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**RACIAL PREJUDICE AND DISCRIMINATION BY WHITE SOUTHERNERS
TOWARD THE BLACK IN ALABAMA DURING 1930S AS REFLECTED IN
HARPER LEE'S TO KILL A MOCKINGBIRD**

A THESIS



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Vei's Big Thanks To:

O Lord, who lends me life, lends me a heart replete with thankfulness ~ William Shakespeare

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Indra Feni

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Racism is a global issue and become an interesting topic to be discussed. It has existed for thousands of years and has been transmitted from generation to generation. Racism is the belief that a particular race is superior or inferior to another, that a person's social and moral traits are predetermined by his or her inborn biological characteristics. It is supported by Gale in his book *Encyclopedia of Race and Racism*:

“Racism is the theory that people of one race are superior to another. It asserts that human beings are divided into races which are distinguished by their physical characteristics, their cultural patterns and their modes of behavior” (2008: 3).

It describes that racism is the belief that characteristics can be attributed to people simply on the basis of their race and that some racial groups are superior to others.

To uncover the roots of racism against black in America, the idea that slavery was the causal factor. Slavery in the United States was started in the beginning of the sixteenth century. In the southern of United States, with only a few early and insignificant exceptions, all slaves were black, and almost all black were slaves. This is supported by Degler, “all men of black or brown skin in the South were presumed to be slaves” (*Out of Our Past*, 1985:186). The main reasons for the growth of slavery were economic. It is also supporting by Gale in his article *International Encyclopedia of the Social Sciences*:

Slaves were used as a cheap labor force and as a profitable trade good. In the United States the profits acquired through slavery were an important factor in the growth of the shipping industry and a source of surplus wealth for early industrialism. Slaves worked in households, in mines, and on sugar and cotton plantations in the southern states of America, north of America, in Brazil, and in the Caribbean (2008 as cited on Encyclopedia.com).

Quotation above means that slavery is established to gain the economics of United States which use slave labor on their plantations.

In the early twentieth century, slavery was steadily ends marked by the Emancipation Proclamation issued by President Abraham Lincoln. Freedom for all slaves happened in 1865 when civil war ended. Although the government has formally abolished the slavery but black people do not get their freedom easily, they have to face the racial problem.

Racial problem happens because some people claim that the differences of physical characteristics like skin color is a basis to identify who superior and inferior. White race still thinks that black people is inferiority race since a long time ago when they became a slave for white people. Slaves is placed the label of inferiority on black skin on American culture. As supported by Degler, "number of Negroes determined the inferior status imposed upon the black" (1985: 35). It is clearly means that black people are reduced to the position of inferiority and it result the practice of racial prejudice and discrimination.

To Kill a Mockingbird by Harper Lee is a novel that depicts racial problems in Alabama, such as: prejudice and discrimination. Since the 1960s, as the discussion

superiority of white race. As a reward, white race that have interracial marriage will be alienated or isolated from their race.

Black race in Alabama also has to face racial discrimination. There is lynching that begun in Tom Robinson's trial, and when Tom is placed in the local jail, a mob gathers lynch him. His death is very tragic since he is shot 17 times. Another racial discrimination occurs in the existence of some classes in Alabama, the place of black race have to occupy the lowest class in society since they are just considered as inferior by white race.

Then, the last, segregation has been painful and humiliation which is trying to prevent the black race from entering any life that has been occupied by the white race. African Americans faced not only large scale discrimination by white race in the economy but also met severe restrictions in access to churches, and education.

1.3 The Scope of the Research

Intrinsic and extrinsic analysis of literary work are basic way to analyze this novel. The intrinsic analysis focus on the characters, setting, and conflict. It is applied to found the kind of racial problems that faced of black race by analyzing the characters, conflict, and setting of time and place. The extrinsic analysis focus on sociological problems on the early of nineteenth century by learning the American history about racial prejudice and discrimination. To examine those aspects, the writer focuses on:

1. The historical background of racial prejudice and discrimination in Alabama during 1930s.

2. The racial prejudice and discrimination as reflected in Harper Lee's *To Kill a Mockingbird*.

1.4 The Objective of the Research

The aims of this research are to explore the historical context of the novel and to show the readers what happened in Alabama at 1930s, that also reflected in the novel. The writer will compare the factual data which consists of historical background and social life in Alabama during 1930s with fictional data, *To Kill a Mockingbird*.

In analyzing the novel, the writer uses sociology of literature theory which is proposed by Taine in first perspective. Here, literary work is regarded as a reflection of the historical moment and social cultural condition in that era, in which the racial prejudice and racial discrimination can be examined.

1.5 The Review of Previous Studies

Andalas University students in English Department has also used *To Kill a Mockingbird* by Harper Lee as the object of the research. She is Salvina Surya (2000). Salvina Surya entitles her thesis as *The Roles of a White Man in Fighting Against Racialism in To Kill a Mockingbird*. In her analysis, she applies mimetic theory from Abrams and then supported by using sociological approach. Therefore, it is an extrinsic approach that used in analyzing the novel. Here, Surya tries to show the readers that it is very wrong to discriminate people based on their race. All of us have rights to be depended, to be free, and alive.

Then, the writer also finds that there are several books that have discussed about *To Kill a Mockingbird*. First is *Reading on to Kill a Mockingbird* by Terry O'Neil (2000) which will offer readers about some interesting perspectives in Harper Lee's novel. It talks about a brief biography of Harper Lee, and consists of four main units. It includes contemporary reviews from "time" and "Christian Century", then look at the literary technique in the novel, social issues in the novel and a review of the characters and the plot of the novel.

The second book is *To Kill a Mockingbird: Threatening Boundaries* by Claudia Durst Johnson (1994). Here, she explores the diversity and aspects of human nature in the novel and points out the popularity of *To Kill a Mockingbird* by Harper Lee. She points out that there are some similarities between events surrounding the infamous trial of the Scottsboro Incident and in the novel. She also gives a very in-depth explanation of Gothicism in literature and how she claims that novel is Gothic book, wherein the issues of boundaries are discussed. She also point out a number of very interesting behaviors of the characters in *To Kill a Mockingbird* and some of the similarities among of the characters.

In fact, some analyses above are example of sociology literature analysis by applying Taine's theory. But different with above, the writer will examine the correlation between factual data which consist of historical background and the condition of social life in Alabama during 1930s with fictional data. Here, the fictional data is Harper Lee's *To Kill a Mockingbird*. In addition, the writer wants to show to the readers that what happened in Alabama at 1930s, that can be reflected in the novel.

1.6 The Theoretical Framework

The analysis of *To Kill a Mockingbird* begins with a literary approach which is called Mimetic. Abrams states in his book *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* that the purpose of this theory is to describe a literary work as an imitation of aspects of the universe (1976: 8). It means that a literary works is the portrayal a real life of society.

To conduct this analysis, the writer tries to apply sociology of literature theory which is proposed first by Hippolyte Taine since this theory is still under the umbrella of mimetic. This is supported by Laurenson and Swingewood that the first really systematic treatment of the relationship between literature and society belongs to the French philosopher and critic, Hippolyte Taine (*Sociology of Literature*, 1971: 23).

Sociology and literature share a similar view. Sociology is the study of society and the relationships of individual within a society. Literature represents a language or a people: culture and tradition. It is supported by Laurenson and Swingewood:

Sociology is essentially objective study of man in society and social process. It concerned also with the process whereby society changes, from one type of society to another, from feudalism to capitalism and the effects which these changes have on social structure. As with sociology, literature too is concerned with man's social world, his adaptation to it, and his desire to change it (1972: 11-12)

Thus, sociology of literature can be defined as a study of literature in relation to society and external factors.

Actually, Laersonson and Swingewood in a book entitled *The Sociology of Literature* state that there are three perspectives of sociology of literature which is needed to be concerned, they are:

- The research that views the literary works as the document which have reflected the situation where the work was written. As supporting by them that the most of popular perspective adopts the documentary aspect of literature, arguing that it provides a mirror to the age (1972: 13).
- The research that views the literary works as a mirror of author life's condition. As supporting by them that a literary sociology moves away from the emphasis on the work of literature itself to the production side, and especially to the social situation of the writer (1972: 17).
- The research that views the literary works is actually received by a particular society at a specific historical moment (1972:21).

Here, the writer focuses on first perspective which views literary works as the document of historical moment and social cultural situation. It means that the author depicts the literary works based on historical and social life condition in the era. In this view the writer has to compare and relate the background of social condition and historical context in the literary works to the real life outside the literary works.

Dealing with a novel, Taine argues, "...portable mirror which can be conveyed everywhere and which is most convenient for reflecting all aspects of life and nature" (1972: 32). It means that literary works are portrayal of social life. In addition, Lowenthal says about sociological approach that:

This kind of analysis will succeed in revealing the 'central problems which man has been concerned at various times, permitting us to develop an image of a given society in terms of individuals who composed it'. We learn both of nature of society and ways individuals experienced it, through the fictional characters who see and record 'not only the reality around them, but their hopes, wishes, dreams and fantasies...' (Laurenson and Swingewood, 1972: 16)

Those quotations above lead the writer to conclude that a novel can reflect a real life and nature. It rises at some particular problems of a particular situation and time. By studying the fictional characters and conflicts, mean studying the real life of individuals and problems.

Based on the theory and statements quoted above, the writer studies *To Kill a Mockingbird* by taking it as a microcosm of human life, which represents a real life of black race in Alabama during 1930s. It is viewed as a reflection of a society where the black race lives and faces racial problems. Before the writer goes to the analysis, it is important for the writer to describe the definition of 'racial prejudice' and 'racial discrimination'.

According to Summers in *Longman Dictionary of Contemporary English*, racial prejudice is defined as unfair and often unfavorable feeling or opinion, or

hostile attitude from a certain race to other races, without thinking deeply or clearly or without enough knowledge, and sometimes resulting from fear or distrust of ideas different from one's own (1987). From the definition, it is quite clearly that racial prejudice means prejudgment. It can be seen as a preconceived negative opinion or feeling about a certain race.

While, racial discrimination as stated by Linebery in *Government in America* is a kind of condition where individual is treated differently solely because they are member of a particular race (1983:522). From that explanation, it means that racial discrimination is a kind of any distinction, exclusion, restriction based on race, color, descent, or national or ethnic origin which purpose to impairing the recognition, enjoyment, equal footing, human rights and fundamental freedom in political, economic, social, cultural or any field of public life. Based on explanation above, it is very obvious that racial prejudice is quite related to racial discrimination, where racial prejudice (opinion) will lead to the racial discrimination (action).

1.7 The Methods of the Research

In collecting the data, the writer uses a library research which based on both primary and secondary data. *To Kill a Mockingbird* is the primary data. By reading the novel the writer focuses on the intrinsic elements of the novel which related with historical and sociological context where the novel written. Secondary data is any information which is taken from books and articles that are available in library and internet.

CHAPTER 2

THE PRELIMINARY ANALYSIS

In analyzing a literary work, in this case a novel, first the writer has to seek the intrinsic elements in order to get better understanding about the story. In this chapter, the writer will analyze four important intrinsic elements of *To Kill a Mockingbird*, they are: characters, plot, setting, and theme.

2.1. Characters

According to Kenney in his book *How to Analyze Fiction* that character is an imaginary person that is created by narrator (1996: 21). It means that characters are involved in the story. Character can be divided into major character and minor character. According to Di Yanni in his book *Reading Fiction and Anthology of Short Story* that a major character is an important figure at the center of the story's action of theme. Minor character is often or unchanging; they remain the same from the beginning of the story to the end (1998: 55). It means that major character is a central character while minor character is a figurant character. In *To Kill a Mockingbird*, there are several characters that have important part in it. The writer divides those characters into major characters and minor characters:

2.1.1 Major Characters

A. Atticus Finch

Atticus Finch, the father of Scout and Jem, is a highly responsible citizen of Maycomb County. He is a white but he wants to defend a black man in the court. He never hears what people say about him. As proved in the novel:

“For a number of reasons,” said Atticus. “The main one is, if I didn’t I couldn’t hold up my head in town, I couldn’t even tell you or Jem not to do something again. Because I could never ask you to mind me again. Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one’s mine, I guess.” (75-76).

That quotation above shows that Atticus is a responsible man as a lawyer. He does not see who his client is, whether his client is a black or not, he has to keep the nature of his work as a lawyer.

An attorney by his profession, Atticus always tries to instill good values and a sense of moral propriety in his children. As proved in the novel:

“You aren’t really a Nigger-lover, then, are you?”

“I certainly am. I do my best to love everybody... I’m hard put, sometimes-baby, it’s never an insult to be called what everybody thinks is a bad name.”

(108)

The writer can see that Atticus tries to teach his child to love everybody, whether they are black or not. He tries to give good values and give a moral lesson to his child.

B. *Scout Finch*

Scout is Atticus’ darling daughter. An impulsive girl by nature, she keeps rushing into fights and more emotional than her brother. As proved in the novel:

“I ain’t botherin’ you,” I said.

Franchis look at me carefully, concluded that I had been sufficiently subdued, and crooned softly, "Nigger-lover..."

This time, I split my knuckle to the bone on his front teeth. My left impaired, I sailed in my right, but not for long (84).

It shows that Scout is an emotional girl. If she does not like her friend who bother her, she will catch her friend and begin to fight, whether boy or girl.

C. *Jem Finch*

Jem, Atticus' son who is deeply motivated to follow his father's footsteps. The important idea of maturity is well depicted in his character as he has understood about racism in their environment and tried to explain it to his sister, Scout. As proved in the novel:

"Jem," I asked, "what's a mix childs?"

"Half white, half colored. You've seen 'em, Scout. You know that red-kinky-headed one that delivers for the drug store. He's half white. They're really sad."

"Sad, how come?"

"They don't belong anywhere. Colored folks won't have 'em because they're half white; white folks won't have 'em 'cause they're colored, so they're just in-betweens, don't belong anywhere." (161)

It means he understands about a black who are not accepted in everywhere, he wants Scout to fell the way of what he feels about the racism that happens in their environment.

D. Tom Robinson

Tom is a kind and soft-spoken, strong and a hard worker, even though his left arm is shriveled and useless. He is a black who is falsely accused of rape and must face the charges to all white jury. As proved in novel:

“Then you were mighty polite to do all that chopping and hauling for her, weren’t you, boy?”

“I was just tryin’ to help her out, suh.” (196)

The quotation above describes the soft-spoken of Tom. Eventhough he is called ‘boy’, he still respects to the people who do not call him by his name. Sometime, anybody does not like if people call them not by their name, but Tom is different. Another proved from novel:

He looked oddly of balance, but it was not from the way he was standing. His left arm was fully twelve inches shorter than his right, and hung dead at his side. (186)

“Robinson, you’re pretty good at busting up chiffarobes and kindling with one hand, aren’t you?”

“Yes, suh, I reckon so.” (196)

Those quotation shows that Tom is a strong and hard worker man. Even though his left arm is shriveled and useless, he still works with other hand.

E. *Arthur Radley*

Arthur is called 'Boo' by Scout and Jem. He is an enigmatic character, who never steps out of his house, nor maintains any relation with the townsfolk. As proved in the novel:

Jem said, "He goes out, all right, when it's pitch dark. Miss Stephanie Crawford said she woke up in the middle of the night one time and saw him looking straight through the window at her...said his head was like a skull lookin' at her. Why do you think Miss Rachel locks up so tight at night? I've seen his tracks in our back yard many a mornin', and one night I heard him scratching on the back screen, but he was gone time Atticus got there (13).

It means that Boo does not want everyone in his environment see him. He tries to out of his house if everyone disappears. That is why he becomes an enigmatic person, because he does not let anybody see and get closer to him.

2.1.2 Minor Characters

A. *Aunt Alexandra*

Alexandra is Atticus' sister who comes to live with Atticus since it seems necessary that there should be some feminine influence in the house. Aunt Alexandra seems to too stern and forbidde at the beginning, but later on, her soft-heartedness is revealed. As proved in the novel:

“Francis, come out of there! Jean Louise, if I hear another word out of you I’ll tell your father. Did I hear you say hell a while ago?”

“Nome.”

“I thought I did. I’d better not hear it again. Don’t you fool with me,” she said
(83-84)

The quotation above shows that Aunt Alexandra is too sterning and forbidding at beginning. She angries to Scout (Jean Louis) is because she wants Scout becomes a good girl later. But in the end, p. 264, Aunt Alexandra becomes soft-heartedness. As seen through the next quotation:

Aunty brought me my overalls. “Put these on, darling,” she said, handling me the garments she most despised (264).

B. Calpurnia

Calpurnia is Atticus family’s black housekeeper who has looked after the family since the Atticus’ children has lost their mother. Her presence has contributed to the molding of the children’s character to a great extent. She always teaches a good thing to the children. As proved in the novel:

When she squinted down at me the tiny lines around her eyes deepened. “There’s some folks who don’t eat like us,” she whispered fiercely, “but you ain’t called on to contradict ‘em at the table when they don’t. that boy’s yo’ comp’ny and if he wants to eat up the table cloth you let him, you hear?”

“He ain’t company, Cal, he’s just a Cunningham-“

“Hush your mouth! Don’t matter who they are, anybody sets foot in this house’s yo’ comp’ny, and don’t you let me catch you remarkin’ on their ways like you was so high and mighty! Yo’ folks might be better in the Cunningham but it don’t count for nothin’ the way you’re disgracin’ ‘em-“
(24).

Quotation above shows that Calpurnia tries to teach Scout that people are created equal. Calpurnia tries to give a moral lesson to Scout that eventhough Scout is white and better than Cunningham as a black but it means nothing if Scout always disgrace them.

2.2. Plot

Plot is the sequence of events in a story. As Kenney states, “that makes us aware of events not merely as elements in a temporal series but also as intricate pattern of cause and effect” (1996: 14). It means that plot is arrangement or structure of the story. The sequences of events are introduction, raising action, climax, and falling action, and ending.

To Kill a Mockingbird is mainly revolved around a small family of three, Atticus Finch, an attorney, and his two children, Scout and Jem. The novel is proceeded certain characters that link with the three main characters to form a dramatic story of events, attitudes, prejudices and values. The novel sets in the quiet town of Maycomb; the fictional town in Alabama. The town is comprised of three communities: the white folk, the black community, and the ‘white trash’. Outwardly there is peace among of the three, but underneath prevails a combination of hostility, racial prejudices, and friendlessness.

Falling action comes when word spreads that Tom Robinson has been shot while he is trying to escape from prison, and Jem struggles to come to the terms with the injustice of the trial and of Tom Robinson's fate.

The ending of the story comes after making a variety of threats against Atticus and others that is connected to the trial, Bob Ewell assaults Scout and Jem as they walk home one night, but Boo Radley saves the children and fatally stabs Ewell. The sheriff, knows that Boo, like Tom Robinson, that would be misunderstood and likely convicted in a trial, protects Boo by saying that Ewell tripped and fall on his own knife. After sitting and talking with Scout briefly, Boo retreats into his house, and Scout never sees him again.

2.3. Setting

According to Kenney, setting is the element of fiction which reveals to us the where and when of events (1996:38). It means that setting is an element that shows us the specific time and events where the story happens. Here the setting of *To Kill a Mockingbird* in Alabama, south of America during 1930s. As proved in the novel:

Maycomb, some twenty miles east of Finch's Landing was the county seat of Maycomb County. Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop . . . Somehow it was hotter then . . . bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat

and sweet talcum. . . . There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself (5-6).

Quotation above is introduced to description of Maycomb. This description situates Maycomb as a sleepy Southern town. The narrator even calls it 'tired'. The description also provides important clues about the story's chronological setting. In addition, it also makes reference to the widespread poverty of the town, implying that Maycomb is in the midst of the Great Depression.

Due to the Great Depression (1930s), poverty is a object that affects many in a small community, especially for Blacks who lives as slave in Maycomb County, Alabama. As depicted in the novel:

There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County (5).

2.4. Theme

According to Perrine, theme is the controlling idea or the central insight of the novel (1970: 105). It means that theme is a message where the reader gets understanding about the story and gets a message from it. Obviously, racism is a major theme in *To Kill a Mockingbird*. Here, we have to learn that we are all the same in this world, nothing differences.

Racism has given some negative impacts for African American. During the Depression era, black race are still highly subjugated members of society. They are not allowable to commingle with white race in public settings, as exemplify in the courthouse physical separation of races and in the clearly separate black and white areas of town.

Throughout the novel, Scout explores the differences between black people and white people. She and Jem attend church with Calpurnia and Scout truly enjoys the experience. Afterwards, she asks Calpurnia if she might be able to visit her house sometime because she has never seen it. Calpurnia agrees, but the visit is never made, largely because Aunt Alexandra puts a stop to it. Moreover, Jem, Scout and Dill also sit with the black citizens of the town in the balcony of the court house to observe the trial. In addition, Scout and Dill have a lengthy conversation with Mr. Raymond, a white man who married a black woman and has mixed children. Mr. Raymond reveals that he pretends to be an alcoholic by carrying around a paper bag with a bottle of Coca-Cola inside in order to let the town excuse his choice to marry a black woman.

Another case, Tom Robinson is convicted purely because he is a black man and his accuser is white. The evidence is so powerfully in his favor, that race is clearly the single defining factor in the jury's decision. Atticus fights against racism, and a few other townspeople are on his side, including Miss Maudie and Judge Taylor. Jem and Scout also believe in racial equality, but are obviously in the minority. When Atticus wins the trial, he tries to make his children understand that although he lost, he did help move along the cause of ending racism as

segregation, discrimination, and hatred. As state in *Merriam-Webster Online Dictionary*, racial prejudice is defined:

an adverse opinion or leaning formed without just grounds or before sufficient knowledge, an instance of such judgment or opinion, an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics (2008).

As an explanation above, prejudice is set of learned beliefs and values that lead a person to be biased against other members of other groups. Based on beliefs, it can affect one's emotions and behavior, sometimes leading to discrimination.

The perspective of prejudice as a bad or unjustified attitude arises out of the social problems. According to Duckitt in his article *Prejudice: New Dictionary of the History of Ideas*, there are three types of racial prejudice:

- **Cognitive Prejudice** refers to what people believe to be true. Metaphysical or methodological philosophy at the expense of other philosophies which may offer a more complete theoretical explanation.
- **Affective Prejudice** refers to what people like and dislike: for example, in attitudes toward members of particular classes such as race, ethnicity, national origin, or creed.
- **Behavioral Prejudice** refers to how people are inclined to behave. It is regarded as an attitude because people do not act on their feelings (2005).

These three types of prejudice are correlated, but all need not be present in a particular individual. Someone may believe that a particular group possesses low levels of intelligence, but harbor no ill feeling towards that group. Racial prejudice can be divided into one part: Anti-Miscegenation.

Before the writer goes to the term of anti-miscegenation, it is important for her to convey the relation between racial prejudices with anti-miscegenation. As explanation above there are three types of racial prejudice: cognitive prejudice, affective prejudice and behavioral prejudice. Anti-miscegenation is included of cognitive prejudice since it is described as people believe. It is supported by Solozzo in his article *Racial Prejudices* that cognitive prejudice is created as a prejudice based of something that people have learned from another person or another area (2008). It has similarity with anti-miscegenation which is appeared because of belief some groups that miscegenation (intermarriage of people of different races) is not tolerable.

3.1.1. Anti-Miscegenation

Before the writer explains about anti-miscegenation, she wants to describe about miscegenation. Miscegenation refers to interracial marriage and interracial sex, and more generally to the global process of racial admixture that has taken place since the Age of Discoveries, particularly through the European colonization of the Americas and the Atlantic slave trade. Gove in *Webster's Seventh New Collegiate Dictionary* says, "it is a mixture of races; especially; marriage or cohabitation between a white person and a member of another race

(1976). In practice, however, it had mostly referred to relationships of white people and the color of people.

Interracial relationship and marriages have become more and more unaccepted in the past time. In most of the southern states, various laws were passed to make it illegal for members of different races to marry. Interracial marriage was prohibited by state laws, the constitutionality of which was upheld by the U.S. Supreme Court in *Pace v. Alabama* (1883). Southern court aggressively enforced statutes prohibiting interracial marriage in the case of white women and black men, while interracial marriage both of white men and black women proceeded largely unimpeded. Southern commentators justify the legal and social emphasis on white female/black male miscegenation by arguing the significance and important of the moral symbolism of blood. It is supported by Zeleny:

Even the law has discouraged marriage between people of different races, but in the United States, for example, many States outlawed marriage between blacks and whites. But in 1967, the Supreme Court of the United States ruled such laws unconstitutional (1988: 283).

The white race had to protect their white integrity by preventing any interracial marriage. Southern womanhood was regarded as a kind of property that must be protected from the black race. It is supported by Tindall, "Southern white woman played an important role in the culture of honor" (2004:459). It means that the southern people really preserve the purity of their woman and had to be protected.

3.2. Racial Discrimination

Discrimination should be understood as action and therefore distinguished from prejudice, which is a matter of thought, attitude, or belief. Gale in his article *Discrimination, Racial* state that racial discrimination, as a commonly accepted construct, is conceptualized as distinguishing in an unequal or less favorable manner an individual or institution by another individual, institution, or other entity with power to influence outcomes based on the perceived race, nationality, ethnicity, or national origin of the victim (2008). So here, racial discrimination is referring to the treatment against a certain group in consideration based solely on class or category. It can occur as an overt action or in a subtler, covert manner. Racial discrimination is divided into three parts: Lynching, Class Stratification and Segregation.

Lynching, class stratification and segregation are included racial discrimination because those three things are an extreme action which is used by white southerners. It is available as an example of racial discrimination since the meaning of racial discrimination is the actions or treatments that are established by members of a dominant race.

3.2.1. Lynching

According to Guralnik in his book *Webster's New World Dictionary of the American Language* 'lynch is defined as to murder (an accused person) by mob action and without lawful trial, as by hanging'. Also in the same book 'lynch law means the lawless practice of killing by lynching' (1972: 845). Lynching (or lynch law) is usually associated in the United States with punishment directed

toward blacks, who made up a highly disproportionate number of its victims. It is supported by Merithew in his article *Lynching* that lynching acquired its association with violence against blacks early in the nineteenth century (2003). It was used as a punishment against black race by a mob, usually by hanging.

Merithew adds that in 1882, 113 people were lynched, sixty-four whites and forty-nine African Americans. The year 1885 was the last time which more white people than African Americans were lynched, and 1892 witnessed the largest number of lynchings in U.S. history (230). From 1882 to 1903, there were approximately one to two hundred lynchings annually. Between 1882 and 1968, there were 4,742 recorded lynchings (3,445 of the victims were African American, or approximately seventy-five percent) (2003).

According to *West's Encyclopedia of American Law*, lynchings widespread in beginning of 1880s and would remain common in the South until the 1930s. Between 1880 and 1930, an estimated 2,400 black men, women, and children were killed by lynch mobs (2005). So, it leads to little opportunity for African Americans to advance themselves there.

Lynching usually means the killing, generally by hanging, of a person by mob in defiance of law and order. Based on Zeleny in *The World Book Encyclopedia*, "the mob simply assumes its victims are guilty, whether or not the victims have had a trial. Lynch mobs not only promote disrespect for law, order, and basic human right, but they also encourage mass brutality" (1988:539). It means that killing is done by a group of people who set themselves up as judge, jury and executioner outside the legal system.

3.2.2. Class Stratification

Gale in his recent article *Economics, Stratification: International Encyclopedia of the Social Sciences* (2008) points out that social stratification typically refers to the hierarchical arrangement of social classes, castes, and strata within a society. Stratification economics is an emergent subfield of economics that uses the concept of social stratification as a point of departure for examining structural and intentional processes that generate hierarchy and economic inequality among groups whose members are defined by one or more characteristic or attribute.

Class stratification also appears in the South of America. It is not only in the South but also exist in part of country in this world. It is supported by Parillo:

Social class is one categorization by which sociologist designate people's place in the stratification hierarchy. Many factors that help to determine a person's social class, including that individual's membership in particular racial, religious, and status group (1980: 38).

There are three classifies classes in society. They are lower class, middle class and upper class. The lower class is generally associated with people with low levels of education, unskilled or semiskilled occupations, and low income. The middle class people generally have more education, usually having graduated from high school or college, hold technical or mid-level managerial positions, and earn average to above average incomes. The upper class people tend to have high education, the highest salaries, and the most prestigious occupational positions (*Class, Social: Encyclopedia of Food and Culture*, 2003).

In Alabama, there are also three stages of social class. They are lower class, middle class and upper class. These social class divided by skin color. The lower class is generally associated with African American people or black race. The middle class is generally associated with white trash people. The upper class is generally associated with white working class. As supported by Meghan in her article *Social Class in Alabama*:

The highest social class in Alabama consisted of those who were white, came from good family lines and worked for a living. The middle social class consisted of white who rarely worked; they made little money and did not come from respectable family. The lower class consisted of African American and those who were half-white and half-black (2008).

Social classes are the hierarchical arrangements of people in society as economic or cultural groups. It is used for the most basic class distinction, between the powerful and the powerless.

3.2.3. Segregation

Gale in his article *Segregation: International Encyclopedia of the Social Sciences* (2008) state that segregation is the practice of keeping racial and ethnic groups separated. This includes, but is not limited to, the separation of racial groups in schools, housing, public facilities, and public transportation. This separation usually involves a dominant racial-ethnic group discriminating against a subordinate racial-ethnic group, as in the U.S. South during legal segregation.

The social system of legal segregation began in the late 1870s and 1880s, and there were several attempts by African Americans to challenge the laws, the

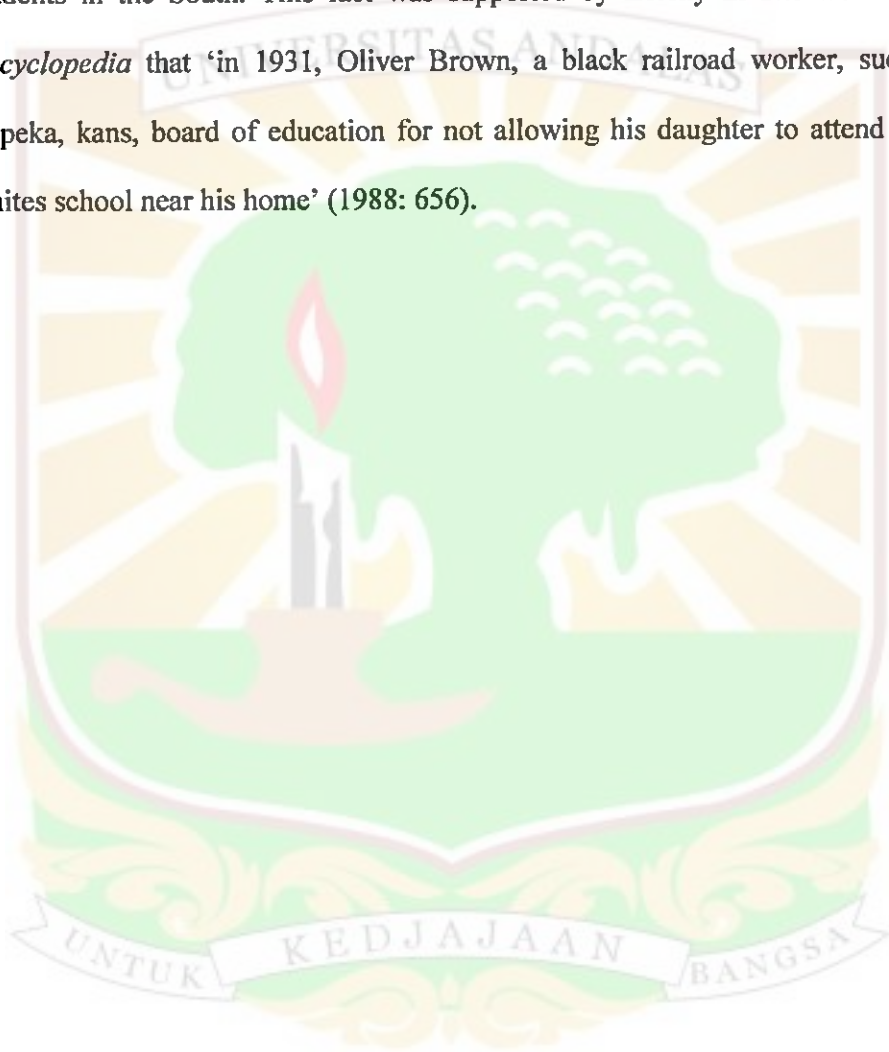
violence, and the inequality that resulted from their implementation. The first challenge began with the U.S. Supreme Court case of Homer Plessy, an African American man, who refused to sit in the colored section on a train. His case went to the Supreme Court in 1896. The result of that case, the laws of racial segregation was buttressed. The decision stipulated that laws mandating segregated areas and sections for blacks and whites, in theory, could be separate but equal (Gale, *Segregation: International Encyclopedia of the Social Sciences*, 2008).

By the end of the century, Negro Americans had been segregated most effectively in the Southern states. Based on Degler statements in his book *Out of Our Past: The Force that Shaped Modern America*, “there were laws separating negroes and whites in factories, exits, entrances, and toilets on railroad, telephone booths, county jails, convict camps, institution for the insane, hospitals and cemeteries” (1985:182). It means that there is law that divided a place for white people and black people.

In the article of Kluger *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality* (2004), he was documented how such disparities operated during legal segregation, with the case of Clarendon County, South Carolina. In 1949 that county government paid \$179 per white pupil, while spending only \$43 per black pupil there. In this same year the county's 2,375 white children went to twelve different schools, valued at \$673,850 (an average value of \$56,154 per building); the county's 6,351 black students were dispersed over 61 schools, collectively valued at \$194,575 (an

average value of \$3,190 per building). Many schools were dilapidated, lacking modern heating or indoor plumbing.

Schools were segregated between whites and blacks, who were not allowed to attend white high schools make blacks effectively denied an education, since, in the early 1930s, there was not a single high school built for black students in the South. This fact was supported by Zeleny in *The world Book Encyclopedia* that 'in 1931, Oliver Brown, a black railroad worker, sued the Topeka, kans, board of education for not allowing his daughter to attend an all whites school near his home' (1988: 656).



CHAPTER 4

RACIAL PREJUDICE AND DISCRIMINATION BY WHITE SOUTHERNERS TOWARD THE BLACK IN ALABAMA DURING 1930s AS REFLECTED IN HARPER LEE'S *TO KILL A MOCKINGBIRD*

This chapter will analyze the comparison of the historical data and fictional data. It means that the racial prejudice and discrimination that occurred in Alabama during 1930s will be compared to the racial prejudice and discrimination that found in the novel. This analysis will be divided into two; first is racial prejudice and second is racial discrimination.

4.1 Racial Prejudice

Racial prejudice occurs in forms of feelings or opinions (Summers, *Longman Dictionary of Contemporary English*, 1987). It may be caused by people's distrust, jealousy or hatred of one group with another race. The racial prejudice that found in novel is anti-miscegenation.

4.1.1 Anti-Miscegenation

Miscegenation is a mixture of race which can be seen in form of marriage or cohabitation between a white person and a member of another race (Gove, *Webster's Seventh New Collegiate Dictionary*, 1976:541). As explained in chapter three page 23, it has been used to refer to interracial marriage and interracial sex, and more generally to the global process of racial admixture that has taken place since the Age of Discoveries, particularly through the European colonization of the America and the Atlantic slave trade.

As Gale explains in his article *Discrimination, Racial: International Encyclopedia of the Social Sciences* (2008) that several states actively prosecuted men and women, both of white and nonwhite, for crossing the racial boundary. Legal penalties ranged from defining interracial cohabitation as a more serious misdemeanor than intraracial cohabitation to Alabama's two-to-seven year terms in the state penitentiary for interracial marriage, adultery, or fornication.

In Alabama, interracial relationship is unacceptable behavior. Because of that, there is a law that prohibits interracial relationship. It is called anti-miscegenation. Anti-miscegenation appears because of the practice of miscegenation become wide. The practice of miscegenation lead the white race makes a law prohibit of miscegenation because any interracial marriage will disrupt the purity and the superiority of their race. As explain before in previous chapter that there is a law which is prohibited the marriage between different races (1988:283).

Anti-miscegenation occurs when Jem explains to Scout the day of Tom Robinson's trial, "around here once you have a drop of Negro blood, that makes you all black" (168). It means that white people never accept a term mulatto in their environment. Another example of anti-miscegenation in the novel:

"Mayella Ewell is a loneliest white woman in the world, she lives among pigs, and no white men would want her, and black men is not supposed to be near her, because they are not allowed too" (194).

The word of black men is not supposed to be near her means that interracial marriage or cohabitation will just disrupt the purity and superiority of the white

race. It also shows that Mayella Ewell is another individual who suffers not because people are prejudiced against her or because she is directly hated by people but simply, but because no one does anything with her and because she is ignored in society.

In other case, Mr. Dolphus Raymond has been alienated from the society since he has got interracial marriage with a black woman, "In far corner of the square, the Negroes sat quietly in the sun, dining on sardines, crackers, and the more vivid flavors of Nehi Cola. Mr. Dolphus Raymond sat with them" (160). The way of Maycomb County behaves toward mix people can be seen in the case of Mr. Raymond's children:

"Jem," I asked, "what a mixed child?" "Half white, half colored. You've seem 'em, Scout. You know that red-kinky-headed one that delivers for the drug-store. He's half whit. They're really sad." "Sad, how come?" "They don't belong anywhere. Colored folks won't have 'em because they're half white; white's folks won't have 'em 'cause their colored, so they're just in-betweens, don't belong anywhere..." (161).

The quotation above means that if the child has a white look, but there is a black blood in their body, the child is still considered as black and white's folks never accepted them in their environment.

There is similarity between history data and story from the novel. Anti-miscegenation in the United States started from 1661 until 1967. Besides, the novel took place in 1930s. So, in that time, anti-miscegenation still existed in southern of America, Alabama. As writer found some case of anti-miscegenation

in the novel were the fire that burning of snowman, Mayella Ewell (a white woman) case, and Mr. Raymond and his kids who have to face the alienation from white people because his interracial marriage and his mulatto child.

As the result, in American history the idea of miscegenation was not acceptable behavior. The society did not approve of black and white relationship. For white southerners, miscegenation is still taboo and also forbidden because it is not tolerated and can lead to mob justice like alienation and isolation from society.

4.2 Racial Discrimination

Racial discrimination, as a commonly accepted construct, is a conceptualized as distinguishing in an unequal or less favorable manner an individual or institution by another individual, institution, or other entity with power to influence outcomes based on the perceived race, nationality, ethnicity, or national origin of the victim. Gale says that it happened as an overt action or in a subtler, covert manner (2008).

Racial discrimination occurs when there is an illegal and direct link between an individual's perceived race, nationality, ethnicity, or national origin, or an organization's perceived characteristics and composition, and a particular negative outcome or pervasive disadvantage. Notably, the conceptualization of overt racial discrimination emphasizes the inappropriate reliance on fallible perceptions of another person's race or ethnicity as an estimate of their more general characteristics, skills, abilities, or worth. Racial discrimination can be classified into some parts, they are: lynching, class stratification and segregation.

4.2.1 Lynching

Lynching is classified into racial discrimination because the victims of lynch are black race. When black race are accused to do false thing or break the rules, they will be killed by white. White race do not give a time for black to do defense or refusal toward accusation. In addition, white race discriminate black race.

As discussed in chapter three that lynching is defined as a murder (an accused person) by mob action and without lawful trial (Guralnik, *Webster's New World Dictionary of the American Language*, 1972: 845). It is defined as an act of violence perpetrated for the purpose of punishment (usually torture and death) for an alleged crime carried out by an extralegal mob.

As stated before in chapter three that lynching (or lynch law) is usually associated in the United States with punishment directed toward blacks, who made up a highly disproportionate number of its victims. Lynchings became widespread beginning of 1880s and would even remain common in the South until the 1930s. Between 1880 and 1930, an estimated 2,400 black men, women, and children were killed by lynch mobs.

Lynching also shows in *To Kill a Mockingbird*. It begins in Tom Robinson's trial, in the novel Tom is able to appeal after the trial, but it seems to lose any hope to get an appeal. He has become desperate with the court and think that he will never get chance to be free, so during the exercise period, he tries to escape from the jail, but the guards see him that try to escape and shoot him to death. His death is very tragic since he is shot 17 times:

“They shoot him,” said Atticus. “He was running. It was during the exercise period. They said he just broke into a blind raving charge at the fence and started climbing over. Right in front of them---“ “...seventeen bullet holes in him. They didn’t have to shoot him that much...” (235).

However, it is actually not really necessary to fire in many shots, they should have chased after him. The only explanation why he is shot is because of white people hate black people and Tom has given them reason to express their hate. Tom Robinson dies because of the color skin. All the white people have treated the black poorly in their life as if they are not human. Tom Robinson is the perfect example of this.

From here, the writer can see that lynching means the killing, generally by hanging or shoot of a person by mob in defiance of law and order. It means that killing is done by a group of people who set themselves up as judge, jury and executioner outside the legal system. It is supported by Zeleny that “the mob simply assumes its victims are guilty, whether or not the victims have had a trial. Lynch mobs not only promote disrespect for law, order, and basic human right, but they also encourage mass brutality” (1988:539). In the novel, the same case of Tom, lynch is done by white people:

In ones and twos, men got out of the cars. Shadows become substance as lights revealed solid shapes moving toward the jail door. Atticus remained where he was. The men hid him from view.

“He in there, Mr. Finch?” a man said.

“He is,” we heard Atticus answer, “and he’s asleep. Don’t wake him up.”

In obedience to my father, there followed what I later realized was a sickeningly comic aspect of an unfunny situation: the men talked in near-whispers.

“You know what we want,” another man said. “Get aside from the door, Mr. Finch.” (151)

The quotation above shows that white people try to express their views about their superior race through violence. Lynching seems to be an acceptable way to deal with the black race who tries to disturb the superiority of the white.

Alabama is also very influenced by mob rule. For of the years, the mob of men in there has a culture to do lynching for another people that have a sin. From the quotation above, those mobs is believed that Tom is raping Mayella Ewell without having any hesitation about the truth. The mobs does not want to wait and bring Tom to court but execute him as a punishment by a lynching. They try to express their views of their superior race through violence. They can do a lynching which is against the law to preserve their superiority.

Lynching became an almost wholly southern phenomenon by the turn of the twentieth century. Most of lynching has involved secret hangings and shootings administered by small groups of white men in mainly rural areas. Public lynching in the South came to involve torture and mutilation and frequently included death by being burned alive instead of strangulation. Freed black people became more common targets of lynch mobs as justification for the protection of white

supremacy, for misdeeds from murder to talk back to white people or other violations of strict social mores. The mythical desire of African-American men to rape white women accounted for less than one-quarter of all lynching, and that estimate does not take into account the Southern definition of rape which included all sexual relations between the races.

4.2.2 Class Stratification

As stated in chapter three that class stratification appears in the South of America, Alabama. It is not only in the South but also exist in part of country in this world. It is supported by Parillo, social class is one categorization by which sociologist designate people's place in the stratification hierarchy. Many factors that help to determine a person's social class, including that individual's membership in particular racial, religious, and status group (1980: 38).

As ever stated in previous chapter that people in society can be classified into three crucial stages; they are the lower class, middle class and upper class. Here, lower class is believed as people who has low level of education and has low income. Middle class is higher than lower class in which they ever get education but has mid-level managerial. Whereas, the upper class is considered as the highest class in society, they get highest education and salaries in work. In the novel, class stratification also happens here, the division of people can be seen through the different skin color, as pictured through quotation below:

“There's four kinds of folks in the world. There's the ordinary kind like us and neighbors, there's the kind like the Cunninghams out in the wood, the kind like the Ewell down at the dump, and the Negroes” (229).

It means that there are different castes between black and white. The differences happens because white always think that they are more purity and more superior live in the town. While black is more inferior, they has a sin and so dirty that they live in the village or their cabin and work as slavery. It can be seen that the black race occupy the lowest class in Maycomb County.

As stated before in previous chapter that In Alabama there are three social class systems, they are lower class (African American and Mulatto), middle class (white trash) and upper class (white working class). Those social class systems also reflected in the novel. Examples of lower class in *To Kill a Mockingbird* are Tom Robinsons (African American), Calpurnia (African American) and Mr. Dolphus Raymond's children (Half-White, Half-Black). Regardless of whether you were half-black or all black, you were given little respect. In the book, Jem says "Around here, once you have a drop of Negro blood, that makes you all black" (162). Basically, Jem is saying that if you are any part African American in Maycomb, then you are at the bottom. Being black in Maycomb during the 1930's means that you do not deserve the rights or respect from white people.

Middle class goes to the Ewells and the Cunninghams. The white trashes are not always bad people. Scout says this about the Cunninghams, "They never took anything off of anybody, they get along on what they have" (20). However, most white trashes are perceived to be the scum of society. Perhaps this is because of poor white like Bob Ewell, who tried to murder two young children, one of which was defenseless in a ham costume. The Ewells were given very little respect, even when one claimed to have been assaulted by a black man. As reflected in the novel:

Atticus said that Ewells had been the disgrace of Maycomb for three generations. None of them had done an honest day's work in his recollection... they were people but they lived like animals. "They can go to school any time they want to, when they show the faintest symptom of wanting an education," said Atticus. "There are ways of keeping them in school by force, but it's silly to force people like the Ewells into a new environment---" (30).

"Maycomb's Ewells lived behind the town garbage dump in what was once a Negro cabin..." (170).

Those quotation above means that Ewells is in the second caste in Alabama because they are whites race. Supporting by Pessen that class have always played a highly significant role in the lives and thinking of Americans (*Status and Social Class in America: Making America, the Society and Culture of the United States*, 1987: 272). It means that white race have been always subjected that black race are inferior and low class.

Upper class goes to the Finches, Judge Taylor and Heck Tate. This class is treated with mostly respect, but they are expected to maintain the integrity of white people and their own families. Aunt Alexandra Finch fits the stereotype of a southern white person during the middle of 1900's. She is very conscious of keeping her family's name clean and unassociated with people of lower classes, such as the Cunninghams. For example, she says to Scout, "The thing is, you can scrub Walter Cunningham till he shines, you can put him in shoes and a new suit, but he'll never be like Jem. Besides, there's a drinking streak in that family a mile

wide. Finch women aren't interested in that sort of people" (224). The importance of social status to this class is one reason why many white people were ashamed when Atticus purposefully defended Tom Robinson. They felt a white person had no business in helping out a black person.

Later, social class can be seen on the landownership and education. Supporting by Parillo that ...when unskilled and often illiterate peasants have entered the lower class position in America society...(Strangers to the Shores, 1980:40). It means that black race have least educated and white race always occupy the highest class because they are more educated than black race. It is shown in the novel:

"Background doesn't mean Old Family, said Jem. " I think how it's long your family's been readin' and writtin'. Scout, I've studied this real hard and that's the only reason I can think of. Somewhere along when the Finches were in Egypt one of 'em must have learned a hieroglyphic or two and he taught his boy." Jem laughed. "Imagine Aunty being proud her great-granddaddy could read an' write---ladies pick funny thing to be proud of" (226-227).

The quotation above shows the criterion will also put the white race in the highest class because they have access to get a better education. Automatically, white race put black race who most illiterate in Maycomb County into lowest class. It is supported by another quotation, "typical of a nigger's mentality to have no plan, no thought for the future, just run blind first chance he saw" (265). In this

quotation, the word “typical” implies all black people have a lower intelligence level than white people.

Class system always played highly significant role in the thinking of American's life. Based on the analysis, the writer can see that most societies, particularly nation states, seem to have some definition of social class. Where social classes do exist, the factors that determine class vary widely from one society to another. Even within society, different people or groups may have very different ideas about what makes one high or low. The most basic class distinction between the two groups is powerful and powerless. It is also portrayed in Alabama that inferior is subjected as a lower class.

4.2.3 Segregation

As called in previous chapter, segregation is the practice of keeping social and ethnic groups separated. It means that it can be separation of racial groups in schools, housing, public facilities, and even public transportation. It shows the discrimination that is done by the dominant ethnic in society toward the subordinate ethnic. It is also supported by Parillo that there are two types of segregation: spatial and social segregation. Spatial segregation refers to the physical separation of a minority people from the rest of society as commonly found in residential pattern. While, social segregation happens by confining participation in social, service, political, and other types of activities to members of the in-group (95-96). In *To Kill a Mockingbird*, segregation is only viewed closely in terms of spatial segregation, it can be divided into: the separation of church and education.

4.2.3.1 Church

Segregation is a separation or isolation of race, class or ethnic group, in the use of public facilities or even in social intercourse. White people have separated their public facilities with black. It can be like hospital, toilet, buss, schools, church, and many other public facilities. The segregation happens in the church of black race and white race. As reflected in the novel:

First Purchase African M.E. Church was in the quarters outside the southern town limits, across the old sawmill tracks. It was an ancient paint-peeled frame building, the church in Maycomb with steeple and bell, called First Purchase because it was paid for from the first earnings of freed slaves. Negroes worship in it on Sundays and white men gambled in it on weekdays' (118).

Having the white men gambling in the Negroes' church is very disrespectful to their god and the Negroes that worship in the church because gambling is often thought of as sinful because the gamblers usually smoke and get drunk which is the opposite of god's teaching is.

The quotation proves that there are different church between blacks and whites. The church is a shrine for the black community as their place of prayer but the white people do not respect and make it as their gambling building on the week-days. By gambling in the black church, the white not only show an extreme disrespect but also authority and control over the black people.

Both white and black have their own churches. As found in the novel is Calpurnia, the nanny of the Finch house that decides to bring Jem and Scout to

church with her. A few members of the predominantly black church are not too thrilled about this, Lula was saying to Calpurnia:

"I want to know why you bringin' white chillun to nigger church." "You Ain't got no business bringin' white chillun here - they got their church, we got our'n. It is our church, ain't it Miss Cal?" Calpurnia responded saying, "It's the same God, ain't it?" Jem and Scout felt intimidated and out of place, and decided that they should leave, Jem saying, "Let's go home, Cal, they don't want us here- " (119).

The quotation implies that there is much tension when two white children are brought into a black church. The children do not feel wanted and would have rather gone home until they are welcomed by the reverend. Later during this experience the writer realizes that many things can do at a "black church" are the same as a "white church". "Revernd Sykes then called on the Lord to bless the sick and the suffering, a procedure no different from our church practice...." (121), it means that black race are no different from white race, but because black race are different in color of skin so they are treated differently.

Based on the event, the writer can say that segregation of live could be seen in the rural south in the 1930's. Throughout the South, however, where the majority of African Americans lived, segregation became a deeply entrenched way of life, endorsed by law and culture. Under the system of legal segregation, African Americans faced not only large scale discrimination by white race in the economy but also met severe restrictions in access to churches, education, housing, political participation, health care, and public accommodations. Indeed,

the hand of overt segregation was undergirded by the constant threat of white violence and extended to every corner of lived existence for African Americans, limited even the cemeteries where one could be interred.

4.2.3.2 Education

Schools were segregated between white and black, who were not allowed to attend white high schools make blacks effectively denied an education, since, in the early 1930s, there was not a single high school built for black students in the South. This fact is supported in *The world Book Encyclopedia* that 'in 1931, Oliver Brown, a black railroad worker, sued the Topeka, kans, board of education for not allowing his daughter to attend an all whites school near his home' (Zeleny, 1988: 656). Segregation in education can be seen through the quotation below:

Calpurnia laughed. "Wouldn't do any good," she said. "they can't read."

"can't read?" I asked. "all those folks?"

"that's right," Caplurnia nodded. "Can't but about four folks in First Purchase read... I'm one of 'em."

"Where'd you go to school, Cal?" asked Jem.

"Nowhere." (124).

From the quotation above the writer can state that black is less of education. They did not have a school or teacher to teach them. They are blind, they cannot read. The white does not think of the black's education as their responsibility. They do

not care about the black's education. Segregation in schools happens because white believe that black is lower than them. It is not appropriate if they do teaching-learning process in the same place. Black is considered to not proper get education as white. That is why there is segregation. If black want to get education, they can do it with their same ethnic. So, it is quite clear that white do discrimination in education by segregation.

Actually, education is important thing. As found in the novel Atticus reads to the children from newspapers and magazines as if they are adults who can understand issues at his level. By the time Scout attends her first day of school she is highly literate, far surpassing the other children in the classroom and frustrating her teacher whose task it is to teach her students according to a predetermined plan.

It soon becomes clear why Atticus thinks education is so important. During his closing arguments, Atticus explicitly acknowledges the ignorance blinding people's minds and hearts. The quotation below will make this stronger:

"the witnesses for the state have presented themselves to you gentlemen in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the evil assumption that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber" (217).

Jem begins to understand this lesson toward the end of the book when he wonders whether family status could be based more on education than on bloodlines.

Education is the key to unlock the ignorance. it produces a higher level of humanity in human behavior, particularly because they allow individuals to walk in the skins of other people before judging them. Education helps a person to take actions based on facts, which are details and examples rather than based on gossip, feelings, following the crowd. Through education one is able to see pass the limitations and negatives of racism, and value in and of the human.



CHAPTER 5

CONCLUSION

To Kill a Mockingbird, tenaciously explores the moral nature of human beings, especially the struggle in every human soul between racial prejudice and discrimination. The novel is very effective in not only revealing prejudice, but in examining the nature of discrimination, how it works, and its consequences. Even though racial prejudice is just opinion or attitude against other race but it is quite possible that kind of opinion will lead to the actions or known as racial discrimination. There are many racial prejudice and discrimination in Alabama during 1930s as reflected in Harper Lee's *To Kill a Mockingbird*.

Based on the result of analysis of *To Kill a Mockingbird*, the writer can conclude that there are many racial prejudice that experienced by the black race in Alabama during 1930s. For example is anti-miscegenation. White race disagrees about miscegenation idea because it will disrupt the purity and superiority of white race. As a reward, white race that have interracial marriage will be alienated or isolated from their race.

Not only racial prejudice, black race in Alabama also has to face racial discrimination. There is a lynching that begun in Tom Robinson's trial, and when Tom is placed in the local jail, a mob gathers lynch him. His death is very tragic since he is shot 17 times. Another racial discrimination occurs in the existence of some classes in Maycomb County, the place of black race have to occupy the lowest class in society since they are just considered as inferior by white race.

Then, the last, segregation has been painful and humiliation which is trying to prevent the black race from entering any life that has been occupied by the white race. African Americans faced not only large scale discrimination by white race in the economy but also met severe restrictions in access to churches, and education.



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