. Cullinan insults her. After holding a job as a maid for one week, she decides to quit that job because Mrs. Cullinan always treats her badly. She drops the empty serving tray. Afterward, she intentionally lets the casserole and two of the green glass cups fall. This is the action of Marguerite’s resistance towards the racial discrimination. She wants to be treated well without being insulted.

I dropped the empty serving tray. When I heard Mrs. Cullinan scream, “Mary!” I picked up the casserole and two of the green glass cups in readiness. As she rounded the kitchen door I let them fall on the tiled floor... (Angelou 92)

Marguerite’s motivation to quit the job as a maid is based on her safety needs. Maslow states that safety needs concern with security, shelter, freedom from fear, and anxiety (qtd. in Franken 13-15). Marguerite is motivated to find a place where she feels secure and safe. She feels uncomfortable when she is working with Mrs. Cullinan. She is happy when she leaves Mrs. Cullinan’s house. It proves that she dislikes Mrs. Cullinan’s way of treating her.

4.2.2.4 Experiencing a Bad Treatment from Dr. Lincoln (a White Dentist)

Marguerite should face another rudeness of racial discrimination when she wants to check her two cavities that are rotten. Momma decides to take Marguerite to a white dentist in Stamps. Because the nearest Negro dentist is in Texarkana about twenty-five miles away from Stamps, Momma takes Marguerite to Dentist Lincoln. Momma takes Marguerite to Dentist Lincoln because she

believes that he will help her. Dentist Lincoln has borrowed money from Momma to save his office during The Great Depression.

However, when Momma and Marguerite arrive in Dentist Lincoln's office, he refuses to remove Marguerite's rotten teeth. He does not want to treat a black girl. He states that his policy is not treating colored people. Historically according to Darlene and Kathleen (242), the Blacks were treated as the second-class citizens at that moment. As their economic status worsened, they also increasingly faced brutal violence, race riots, and blatant racial discrimination and segregation. At that time, the Blacks were not accepted yet by the Whites' society. Dentist Lincoln's acts portray that he does not respect a black woman, Momma. He just simply expresses sorry that he cannot treat Momma's grandchild. Moreover he also says rude and racist things to Momma. Afterwards, Momma asks her grandchild to go on downstairs (Angelou 160). She wants Marguerite to wait for her there. Marguerite is scared at that time.

Momma backed up inside herself for a few minutes. I forgot everything except which was almost a new one for me. She leaned over and took the doorknobs, and in her everyday soft voice she said, "Sister, go on downstairs. Wait for me. I'll be there directly." (Angelou 160)

Momma keeps trying to persuade Dentist Lincoln to treat Marguerite but he still does not want to treat her. She reminds him of the money that she has lent him to save his building from bankrupt in the past. She just wants him to repay her kindness by treating her grandchild. Unfortunately, Dentist Lincoln still refuses and states that he would rather stick his hand in a dog's mouth than in a nigger's (Angelou 160). His statement makes Momma angry.

“I know, Dentist Lincoln. But this here is just my little grandbaby, and ain’t gone be no trouble to you ...”

“Annie, everybody has a policy. In this world you have to have a policy. Now, my policy is I don’t treat colored people. “Annie, my policy is I’d rather stick my hand in a dog’s mouth than in a nigger’s. (Angelou 160)

Momma forces him to leave his building by the sundown. She does not want to see him anymore. She also orders Dentist Lincoln to never again practice dentistry when he gets settled in his next place. She wants him to cure a dog with the mange, cats with the cholera, and cows with the epizootic. Dentist Lincoln is afraid of Momma’s threat. And, he promises to do Momma’s orders. Afterwards, he decides to leave Stamps.

Marguerite does not only struggle for her health but also racial discrimination. She follows Momma’s order to go on downstairs and to wait there. She struggles to face such experience when Dentist Lincoln says rude and racist things to Momma. She realizes that Dentist Lincoln refuses to treat her because she is a black girl. Dentist Lincoln’s refusal to cure Marguerite does not make her desperate (Angelou 162). Marguerite has proved herself that she is a strong black girl. She is also proud of having a grandmother like Momma. Although Momma is a black woman, she can show her power by chasing away a white dentist.

(I had forgotten the toothache; I only knew that she made her hands gentle in order to awaken the pain). My toothache had quieted to solemn pain, Momma had obliterated the evil white man, and we were going on a trip to Texarkana, just two of us (Angelou 162)

Marguerite’ motivation to hide downstairs is based on her safety needs. Maslow states that safety need deals with security, shelter, freedom from fear, and anxiety (qtd. in Franken 13-15). She wants to be free from fear. She looks for a

safe place where she feels comfortable. She feels calm when she leaves Dentist Lincoln's office and goes to Texarkana to find a black dentist.

4.2.3 Struggling Her Status

4.2.3.1 Working as a Street-Conductor to Clarify Her Position

After running away from her father's house and living in Junkyard for almost one year, she decides to telephone her mother. She wants to tell what has happened to her in her father's house. She also asks her mother to send an air ticket. She wants to go to San Francisco where her mother lives. After arriving in San Francisco, Marguerite meets her brother and her mother. When arriving in San Francisco, she does not bring any luggage. She is really comfortable when she lives with her brother and her mother.

When Marguerite is taking a rest in her room alone, she begins to imagine that she can get a job on the Streetcars. She imagines that women can replace men on the streetcars as conductors and motormen. She dreams of having a dark-blue uniform with a money changer at her belt. She begins to think to make her fancy to become reality. "Women had replaced men on the streetcars as conductors and motormen, and the thought of sailing up and down the hills of San Francisco in a dark-blue uniform, with a money changer at my belt, caught my fancy." (Angelou 224)

Afterwards, she tells her mother about her plan. Unfortunately, her mother refuses her plan because her mother thinks that the Whites will not accept

the colored people. “She rejected the proposal with: “They don’t accept colored people on the street cars.” (Angelou 225).

Marguerite is a stubborn girl. She strongly keeps her belief. She disagrees with her mother’s opinion. She begins to find a job on the streetcars in the Chronicle Article. By working on the streetcars, she thinks that she can earn money by herself. Although being a black girl, she is sure that she can get a job on the streetcars. The sentences written in capital below describe Marguerite’s strong will to get a job on the streetcars. “I WOULD HAVE THE JOB. I WOULD BE A CONDUTORETTE AND SLING A FULL MONEY CHANGER FROM MY BELT. I WOULD.” (Angelou 227).

Marguerite struggles to get a job on the streetcars. She goes to the Market Street Railway Company. She meets a white receptionist and a white personal manager. First she is underestimated by them, as not a single Black has been working there. She does not care about the Whites’ actions. Historically the Blacks should struggle to break the barriers of racial discrimination. It was difficult for them to find good jobs, to have healthy houses, to get good education and to have the same rights in politics as the Whites (Darlene and Cathleen 242). Marguerite realizes that she has to face racial discrimination because it is rarely for a Negro to work there. However, she does not give up. She continues to fill in a job application form. She applies for a job position as a conductor. She realizes that it will not be easy to get that job. She promises to do her best. She is given some test such as blood tests, aptitude tests, physical coordination tests, and Rorschachs. She does her best when she is doing all tests. Then, on a blissful day,

she is successful in becoming a conductor on the San Francisco streetcars. She also succeeds in proving that the Blacks also have the same right to get the job as the Whites.

Marguerite's motivation to get a job as a conductor is based on her self-esteem needs. Maslow states that self-esteem needs deal with ego, success, status, recognition, and accomplishments. They concern the attention and recognition that comes from others (qtd. in Franken 13-15). Marguerite wants to be respected by other people especially her families. She dreams of working as the first Negro on the San Francisco streetcars. She wants to prove that the Blacks are also able to get that job. Moreover, she wants to earn money by herself. She wants to show her family that she has grown up to be a tough and a hard-working girl. Finally, she is successful in becoming a pioneer who has broken a racial discrimination towards the Blacks. She is the first Negro who is hired as a conductor on the Francisco streetcars.

4.2.3.2 Searching for Her Identity as a Normal Female

Marguerite begins to look for her identity as a female at the age of sixteen. She pays more attention to her physical appearance and her body when she is reaching her puberty. She does not understand why her hands and feet are far from being feminine and dainty. She is really sad when she finds out that her breasts are less developed. She begins to think that she is a lesbian after reading a book entitled The Well of Loneliness and learning about lesbianism (Angelou 234).

I knew her well enough to know that if I committed almost any crime and told her the truth about it she not only wouldn't disown me but would give

me her protection. But just suppose I was developing into lesbian, how would she react? And then there was Bailey to worry about too. (Angelou 234)

Marguerite asks her mother about her problem related with her physical appearance. At first, her mother laughs after listening to Marguerite's explanation. Her mother tells her that Marguerite is fine and nothing wrong with her. Her mother says that God did not make a mistake with Marguerite. Her mother also convinces Marguerite that God has given her a daughter and a son. Mother's explanation makes Marguerite feel calm for a while.

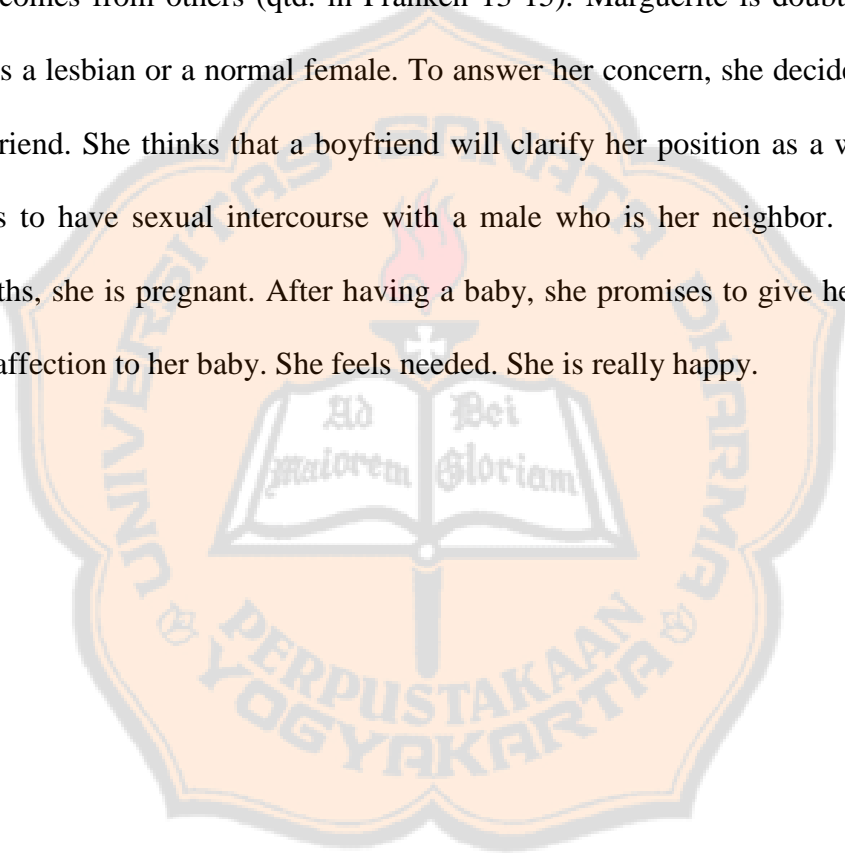
One day, Marguerite's classmate telephones her. Her classmate wants to sleep in her house. She agrees with her classmate. And then, she and her friend sleep together in her bedroom. She is surprised when she sees her friend's breasts. She thinks that her friend's breasts are beautiful and real. She feels worried with her breasts because her breasts are not developed like her friend's.

One evening, Marguerite decides to plan to have a sexual intercourse with a male. She puts the plan into action. She offers a male who is her neighbor to have a sexual intercourse with her. Marguerite and her neighbor go to a private room. Three weeks later, she finds that she is pregnant. She wants to inform her family about her pregnancy but she feels guilty. She does not want to hurt her family and to bring this disgrace on her family's honor.

Marguerite struggles to face her condition. She tries to overcome her fear when she has to tell about her pregnancy to her family. She writes a letter which informs her fearful secret to Daddy Clidell, her step-father. Fortunately, her step-father and her mother accept her pregnancy. Marguerite promises to be a good

single parent. She will take care of her baby very well. She loves her baby so much.

Marguerite's motivation to have a sexual intercourse is based on her self-esteem needs. Maslow states that self-esteem needs deal with ego, success, status, recognition, and accomplishments. They concern the attention and recognition that comes from others (qtd. in Franken 13-15). Marguerite is doubtful whether she is a lesbian or a normal female. To answer her concern, she decides to have a boyfriend. She thinks that a boyfriend will clarify her position as a woman. She plans to have sexual intercourse with a male who is her neighbor. After some months, she is pregnant. After having a baby, she promises to give her total love and affection to her baby. She feels needed. She is really happy.



CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts, namely conclusions and suggestions. The conclusions concern the answers of the formulated problems. The second part concerns suggestions consisting of two parts: suggestion for future researcher (s) and suggestion for English teaching-learning activity.

5.1 Conclusions

There are two points that can be presented in the conclusions. The first is the description of Marguerite's characters and characterization. Marguerite is described as an ugly, religious, caring, straightforward, brave, and sensitive girl. She thinks herself that she is an ugly girl who has curly hair, black skin, skinny legs, broad feet, and a grating voice. She is mocked by her playmates as having shit color. She does not have a sister but she has one brother named Bailey. She and her brother live with her grandmother named Momma and Uncle Willie in her early childhood at the age of three because her parents have to end their calamitous marriage. She is a religious girl who lives in a Christian atmosphere and thus goes to the church almost every Sunday. She also is a caring character. She always helps Momma to keep a store well. She loves Bailey so much. She also gives her full attention to her baby. Being a straightforward girl, she is used to talk directly about her feeling. She tells her father directly that she does not like her father's girl friend. Moreover, she is not ashamed when she asks a boy

directly to have sexual intercourse with her. She is a brave girl who can show that she is the first Negro who works as a conductor on the San Francisco streetcars. Being a sensitive girl, she shows her emotion when the powhitetrash kids mock Momma. She also decides to stop talking to anyone after the death of Mr. Freeman. Furthermore, she shows her protest against Mrs. Cullinan's way of treating her by intentionally breaking the casserole and two of the green glass cups on the floor.

The second concerns Marguerite's struggles and motivation to face her unpleasant life. I can conclude that Marguerite's struggles to face her unpleasant life are struggling to face her loneliness, racial discrimination and her status. She struggles to accept her difficult condition when her parents divorced. Being a lonely girl, she cannot the parents' warmth. Moreover, she has to face sexual abuse. Her mother's boy friend named Mr. Freeman rapes her. She thinks that Mr. Freeman just wants to show the expression of fatherly love toward his own daughter. She is motivated not to reject Mr. Freeman's action of sexual abuse based on her love and belongingness needs. In her father's house, she struggles to get her father's love. She dislikes her father's girl friend named Dolores after living there for some weeks. She quarrels with Dolores. She gets hurt and runs way from her father house. Her motivation to find a secure place is based on her safety needs. In the junkyard, although alone, she can fulfill her days with leaning about friendship and learning to drive. She becomes a more mature girl. After some weeks, she goes back to San Francisco. Her motivation to go back to San

Francisco is based on her safety needs because she is uncomfortable with her friends' questions which make her to feel insecure.

Marguerite has to face racial discrimination. In her childhood, she has to be a witness of racial discrimination. She should struggle to fight her fear when she sees the powhitetrash kids mocking Momma. She throws away her fear by hiding behind the screen door. Her motivation to hide is based on her safety needs. In her school life, Marguerite feels disappointed when a white guest speaker named Mr. Donleavy states that the Blacks are only good at sport not school. She strongly disagrees with Mr. Donleavy's statement. She has proven that although she is a black girl, she can get a top place in the graduation ceremony and can get a scholarship to continue her study to the California Labor School. She is successful in fulfilling her self-esteem needs. In the Mrs. Cullinan's kitchen, she faces another rudeness of racial discrimination. Being a black girl, Mrs. Cullinan treats her badly. She breaks the casserole and two the green cups and quits her job as a servant. Her motivation to quit the job is based on her safety needs. Furthermore, in Dentist Lincoln's house a white dentist, she faces racial discrimination. Dentist Lincoln refuses to treat Marguerite because she is a Negro. He says rude and racist things to Marguerite and Momma. Marguerite hides downstairs to fulfill her safety needs.

To struggle her status as a carrier woman to break the stereotypes of black woman, Marguerite decides to find a job on the streetcars in San Francisco. She struggles to get a job on the streetcars. She realizes that the Negroes are not allowed to get jobs on the streetcars but she tries her best to do all the tests to get

a job as a conductor. Finally, she is successful in doing the tests and being hired as the first Negro to work as a conductor on the Francisco streetcars. Her motivation to get a job as a conductor is based on her self-esteem needs. At the age of sixteen, Marguerite has a problem with her physical appearance. She decides to clarify her status as a woman by having sexual intercourse with a boy. Afterwards, she is pregnant. She promises to take care of her baby very well. Her motivation to answer her status as a woman is based on her self-esteem needs.

5.2 Suggestions

5.2.1 Suggestions for Future Researchers

To know about the content of the novel well, it is important for the readers to have some information first about the sociocultural-historical background of the novel. By knowing the sociocultural-historical background of the novel, the readers will have a deep understanding about the content and the condition which influences the author to write her/his novel at that time.

For the next researchers, this study can be used as a reference for further study in I Know Why the Caged Bird Sings. This study will give them a better understanding of that novel from the psychological and the sociocultural-historical points of view so that they will analyze it better.

5.2.2 Suggestion for Teaching-Learning Activity

Literature is a form of human expression. Novel is one of literature genres which can give us pleasure and joy. It also contributes values of life and messages such as morality, struggles, and love. Those life values and messages can be a reflection for our life later. Maya Angelou as the author of I Know Why the

Caged Bird Sings portrays her experiences through a novel. Her novel is an inspiring and a motivating novel. It describes her struggles to face her unpleasant life at the age of three up to sixteen. And Marguerite's struggles can give inspirations for readers.

Besides getting enjoyment and contributing values of life, a novel is also useful to be used as a teaching material such as teaching reading. By using novel, I propose teaching intensive reading II for the students in the 4th semester of English Language Education Study Program of Sanata Dharma University.

Before conducting teaching-learning activity, it is better for the teachers to give information first about the novel and to have a good preparation. The teachers can explain briefly about the sociocultural-historical background of the novel or the author's biography so that the students will understand clearly about the condition at that time. Having a good preparation can really be helpful for the teachers to reach their goal. The teachers can make a lesson plan so that it is easier to manage the teaching-learning activity later.

5.2.2.1 Teaching Intensive Reading II

By selecting teaching intensive reading II, there are some benefits related to teaching language learning. In intensive reading, the student's attention is focused through instruction on the linguistic feature which enable him or her to decode the message (Pulston and Bruder 162). In intensive reading II, the student can understand the linguistic feature and comprehend material by answering the question related to the content of the novel and enriching their vocabularies by knowing and applying new words in sentences. Moreover, the students can

practice their reading skills so that they can be more fluent in speaking English. In this activity, I recommend the teachers to use a novel entitled I Know Why the Caged Bird Sings. The teachers can select a passage from the novel and provide comprehensive questions for students. The teachers can role as a facilitator. They should make sure the teaching-learning runs well.

Here I will illustrate the teaching-learning intensive reading II process:

1. The teacher greets the students and gives a brief explanation about what this activity is in a simple way.
2. The teacher explains briefly about the sociocultural-historical background of the novel and makes a group consisting of three or four students.
3. The teacher gives the students materials for intensive reading II taken from I Know Why the Caged Bird Sings.
4. The teacher acts as a supervisor who is responsible for monitoring and managing the class well.
5. The teacher gives an opportunity for his students to express their ideas and opinions during the activities.

The materials are enclosed in the Appendices.

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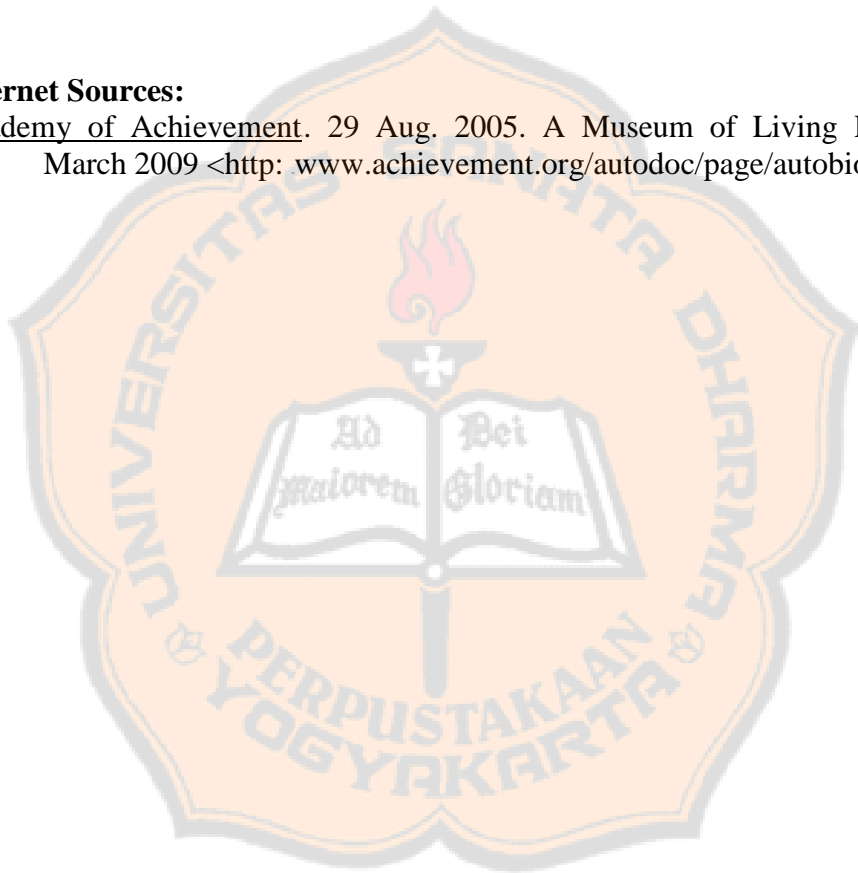
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APPENDICES



APPENDIX 1**THE SUMMARY OF I KNOW WHY THE CAGED BIRD SINGS**

Marguerite Johnson was born on April 4th, 1928 in St. Louis, Missouri. Her father's name is Bailey Johnson and her mother's name is Vivian Baxter. She and her brother Bailey Johnson Junior were sent by their father to live with father's mother in Stamps because her parents decided to end their calamitous marriage. In Stamps, Marguerite lives with her grandmother named Momma Henderson and Uncle Willie. Momma is a strictly religious, a tough, a stern, a discipline and an autonomous woman. She has given a good foundation to Marguerite and Bailey. She also owns a general store which is the center of trading activities in Stamps. Marguerite and her brother always help Momma to keep the store and spend their time to read.

In Stamps, Marguerite experiences racial discrimination. She sees white kids are mocking Momma. At first, she does not know why the Whites treat the Blacks badly. She tries hard to understand the situation at that time. Being a black girl, she is mocked by her playmates. Fortunately, her brother Bailey always protects her when she is mocked her playmates. She thinks that she is really lucky having a brother like Bailey in her life. She begins to understand that she is a black girl who is powerless. She wants to run from her reality. In her childhood, she dreams of being born as a white girl who has white skin, blond hair, and blue eyes. She thinks that if she is a white girl, people around her will treat her nicely and respect her.

On Christmas day, Marguerite and her brother get Christmas gifts from their parents. She is really surprised at that time because she thinks that her parents have died. Her gifts from her mother are a tea set-a teapot, four cups, saucers, tinny spoon, and a doll with blue eyes, rosy cheeks and yellow hair painted on her head. A year later, her father arrives in Stamps. She describes her father as a handsome and an interesting person but unaware of his children. Her father takes her and her brother to her mother's house in St. Louis.

In St. Louis, Marguerite and her brother lives with their mother and their mother's boy friend named Mr. Freeman. She describes her mother as a beautiful and a talented woman. Unfortunately, one morning, she has to experience a sexual abuse experience. She is raped by Mr. Freeman. She is really sad at that time. After being raped and taken care of in the hospital, she tells everything to her brother, Bailey. Afterwards, Bailey tells that information to Aunt Willie and Mother's families. And then, it is found out that Mr. Freeman is mysteriously killed, probably by Mother's families. Marguerite feels guilty for Mr. Freeman's death. She decides to stop talking for a long time to anyone except her brother. To recover quickly, her mother sends her and her brother to Momma in Stamps.

In Stamps, Marguerite meets with Mrs. Flower. Mrs. Flower teaches Marguerite that speech and writing are beautiful and important. Marguerite begins to forget her past experience. At ten years of age, Momma sends her to learn manners in a white woman's house. At a white woman's house, being a black girl, she experiences a racial discrimination. She decides to quit her job as a maid because of

her mistress who is a white woman, treats her badly. At her graduation, she also faces racial discrimination when a white guest speaker states that Blacks can only be good at sports and not academics. A white guest's statement makes Marguerite disappointed. She also experiences another racial discrimination when she goes to a white dentist to check her toothache. A white dentist refuses to treat her because she is a nigger. Momma is really angry with a white dentist's attitudes. She forces that white dentist to leave Stamps as soon as possible. Momma is really worried with a racial discrimination in Stamps which gives bad effect to her grandchild's personality development. Therefore, she decides to send back her grandchild to their mother in San Francisco.

In San Francisco, Marguerite and her brother live with her mother and her step-father Daddy Clidell. At first, arriving in her mother's house, Marguerite feels uncomfortable. She always remembers the trauma of Mr. Freeman who has raped her. Therefore, her father asks her to live with him in Southern California for a while. She thinks that she will be happy to live with her father. She goes to Southern California on a train. After arriving in Southern California, she meets with her father's girl friend named Dolores who is not much older than her. After living together with her father and Dolores for some weeks, she feels that she does not like Dolores. She thinks that Dolores is mean, petty, and full of pretense. On other hand, Dolores also does not like Marguerite. She becomes jealous when Daddy Bailey takes Marguerite to go with him to Mexico and leaves Dolores at home alone. Her father gets so drunk so that Maya has to drive him home. After returning from

Mexico, Dolores and Daddy Bailey have an argument in the living room. Dolores tells Daddy Bailey that she dislikes Marguerite's existence in their relationship. Marguerite tries to overcome that condition. She talks to Dolores to say sorry. Dolores reacts aggressively. She attacks Marguerite with a scissor. This attack makes Marguerite bleed and remember her painful past experience as an unwanted child who is rejected in her father's house.

Marguerite decides to leave her father's house and lives in a junkyard with a group of teenagers for a month. She learns about friendship and tolerance. Back to San Francisco, she decides to work as a streetcar conductor, though black people are not allowed to do this. She persists until they finally hire her. She works for a semester and then goes back to school. Meanwhile, Bailey and Mother have been fighting so much that Bailey finally leaves home and gets a job on a railroad train. Maya is disappointed with him.

Being worried with her developing body and mind, Marguerite reads some lesbian literature. She thinks she is a lesbian. To answer her doubt, she decides to find a boyfriend. She approaches a popular boy and asks him to have a sexual intercourse with her. Three weeks later, she finds that she is pregnant. She hides her pregnancy from her mother and step-father for eight months. Finally, she decides to tell them. At first, they are angry but then they accept it. At the age of sixteen, she has a baby named Guy. She is afraid of touching her baby but soon she realizes that her instinct will help her to take care of her baby.

APPENDIX 2

THE AUTOBIOGRAPHY OF MAYA ANGELOU

Maya Angelou was born on April 4th, 1928 in St. Louis, Missouri. Her full name is Marguerite Annie Johnson. She becomes an enormous and a famous writer when she portrays her true story of her childhood in Arkansas to the birth of her child in a novel entitled I Know Why the Caged Bird Sings. Marguerite and her brother Bailey had to live with their grandmother Momma in the small town of Stamps, Arkansas because her parents divorced. In Stamps, Marguerite experienced the racial discrimination that was legally enforced way of life in the American South. She also absorbed the deep religious faith and old-fashioned courtesy of traditional African-American life. She was proud of her grandmother's characters of being a strong, an independent, and a tough black woman. She learned many things from her grandmother.

At the age of seven, Marguerite was visiting her mother in Chicago. A year later, she was molested by her mother's boy friend named Mr. Freeman. Under Mr. Freeman's thread, Marguerite hid her big secret from anyone else. In the hospital, she was asked by her brother to tell him what had happened to her. Then, she told everything that Mr. Freeman had done to her. After telling everything, she heard the news that her uncle had killed Mr. Freeman. She felt guilty and decided not to speak to anyone except to her brother for nearly five years.

Marguerite began to speak again when she and her brother returned to Stamps to live with her grandmother. One day, she attended her graduation at Lafayette Country Training School and won a scholarship to study dance and drama at San Francisco Labor School. Unfortunately at the age of sixteen, she dropped out of school to become San Francisco's first African-American female conductor. She later returned to high school but she became pregnant. She graduated a few weeks before giving birth to her son, Guy. She left home at the age of sixteen and took the difficult life of a single mother. She supported herself and her son by working as a waiter and a cook. She also developed her talents for music, dance, performance, and poetry.

In 1952, Marguerite married a Greek sailor named Tosh Angeles. At that time, she began her career as a nightclub singer. She took the professional name Maya Angelou, combining her childhood name a form of her husband's name. Unfortunately, the marriage did not last. She decided to tour Europe with a production of the opera Porgy and Bess in 1954 and 1955. She studied modern dance with Martha Graham, danced with Alvin Ailey on television variety shows and recorded her first record album entitled Calypso Lady (1957).

Maya Angelou had composed song lyrics and poems for many years. And by the end of the 1950s, she was increasingly interested in developing her skills as a writer. She moved to New York, where she joined the Harlem Writers Guild and took her place among the growing number of young black writers and artists associated with the Civil Rights Movement. She acted in the historic Off-Broadway production

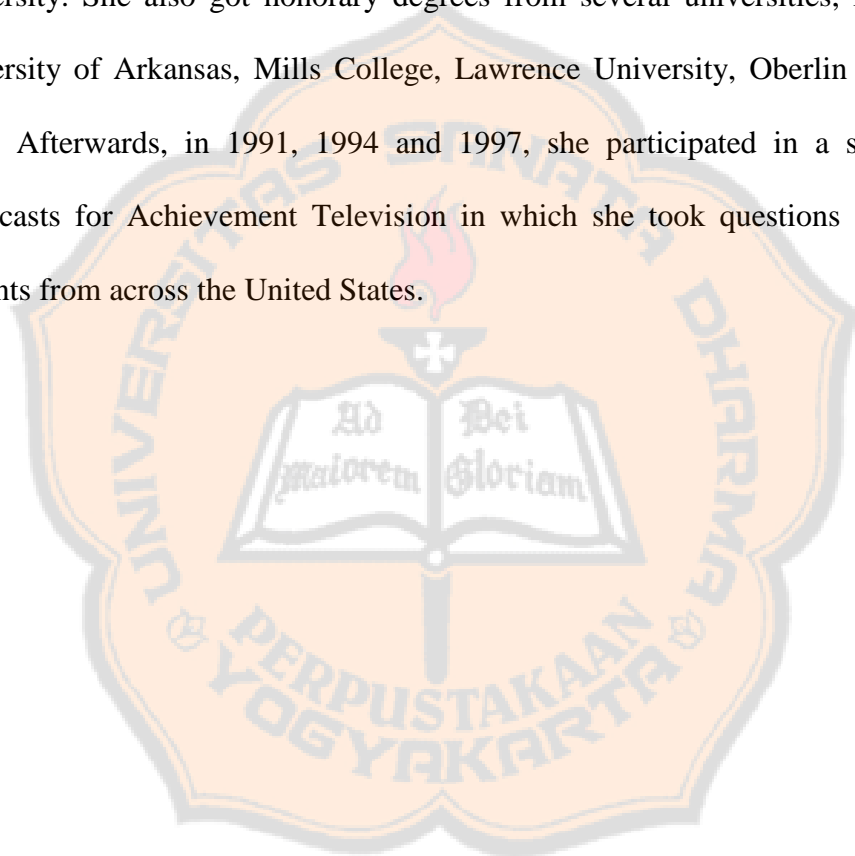
of Jean Genet's The Blacks and wrote and performed A Cabaret for Freedom with the actor and comedian Godfrey Cambridge.

In New York, Maya Angelou fell in love with the South African civil rights activist Vusumzi Make and got married in 1960. After this marriage, the couple moved with Angelou's son to Cairo, Egypt. In Cairo, Maya Angelou served as editor of the English language weekly The Arab Observer. She and Guy later moved to Ghana where she joined a thriving group of African American expatriates. She served as an instructor and an assistant administrator at the University of Ghana's School of Music and Drama, worked as feature editor for The African Review and wrote for The Ghanaian Times and the Ghanaian Broadcasting Company. She also wrote the screenplay and composed the score for the film Georgia, Georgia (1972). Her screenplay which was filmed by the first by an African-American, was nominated for a Pulitzer Prize.

In 1973, Maya Angelou married Paul Du Freu, an English-born carpenter. After this marriage, she continued to write books, screenplays, short stories, poems, verses and even music. She wrote numerous volumes of verse, beginning with Just Give Me a Cool Drink of Water 'Fore I Die (1971). Books of her stories and essays include Wouldn't Take Nothing For My Journey Now (1993) and Even the Stars Look Lonesome (1997). She has continued the compelling narrative of her life in the books Gather Together in My Name (1974), Singing and Swinging and Getting Merry Like Christmas (1976), The Heart of a Woman (1981), All God's Children

Need Traveling Shoes (1987) and A Song Flung Up to Heaven (2002). She also acted and nominated for an Emmy Award for her role in Alex Harley's Roots.

In 1981, after divorcing from her third husband, Maya Angelou received the first life time Reynolds Professorship of American Studies at Wake Forest University. She also got honorary degrees from several universities, including the University of Arkansas, Mills College, Lawrence University, Oberlin College, and other. Afterwards, in 1991, 1994 and 1997, she participated in a series of live broadcasts for Achievement Television in which she took questions submitted by students from across the United States.



Appendix 3**LESSON PLAN FOR TEACHING INTENSIVE READING II**

Subject : Intensive Reading II

Skill : Reading

Level : 2nd Semester students of English Education Study

Time : 2 x 50 minutes

Material : I Know Why the Caged Bird Sings by Maya Angelou page 3-11

Basic Competence

At the end of discussion, the students are expected to be able to improve their reading skills, apply various reading strategies and develop their English vocabulary.

Achievement Indicators

- The students are able to develop their reading ability
- The students are able to complete detail understanding of the passage
- The students are able to answer the questions based on the passage and give opinion concerning to the passage

Learning Experiences

- The students skim the passage
- The students answer the questions given by the teacher
- The students read the passage for detail
- The students answer the comprehensive questions in their group
- Each group presents to the other groups the result of the discussion. The other groups give comments on the presented answers

Form of Evaluation

- Discussion
- Students' participation and presentation

Source :

Angelou, Maya. 1971. I Know Why the Caged Bird Sings (page 3-11). New York: Random House Inc.

Pre-reading Questions

Discuss with your friend:

1. Have you ever heard a child should live with her grandmother because her parents are divorced?
2. What do you think when you feel that?

Reading Activity

Read the passage carefully!

1

When I was three and Bailey four, we had arrived in the musty little town, wearing tags on our wrists which instructed-“To Whom It May Concern”- that we were Marguerite and Bailey Jonson Jr., from Long Beach, California, en route to Stamps, Arkansas, c/o Mrs. Annie Henderson.

Our parents had decided to put an end to their calamitous marriage, and Father shipped us home to his mother. A porter had been charged with our welfare-he got off the train the next day in Arizona-and our tickets were pinned to my brother’s inside coat pocket.

I don’t remember much of trip, but after we reached the segregated southern part of the journey, things must have looked up. Negro passengers, who always traveled with loaded lunch boxes, felt sorry for “the poor little motherless darlings” and plied us with cold fried chicken and potato salad.

Years later I discovered that the United States had been crossed thousands of times by frightened Black children traveling alone to their newly affluent parents in

Northern cities, or back to grandmothers in Southern town when the urban North reneged on its economic promises.

The town reacted to us as its inhabitants had reacted to all things new before our coming. It regarded us a while without curiosity but with caution, and after we were seen to be harmless (and children) it closed in around us, as a real mother embraces a stranger's child. Warmly, but not too familiarly.

We lived with our grandmother and uncle in the rear of the store (it was always spoken of with a capital S), which she had owned some twenty-five years.

Early in the century, Momma (we soon stooped calling her Grandmother) sold lunches to the saw-men in the lumberyard (east Stamps) and the seedmen at the cotton gin (west Stamps). Her crisp meat pies and cool lemonade, when joined to her miraculous ability to be in two places at the same time, assured her business success. From being a mobile lunch counter, she set up a stand between the two points of fiscal interest and supplied the workers' needs for a few years. Then she had the Store built in the heart of the Negro areas. Over the years it became the lay center of activities in town. On Saturday, barbers sat their consumers in the shade on the porch of the Store, and troubadours on their ceaseless crawling through the South leaned across its benches and sang their sad songs of The Brazos while they played juice harps and cigar-box guitars.

The formal name of the Store was the Wm. Johnson General Merchandise Store. Customers could find food staples, a good variety of colored thread, mash for hogs, corn for chickens, coal oil for lamps, light bulbs for the wealthy, shoestrings, hair dressing, balloons, and flower seeds. Anything not visible had only to be ordered.

Until we became familiar enough to belong to the Store and it to us, we were locked up in a Fun House Things where the attendant had gone home for life.

Each year I watched the field across from the Store turn caterpillar green, then gradually frosty white. I knew exactly how long it would be before the big wagons

would pull into the front yard and load on the cotton pickers at daybreak to carry them to the remains of slavery's plantations.

During the picking season my grandmother would get out of the bed at four o'clock) and creak down to her knees and chant in a sleep-filled voice," Our Father, thank you for letting me see this New Day. Thank you that you didn't allow the bed I lay on last night to be my cooling board, nor my blanket my winding sheet. Guide my feet this day along the straight and narrow, and help me to put a bridle on my tongue. Bless this house, and everybody in it. Thank you, in the name of your son, Jesus Christ, Amen."

Before she had quite arisen, she called our names and issued orders, pushed her large feet into homemade slippers and across the bare lye-washed wooden floor to light the coal-oil lamp.

The lamplight in the Store gave a soft make believe feeling to our world which made me want to whisper and walk about on tiptoes. The odors of all night and wouldn't be disturbed until the wooded slat was removed from the door and the early morning air forced its way in with the bodies of people who had walked miles to reach the pickup place.

"Sister, I'll have two cans of sardines."

"I'm gonna work so fast today I'm gonna make you look like you standing still."

"Lemme have a hunk uh cheese and some sody crackers."

"Just gimme a coupla them fat peanut paddies."

That would be from a picker who was taking his lunch. The greasy brown paper sack was stuck behind the bib of his overalls. He'd use the candy as a snack before the noon sun called the workers to rest.

In those tenders mornings the Store was full of laughing, joking, boasting, and bragging. One man was going to pick two hundred pounds of cotton, and another three hundred. Even the children were promising to bring home fo' bits and six bits.

The champion picker of the day before was the hero of the drawn. If he prophesied that the cotton in today's field was going to be sparse and stick to the bolls like glue, every listener would grunt a hearty agreement.

The sound of the empty cotton sacks dragging over the floor and the murmurs of walking people were sliced by the cash register as we rang up the five-cent sales.

If the morning sounds and smells were touched with the supernatural, the late afternoon had all the features of the normal Arkansas life. In the dying sunlight the people dragged, rather than their empty cotton sacks.

Brought back to Store, the pickers would step out of the backs of the trucks and fold down, dirt disappointed, to the ground. No matter how much that 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.

The sounds of the new morning had been replaced with grumbles about cheating houses, weighted scales, snakes, skimpy cotton and dusty rows. In later years I was to confront the stereotypes picture of gay song-singing cotton pickers with such inordinate rage that I was told even by fellow Blacks that my paranoia was embarrassing. But I had seen the fingers cut by the mean little cotton bolls, and I had witnessed the backs and shoulder and arms and legs resisting any further demand.

Some of the workers would leave their sacks at the Store to be picked up the following morning, but a few had to take them to repairs. I winched to picture them sewing the coarse material under a coal-oil lamp with fingers stiffening from the day's work. In too few hours they have to walk back to Sister Henderson's Store, get vittles and load, again onto the trucks. Then they would face another day of trying to earn enough for the whole year with the heavy knowledge that they were going to end the season as they started it. Without the money or credit necessary to sustain a family for three months. In cotton-picking time in the late afternoons revealed the harshness of Black Southern life, which in the early morning had been softened by nature's blessing of grogginess, forgetfulness and the soft lamplight.

Source: Angelou, Maya. 1971. I Know Why the Caged Bird Sings. New York: Random House Inc. (page 3-11)

Task:

Read the passage using the techniques of reading (strategic reading, fluency reading, skimming, scanning, and silent reading)! You can use one of the reading techniques.

Use the dictionary to understand new word! You can see the list of new words below:

wrist (n)= the part of your body where your hand joins your arm

c/o (the abbreviation)= the written abbreviation of care of , used especially in addresses when you are sending a letter or package to someone who is living in someone else's house

affluent (adj)= having plenty of money, nice houses, expensive things etc

renege (v)= to not do something you have promised or agreed to do

lumberyard (n)= a place where wood is kept before it is sold

staples (n)= a small piece of thin wire that is pushed into sheets of paper and bent over to hold them together

troubadours (n)= a type of singer and poet who travelled around the palaces and castles of Southern Europe in the 12th and 13th centuries

bridle (n)= a set of leather bands put around a horse's head and used to control its movements

paranoia (n)= an unreasonable belief that you cannot trust other people, or that they are trying to harm you or have a bad opinion of you

harsh (adj)= harsh conditions are difficult to live in and very uncomfortable

Comprehensive Questions

1. Who is Marguerite?
2. Who is Marguerite's elder brother?
3. Why do Marguerite and her brother have to live with their grandmother, Momma Henderson and Uncle Willie?
4. Why do many black children travel alone to the Northern cities?
5. What is Momma's habit during the picking season?

6. What is the activity in the Wm. Jonson General Merchandise Store in the morning and in the afternoon?
7. What do you think about little Marguerite's personality development later in life when she has to live without a parents' warm in her childhood?
8. What effect do you think racial discrimination towards the Blacks has on Marguerite's personality development?
9. Describe the Blacks' condition at that time! (write the fact from the passage for the evidences)

Post-reading Activity

- Summarize the story in your own words!

