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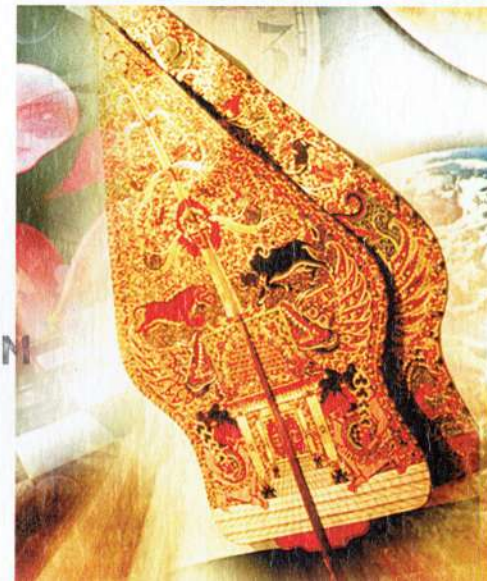
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Unity and Harmony in Diversity**



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## Understanding Stylistic Devices in Literary Works for Multicultural Education

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### Abstract

*Multicultural education has a goal to make the students be aware of how to live in harmony in multicultural society. It challenges and rejects racism and other forms of discrimination in schools and society. It educates the students not to differentiate the race, ethnicity, religion, language, economics, sexual orientation, gender, and other differences that students, communities, and teachers encompass. There are many ways to carry on that education. One of that ways is, the educator can use some literary works like poems. As we know that poems as literary work contain many multicultural contexts; and how to understand those multicultural contexts for multicultural education is, the poem will be comprehended for its stylistic point of view. Since stylistics has many devices, then for this paper, it is focused on 1 device only. The device that will be used is the figure of speech. This paper presents how the study of figure of speech in a poem which contains multicultural context can give contribution for multicultural education. So if the students understand the figure of speech in a poem, they will understand about the multicultural context in it. That means the goal of multicultural education can be reached by understanding stylistic devices in literary works.*

**Keywords :** *Stylistics devices, Figure of speech, Multicultural context, multicultural education*

### Introduction

If you were to ask educators to define what multicultural education is, you would be unlikely to receive the same answer twice. The responses would range from adding new and diverse materials and perspectives to existing curricula to discussions of teaching styles and pedagogical approaches that meet the needs of traditionally underrepresented groups. Others might talk about education as a part of a larger, oppressive system, and explain that multicultural education must work to deconstruct this system. It accepts and affirms differences in race, ethnicity, religion, language, economics, sexual orientation, gender, and other differences that students, communities, and teachers encompass. It helps students, families, teachers, and administrators understand and relate to the histories, cultures, and languages of people different from themselves (Sleeter & Grant, 1994)

### A Model for Curricular Infusion.

The implementation of multicultural education varies greatly. James Banks (1997, 1998), a leader in the field of multicultural education, developed a model to explore and define different approaches to the integration of multicultural content into the curriculum. The model includes four approaches to content integration from easiest to implement and least likely to lead to the goals of multicultural education, to most challenging, and offering the most potential. They are:

This paper will discuss about how the contribution of a poem as a literary work for multicultural education, since the third approach has a purpose to enable students to see

any other form of oppression in their schools, work environments, and personal lives. This paper will discuss about how the contribution of a poem as a literary work for multicultural education, since the third approach has a purpose to enable students to see any other form of oppression in their schools, work environments, and personal lives. This paper will discuss about how the contribution of a poem as a literary work for multicultural education, since the third approach has a purpose to enable students to see any other form of oppression in their schools, work environments, and personal lives.

#### 4. The Decision Making and Social Action Approach

The fourth and final approach to the integration of content into the curriculum includes all of the elements of the transformative approach but adds components that require students to make decisions and to take action related to the concept, issue, or problem they have studied. This approach requires that students not only explore and understand the dynamics of oppression, but also commit to making decisions and changing the system through social action. For example, in a decision making and social action approach curriculum, students develop and implement strategies to eradicate racism, sexism, or any other form of oppression in their schools, work environments, and personal lives. This paper will discuss about how the contribution of a poem as a literary work for multicultural education, since the third approach has a purpose to enable students to see any other form of oppression in their schools, work environments, and personal lives.

#### 3. The Transformative Approach

The transformative approach differs fundamentally from the first two. It enables students to see concepts from several cultural and ethnic perspectives. It requires the infusion of perspectives, frames of reference, and ideas that will expand students' understanding of an idea. In the transformative approach, a teacher might introduce a unit on emigration by studying the "Eastward Movement" of Asian Americans, the "Westward Movement" of the European Americans, the "Southern Encroachment" of European Americans, and the impact these movement patterns had on those people already living on the land (Native Americans). Specifically, a student might examine the impact of the creation of reservations, Indian schools, missionary work and other genocidal policies from the perspective of both the people of the Crow tribe (or other native tribes across the United States), and from the dominant, European-American perspective. They might explore how such policies contributed to the loss of thousands of lives, the obliteration of entire tribes, and the eradication of language, religion and culture for the Native American people who lived on this land.

#### 2. The Additive Approach

The second level of content integration is the additive approach, sometimes called the ethnic additive approach. Much like the heroes and holidays approach, this one allows the teacher to put content into the curriculum without restructuring it. It takes little time, effort, planning, or training. For example, when teaching a unit about "the Westward Movement," a teacher might decide to include a section on the Crow Indians. The unit remains from the dominant perspective because it is focusing on the movement of European Americans from the East to the West of the United States, rather than considering that the Crow Indians were already in the West, and they were not moving.

#### 1. The Contributions Approach

Commonly referred to as the heroes and holidays approach, this first level of content integration is probably the most frequently utilized form of multicultural education. It is characterized by the addition of ethnic heroes into the existing curriculum by using criteria similar to those used to select mainstream heroes. The curriculum remains essentially unchanged in terms of its basic structure, goals, and main ideas. Ethnic content may be limited to special days, weeks, months, or events. Martin Luther King, Jr., Day, Black History Month, Women's History Month, and Cinco De Mayo are examples of events celebrated in schools that use this approach.

concepts from several cultural and ethnic perspectives, then it will be used to implement the ideas in this research. It requires the infusion of perspectives, frames of reference, and ideas that will expand students' understanding of an idea. The challenge of this approach is that it requires a complete transformation of the curriculum and, in some cases, a conscious effort on the part of the teacher to deconstruct what they have been taught to think, believe, and teach. The challenge of this approach is that it requires a complete transformation of the curriculum and, in some cases, a conscious effort on the part of the teacher to deconstruct what they have been taught to think, believe, and teach. For example, growing up in the United States or Canada, most of us, regardless of our race or ethnicity, have learned that white, European men made the history, and, on occasion, others helped out. When taught about people of color, more often than not, it has been from a dominant perspective. The other example that exists in our surrounding is, there are many people who have different point of view about social status, religion, and gender. It is the time to change and deconstruct their dominant way of thought by giving them multicultural education. To embrace the transformative approach, teachers must be willing to deconstruct their own existing knowledge, explore alternative perspectives critically, research and include voices and ideas other than those traditionally presented to us, and address their own roles in perpetuating racism and oppression. The idea in this paper will be implemented to the college students who study poetry. It is hoped if they have learned about the content of a poem, they will know what the theme is about, then they can implement it for their surrounding which is in multicultural atmosphere. Some poems that can be used for multicultural education will be analyzed from its stylistics point of view.

### Theory of Stylistics

Stylistics comes from the word of "style", and naturally stylistics is the study systematic of language style. According to Leech and Short (1981:10) "Style refers to the way in which language is used in a given context, by a given person, for a given purpose."

Style is a precious in writing. With some writers style not only reveals the spirit of the man but reveals his identity, as surely as his finger print. Haynes (1989:8-0) states that the study of style is the study of distinctions for it is only in the exceptional type of discourse, like poetry, that the composer is a cute conscious of style. He also says "In studying poetry we are taught to be aware of style, and we notice a distinction between words of nearly the same meaning we ask ourselves what point there is in it, what the post might have intended by it."

Furthermore, Leech and Short (ibid: 11) say that "style can be applied to both spoken and written, both literary and non literary varieties of language; but by tradition it is particularly associated with written literary text."

In addition stylistics as a part of linguistics has different main point of analysis from linguistics. The difference between linguistics and stylistics is that linguistics is the science of describing language and showing how it works; stylistics is that part of linguistics which concentrate on variation in the use of language with special attention to the most conscious and complex uses of language in literature (Turner, 1973: 7).

According to Chapman (1973: 11) and Leech and Short (1981:13) stylistics is the linguistics study of style. Stylistics has the goal of explaining the relation between language and artistic function. Widdowson (1975: 3) defines that stylistics is the study of literary discourse from linguistics orientation. While Simpson (1997: 2) gives clearer definition he

says that stylistics is the branch of language study which is principally concerned with the integration of language and literature.

### Theory of figures of Speech

Some of the most important stylistic devices are also called rhetorical devices or figures of speech. Figures of speech is an way of saying something than the ordinary way. For the purpose then, however, a figures of speech is more narrowly definable as a way of saying one thing and meaning another, and we need to be concerned with no more than dozen (Perrine,1988:) In his book, *Structure, Sound and Sense*, Perrine (1988) divide figures of speech into twelve types:

#### a. Metaphor

Perrine (1988:565) stated in metaphor the comparison is implied. The implication directly point out what is being compared or emphasizes the characteristics of the thing. In *Linguistic Perpectives on Literature* (1980:45), a metaphorical sentence cannot be taken literally. A reader is forced to reinterpret what is presented. It may be that this is precisely what is challenging and interesting about metaphor. The effectiveness of metaphor lies in the power to evoke images, emotions, even the very flavors experiences, which are difficult if not impossible to communicate in literal terms. (Mc Crimmon, 1967:183). *For example : And my soul was a stagnant tide*, this sentence is considered metaphor for it is basically a comparison between things, and the comparison itself actually implied, meaning it is not expressed, by some words such as like, as, than, etc.

#### b. Simile

Unlike metaphor, "simile is clearly seen through the use a word or phrase such as *like, as, than, similar to or resemble, or seems*"(Ibid). It is a comparison of the similarity between two objects which is directly expressed by adding comparative or phrase. For example : *up fanes- up Babylon - like walls*, this sentence is considered as simile for the comparison is clearly expressed by the word like.

#### c. Personification

Perrine (1988:568) states personification consists of giving the attributes of human being to an animal, an object, or idea. Personification gives animals, objects, and ideas human attitude as if they can act like human in their daily life. Personification, just like metaphor and simile, implies and depicts a similarity. But, in metaphor may compare any two things, one of the elements of personification must be a human characteristic. The subject must be described like human appearance, actions, attitudes, feelings or responses. *For example : (Time - eaten towers that tremble not!)*, the time is personified as if it was human that can eat something.

#### d. Synecdoche

According to Perrine (Ibid :571), it is stated that synecdoche is mentioning a part of the whole. The use of synecdoche can simplify what is being talked about stating significant detail only. In other word it is a figure of speech which is mentioning the part that represents the whole of the part. For example *there are twenty head in this group discussion*. The word head is represents twenty people who joint this group discussion.

### e. Metonymy

"We use metonymy where we say something closely related idea for the idea itself" (Ibid) the user must be familiar with certain details attached to a person or thing being discussed. In metonymy, there is implies literal meaning and something more. It is characterized by substitution of a term naming an object that is closely associated with the word itself. For example : *And to the church-yard bore me*, every person who read this phrase automatically relates this phrase is closely related to the graveyard.

### f. Symbol

Symbol is an image that representing something that has an independent existence or something that is itself refers to something else. In the other word symbol means merely what they are and something else that are represented by the words. (Ibid:585). For example: *No rays from the holy heaven come down. On the long night-time of that town;* No rays from the holy heaven came down means that the citizens in that city lived in the dark and their life was not happy, since dark is also symbols of sadness. On the long night-time of that town is a symbol that the town has been in sorrow or chaos for a long time.

### g. Allegory

"Allegory is a narrative or description that has second meaning beneath the surface one" (Ibid: 593). For example: *In a kingdom by the sea*, the allegory is indicated by the kingdom by the sea is refers to England. England is where Edgar Allan Poe grew up, met and acquaintance with his wife.

### h. Hyperbole or Overstatement

It is a figure of speech which conscious exaggeration is used without the intention of literal persuasion. This figure of speech is used to give the emphasize effect. Moreover Perrine states that it is exaggeration but in the service of truth. For example: *the bright-eyed Eulalie's most humble and careless curl*. This statement was exaggerated by the speaker, he was really adore the eyes of Eulalie and considered her eyes was bright. For example *Can compare with the bright-eyed Eulalie's most humble and careless curl*, "The bright-eyed Eulalie's most humble and careless curl" a phrase that are trying to depict how beautiful Eulalie is. The author here is exaggerating the beauty of Eulalie. Because he means that the speaker in the poem really adores Eulalie.

### i. Apostrophe

"Apostrophe consists in addressing someone absent or something non human as if it was alive and present and could reply to what is being said" (Ibid:569) For example: *And my lord he loves me well*; Here, the speaker is speaking to the God, as if God could answer his statement. As we know that God not speak as human usually do but by his own way. Therefore this line is categorized as apostrophe.

### j. Paradox

"A paradox is an apparent contradiction that is nevertheless somehow true. It may be either situation or a statement" (Ibid: 604). We can say that paradox is something contradiction with the truth. For example: *I have been happy, tho' in a dream*. This sentence explain that the spoken was not happy in reality life, he was happy just in his dream.

## k. Understatement

Understatement is contradiction with overstatement or hyperbole. In understatement is saying less than one means. It expresses something that is intentionally represented as less than what it is (ibid: 606). For example: *your voice is too soft*, this statement the speaker means that the voice of the addressor is too loud therefore the speaker wants the addressor to lower his voice.

## l. Verbal Irony

Like paradox, irony has meanings that extend beyond its use merely as a figure of speech. Then verbal irony is saying the opposite of what one means. (Perrine, 1988:608). For example: *you are early* (saying to the hearer that comes very late. The speaker says what he means by uttering the opposite.)

## An Example of Poem Analysis

### Fairy-Land

Dim vales- and shadowy floods-

And cloudy-looking woods,

Whose forms we can't discover

For the tears that drip all over!

Huge moons there wax and wane-

Again- again- again-

Every moment of the night-

Forever changing places-

And they put out the star-light

With the breath from their pale faces.

About twelve by the moon-dial,

One more filmy than the rest

(A kind which, upon trial,

They have found to be the best)

Comes down- still down- and down,

With its centre on the crown

Of a mountain's eminence,

While its wide circumference

In easy drapery falls

Over hamlets, over halls, 20

Wherever they may be-

O'er the strange woods- o'er the sea-

Over spirits on the wing-

Over every drowsy thing-

And buries them up quite 25

In a labyrinth of light-

And then, how deep!- O, deep!

Is the passion of their sleep.

In the morning they arise,

And their moony covering 30

Is soaring in the skies,

With the tempests as they toss,

Like- almost anything-

Or a yellow Albatross.

They use that moon no more

5

10

15

35

For the same end as before-  
 Videlicet, a tent-  
 Which I think extravagant:  
 Its atomies, however,  
 Into a shower dissever, 40  
 Of which those butterflies  
 Of Earth, who seek the skies,  
 And so come down again,  
 (Never-contented things!)  
 Have brought a specimen 45  
 Upon their quivering wings.

### a. The Paraphrase of "Fairy Land"

Dim vales and shadowy floods and cloudy looking woods whose forms we can't discover. The tear drop all over, there huge moons wax and wane again again-again. Every moment of the night, they changing places forever and they put out the starlight with the breath from their pale faces. About twelve by the moon dial. One more transparently than the rest. (a kind, which upon trial, they have found to be the best). Comes down- still down- and down. With its centre on the crown of the mountain's eminence. While its wide circumference in easy drapery falls, over hamlets, over halls, wherever they may be- over the strange woods, over the sea, over spirits on the wing- over the quiet thing and buries them up quite in a labyrinth light. And then how deep is the passion of their sleep. In the morning they awake and their moony covering is soaring in the skies, with the tempests as they toss like almost anything or yellow albatross. They no more use moon for the same end as before videlicet, a tent - which I think extravagant: its atomies, however, into a shower dissever, of which those butterflies of earth, who seek the skies, and so come down again, (never - contented things!) have brought van example upon their quivering wings.

### b. The Assessment of The Figures of Speech of a Poem for Multicultural Education

|                   |  |
|-------------------|--|
| Figures of Speech | <p><b>Allegory</b> : <i>About twelve by the moon-dial</i> (line 11). This line contains allegory. The allegory is indicated by "twelve by the moon dial". This phrase means twelve hour in a night.</p> <p><b>Personification</b>: <i>Upon their quivering wings</i> (line 46). This line contains personification. The personification is indicated by "quivering wings". The authors gives human attribute that the wings feel breeze and could quivering</p> <p><b>Symbol</b>:<br/> <i>Over spirits on the wing-</i> (line 23). The line is a symbolism. Over spirits on the wing- has meaning that the fairies have spirits that over their body including their wings. Because of they have found to be the best.</p> <p><i>Of which those butterflies<br/>     Of Earth, who seek the skies,</i> (lines 41-42)<br/>     The two lines above are symbolism. The symbol appears because of phrase "butterflies of earth". Butterflies of earth represent fairies that are depicted as beautiful creature that have beautiful wings like a butterfly.</p> <p><b>Hyperbole</b>: <i>And they put out the star-light</i> (line 9). The hyperbole in this line depicts and exaggerating that the fairies has difficult duty even man could not done it. As we know that star light is an abstract thing therefore we could not put it out.</p> <p><b>Synecdoche</b>:<br/> <i>With the breath from their pale faces.<br/>     With its centre on the crown<br/>     Of a mountain's eminence,</i> (line 10-12)</p> |
|-------------------|--|

|                         |  |
|-------------------------|--|
|                         | <p>In these lines the synecdoche is found in the pale faces and the crown of a mountains eminence. Both of them are mentioning the part of the body but actually represent the whole of part.</p> <p><b>Metaphor</b> <i>In a labyrinth of light-</i> (line 26)<br/>The above lines including metaphor, that is a labyrinth of light. It means that the light was shine thoroughly and forms some shape that do not have a way out or the end.</p> <p><b>Paradox</b> <i>Which I think extravagant</i> (line 38). The phrase which I think extravagant is a paradox. The phrase is expressing the thought of the speaker that he thought it was extravagant. In fact, in fact it was not extravagant.</p> <p><b>Simile:</b> <i>With the tempests as they toss,</i> (line 32). The simile is indicated by the word "as". The comparison here is comparing the tempests with a toss. Here the speaker means that the tempest is joyful like a toss. As we know that people doing a toss when they are happy. As a result the tempests here is a happiness and joyful.</p> <p><b>Like- almost anything-</b><br/><i>Or a yellow Albatross.</i> (lines 33-34)</p> |
| Theme                   | <p>This poem is talk about the life of fairy. The life of fairy here is not like what common people think. The author here is trying to tells that fairy's life is not always happy. They also have to work hard. Moreover the fairies here are lack of sleep and their life is far from happiness.</p>  |
| Multicultural Education | <p>Fairy can be considered as rich or success man. We can see in our surrounding some wealthy and succeed people in a very gentle clothes and performance. They have excellence house with complete facility. But actually their life is like the life of fairy in this poem. They are not always happy, and also the wealth that they have got is not something free of charge. They pay it with their sweat that means they work hard for it, day and night. So, the multicultural education that we can take is, we have to accept and affirm a very great different social status in our surrounding. As we know that our country is a developing country and poverty is everywhere. What we have to do is do not think that prosperity and wealth can be achieved freely, but it needs work hard and gain your sweat. It just like the life of fairy in "Fairy Land".</p>   |

If a student can do those each column in the assessment table, means he / she has got multicultural education through understanding stylistics devices in a poem. The above assessment is the result from analyzing a poem from its stylistic point of view. There are other suggested poem that can be used for multicultural education, like *Some Keep The Sabbath Going to Church* by Emily Dickinson. That poem will give multicultural education in the field of religion. The other is *I Stop Writing the Poem* by Tess Gallagher, this poem will also give multicultural education in the field of gender. The gender that is discussed is female. And the multicultural message that can be taken is, as a carrier woman, she is a mother and a wife all along.

## Conclusion

If the primary goal of multicultural education is transformation, it will happen only when students are given the opportunity to participate in an equitable education, when they are informed about existing inequities, and when they are empowered to make decisions to change our society. Finally, it is unrealistic to expect teachers to move directly from a dominant perspective curriculum to one that focuses on decision making and social action. Rather, it is more reasonable to see teachers blending their approaches and using the contributions approach as a starting place from which to move gradually to the more challenging approaches.

Implementing multicultural education effectively can take time, energy, and a great deal of work. But imagine, for a moment, the potential: Learners seeing themselves in the curriculum, their voices being heard and valued in the classroom. Students feeling a part of the educational process, learning and obtaining the high expectations that are set for them, and beginning to believe that they belong. Imagine students feeling informed, competent, and able to make decisions that have an impact on their lives, their children, and generations to come. Multicultural education holds the power to transform, it provides hope at a time when the future is not clear, and, perhaps most importantly, it provides an opportunity for us to imagine the world as a fair, equitable, and just place in which to live and work.

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