

ABSTRACT

This study was conducted to explore Rizal's two poems using structural criticism. This study adopted the descriptive-qualitative methods of research to formulate thorough understanding of the subject under the study. The researchers used structural criticism approach which is defined by Terence Hawkes (1997) which is predominantly concerned with the description of structures. Results revealed that "To My Fellow Children" follows an enclosed rhyme scheme (ABBA) consistently, while "To the Filipino Youth" exhibits this rhyme scheme in certain stanzas. In terms of rhythm, "To the Filipino Youth" employs trochees and iambs, varying the number of feet per line, while "To My Fellow Children" maintains a more consistent iambic rhythm. The syllabication of the poems also differs, with "To My Fellow Children" having a consistent 12 syllables per line and "To the Filipino Youth" displaying variation in syllabic structure. The tone of "To My Fellow Children" combines a call to action with guidance, encouraging pride, progress, and liberty, while "To the Filipino Youth" exudes optimism and serves as a rallying cry for the youth to embrace their identity and pursue education. Both poems share themes of education, national pride, unity, and the active participation of young people in shaping their country's destiny. The binary oppositions explored in the poems include education vs. ignorance, youth vs. aged, freedom vs. oppression, hope vs. despair, and patriotism vs. self-interest. A comparison chart was developed to highlight the similarities and differences between the poems, providing a framework for analyzing their themes and literary techniques. These materials aim to engage students with Rizal's poems, fostering critical thinking and a deeper understanding of national identity and societal issues.

Keywords: structural criticism, binary oppositions, poetry, rhyme, rhythm, syllabication, tone, theme