

## **Maverick's Literacy Practice and Self-Esteem in *The Hate U Give* (2018)**

**Silvia Andaresta**

English Literature, Faculty of Language and Art, Universitas Negeri Surabaya

[silvia.19004@mhs.unesa.ac.id](mailto:silvia.19004@mhs.unesa.ac.id)

### **Abstrak**

Topik dan konsep terkait literasi dalam praktik sosial dengan bagaimana diajarkan dan bagaimana pengaruhnya terhadap anak-anak di rumah difokuskan pada salah satu karya sastra, film dari George Tillman Jr. *The Hate U Give* (2018). Penelitian ini bertujuan untuk menganalisis praktik literasi Maverick dan bagaimana praktik literasi meningkatkan harga diri dalam keluarganya. Topik ini membahas lebih dalam tentang hubungan antara dilema harga diri oleh Branden dan praktik literasi yang diterapkan oleh Barton-Hamilton. Pengumpulan data dilakukan dengan dialog sampel untuk menganalisis pertanyaan penelitian yang sesuai dari film. Pada penelitian tersebut, hasilnya memberikan kejelasan tentang bagaimana sikap Maverick terhadap keluarganya adalah untuk tetap aman tetapi pada saat yang sama, mereka tahu arti harga diri sebagai evaluasi untuk orang kulit hitam yang baik.

**Kata kunci:** NLS; harga diri; praktis literasi

### **Abstract**

The topics and concepts related to literacy in social practice with how it is taught and affects children at home are focused on one of the literary works, the film from George Tillman Jr. *The Hate U Give* (2018). This study is aimed to analyse Maverick's literacy practice and how literacy practice improves the self-esteem in his family. This topic discusses more profoundly the relationship between self-esteem dilemmas by Branden and literacy practices applied by Barton-Hamilton. Data collection is done with a sample dialogue to analyse the appropriate research question from the movie. In the research, the result clarifies how Maverick's attitude towards his family is to stay safe, but at the same time, they know the meaning of self-esteem as a good evaluation for black people.

**Keyword:** NLS; self-esteem; literacy practice

## **I. INTRODUCTION**

*The Hate U Give* (2018) is a crime drama movie directed by George Tillman Jr. from America; this movie takes place in America in the Garden Heights area. The story tells about the frame of racism told through black people. This movie is from the best-selling novel in America by Angie Thomas with the same title. One time Starr Carter witnessed the fatal shooting of his childhood friend Khalil Harris at the hands of a white police officer while driving home. Research on literacy as a social practice and the family is affected by many background reasons. As shown in the movie, Maverick describes his desire to continue to raise awareness of the importance of uniting and knowing the background of black family life. This is the knowledge to behave and be literate in actual. The topics

and concepts related to literacy in social practice with how it is taught and affects children at home are focused on one of the literary works, the movie by George Tillman.

The background of the literacy practice applied to the Maverick family is in the form of awareness about self-esteem as a black family figure in their regional area. Male role models are particularly essential in the existence of African American children, and several African American dads play a significant role in this regard (Thomas, Krampe and Newton, 2008:530). Even though African American parental responsibilities have been shaped by a unique set of historical and social aspects (most notably, the lineage of slave ownership, labour exploitation, and migratory) which has pushed Black families to enlarge their commitments among connections of "*relatives and companion*," the black male has remained resilient to the effects of hardship and controlled

to have strengths and cultivating interactions with their children (Rowley and Jones, 2010:49). Maverick applies his past life lessons so that his children can live more than they deserve as black people. Based on the concepts and related problems which have been stated in the initial discussion, the objectives of the study are; a. knowing the correlation of literacy practices applied by Maverick with his self-esteem to the family as black people, b. exploring how the Maverick children have shown the effect of accepted pedagogy on black families.

The father's attitude did not escape the direct evidence of the application of literacy in the family. He tries to stay aware of the greatness and the worth of black people without imitating the lousy behaviour around his environment by taking his children to far and better schools. In this case, Barton and Hamilton (2000:8) showed how literacy is in social practice. They stated six shared cognitions represented that are formed by society. They are, a. Literacy is best understood as a set of practices; inferred from events mediated by written texts, b. There are different literacies associated with different domains of life, c. Literacy practices are patterned by social systems and power of relationships, and some literacies are more dominant, visible and influential than others, d. Literacy practices are purposeful and embedded in broader social goals and cultural practices, e. Literacy is historically situated, f. Literacy practices change and new ones are frequently acquired through processes of informal learning and sense making.

In a way to improve convenience and avoid misunderstanding concepts, this study covers the character Maverick in George Tillman Jr.'s *The Hate U Give* (2018). The literacy learning applied by Maverick is not only in the form of writing, but also how the process goes forward. The inference that literacy is a communal activity serves as the foundation for this theory, and the claims are an expansion of it now (Barton and Hamilton, 2000:9). The idea of literacy practices provides

a potent approach to conceptualize the relationship between reading and writing occupation and the cultural norms they are entrenched in and contribute to create. Therefore, when researchers discuss practices, they are talking about more than simply a language's surface decision; instead, they are talking about the potential for new theoretical approach to reading that this viewpoint provides (Barton and Hamilton, 2000:9). This is not different from what is called literacy in real life. In the Purwo (2019:86) article about the role of the school literacy movement, the practice of applying what is known to be one of the things inherent in New Literacy Studies (NLS), where now this theory is not only wrapped around reading and writing.

At this time, many parents describe how they try to stay kind and establish good communication. Literacy is frequently portrayed as a skill with the transforming capability that being knowledgeable results in a major redefining of one's existence (Turin, Mark and Hanks, 2021:7). Based on Turin and Hanks (2021:3) explanation, Riemer (2008:1) and Ahearn (2004:1) stated that NLS provides a setting for analysing the interaction, ranging from the current event through behavioral patterns and societies. Continuing with that, the incorporation of Nathaniel Branden's theory of Self-esteem is aimed at Maverick's character and identity. The proportion toward which people describe themselves as competent and efficient is referred to as the ability feature (effectiveness self-esteem). The intensity to which people believe they are valuable, or deserve something is worth aspect (worth-based self-esteem) (Cast and Burke, 2002:1047). Maverick, in the film tries to show strong self-esteem as a black person. By Branden's theory (2011:38), then it is to realize the knowledgeable and deserving in the ways mentioned, which is to perceive appropriately suitable to humanity.

## **II. METHOD**

The thesis study refers to *The Hate U Give* (2018) movie by George Tillman Jr. as the main purpose of this data source. Through the existing data sources, the analysis takes Maverick and his children's literacy practice and self-esteem footage of scenes in the film that show the relationship between the behaviour patterns of the characters referred to in the theoretical concepts in this article. This study was meant to explain literacy practice from Maverick as a black people to his family. It is also meant to reveal the impact of Maverick's literacy practice on self-esteem. To support it further, the writer also considers taking information in the form of issues experienced by certain characters, which will be reflected in related theories. The theories used New Literacy Studies by Barton & Hamilton (2000:8) meanwhile the other one for six pillars of self-esteem by Nathaniel Branden (2011:35). In addition, it is connected with a collection of data taken in the form of the dialogue related with the characters in the movie and relevant with the topic using the close watching in the movie. The next process is developing a discussion for data analysis by finding appropriate journal articles, searching the information online and writing related notes.

The focus of this research also inclines to the appointment of Maverick's character in his family in teaching literacy practices. The research questions are how Maverick shows the literacy practice at home and how literacy practice improves self-esteem in the characters. The issues related to the theory used by the author are Barton & Hamilton and Branden where the NLS be the primary reference that literacy is also a social practice. Furthermore, the role of self-esteem is an illustration of how Maverick introduces natural attitude and how they behave as a black family to his own family. The research method continues to lean on how the movie runs along with data analysis methods that build intrinsic and extrinsic relationships in film. This opens the link between the theory used by the author in the article and the movie footage that can be explored further so that it opens up structured sections.

### III. RESULT IN DISCUSSION AND ANALYSIS

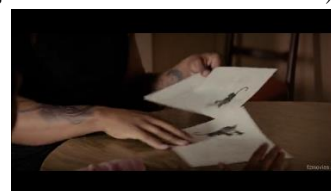
The discussion part elaborates on the literacy practice and self-esteem by Maverick and his children. This is divided into by two sections of analysis, the first one is how Maverick shows the literacy practice at home, and the second one is how literacy practice improves self-esteem for the characters.

#### 3.1 Literacy Practice at Home by Maverick

Literacy is not an 'independent' phenomenon, a talent which when taught, has repercussions that emerge merely from the nature of information, according to a core premise of NLS. Formerly, modernisation theory characterised the explanation of literacy; therefore, the phrase "independent theory" refers to the literacy concept that thinks literacy innovation has an "effect". The literacy practice by Maverick in *The Hate U Give* (2018) movie shows a particular movement and reason. In the theory of practical literacy described by experts Barton and Hamilton (2000:10), the activity is not only focused on a passing understanding of reading and writing. They both explained in their research that the theory of New Literacy Studies is more about social practice (Barton and Hamilton, 2000:11). This certainly explains that social conventions are inherent in the human environment, including the family. The following are the results of research and analysis of the sample data in the first dialogue spoken by Maverick.

*Data (1) in 00:02:45:43*

*Maverick : I want you to learn it. (After handing the rules sheet to his children)*



Picture 1. Maverick shows the rules

In the data (1), Maverick wants his children to learn the rules for "Black Panther" or black people like them. The first, Maverick shows about a teaching that can be related to New Literacy Studies to how they live as black

people numerously. Expanding the many viewpoints that are repressed by dominant interpretations of literacy is at the heart of effective literacy practices. A certain analysis of literacies also must contextualize reading and writing behaviors within these cultural intercourse and reasons for usage (Neves et al. 2000:8). It entails people choosing for them self what constitutes "really useful literacy" and use that to respond on their situations, both independently and collaboratively, in order to gain greater oversight over them (Tett, Hamilton and Crowther, 2012:32). Maverick's application shows how a sense of discipline has been strengthened since childhood regarding what become the prevention efforts. Discipline is awareness and someone's willingness to obey all the rules company and prevailing social norms (Priyono, 2010:4).

The second way is from one sheet of paper, the children need to read it and understand further since they were young. In the appointment of the struggle carried out by Maverick is a trace of practice so that the understanding provided is realized. The visualization in the film when Maverick pushes the paper is a decision where the teaching of literacy begins at a young age. During that time, Maverick learns that literacy practices at home are applied in real terms. The used of discipline, reading and writing are the combination Maverick brought for his family. The hope that maverick's children will later implement, makes Maverick continue to emphasize the various rules that are spelled out on that piece of paper. That literacy practice clearly leans towards how Maverick teaches as well as applies from reading then practiced.

*Data (2) in 00:01:55:59*

*Maverick : Now, you keep your hands posted, because moving makes the police gets all nervous. (Then the children put their hands on the table)*



Picture 2. Maverick gives the instruction

The data (2) shows how the family leader also teaches when his children grow up and in contact with the police, how they behave, what to do and what not to do. Connected with the data (1), written language is never used alone in these rituals, and it is almost never completely eliminated (Gee, 2015:40). In the examination of journalistic images, Hamilton (2000:8), for example, alludes to texts, people, locations, and artifacts, and the same paradigm has been used to letter composing as a social institution (Barton and Hamilton, 2000:11). The relation also comes from the theory of NLS by Barton & Hamilton explained that some literacies are more prominent, accessible, and powerful than others, and literacy practices are intentional and ingrained in broader societal objectives and social norms. Social institutions of literacy education and power differentials shape literacy practices where the power of relation is handled by Maverick as a father. The bond, the purpose and the goal are claimed as the cultural practices which is connected into their black family.

In 2011, Crowther and Tett explained that the significance of text messaging is always highlighted. It entails learning to be crucial self - regulated learners in applied to discover and manage literacy's underlying philosophical component, as well as literacy's importance in the ratification and generation of strength (Adams, 2015:27). In the movie, the moves of Maverick want to show the reality in their society to understand what and how black life comes and the habitation in common culture. The example comes when Maverick explains some of the things her kids have to do as they grow up. Maverick provides several possibilities and what to do when facing the outside world, including when dealing with the police. With

this teaching, Maverick instructs their children directly with visual body movements.

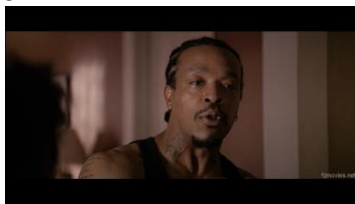


Picture 3. Starr practices the instruction from his dad

Alongside true apathy or disenchantment comes tremendous dignity in one's education and professional aspirations. These two possibilities' extremes are influenced by prior educational and professional backgrounds, as well as by cultural and familial norms and a wish for change (Beattie, 2022:24). From the standpoint of adult literacy, the consequences of both good and unpleasant memories and emotions have not been examined. They continue to make significant changes to student progress despite this. Maverick's case brings how far his expectation as a father to teach his children the right thing to do. Through the creation of purpose and serving as a basis for interactions, the recognition, appreciation, and utilization of individual abilities aided human prosperity.

*Data (3) in 00:02:09:38*

*Maverick : This how you are going to act.  
(Looking to his children)*



Picture 4. Maverick explains to his children

The last one is Maverick gives a show in the movie which he can be the example for his children by the outcome of rules given. He prepared the teaching, the rules and showing what his children needs to do as early as possible. In Pratiwi's book (2017:63), Literacy as a social practice, in a sociocultural perspective, a person's identity is shaped not only by the process of self-formation, but also by other people's perceptions of him. They will

be able to obey anything existing regulations and will not be affected by anyone to violate it, because they are used to live in regularity by walking according to the rules enforced. Discipline can give strong influence on future generations, then they should all be especially starting from the home environment (parents) to get used to teaching/educate discipline for all his children since early stage (Apriyanti, 2019:184).

In the elaboration of the six points of practical literacy theory, the close relationship makes a connection that is also able to influence the results of the practice. In the fourth point that has been mentioned, that the purpose of practical literacy is expected to be broad and based on certain cultures. Therefore, Maverick immediately showed how and what his children should do after reading the rule sheet given earlier. In this regard, Maverick's exploration of literacy and its practice shows significant significance with full confidence. In Lopez and Theriault's article, they use dialogue and talk methods to understand the extent of children's literacy practices (López and Theriault, 2017:46). As a result, they find that it was easy for children to show what the outline on their topic of conversation is. In the sixth theory of Barton & Hamilton (2000:9) regarding new practical literacy, the learning process is able to gradually change sense making. Furthermore, Barton (2001:96) mentions that literacy studies develop in order to effectively respond to presumptions regarding learning and assertions of a large social and mind barrier between the auditory and literacy practice. This applies to the way Mavericks show their family rules first and then order some things which will be imprinted on the child's insight later on.

The positive side or the actual implementation that adults must take part in as part of their interpersonal interests and public interconnections, and the methods in which these are chances that are greatly assisted, or not, are therefore affiliated with the knowledgeable area (Evans et al., 2021:25). Maverick wants to show the environment where it should be for his children that the societies

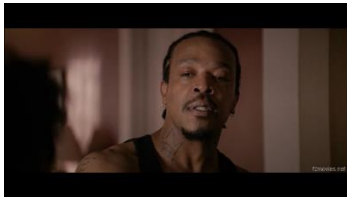


they know have to be more than this. The literacy practice from Maverick body movement comes to the experience which he never wanted to his children get the exact condition. Within the preventing bad things from happening, Maverick combines literacy in writing and reading to how he teaches directly the movements his children must do.

### 3.2 The Impact of Literacy Practice to Improve Self-Esteem

*Data (4) in 00:02:27:51*

*Maverick : Do not ever forget that being a black is an honor because we came from the greatness. (He looks up with a strong undoubtedly)*



Picture 5. Maverick gives the understanding to his children

From the data (4) he tells his children to keep their head up as a black people who come from the greatness. Maverick expects them to be proud of that. From the expression described by him, he confirmed that being born black is not a shameful thing. It can be connected that the character combines ideas on self-esteem by concentrating on the significant contribution that self-esteem enhances to the resolve of collective self-verification. Authenticity statement assumes that the character is made up of several personas that represent the numerous social roles that a person has in the broader social structure (Cast and Burke, 2002:1054). Becomes a father of family in the city full of gangster and drug dealer, Maverick shows his responsibility to minimize the possibility of discrimination. The realization and the instruction at the same time by Maverick show the self-responsibility for accepting his whole live. Awareness that arises along with personal changes for the better and religious, Maverick continues to provide examples of real behavior as a human being.

The adequate goal of parenting practices fostering is to educate a kid for self-sufficiency as a grownup (Branden, 2011:75). A youngster emerges in a state of complete dependence. If his or her development is effective, the young man or woman will have matured from that reliance together into self-respecting and self-responsible individual creature capable of responding skillfully and passionately to humanity's questions. Branden (2011:63) also states the result is the children will be "self-sufficient" not just materially, but also morally and mentally. In the article of Keith and Thompson (2001:341), they write it down how black men overcome their insecurity deep down or racism stigma with scholastic accomplishment. Moreover, with the basic thought as early as possible Maverick wishes to make an acceptable human being through his pedagogy to his children. The true personality begins making and analyzing its own perceptions entirely upon childhood, so shaping a basic self-esteem which is conspicuously from childbirth to mortality (Bailey, 2004:25).

The direct impact from the learning of Maverick literacy practice gives the increasing into the characters where it is related to the self-esteem. Stets and Burke (2014:410) explains that Verifying group dynamics gives people a broad perception of their worth and value, verifying role affiliations gives people a sense of usefulness or capability, and verifying person personas gives people a sense of becoming faithful to who they are. According to these two perspectives, pleasurable sensations should have various implications that equate to the reasons and/or personalities that have been filled if people think positively after accomplishing various motives or validating various orientations. Thus, Maverick desire to give a better environment for his children makes the consideration as a high self-esteem for becoming a black people.

*Data (5) in 01:16:14:33*

*Maverick : Do not ever let nobody make you be quiet! (Holding back tears while trembling)*



Picture 6. Maverick reminds the rules to his children

In the data (5) above, before Maverick shouts out to not to be quiet for a right speaking, the police assumes that Maverick did something wrong and check him out in front of the mass. With fear and disapproval thought, his children do not think straight as they forget what his father taught what they should behave to the cops. After showing his disappointment to their children, Maverick recalls what was written in the given rules regarding "Black Panther". With these actions, Maverick shows self-evaluations to his family to keep acting in the right direction. The combination of self-esteem with literacy practices in everyday life shows how Maverick demands a process that is instilled from his children since they were kids to adulthood. The phrase self-esteem may also apply to how individuals analyze their varied qualities and characteristics (Brown and Marshall, 2010:2). Like the knowledge about one's historicity, values and behaviors about one's racial are most equitably to act as positive adaptation for Black males to the degree that they contribute offer the individual a positive perception of self-worth and self-affirmation (Pierre and Mahalik, 2005:31). Maverick's assertiveness provides an outline for real character education. The effect of literacy education certainly brings an increase to higher self-esteem. The reveal of impact of literacy practice gradually making the real action into life surroundings.

The general observation by Brandon (1995:5) about the impact of self-esteem has a level state variation in profound consequences into every aspect around people surroundings. They way human people deal with the problem, what they want to achieve are the line where their self tries to find the happiness spot. It

harmonizes with rationality, independence, flexibility, the power to rebuild and how the will to receive and evaluate the mistakes. As Brandon states in his book (1995:6), the higher of someone self-esteem, the more they show to be ambitious, more open in communication and life acceptance. It also comes with the better people evaluate and cope their problem, the quicker people can get up after trouble.

Maverick's consciousness leads them to aware into their being, their self-acceptance to be Black family. Furthermore, within the father's self-esteem, there is his self-acceptance and the self-responsible as they connect into each point. From those two pillars of self-esteem, Branden (2011:42) mentions that give a benchmark for evaluating character procedures, instructional strategies, organizational processes, diverse cultural mindsets, and psychotherapy aspects. They are the internal factors from inner faith into the real practical. Besides, one's Black ethnicity is perceived as a good, significant, and cherished component of oneself. One such measure of incorporation is accompanied with a feeling of esteem and safety in the Black race and heritage (Esuruoso, 2001:2262). From the data analysis sample (5), it can be concluded that Maverick provides equal reinforcement between reading and practice in social life. The values that are instilled in Maverick children are able to increase their self-esteem. An action from the initial concept to the final process and the results applied to social life is a balance between literacy learning and awareness of the self-esteem that is built.

*Data (6) 00:06:57:19*

*Starr : So when I am here, I am Starr version two. (Starr monologues)*

*Starr : And I hate myself for doing it. (Starr monologues) in 00:07:55:34*



Picture 7. Starr remains calm after being queued up

In the data (6), Starr monologues her own thought about the double characters she needs to do when she is at home and at school. The effect is that she consequently does what her father asked as a black people for their own dignity. She feels strong and fearless. Branden (2011:53) states that when the parent upholds a high expectation is not without any reason. The youngster is not given complete "liberation." As a result, the youngster feels secure; there is a solid foundation for judging his or her conduct. Discipline and responsibility owned by someone will affect attitudes, habits and environmental choices the relationship, because if the discipline has get used to it from an early age then the child will grow strong character, persistent, selective decisions, selective in socializing and always effective in useful activities, so it's not easy to fall into things negative as juvenile delinquency (Apriyanti, 2019:187). This point is clearly not far from the stigma or general understanding as well as the reasons for parents providing practical literacy teaching.

The effect that comes from combining Maverick's teaching tricks is detailed enough that Starr is able to process her emotions at some point. However, that doesn't mean Starr likes to do it. Seeing the injustice seen when someone treated herself at school made her desperately try not to fight back. In Branden's theory (2011:76), he explains about basic safety and security. Introductory existence in a state of utter dependence, a kid has no greater basic need in terms of parental conduct than protection and wellbeing. This includes meeting metabolic requirements, protecting against the environment, and providing basic care in all of its evident forms (Branden, 2011:46). It requires

creating an atmosphere in which the kid may experience nourished and protected.

*Data (7) in 01:51:31:44*

*Starr : And we will not stop until the world sees it too! (Shout out on the car in front of the demonstrator)*



Picture 8. Starr gives her speech in the crowd

Data (7) shows how in the end Starr dared to speak in front of many people to uphold justice. Not only learning from Maverick, but also other factors can influence the way Starr behaves. Her close friend who turned out to be racist, her white boyfriend who supports Starr's choice and parents who provide new learning are able to form self-esteem as evidenced by the voice of Starr's heart and thoughts. When people have previously been subjected to a diversity of common instructional strategies, it is increasingly challenging to confirm educating only one type of communication, whether in education or in independent person activities (Street, 2012:17). With Starr's actions feeling that their black race received injustice, then on reflex, Starr acts to shout her thoughts together with other demonstrators. There is an explanation, when a person's sense of belonging in a community is challenged, the indicator generates subjective anguish as a buzzer, and this detector pushes people to act in ways that acquire and sustain tolerance from someone else (Stets and Burke, 2014:412).

The real response that proves the effect on practical literacy with self-esteem is quite intense. The result of data (7) analysis is the peak of emotions that are struggling with Starr. It means in any environment, someone who has a compact discipline on them, they will carry out discipline wholeheartedly with full responsibility, so that obligations are always carried out properly especially with regard to regulations that applies from small things to the



greatest thing in life. It goes the same as Maverick's idea how he teaches his children as a black family culture. It can be concluded that discipline is a command, voluntary learning, exercise to control oneself, orderly behavior and obey existing rules and regulations in order to achieve optimal and efficient growth and development (Carrasco and Cuadra, 2019:). However, the reason Maverick gives the explanation orally can be an example of what he wished to in real life. Brand and Clinton (2002:340) stated that one of the most substantial achievements of the community perspective was the way it deconstructed the oral-literate dichotomy, in which speech and written communication seemed as technically and practically separate processes.

The direct impact after the difficult moment for Starr absolutely brings the different self-esteem on her. She receives many experiences and evaluations to understand what she is as a black people. The self-esteem that is in her makes her understand more and more that living with his own name is indeed very meaningful. With the influence of parents' upbringing, Starr's character also developed on its own. The literacy practice that she got from childhood had an impact on how she identified as a black person. Adolescence is indeed a very span where the influence of parental education will be very attached to the character that is formed. Youth seek personality and independency during their adolescence. Some of them violate the law initiatives which cause their family to be concerned regarding their fellow human (Sarwar, 2016:225).

#### **IV. CLOSING**

##### **Conclusion**

The practice of family literacy combined with the notion of self-esteem is shown clearly in the film *The Hate U Give* (2018). The struggle of self-esteem combined with racism and American culture makes the understanding of literacy based on the reading method and the process of manifestation in social activities closely related. In accordance with the NLS theory from Barton and Hamilton

(2000:9) and the incorporation of the Self-Esteem theory from Branden (2011:45), this analysis results in a thick discussion of understanding character, identity and the practice of literacy. The figure of Maverick himself also shows the practice of literacy combined with self-esteem in which both influence each other on social values as evidenced by action. He wants his family to be educated, being literate and aware of society as a black people. Additionally, with the response of the Maverick children who obeyed their father, the man's teachings are not without reason why he imparted this knowledge since a young age. As well as the effect shown by Maverick's children, the concept of forming an understanding of literacy which is applied to the social proves that the relationships between these two are a security process. Character formation from literacy teaching that is manifested is the result of how to provide security to them without throwing away their self-esteem.

##### **Suggestion**

From the characters that have been analyzed using NLS and Self-Esteem theory, the suggestions for future research in this study will be tried to develop with other areas. Coherently, the theory of Literacy Practice can still be clarified again to make the evaluation even better. Of course, this development will aim to train more critical analysis in the field of literacy and literature.

## REFERENCES

- Adams, Jonathon. 2015. "An Introduction to the New Literacy Studies." *Shinshu University Institutional Repository* 1 (3): 25–30.  
<https://core.ac.uk/search?q=An%2BIntroduction%2Bto%2Bthe%2BNew%2BLiteracy%2BStudies%2BJonathon%2BADAMS%2B>.
- Apriyanti, Masayu Endang. 2019. "Ajarkan Disiplin Sejak Dini Agar Terhindar Dari Kenakalan Remaja." *Faktor Jurnal Ilmiah Kependidikan* 6 (3): 183–90.  
<https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/3625/2784>.
- Bailey, Joseph A. 2004. "A Classification of Black-American Self-Esteem." *Journal of the National Medical Association* 96 (1): 23–28.
- Barton, David. 2001. "Directions for Literacy Research: Analysing Language and Social Practices in a Textually Mediated World." *Language and Education* 15 (2–3): 92–104.  
<https://doi.org/10.1080/09500780108666803>.
- Barton, David, and Mary Hamilton. 2000. "LITERACY PRACTICES." <https://doi.org/10.1075/swll.1.14bar>.
- Beattie, Ellen N. 2022. "The Power of the Positive : Enhancing Online Student Engagement for Adult Literacy Learners." *Adult Literacy Education* 4 (4): 20–35.  
<https://doi.org/http://doi.org/10.35847/EBeattie.4.1.20.WINTER>.
- Branden, Nathaniel. 2011. *The Six Pillars of Self-Esteem*. Beverly Hills: Bantam.
- Brandt, Deborah, and Katie Clinton. 2002. "Limits of the Local: Expanding Perspectives on Literacy as a Social Practice." *Journal of Literacy Research* 34 (3): 337–56.  
[https://doi.org/10.1207/s15548430jlr3403\\_4](https://doi.org/10.1207/s15548430jlr3403_4).
- Brown, Jonathon D., and Marganet A. Marshall. 2010. "The Three Faces of Self-Esteem." *Self-Esteem: Issues and Answers* 4 (9): 1–6.  
<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.
- Carrasco, Pablo Castro, and David Jorge Cuadra. 2019. "Subjective Theories about Parental Discipline in Parenting Literature." *Revista Chilena de Pediatría* 90 (1): 52–59.  
<https://doi.org/10.32641/rchped.v90i1.811>.
- Cast, Alicia D., and Peter J. Burke. 2002. "A Theory of Self-Esteem." *Social Forces* 80 (3): 1041–68.  
<https://doi.org/10.1353/sof.2002.0003>.
- Dewayani, Sofie, and Pratiwi Retnaningdyah. 2017. *Suara Dari Marjin - Literasi Sebagai Praktik Sosial*. Edited by Anwar Holid. 1st ed. Bandung: PT Remaja Rosdakarya.
- Esuruoso, Asoka. 2001. "Perceptions of and Preferences for Skin Color, Black Racial Identity, and Self-Esteem Among African Americans." *Journal of Applied Social Psychology* 31 (11): 2256–74.
- Evans, Jeff, Keiko Yasukawa, David Mallows, and Jana Kubascikova. 2021. "Shifting the Gaze : From the Numerate Individual to Their Numerate Environment." *Adult Literacy Education* 3 (3): 4–18.  
<https://doi.org/http://doi.org/10.35847/JEvans.KYasukawa.DMallows.JKubascikova.3.3.4>.
- Gee, James Paul. 2015. *The New Literacy Studies. The Routledge Handbook of Literacy Studies*. London: Routledge.  
<https://doi.org/10.4324/9781315717647>.
- López, Margarita Calderón, and Virginie Theriault. 2017. "Accessing a 'Very, Very Secret Garden': Exploring Children's and Young People's Literacy Practices Using Participatory Research Methods." *Language and Literacy* 19 (4): 39–54.  
<https://doi.org/10.20360/g26371>.
- Neves, Rogério, Lina Trigos-carrillo, David Barton, Mary Hamilton, and Roz Ivanič. 2000. *SITUATED LITERACIES: Reading and Writing in Context*. Edited by David Barton, Mary Hamilton, and Roz Ivanič. 1st ed. New York: Routledge.
- Pierre, Martin R., and James R. Mahalik. 2005. "Examining African Self-Consciousness and Black Racial Identity as Predictors of Black Men's Psychological Well-Being." *Cultural Diversity and Ethnic Minority Psychology* 11 (1): 28–40.  
<https://doi.org/10.1037/1099-9809.11.1.28>.
- Priyono. 2010. *Manajemen Sumber Daya Manusia*. Edited by Teddy Chandra. *Penerbit Zifatama Publisher*. 1st ed. Sidoarjo: Penerbit Zifatama Publisher.
- Purwo, Suciati. 2019. "Peran Gerakan Literasi Sekolah Dalam Pembelajaran Kreatif-Produktif Di Sekolah Dasar." *Dewantara* 3 (1): 85–103.
- Rowley, Diane, and Loretta Jones. 2010. "Where Is the F in MCH? Father Involvement in African American Families." *Ethnicity and Disease* 20 (1 SUPPL.2): 49–61.
- Sarwar, Samiullah. 2016. "Influence of Parenting Style

- on Children's Behaviour." *Journal of Education and Educational Development* 3 (2): 222–49.
- Stets, Jan E., and Peter J. Burke. 2014. "Self-Esteem and Identities." *Sociological Perspectives* 57 (4): 409–33. <https://doi.org/10.1177/0731121414536141>.
- Street, Brian. 2012. "Contexts for Literacy Work: New Literacy Studies, Multimodality, and the 'Local and the Global.'" *More Powerful Literacies* 1 (1): 15–30. [www.niace.org.uk](http://www.niace.org.uk).
- Tett, Lyn, Mary Hamilton, and Jim Crowther. 2012. *More Powerful Literacies*. Edited by Lyn Tett, Mary Hamilton, and Jim Crowther. Leicester: niace.
- Thomas, Patricia A., Edythe M. Krampe, and Rae R. Newton. 2008. "Father Presence, Family Structure, and Feelings of Closeness to the Father among Adult African American Children." *Journal of Black Studies* 38 (4): 529–46. <https://doi.org/10.1177/0021934705286101>.
- Thompson, M. S., and V. M. Keith. 2001. "The Blacker the Berry: Gender, Skin Tone, Self-Esteem, and Self-Efficacy." *Gender and Society* 15 (3): 336–57. <https://doi.org/10.1177/089124301015003002>.
- Turin, Mark, and Robert Hanks. 2021. "Literacy." *The Cambridge Encyclopedia of Anthropology* 1 (1): 18. <https://doi.org/http://doi.org/10.29164/21literacy>.