

RACIAL DISCRIMINATION TOWARDS AFRICAN-AMERICAN IN LANGSTON HUGHES'S SELECTED POEMS

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ABSTRACT

This study analyzes three poems written by Langston Hughes entitled *As I Grew Older*, *Dinner guest; me and I Dream a World* poems. Being an African- American author who experiences many discrimination in his life, he illustrates or recounts about the case of racial discrimination clearly in his many works. Langston Hughes's works tell us about slavery and inequality between African-American and White-American, he does not only try to make the works that criticize the phenomenon of African-American people who suffer from suppression, racial separation but also describes his hopes and dreams to be free and equal like White-American. The aim of this study, first, is to find out racial discrimination described by Langston Hughes which is reflected on his poems and second, is to reveal how is poet's life when he was experiencing discrimination by analysing his poems. In answering the research questions, the researcher uses a discrimination theory by Sergio Romero and several theories such as, the element of poetry which is applied to describe the racial discrimination happened in poems; and the theories of socio-cultural historical approach and Jim Crow Law on racial discrimination which are applied to reveal how the racial discrimination experienced by Langston Hughes is reflected in his *As I Grew Older*, *Dinner guest; me and I Dream a World* poems. Based on the analysis, the findings revealed out that racial discrimination described in Hughes's poems is real. Through Hughes's poems, the researcher knows that African-American got bad treatments such as; being considered as second citizen in society, mistreated at the table dinner, treating as non-equal in society. Hughes tries to tell his experiences of being threatened due to his racial ethnicity by writing poems and this is clearly revealed to the reader throughout his poems.

Keywords: racial discrimination, african- american, langston hughes, poems

ABSTRAK

Penelitian ini menganalisis tiga puisi yang ditulis oleh Langston Hughes yang berjudul "As I Grew Older", "Dinner guest; me" and "I Dream a World". Menjadi seorang penulis Afrika-Amerika yang mengalami banyak diskriminasi dalam hidupnya, ia menggambarkan atau menceritakan kasus diskriminasi ras secara jelas dalam banyak karyanya. Karya-karya Langston Hughes bercerita tentang perbudakan dan ketidaksetaraan antara Afrika-Amerika dan Kulit Putih-Amerika, Ia tidak hanya mencoba membuat karya-karya yang mengkritisi

fenomena orang-orang Afrika-Amerika yang menderita dari penindasan, separasi ras tetapi juga menggambarkan harapan dan impiannya untuk merasakan kebebasan dan kesetaraan seperti orang kulit putih-Amerika. Tujuan dari penelitian ini, pertama, untuk mengetahui diskriminasi rasial yang digambarkan oleh Langston Hughes yang tercermin pada puisinya dan kedua, untuk mengungkap bagaimana kehidupan penyair ketika ia mengalami diskriminasi dengan menganalisis puisi-puisinya. Dalam menjawab pertanyaan penelitian, peneliti menggunakan teori diskriminasi dari Sergio Romero dan beberapa teori seperti, elemen-elemen puisi yang digunakan untuk mendeskripsikan diskriminasi rasial yang terjadi dalam puisi; serta teori pendekatan sejarah sosial budaya dan Jim Crow Law tentang diskriminasi rasial yang diterapkan untuk mengungkap bagaimana diskriminasi rasial yang dialami oleh Langston Hughes tercermin dalam puisi "As I Grew Older", "Dinner guest; me" and "I Dream a World". Berdasarkan analisis, temuan mengungkap bahwa diskriminasi rasial yang digambarkan dalam puisi Hughes adalah nyata. Melalui puisi 3 puisi ini, Hughes menggambarkan bahwa orang Afrika-Amerika mendapat perlakuan buruk seperti; dianggap sebagai warga negara kedua dalam tingkatan masyarakat, diperlakukan buruk dalam jamuan makan malam, diperlakukan dengan tidak setara dalam masyarakat. Hughes mencoba untuk menceritakan pengalamannya tentang penderitaan karena ras etnis dengan menulis puisi dan ini jelas diungkapkan kepada pembaca di seluruh puisinya.

Kata kunci: *diskriminasi rasial, afrika-amerika, langston hughes, puisi*

A. INTRODUCTION

Literature is parts of social life. As imaginative products, literary works are resulted from observations that are arranged by values and norms in society. The literary work in this case is used as a tool to quip how the conditions that occur in black – skinned are considered as non-priority people or people who are number two. The problem can be found in our social life including in literature as a media for author to criticize that racial phenomena. As can be seen *As I Grew Older*, *Dinner guest: Me* and *I dream a world* poems that were written by one of the most famous African-American author Langston Hughes, being an African- American author who experience many discriminations in his life, he illustrates or recounts about the case of racial discrimination clearly in his many works. Langston Hughes's works tell us about slavery, freedom, inequality between African-American and White-American, he always tries to make the works that criticize the phenomenon of African-American people who not only suffer from suppression and racial separation but also describe his hopes and dreams to be free and equal like white-American.

Discrimination itself has an understanding as an act or behavior of individuals or groups towards other individuals and groups based on several categories such as skin color, ethnicity, religion and social class and etc (Romero 238). Usually minority groups only have little social power which results in less access to community resources than the minority groups that have greater power. The portrait of discrimination can also be seen in some literary works which have themes about discrimination against African-Americans. One of the literary works which have discrimination of theme is the poems created by Langston Hughes (1902-1967).

Langston Hughes's poems which are entitled *As I Grew Older*, *Dinner Guest: Me* and *I Dream a World* become interesting objects for the researcher to examine the problem of racial discrimination that occur in black – skinned people who received unfair treatment by white-skinned people. In the first poem entitles *As I Grew Older* poem, it was written in 1920. The poem tells about the ambition that poet have dreamed for long time ago. He regards that ambition as beautiful as sunlight until there is a barrier that appears to be fetter between him and his dream. The poet had too long thought about his dream until he almost forgot that he had a dream. In the second poem entitles *Dinner Guest : Me* that was written in 1925. It tells about the idea of American that illustration of a banquet at a dinner. An African-American, in this case, the poet was invited to have dinner with white – skinned people. Their interest in poet is not genuine and He knows that it was fake. The white - skinned people also act as if they are ashamed of their race, if the poet was just some other black guy, they would not let him to have a fancy dinner with them. In the third poem entitles *I Dream a World*, this poem was written in 1930. This poem tells about a world that is dreamed by the poet. A world's poet where everyone has equality, freedom and how poet wants a peace and love in the world that he lives in the world where all races are treated equally.

Those issues make the researcher curious and want to do an analysis of racial discrimination that the poet as African-American might be felt in his life. The researcher chooses this title, because it is interesting to be observed deeply. This phenomenon attracts the researcher to observe about racial discrimination experienced by the poet by using his poems. These poems also contain the values of discrimination experienced by black – skinned people, and the phenomenon of racism is still common in this era.

B. REVIEW OF RELATED LITERATURE

1. Literature

Literature is defined as any form of written works. More specifically, literature refers to writing which is considered to be an art form or any single writing deemed to have artistic or intellectual value, often due to deploying language in ways that differ from ordinary usage. According to (Krystal), literature is “not only what is written but what is voiced, what is expressed, what is invented, in what is ever formed” (89).

2. Poetry

Poetry is one of most popular literary work now days. Inherently, poem is one of literature form that is usually told and learnt by public. According to (Pradopo), a poem is a recording and interpretation of important human experiences that changes in the most memorable form (7). From Pradopo's quotation the researcher can conclude that poem expressed the mind of poet to arouse feelings, and make the reader's imagination works because of the beauty of the language in poem.

3. Element of Poetry

Poetry has its own elements. Its elements include 1. Speaker, Setting, Subject, and Theme, 2. Words and Word Order, 3. Figurative Language and Imagery, 4.

Symbols and Allegory, 5. Rhyme, Rhythm, and Stanza, 6. Structure, 7. Genre, 8. Tone and Attitude (Miller and Greenberg 03). In this study, the researcher only focuses to examine few elements such as Speaker, Theme, Subject, Figurative Language and Imagery, Tone and Attitude.

a. Speaker and Theme

Speaker is important in reading poem to consider who is talking. Even though the pronoun "I" is used in the poem, the poet may not be speaker. The voice has an important function in a poem, for it is the owner of that voice to whom things happen, who feels an emotion or has a reflection to share. It is that speaker through whose eyes or from whose point of view a sequence of events or a series of details is presented (Miller and Greenberg 20). From that explanation, researcher can conclude that speaker is how the poets present themselves in the poem by using eyes and point of view of the poet and speaker can consider as victim or doer.

b. Figurative Languages

Poetry is written in language that makes ample use of figures of speech. They serve a structural purpose in poetry and make possible richness and complexity, which could not be achieved through literal statement (Noer 37). To understand poetry is imperative that one learns how to interpret figurative language. Figurative language makes use of many kinds of figures of speech, of which the most important are: simile, metaphor, personification and symbol.

- a) Simile is a figure of speech in which two things, essentially different but thought to be alike in one or more respects, are compared. A simile is a statement of similarity introduced by like, as or as if (38).
- b) Metaphor is a figure of speech in which a word or phrase is applied to a person, idea, or object to which it is not literally applicable. A metaphor is an implied analogy which imaginatively identifies one thing with another. A metaphor is one of the tropes, a device by which an author turns, or twists, the meaning of a word (38).
- c) Personification is a figure of speech in which abstraction, animals, ideas, and inanimate objects are endowed with human form, character, traits, or sensibilities.
- d) Symbol is something used for, or regarded as, representing something else. More specifically, a symbol is a word, phrase, or other expression having a complex of associated meanings; in this sense, a symbol is viewed as having values different from those of whatever is being symbolized. A symbol is a person, place, thing, quality, or relationship that is used to stand for something other than itself (39).

c. Imagery

Objects of perception of all our senses may be reproduced as images in the mind. Anyone can any time image in his/her own mind a rose or a cloud. Such mental reproduction of sense perceptions, when called up by memory or by words, we call imagery. The language of poetry makes much use of words which call up imagery because poets like to deal concretely with experience.

The imagery is absent, as in many poor poems, we say that the poem is prosy (Noer 37). According to Miller, there are five types of imagery as seen in the following explanation:

- a) *Visual imagery* is a kind of imagery that appears mostly in the poems because almost words represented in the poems are visible. Without visual imagery, a poem may be hard to produce (79).
- b) *Auditory Imagery* refers to sense of hearing, it uses the words, phrases and sentences that represent sounds (79).
- c) *Gustatory imagery* refers to sense of tasting, it uses the words, phrases and sentences that represent taste and others related to the flavor (80).
- d) *Olfactory imagery* refers to sense of smelling, it uses the words, phrases and sentences that represents the smells like, a fragrant, unpleasant smell, and other related aroma (80).
- e) *Tactile imagery* refers to sense of touching, it uses the words, phrases, sentences that represents the temperature or our touch sense (80).

d. Tone And Attitude

Tone and Attitude are used to comment on the effect of a particular poem. Tone is the aspect of the voice that speaks, especially the tone of voice from which we conclude the speaker's attitude. We may feel that the speaker's tone of voice is gay, evil, melancholy, calming, bitter, depressed, angry, or meditative, depending on the case, and the more attentive we are to the right intonation, the closer we seem to come to the right idea of the speaker's attitude towards the subject (Miller and Greenberg 203).

4. Theory of Discrimination

To answer the first problem of the study, the researcher uses Sergio Romero's theory. According to Romero, discrimination is a prejudice or opinion formed without knowledge and facts relevant to a person or group. It is possible negative prejudices that are not based on social reality. Other expert stated that "in general, discrimination is the act of denying an individual, group or subpopulation individuals by another individual, group, or subpopulation access to valued resources" (Aguirre and Turner 7).

a. Rasism

Race is group of people who live in groups in a certain area that has the same culture and usually also has the same religion and has the same biological shape that is always inherited from each generation. What this suggests is a reality created out of a belief system, and reinforced institutionally (more on this later), that humanity is the result of racial groups (Romero 238). Racism is when person or group of people who live in groups in a certain area feel that they are superior to another person or group.

b. Stereotyping

Stereotyping refers to pre-defined, rigid mental images about how a person or group should act or think, held to be true regardless of whether there is evidence or data disproving these images. They may be positive or negative

(Romero 15). Often, it shapes our attitudes and beliefs about other people, how we see ourselves, how we behave, and with whom we interact. We learn at a young age how to value people based on observable characteristics such as skin color, eye features, and even the size and shape of noses. Unfortunately, these notions are attached to narrow expectations about how a group member should act or think. This is called stereotyping—unfounded behavioral expectations for a category of people.

c. Prejudice

Prejudice is an attitude about a person or a group that is not based on social reality. Stereotypes stem from prejudice, an adverse opinion that is formed without knowledge or relevant facts about a person or a group. Prejudices may be favorable or negative but are not based on social reality. Rather, people often impute their feelings and attitudes from limited personal experiences. This can lead to the unfair treatment of people based on prejudices, also known as discrimination. Prejudicial attitudes and discriminatory practices may coalesce into racism, a belief system that maintains the unequal treatment of a racial group and its members for their alleged inferiority. Discrimination is present at every level of society (Romero 15).

d. Racial Segregation

Segregation makes the physical separation of individuals or groups from each other (Romero 15). Racial segregation is a practice of separating person or people because of different races or ethnic group in daily life, such as in school, housing and public or commercial facilities. The physical separation of individuals or groups from each other—were eliminated in civil rights legislation or court decisions such as the *Brown v. Board of Education of Topeka* decision in 1954. With the enactment of civil rights laws, gradually all of the states repealed their bans on interracial marriage, although as late as 1999, Alabama still had this law on its books. Nevertheless, policies regulating interracial interaction have persisted. In March 2000, Bob Jones University in South Carolina finally eliminated its ban on interracial dating. Racial intermingling among students was problematic at Wilcox County High School in Georgia until it held its first racially integrated prom in April 2013. These changes speak of slow social progress that recognizes the ever-present destructiveness of race.

5. African-American

People of African descent have been present in the Americas since the earliest years of European colonization. However, African “emigration” was forced through kidnapping and bondage, and was not by choice. The struggle for social, educational and economic equality for African Americans has framed the history of America country since its beginning. It translated into the opportunity structures and maintenance of power for whites (Romero 242).

6. The Jim Crow Laws

The Jim Crow laws that existed in the USA before the civil rights movement are examples of institutionalized, legal discrimination. It allowed restaurants and business owners to legally deny services to members of minority groups. Upheld by

the courts and enforced by police, these laws, from the late 19th to the mid-20th century, permitted restaurants, businesses and government agencies to limit or deny services, housing and employment or comparable wages to racial minorities. There were even areas in the country where minority group members were not legally permitted to be in public after nightfall, referred to as sunset laws (Romero 03). These are the norms of Jim Crow Law : First, a black male could not offer his hand (to shake hands) with a white male because it implied being socially equal. Second, blacks and whites were not supposed to eat together. If they did eat together, whites were to be served first and some sort of portion was to be placed between them. Third, blacks were not allowed to show public affection toward one another in public, especially kissing, because it offended whites. Fourth, under no circumstances was a black male to offer the cigarette of a white female—that gesture implied intimacy. Fifth, Jim Crow etiquette prescribed those blacks were introduced to whites, never whites to blacks. Whites did not use courtesy titles of respect when referring to blacks. Finally, if a black person rode in a car driven by a white person, the black person sat on the back seat or back of the truck (Worth 8). White motorists had the right-of-way at all intersections.

7. Socio-Cultural Historical Approach

To answer the problem of this research, the researcher uses a certain approach that is appropriate to the research topic. Researcher uses the Socio-Cultural-Historical approach to reveal research question number two. This approach is related to the social, cultural, and historical background of a particular literature. The researcher tries to connect and represent what is presented in literature with its social, cultural, and historical background story by using this approach. In socio-cultural historical approach, literary works have the same function as a history book that is for the source of information about what happened in the past, but literary works are special because the author is able to portray the condition artistically (Rohrbeger and Samuel 646). It means that the author is influenced by many things (such as his environment, experiences, ideology, and memories) when the writer produces a literary work. Therefore, socio-cultural historical approach is very helpful to be applied in this study since there must be relation between author's life history and his/her work.

C. RESEARCH METHODS

1. Research Design

This research uses qualitative research, which focuses on deeper understanding to the issue that poet writes in the poems and uses racial discrimination as main theory and socio-cultural historical as the approach to analyze *As I Grew Older*, *Dinner Guest: Me* and *I Dream a World* poems by Langston Hughes. The characteristics of qualitative research are data expressed in circumstances because they cannot be changed in the form of symbols or numbers, while the word research basically means a series of activities or processes for disclosing the secret of something unknown by using a systematic, directed and accountable method. Bogdan and Biklen define

qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior²³).

2. Data and Source of Data

The main source of this research are the texts of poems consist of words, phrases and sentences by Hughes Langston that entitle *As Grew Older* published in 1920, *Dinner Guest: Me* published in 1925 and *I Dream a World* published in 1930 that cons. In this research, researcher analyses these poems from stanzas and lines in the poem. Researcher also uses reviewed previous researchers, journals that written by universities and theory by expert as references.

3. Research Instrument

This research uses the researcher himself as the instrument of the research. The researcher focuses on reading the poems *As I Grew Older*, *Dinner Guest: Me* and *I Dream a World* by Hughes langston as the main data of the research.

4. Data Collection

The researcher uses several steps to collect the data needed to be examined. The first step was reading and understanding Hughes Langston's poem *As I Grew Older*, *Dinner Guest: Me* and *I Dream a World*. The second, the researcher read the history of the author, the history of the era, to know the social and historical background of the poems. The third step is that the researcher read the sources of Discrimination theory, especially about Stereotyping, Prejudice and Segregation. The fourth, the researcher collected and categorized the appearances the Element of poetry in the poems. The last step is categorizing the data based on problem of the study and made notes of important parts.

5. Data Analysis

After the researcher collected data from the text of poem as the main data, then the researcher analyzed those data. According to Miles and Huberman, there are several steps to analyze data such as data reduction, data display, and conclusion (Hubeman and Mile 429).

- A. Data reduction is process of reduction the data which have been collected.
- B. Data display is the process of discribing and analyzing datasuch as: racism, discrimination, stereotyping, prejudice and Segregations in aspect of meaning and example. In this step, the form of data display that reseacher used is description form. The data that had been selected by researcher, those data are analyze base on the related theories which
- C. Drawing is the process of conclusion the data after those had been analyzing. In this last step, after all of data had been valid and relevant in answering the research problem, then the conclusion were drawn.

D. FINDINGS AND DISCUSSIONS

1. Findings

In order to analyze the racial discrimination towards African-American people in Langston Hughes's poems, this chapter will be divided into two sub-chapters. In the first sub-chapter, the researcher will analyze the three poems by paraphrasing and describing the extrinsic elements contained in the poem that proves the existence of racial discrimination who were experienced by African-American. The researcher

believes that by using intrinsic elements such as figurative languages, imageries and tone and attitude, this research can bring to light the discrimination value that the poet wants to show to the reader. In the second sub-chapter, the researcher will analyze the poems as the reflection of racial discrimination experienced by the poet, Langston Hughes. The researcher explains how the racial discrimination experienced by Langston Hughes through his poems. The researcher applies the socio-cultural-historical approach in this research. Socio-cultural-historical approach is applied to observe the literary works based on the socio-cultural and historical context. This approach sees the literary works as the depiction of the culture and the way of life a particular group of people in the civilization.

a. Poet's Experiences of Racial Discrimination Portrayed in *As I Grew Older*, *Dinner Guest: Me and I Dream a World* Poems

(1) Being Considered as the Second Class Citizen in Society

Considered as second priority, it could find in the first poem *As I Grew Older*. This poem is about allusion to struggle for equality. This also shows the African-American was treated as second-class citizen. Langston Hughes struggle for racial similarity for African-American that blacks people is equal with other American races.

In this poem, Hughes described how the blacks people was considered as second people in society. The word "*The wall rose*" indicates discrimination and making that African- Americans were the people who have no freedom because they have different skin colour with White-American. The reseacher believes that Hughes has a dream of non-racist society in America and the freedom for anyone to do what they choose and be treated equally.

I am black.(14)

I lie down in the shadow(15).

No longer the light of my dream before me(16),

Above me.(17)

Only the thick wall(18).

Only the shadow.(19)

From quotation above, the researcher concludes that the poet represents injustice and discrimination against African-Americans because of white supremacy. According to American History, the African-American was decidedly as the second-class citizens in the USA, and only lived to see the early years of the civil rights movement. It can be seen, when the poet wrote, "*I am Black*", "*I lie down in the shadow*". These quotations are the illustration how the identity of African-Americans is rejected in the society. The society does not accept African-American as the part of America.

"Only the thick wall" (18)

"Only The shadow"(19)

Those quotation describes how the lives of African Americans, because they have black skin their dreams must be blocked by the walls of sadness and affliction. This is the poet's direct symbolism which represents that all African

Americans who must give up their dreams because of racial discrimination against them beforehand.

Hughes wrote the poem *As I Grew Older* by using the perspective of an African American man either a slave, free man in Jim Crow South or indeed a hireling. The circumstance Hughes tries to portray in this poem reflects a common involvement for numerous African-Americans during his time. This touches on the common practice of injustice amid early 20th century, where African-Americans confronted racial segregation in each perspective of their lives. They were considered as animal and not human by the oppressors, the White American officers (Meltzer 45).

(2) **Mistreated at Table Dinner**

“Mistreated at dinner” can be found by the researcher after reading “*Dinner Guest: Me*” poem. The poem implies how the poet as African- American guest was mistreated by hosts who are white-American.

I know I am (1)
The Negro Problem (2)
Being wined and dined (3)
Answering the usual questions (4)
That come to white mind (5)
Which seeks demurely (6)
To Probe in polite way (7)
The why and wherewithal (8)
Of darkness U.S.A.—(9)

The first stanza above indicates that the bad prejudice that experienced by the poet as African- American. The white-skinned people think that the African-American do not deserve to eat with them, they guest the poet only lucky because he has fame as a novelist and poem writer. Most of the words of this poem refer to bad stereotype through African-American. By mistreating them at the table dinner indicated that the poets as African American wants to reader know that how was African-American suffering because of injustice by White-skinned and even African-American were denied in society.

They always think African-American should be eating in the kitchen, which also means that they will not be seen because they cannot be embodied with other Americans. In chapter II, *Worth* stated that the norm of Jim crow law made policy Black-skinned and White-skinned were not supposed to eat together, if they ate together , white must be served first or the they put Black-skinned did eat in the kitchen. In this poem, the sentence “*I know I am the Negro Problem*” in the first and second lines also claim that African-Americans have no proper rights in society because they cannot be equaled as White-skinned. According to Romero from the late 19th to the mid-20th, Jow crow laws also permitted to allow restaurants, others public facilities and owner business limit or deny services Black-skinned people.

(3) **Treating as Non-Equal in Society**

Treating as injustice in society, it appears in all three of the poems. In the *I Dream a world* poem is about hope for equality, justice and the end of discrimination against the Black-skinned people in America. *Treating as on-equal in society* became an issue for the poet to write *I Dream a World* poem because in this poem, the poet describes his dreams that the world where all people have justice and kindness but all the things opposite with the world that poet expected.

In the line 2, the sentence “*No other man will scorn,*” the poet wants to the reader know that how the world should be. The word “scorn” refers to unfair treatment that experienced by black-skinned people. In this poem, the poet wants to state that the world that he dreams is the world where everyone can treat as equal as others American and discrimination and racism did not exist but in real life it was still happened in his period of times.

A world I dream where black or white, (9)

Whatever race you be, (10)

The poet states in those lines that he wants to see the world, which there is no the people who experienced injustice or treated unequal, and the all people could determine their life freely.

E. CONCLUSION

There are two points as the conclusion of this research. The first conclusion deals with the first research question; description of Racial Discrimination in Poems As I Grew Older, Dinner Guest: Me and I Dream a World Poems. The researcher discovers that first poem As I Grew Older is like a story of child who used to have a dream. After reading the whole sentences of the poem, it contains two kinds of discriminations, which are racism and prejudice. The researcher found that there are three speakers in this poem; the first, the speaker was a child who had dreams, the second, the speaker was an adult, the third the speaker’s present situation when the time of As I Grew Older poem was written. The second poem is Dinner Guest: Me, it tells about the idea of American that illustration of a banquet at a table dinner. This poem contains prejudice and bad stereotype of black-skinned people that always come to white mind. The white-skinned people think that black-skinned people have no brain and trouble-maker.

The third poem is I Dream a World, this poem tells about the world that is dreamed by the poet. The poet dreams is the world where everyone has equality, freedom and how poet wants peace and loves in the world that he lives in. The speaker of this poem is poet itself. The poet uses pronoun “I” as the speaker of the poem. The poet presents himself as African-American who dreams where all people can be equal and have freedom whatever their race is. The poem states emotional idea of African- American dream so the researcher can conclude that this poem is oration that the poet expresses to the reader. The second point concludes the answers to the second research question. The poet, Langston Hughes, writes and creates

poems based on his experience as an African-American. He surely knows the feeling to be an African-American who is being discriminated at that time. In his poems, the discrimination happens through actions of White-skinned people who treat and consider African-Americans as the second citizen, mistreated at the table dinner. By mistreating them at the table dinner indicated that the poets as African American wants to reader know that how African-American suffering because of injustice was by White-skinned and even African-American were denied in society.

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