

**RACISM IN ALICE WALKER'S
"THE COLOR PURPLE"**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UMSU

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



majelis PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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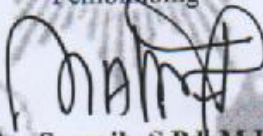
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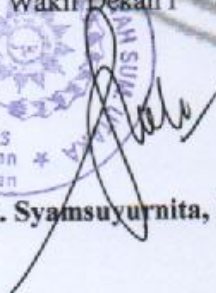
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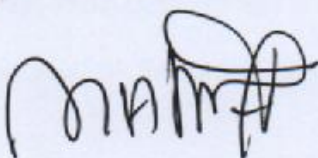

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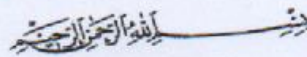
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05/09-2018	Chapter I - Background - Abstract chapter II	
09/10-2018	Chapter I Formulation of problem chapter II chapter III Data analysis conclusion	
14/10-2018	Abstract chapter IV/ Data and Conclusion	
	14/10-2018	

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ABSTRACT

Rahmi, Etika. 1202050172. Racism In Alice Walker's 'The Color Purple'. Skripsi. English Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

Racism is defined as the belief that members of one race are basically superior than members of other races. This research analyzes racial issues in the novel of Alice Walker and to investigate how racist attitudes are experienced by blacks as portrayed in *Alice Walker's The Color Purple* also to describe the values of racism. In *The Color Purple*, racism is defined as a white antagonist against a helpless black person. It is interesting to realize that none of the antagonists in the novel are purely one-sided evil beings. The researcher used genetic structuralism approach. The researcher also used qualitative method in order to reveal racial issues in this novel. The result of the research found that this novel shows the traces of racism toward black people in America. In this novel the racism act of white is reflected in its relation with black people. Its relation shows up in some aspects; First, white's prejudice towards black people in order to maintain white supremacy. Second, discrimination and segregation that are constructed by using verbal expression, avoidance, exclusion, physical abuse, and extinction. Third, resistance of black people against racial discrimination.

Key words: Racism, race, racial prejudice, discrimination

ACKNOWLEDGEMENTS



First and foremost, great and infinite thanks and gratitude are given to Allah The Almighty. To whom without his mercy, help, and guidance this work never be done. Shalawat and salaam to our prophet Muhammad SAW, who has led us to the truth, the bright way, and to the piece, Islam.

Also I would like to thank to the candles who enlighten my life with their love and guidance my beloved parents, Hasan Basri Ginting and Bunga Rista Hutajulu. My beloved Husband, Dr. Ma'ruf Allison and my beloved son, Kareem Abdul Aziiz Allison. To my lovely brothers Ishak Ginting and Saria Mahdi Ginting S.Kom, my lovely sisters Siti Rahmah Ginting S.S.T and Atri Yuni Ginting and all my family who have given support. jazakumullahu khair for the love, motivation, suggestions and great support in material and moral before, during and after this study.

This research entitled: Racism In Alice Walker's 'The Color Purple' to fulfil one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teachers Training and Education at University Muhammadiyah Sumatera Utara. I would like also to pass special thanks and appreciation to:

1. Dr. Agussani, M.AP, the rector of University Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nst, S.Pd, M.Pd, the Dekan of Faculty of Teachers Training and Education who has given recommendation to carry out this research.
3. Mandra Saragih, S.Pd, M.Hum, the head of English Education Program and Firman Ginting, S.Pd., M.Hum, the secretary of English Education Program for their suggestion and administrative help in the process of completing the necessary requirements.
4. Mandra Saragih, S.Pd, M.Hum as supervisor who have given me guidance and valuable suggestions and advice to complete the ideas of this study.
5. Muhammad Arifin S.Pd, M.Pd the head library of UMSU at jalan Muchtar Basri No. 3 Medan, who has allowed me to collect the data in library.
6. All lecturers for their invaluable counsel and the knowledge they shared together with all of the Faculty staffs for all the faculties given through out the academic years at the university.
7. Last but not least, to my dear friends, Thanks going to Allah for your being part of my life

Finally, the researcher hopes that this research will be useful for the readers, especially for the students of English Education Program. May Allah bless all of us Aamiin ya robbal ‘alamin

Medan, April 2018

The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Racism is discrimination or prejudice based on race. Racism is a social issue in society which is always interesting, although at times controversial, to be discussed. The term racism which refers to a negative action toward other people, who are viewed as different, may be caused by the emergence of some races who regard their groups as superior. One factor they usually use to determine the superiority is the skin colour. People with white skin colour believe that they are the best product of human evolution. As the result, they consider their race as superior than others.

It is certainly easy to see that people in the United States and around the world differ physically in some obvious ways. The most noticeable difference is skin tone: some groups of people have very dark skin, while others have very light skin. Other differences include hair, lips, and height. For example, some people have very curly hair, while others have very straight hair. Some have thin lips, while others have thick lips. Some groups of people tend to be relatively tall, while others tend to be relatively short.

African American authors never store any efforts in portraying their lives and the life within their society in general. They fight to transmit and defend their issues in the world forums and the different human organization in a peaceful way. They were calling for equal rights among the different races, trying to break

down the border lines that were drawn in early times and divide people under the prejudice of racism. This concept is considered as non-human, thus it must be defeated since nobody has the ability to choose the race in which he belongs. These new issues contributed in the promotion of African American literature.

Black men in multi-races societies suffer the harmful effects and sufferings of racism as a result of being blacks in a society its members believe in whites superiority among the different races. Black women, Whites are not the only threat. Males both Blacks and Whites constitute another threat as a result of discrimination toward black women.

After all of these, the researcher think every person should care about racism, because this issue affects everyone in this world. Such as in this country, many times we found this racism issue around us, around our students in the school. There are many students who have darker skin will face this problem, people bully them and say something negative about their body, about their skin about what they are look like and this is will disturb their mind become negative about themselves, down, low self-esteem. It is interesting to realize that many people do not even know and still do not understand what racism is.

This topic is important in the field of educational and social to build positive life. Katarina said “We recognize that education at all levels and all ages, including within the family, in particular human rights education, is a key to changing attitudes and behaviour based on racism, racial discrimination, xenophobia and related intolerance and to promoting tolerance and respect for

diversity in societies; we further affirm that such education is a determining factor in the promotion, dissemination and protection. Values of justice and equity, which are essential to prevent and combat the spread of racism, racial discrimination, xenophobia and related intolerance.” (Katarina, 2005 : 39). The *Color Purple* is a good book for researchers interested in explaining aspects of racism in the social world.

The Color Purple is a great novel that focuses on the problems African American women faced that time. The suffering and the struggle of the main character to survive in the middle of racist society also become the important thing which makes the researcher interested in choosing this novel to know the reason of some people discriminate the other people based on their race and skin color.

B. The Identification of the Problem

Based on the identification of the study above, the problems are formulated as follows:

1. Some people still do not understand what racism is.
2. How is racism shown in the depiction of blacks in Alice Walker’s *The Color Purple*.

C. Scope and Limitation

The scope of this research is the analysis of Literature - A novel which focused on examining words that represent the values of racism and investigating racial issues in Alice Walker’s *The Color Purple*.

D. The Formulation of the Problem

Based on the identification of the study above, the problem was to be formulated as follows:

1. What racism experienced by blacks as portrayed in Alice Walker's *The Color Purple* ?
2. How the values of racism realized in Alice Walker's *The Color Purple* ?

E. The Objective of the Study

The objectives of the study were:

1. To investigate how racist attitudes are experienced by blacks as portrayed in Alice Walker's *The Color Purple*.
2. To investigate the values of racism realized in Alice Walker's *The Color Purple*.

F. The Significance of the Study

The finding of the study are expected to be useful theoretically and practically:

1. Theoretically

This study can educate, illuminate, and further the discourse on racism and literature.

2. Practically

The study is potentially beneficial to the academicians, especially those in the fields of educational and social science and literature. The study would be useful for those who have an interest in analyzing literary works. The study is useful in understanding to social life in America society.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

2.1 Genetic Structuralism

The theory used to analyze the research problem is Lucien Goldmann's genetic structuralism theory. Faruk (2012: 159-163) posits that genetic structuralism is not only the way to understand the structure of literary works but also the meaning of the structure. The analysis is conducted to find out the factors which drive such structures. Genetic structuralism understands literary works as a fact of humanity not a natural one since natural fact only studies the work at the level of the structure, while the fact of humanity reaches the level of meaning. A work does not simply exist, but there is a particular need which drives the creation of the work.

The intended need is to create a balance with the surrounding environment, both natural and human environment. Furthermore, literary works are the product of collective subjects. Man acts in establishing a balance. Individual action is different from collective action. Individual action is committed in order to meet individual needs while collective action within the framework of the fulfillment of social needs. Literary work is an expression of world view, or in the other words, the needs of a particular social class constructed from the connection between the social class and the surrounding environment. Thus,

the writer as a member of a particular social class in society implicitly expresses his world view or collective mental tendencies through his works.

From the perspective of the sociology of literature, genetic structuralism has significance, because it puts the literature as a baseline study, sees it as a system of multi-layered meanings which constitute a totality that can not be separated . Essentially literary work is always related to society and history are also conditioned the creation of literary works, although not entirely under the influence of external factors. According to Goldmann, the structure is not static, but rather is the product of an ongoing historical process, a process of structuration and destructuration who lived and internalized by the society of origin literature is concerned (Faruk, 1999: 12). Goldmann believe in the existence of homology between the structure of a literary work with the structure of society because both are products in the same structuration activity (Faruk, 1999: 15).

2.2 Defenition of Race

Race is defined as people in various parts of the world differ in certain hereditary features, including the color of their skin, the texture of their hair, their facial features, their stature, and the shape of their head (Oxford.1995: 956). This term describes populations or groups of people distinguished by different sets of characteristics, and beliefs about common ancestry. The most widely used human racial categories are based on visible traits (especially skin color, facial features and hair texture), and self-identification. Than the conceptions of race, as well as specific ways of grouping races, vary by culture

and over time, and are often controversial for scientific as well as social and political reasons. Many scientists contend that while the features on which racial categorizations are made may be based on genetic factors, the idea of race itself and actual divisions of persons into groups based on selected hereditary features are social constructs.

Race is a group of people that really different from other groups. Other side also pointed with meaning that social used. Than, social differentiation according to racial it is because of the different physic or social. Scientific anthropology said that generally it is different according to geographic, physic, for example it is in the color of eyes, color of skin, color of hair, form of head- and evolution of racial principle (Narwoko and Suyanto, 2004: 176).

2.3 Defenition of Racism

Racism is a debatable term among people around the world. The emergence of racism often causes the fanaticity of people to their race's member. The fanaticity will make people give different treatment among people in the world. There are some People who consider their group as better group than other groups. Afterwards, they will regard their group as superior than other. People who consider themself as superior, think that they have special rights among the inferior races. This condition is later known as racism.

According to Giddens (2006), racism as a system of domination that operates in social processes and social institutions; others see it as operating in the individual consciousness. In sum, racism is a negative treatment that is given by group that regards their group as the superior which has better

condition in many aspects, such as biological, economic and educational aspect.

George M. Fredrickson in his book *Racism: a short History* (2005) stated that racism is not kind of attitude or belief in society. Racism is all about practice, institutions and structure based on strict differentiation. It also can create kind of social order of society, not only theory about human's differentiation. The practice of racism may be done by every person, whether individually or in a group.

2.4 Types of Race Relation

Race relation is showing the relation between ethnic or racial group. Then in the development of sociology, it focuses on the effects of discrimination and racism on groups that have been singled out for such treatment. However, the use of term "race relations" is controversial. (Jary, 1991: 404) As, it is stated by Julia Jary in *Dictionary of Sociology*, this term will bring two controversial main grounds; the first terms lends credence to the biological conception of race which has no clear scientific foundation. And the second is that race relations are not distinctive area of social relations but can only be understood within the wider context of race relations. Finally the more the race interact each other it will produce two kinds of relation namely acceptance and rejection.

2.4.1 Form of Acceptance

Basically the interaction between majorities and minorities may appear in different form, ranging from peaceful coexistence (acceptance) to

violent conflict (rejection). The acceptance of racial relations may occur in four forms: accommodation, assimilation, amalgamation, and pluralism. In the following section it will be briefly described.

a. Accommodation

Accommodation is the phase in which the members of a minority become aware of the norms and values of majority culture without changing their own norms and values. The minorities are adapting themselves to the majority culture without participating in it fully.

Furthermore, Horton et.al, (1991: 310) say that accommodation pattern often includes avoidance, an efforts by the minority to minimize contacts with the majority. The clannishness of a minority is an avoidance technique. Horton mentions that accommodations process by giving example of the relation between Black and White Americans. Some black resented with domination but made expedient compromises with it to advance themselves. Fearful of attacking white's prejudices, the sought to manipulate these prejudices to their own advantage. It involves racial etiquette and making to challenge to the racial status quo. It entailed acting the way white expected blacks to act, and required the use of many subterfuges to avoid disturbing any white illusion about blacks. By preserving an outward appearance of acceptance of white domination, many black achieved a tolerable existence and event some advancement. Indeed, in today's accommodation pattern the whites are less patronizing and the blacks

less servile than in earlier decades.

Accommodation is a process toward reach a certain agreement that can accept two of persons which have a legal dispute. This accommodation happened on peoples or groups which must cooperate, event, in a fact they are have a different in understanding and contradiction. Without accommodation and disposed to accommodate, whenever they are will not cooperate. Accommodation often happened in social life, for example it happened in family life and they have serious problem, than because of accommodation they can stand and life to gather in a whole family until the end of their life (Narwoko and Suyanto, 2004: 39-40).

b. Assimilation

Assimilation is a advance process if it is considerate with process of accommodation, in a process of assimilation had acculturation, so, society from one-three of groups which is assimilate will feel like there is a single culture that feel as it is ours. Assimilation truly will toward of loosing differentiate of culture. The differences will change with one unit think, behavior, also action. It is clear that assimilation will caused the important of alteration in social life (Narwoko and Suyanto, 2004: 42).

One way that is used by minorities in solving their problems is to eliminate the minority by absorbing it through assimilation. While assimilation itself according to Zenden's opinion (1990: 280) is

processes whereby groups with distinctive identities become culturally and socially fused so the minority and it can accept the dominant culture and produce a new people and new civilization. Martin (Huda: 41) states that assimilation simply refers to a type of cultural adaptation in which an individual *gives up* his or her own cultural heritage and *adopt* the dominant cultural identity. Complete assimilations would mean that no separate social structures based on racial concepts remained.

The process of assimilation is divided into two aspects (Thio, 1991: 177) those are, first, is *behavioral assimilation or acculturation* meanings that the minority groups adopts the dominant culture and give up its own distinctive characteristics such as language, values, norm and so on. For example, as what Zweingehaft (Horton, 1998: 230) has stated that even Jews who are directors of corporation are rarely invited to become members of the elite clubs to which the WASP business leaders belong. However, behavioral assimilation does not guarantee the second case *structural assimilation* which means minority group ceases to be a minority *and* accepted on equal terms with the rest of society. In further Thio says that taken as a whole assimilation can be expressed as $A+B+C=A$, where B and B and C is minority group that loose their sub cultural traits and become indistinguishable from the dominant groupA.

c. Amalgamation

The same as assimilation, Amalgamation is closely to assimilation which requires groups to give up their distinct racial identities. But unlike assimilation, amalgamation demands respect for the original subcultures. According to Thio (1991: 177) amalgamation is a cultural process in which many subcultures are blended together to produce a new culture, one that differs from any of its components.

In amalgamation (Huda 2006: 43) various groups are expected to contribute their own subculture to the development of a new culture, without pushing any one subculture at the expense of another. Usually, this *blending* of diverse subcultures result from intermarriage. It can be described as $A+B+C=D$, where A, B, and C represent different groups jointly producing a new culture (D) unlike any of its original components.

Considering the definition that amalgamation covers the creation of “new” culture derived from different subcultures, the concept can be, then, said similar to acculturation. As it has been defined by Redfield et.al. (1970: 149), acculturation comprehends “those phenomena which result when groups individuals having different cultures come into continuous first hand contact, with subsequent changes in the original cultural patterns of either or both groups.” In sum, both amalgamation and acculturation idealized an appreciation for the equal worth of various subcultures.

d. Pluralism

Pluralism is a social reality that no one can refuse it, why? It is because pluralism is God's law owned, social live pluralism means that live is not enough in one side or one color, other side, we often see that pluralism is something negative, because of that, there is still a half heart to receive pluralism, for example when we asked, where will we choose, pluralism or one and only, of course we will choose one or only, because one and only has minimum potential in conflict (Rahmat, et.al, 2003: 187).

Not all minorities wants to be assimilated, they value their separate identities and customs and they prefer a policy of pluralism, a situation in which diverse group coexists side by side and mutually accommodate themselves to their differences (Vander Zanden, 1990: 191).

Pluralism is the opposite of assimilation and requires a greater mutual respect for other group than amalgamation does. Pluralism encourages each group to take pride of its distinctive. Pluralism can be shown as $A+B+C=A+B+C$, where various groups continue to keep their subcultures while living together in the same society.

Thio (1991: 177) identifies that to some extent, the United States has long been marked by cultural pluralism. For many groups in America, cultural pluralism has become a goal. But pluralism is not easy to maintain it requires that society conquer prejudice and respect

various groups equally. If it fails to do so, pluralism is likely to give way to either assimilation or outright rejection of minority.

2.4.2 Form of Rejection

When a dominant group rejects racial and ethnic group, they are restricted to the status of minorities. The minorities are alienated, although the acceptance on minorities may occur but most cases shown how the minorities became a victim of inequality for many years. There are major forms of racial rejection they are prejudice, segregation, and discrimination.

a. Prejudice

Prejudice is not the same as discrimination. Prejudice refers to one's *judgments* of others, whereas discrimination is a treatment given to a person, consciously or unconsciously, because of the person's race rather than because of his individual characteristic. A prejudice is, literally, a *prejudgment*, a judgment arrived. A racial prejudice is any judgments of a person based on race rather than on the true characteristics of the individual. Both the teacher who expect the Black child to be dull in algebra and the teacher who expects the Black child to be gifted in music are showing their race prejudice, for both impute qualities to the child because he is Black instead of discovering this person's individual qualities. A prejudice is a stereotyped image, favorable or unfavorable, that one sees in place of the actual individual (Paul B. 1991:305).

Racial prejudice refers to pre-formed notion of individuals based on their perceived racial heritage. It involves hasty generalizations about members of a group based on the perceived characteristics of one or more members of the group. Generalizations include beliefs that every member of a group has the same personality traits, interest, language, culture, ideas, norms and attitudes. Racial prejudices are sometimes promoted by the mainstream media. Racism has started wars and slavery. It is, however, interesting to note, that racism can be so influential, that even the victim can learn to hate his own group, thus we see what is called by self hatred which leads to many in the oppressed group oppressing themselves and thoughts of freedom. Once the physical chains are removed, the mental chains may still remain.

b. Segregation

Segregation does not mean spatial only but it is more than spatial and social separation of the dominant to the minority groups (Thio, 1991: 176). Segregation, as it is stated by Riechman (1979: 356) when it is practiced by the dominant group, involves the requirement, in a direct form, that the minority group lives or uses facilities in isolation from dominant group. It means that the minority is believed as an inferior and they should live separate from the superior, even in schools, offices, and many other public facilities.

The efforts in separating the minority by the majority may come

in two types. As it has been described by Thio (1991: 177) that the first is De facto means that segregation resulting from tradition and custom remains. For example; the case of Afro - American in housing. They have separated residential areas, in school and universities, in hotels and public facilities. The second is, De jure it is the segregation sanctioned by law. The example of it is the apartheid (apartness) policy of Republic South Africa, where a small minority of Whites dominates the country, and the majority Blacks and other mixed race have limited freedom of movement, live as workers even schools and other public facilities that are established by law for the different races.

The above explanation indicates that the racism and its extinction is too far complex to be circumscribed by simplistic view and be described exactly, this is not suggested that minorities can solve the problem of racism alone, but two sided solution is respectively needed, the dominant group willingness to accept and help the positive changes, and the minorities determination to take full advantage of every opportunity. Without both, racism will never end.

c. Discrimination

Discrimination, whereas prejudice is an attitude or a state of mind, involves the arbitrary denial of privilege, prestige, and power to members of a minority group whose qualifications are equal to those of members of the dominant group. Prejudice does not

necessarily coincide with discrimination. One-to one relationship does not inevitably hold between attitudes and overt actions (Zenden, 1990:191).

Discrimination is simply a choice made on the basis of some standard of value. Discrimination is a natural and proper action for humans. Humans are special in that they can choose their standards of value (the realm of ethics), and thus it has the capacity to act for or against their own existence, to pursue life- sustaining action or to pursue some form of self- destruction, or more often than not, some path in between. Another peculiarity of humans is the capacity to reflect on their standards of value, to analyze and change them. Ultimately humans can acknowledge the existence of an objective reality or evade such knowledge. Ultimately the choice is between 'playing the ball' (in terms of a sporting vernacular) or the man. If reality is not the standard of value, then the alternative is some subjective standard, eg Intuition, collective (democratic) values or mysticism.

Discrimination, in its sociological meaning, involves highly complex social process. This term derives from the Latin *discriminations* which mean to perceive distinctions among phenomena or to be selective in one's judgment. The criteria, on which a distinction is based, however, may range from those widely accepted in a society only the later sense will be emphasized.

d. Expulsion

Expulsion is a more drastic form of rejection. Societies have also used more drastic means of rejecting minorities, such as expulsion. In some cases, the dominant group has expelled a minority from certain areas. In other cases, it has pushed the minority out of the country entirely. It means that expulsion forces a minority groups to leave the country or areas, which are held by, dominant groups.

e. Extermination

Extermination is the most drastic action against minorities killing them systematically. Wholesale killing of a racial or ethnic group, called *genocide*, has been attempted in various countries.

2.5 The Impact of Racism

It is important to say that the impacts of racism are very clear not only to the minorities but also to the dominant group. In any case, the economic and social waste consequent upon racism, it has a harmful effect on the whole community, majority and minority alike. The historical theory of the causes of race is historical factors that have a great importance in this connection. From the viewpoint of Whites, the fact of slavery and colonization must at least have reinforced the notion of racial hierarchy with Blacks kin an inferior position. This case may run so far that the history of racial contexts within particular country helps to account for the pattern of acceptance or rejection prevalent today.

Since racism is multidimensional, it should finally note that the above theories should not be considered independent: they interact and influence each other. The search for a single comprehensive cause of racism seems to be chimerical (Huda, 2006: 60). Historical factors also have a great importance in reinforcing a prejudice, the fact the slavery and colonization must at least have reinforced if they did not create the notion of a racial hierarchy, that Black are naturally created as slaves and, thus, natural to be slaved.

There are too many evidences which indicate the impact of racial prejudice, discrimination, and segregation. They are variously revealed in a pattern of objective life expectancy, poorer education, inferior facilities for recreation, more family disorganization and other disadvantageous conditions. Minorities are alienated, isolated from using the facilities of the majorities, and less likely to participate in the activities of the mainstream group. The term self hatred has occasionally been applied to the reaction of Negroes, Jews and other minorities who attempt in one form, accompanied by a dislike of every reminder of such identity and by hostility which echoes shown by the dominant group.

2.6 Defenition of novel

Novel is a story that tells some episodes of human life. In the Italian language the term novel is called a novella. Novella is literally means "a new small stuff", and then interpreted as a short story in prose, as cited by Abrams in Nurgiyantoro (2005). Novel is a meaningful structure. Novel can describe a

place in detail so that it provide a clear, concrete and definite image for a story. Novel is a totality that is artistic. As a literary work, novel has some elements. The elements are intrinsic and extrinsic elements.

1. Intrinsic Element

Intrinsic elements are the elements that consist of characterizations or disposition, plot, theme, point of view. The mentioned intrinsic elements are described as the following :

a. Theme

The theme essentially is meaning contained in the story or, briefly, the meaning of the story. Meaning of the story in a fiction work may be more than one interpretation. The theme or central idea of a story corresponds to the meaning of a human experience; it may be anything that could make a memorable experience. It comments upon some aspect of life and has value outside the story (Stanton, 1965). It is related to the other elements of fiction more as a consequence than as parallel elements that can be separated identified. The reader can abstract it from the details of character and action that compose the story (Diyanni, 2004).

b. Character and Characterizations

The term character indicates the person and characterizations indicate the attitude of the figures as interpreted by the reader, it refers to the quality of one's personal character. Characterization often equated

with character and disposition that often means as the placement of certain figures with certain temperaments in a story (Nurgiyantoro, 2005). Further more, characterization is the mean by which writers present and reveal character. The method of characterization is narrative description with explicit judgment (Diyanni, 2004).

c. Setting

Another factor of a fiction is setting or background of story that is closely related to the scene and the background. Since it is so important depiction in order to convince the reader, many authors conduct observations before writing a story. Setting is related with the time and place of storytelling. The timing can be the noon or night, day, month, or year, and it can also mean duration of the story. Setting is the element of fiction which reveals where and when of events. Setting denotes location, historical period and social surroundings in which the action of a text develops (Klarer,1999). Setting is divided into two parts, namely the place setting and time setting. The place setting leads to where the events occur and the time setting leads to when the events occur, further explanation is as follows:

1. The Place Setting

Background suggests the location where the events are told in a fiction work. Elements of places used may be places with a specific name, certain initials that may be locations without clear names.

2. Time Setting

Time setting deals with the problem of the timing of the events told in a fiction work. It is relating to factual time or is connected with historical events.

d. Plot and Plotting

Plot is the plan or main story of a literary work. Danesi defined the plot as what the narrative is all about. He said that the term is sort of macro-reference to which the narrative draws attention (Danesi, 2004). Another explanation about this is that a plot is said to be the design of sequences of patterns that the incidents befall the characters (Rabiger, 2008).

Plotting is defined as technique or way of displaying the plot. According to its quantity, plot can be divided into tight and loose plots. Tight plot is the plot that does not enable the branching of story. Loose plot are plots that enable the branching of story. According to its quality, plotting is divided into single and double plots. Single plot is the plot that is merely one in literary work. Double plot is a plot that has more than one in literature. In terms of time sequence, plotting are divided into straight and non-straight plots. Straight plot is the plot depicting events in sequence from the beginning to the end of the story. Non straight plot is the plot which depicts no sequence from the beginning to the end of the story.

Non-straight plot is regularly employs backtracking, flashback, or a mixture of both.

e. Point of view

Point of view is an author's decisions about who is to tell the story and how it is to be told is among the most important he or she makes (Diyanni, 2004). Central narration is the beginning of a story told by the narrator. The narrator here is the person that is created by the author to convey the story. There are two types of point of view, the narrator as the first person and as third-person. In telling the story, the author can use the narrator's point of view. In this case, the narrator is not the same as the author. The narrator is a character that conveys a story that can be done through a first-person perspective (I) or a third person (he or she). Therefore, the narrator is distinguished by the fact that who the narrator is, if he the first person, then called as the first person narrator, and if he is a third person, he is called as the third person narrator (Mahayana, 2005).

2. Extrinsic Elements

Extrinsic elements are elements that are outside the literary works. Extrinsic element is the way of analyzing the literary works by using the suitable theory and relates the content of the works in order to get better understanding between the theory and the material that will be used. In extrinsic element in this thesis will reveal some point with suitable theory it is

by using Marxism theory that was develop by Lukacs (1988) by stated about Reflection of literary works it can be in reality of life. The extrinsic elements in literary works are like background of the authors, economical and social factors, socio-political culture, religion, and values adopted by society, including moral values.

2.7 Previous Research

Before conducting this research the researcher has got an inspiration from some students who have already studied novel relating to the research topic and the theory Sri Hartanti, a student of Gajah Mada University, wrote the thesis concerning *Racism toward Japanese American as Reflected in David Guterson's Snow Falling on Cedersin* 2005. Her research was aimed at revealing the Americans racist attitude toward Japanese Americans during and after World War II and clarifying the causes underlying the attitudes. Muawinatul Laili, the Student of the State Islamic University of Malang in her thesis entitled "Whites' Racism Faced by Afro- Americans Depicted in Sue Monk Kidd's *the Secret Life of Bess*" she try to found the forms of White's racism faced by Afro- Americans depicted in Kidd's, then she try to found what are the struggles of Afro- Americans against White's racism, and how is White's racism faced by Afro- Americans in Kidd's the *Secret Life of Bess* revealed in the real society of South Carolina in 1964. Their research give an important contribution to this research because it has the same topic.

Also from Jember University student. The first previous research is *Anti-Slavery In Solomon Northup's twelve years A Slave*, written by Mia Novariana

(2016). In her research, she explains about how slavery and anti-slavery represented in the novel, the construction of anti-slavery in America society during 19th century. This research talks about racism in general. Her research gives an important contribution to this research because it has the same theory.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In conducting this research, the researcher used qualitative design. The qualitative data analysis method was descriptive which the data are in the form of words and images from the book, observation and transcripts. In qualitative research, the focus is on description and analysis. The researcher was provided document analysis. This research intended to describe racism in Alice Walker's *The Color Purple*. The research design was aimed to help the researcher make a better analysis. By using this method, the data was collected to describe, investigate and explain racism in Alice Walker's *The Color Purple*.

B. Source of Data

The source of data of this study obtained by downloading the original Alice Walker's *The Color Purple* novel published by Harcourt Brace Jovanovich in 1982. Explaining racism in literary works based on the sentences from this book. To support the discussion, the researcher used some theories about racism, the socio-historical context of the American society, and the history of racism from books, internet, articles, and journals.

C. Techniques for Collecting Data

The data collection technique is the most strategic step in this research, because the main purpose of research is to get the descriptive and rich data. The steps will be as follows:

1. Analyzing the content of the novel *The Color Purple*

2. Identifying the words that show racist attitudes toward blacks
3. Analyzing the collected data
4. Interpreting and Describing the meaning of the words.

D. The Technique of Data Analysis

The qualitative data analysis consists of three procedures: data reduction, data display, drawing and verifying conclusion.

1. Data Reduction

Data reduction means the process of sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that were considered important.

2. Data Display

Data display means the process to simplify the data in the form of sentences, narrative, or table.

3. Drawing and Verifying Conclusion

The last step after doing the data display was drawing the conclusion and verification. It is used to describe all of the data, so that it will become clearer. The findings will answer my research questions.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research was taken from the novel of Alice Walker, the title is "*The Color Purple*". In her novel Walker deals with the issue of racism. It seems that racism cannot be separated from Black writers' works. Racism in "*The Color Purple*" is addressed as a secondary issue. Walker's choice of some elements within the novel such as characters, setting, themes, etc helps to reveal this theme. There were 25 data about racism found in Alice Walker's *The Color Purple* consisted of 17 data from characters, such as white characters like the mayor's family, the polices, the white merchants, and the clerk treat Blacks in a racist way. The reasearcher found 2 data from setting, such as the prison and the train reveals notions of racism and segregation toward blacks. The reasearcher found 5 data from themes such as slavery, god, taxes. White consider black person as a slave also as a way of whites oppression to keep blacks inferiority, they obliged them to bay taxes. The reasearcher found 1 data by word as a symbol of racism, white person call white "girl" but call blacks "gal", they obliged the black costumers to buy things which they do not need only to get the benefit. Finally, the dominant data of racism came from character as one of element in *The Color Purple* Novel. After conducting analysis of racism in *Alice Walker's The Color Purple* the data can be seen in appendix 1.

B. Data Analysis

To analyze the data, the researcher followed three steps of data analysis, which was referred to Miles, Huberman and Saldana's analysis namely data reduction, data display, and drawing/verifying conclusion. Data reduction means the process of sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that were considered important. Data display means the process to simplify the data in the form of sentences, narrative, or table. The last step after doing the data display was drawing the conclusion and verification. It is used to describe all of the data, so that it will become clearer. The findings will answer my research questions. The data were collected and selected to know about Racism In Alice Walker's *The Color Purple*. The data can be seen in Appendix I.

1. Characters

Walker's choice of characters helps in reflecting racism within the society. She creates a set of characters of both races whites and blacks. White characters like the mayor's family, the polices, the white merchants, and the clerk stand in a position from where they can oppress Black folks.

a. The mayor's family

Is consisted of four members, three of them we can take as an example of white racists. The mayor, his wife, and his son treat Blacks in a racist way.

1. Miss Millie

The mayor's wife asks Sofia to be her maid when she says:

to Sofia. All your children so clean, she say would You like to work for me, be my maid?"

(CP,p.86)

The request of Miss Millie seems to be an order more than a request. She assumes she is doing Sofia a favor since in all Whites' opinion it is an honorable matter for a Black woman to be a White woman's maid. In the contrary Sofia regards it to be a shortage in her honor. So the request itself is an indication of racism. A racism of White women toward Black women.

In one of Nettie's letters to Celie she mentions:

"The mayor's wife was shopping –going in and out of the stores- and her maid was waiting for her on the street and taking the packages "

(CP,p.123)

While she is shopping, her maid Sofia is waiting for her outside the stores. This is one of the Whites' attempt to keep Blacks away from them. Blacks are not allowed to join Whites inside the stores while shopping. The same intention from the same character occurs in the novel, but in a different position.

"She say, have you seen a white person and a colored Sitting side by side in a car, when one of 'em wasn't Showing the other one how to drive it or clean it?"

(CP,p.101-102)

Miss Millie in this scene refuses to sit side by side with Sofia because she is white and Sofia is colored so they must be separated. She also refuses to be alone with Jack because he is Black man. It is a kind of racism of white women to black men.

"...Oh, she say, I couldn't ride in a pick –up with a strange Colored man."

(CP,p.103)

2. **The mayor**

The mayor reacts to Sofia's objection to be his wife's maid in a cruel and severe way. He uses the force with her

"Mayor look at Sofia, push his wife out of the way. Stick out his chest. Girl, what you say to Miss Millie? He slaps her."

(CP,p.86)

Sofia expresses her right for not wanting to be a white woman's maid. Her objection does not satisfy the mayor who thinks that Blacks have no right to reject Whites' requests. His reaction indicates also that Miss Millie's request is in fact an order which comes in the form of request. It is a way of racism from White men to Black women.

3. **The mayor's son**

However he is only six years old child, the mayor's son shows great hate and lack of respect to Sofia who is a young married woman.

"Throw me the ball, say the little boy, with his hands

On his hip . Throw me the ball Don't you hear me talking to you, he shout."

(CP,p.98)

The racism between White children and Blacks indicates that it can be transmitted through generations. The child here is still innocent, what he is doing is imitating his parents' way of treating Blacks. It is the racism between two generations of Whites and Blacks.

b. The polices

Polices as they portrayed in *"The Color Purple"* represent a symbol of injustice, unfair, and illegal violence. Not all citizens are treated in the same way by police but only Black people suffer their segregation

"The polices come, start stinging the children off the Mayor, bang they heads together. Sofia really start To fight. They drag her to the ground."

(CP,p.86)

Either Black men or Black women even children are oppressed by Polices. The Polices system in *"The Color Purple"* is found for Blacks' oppression.

"Polices have they guns on him any way. One move, He dead. Six of them, you know."

(CP,p.86)

In prison also Sofia was not safe from violence and segregation.

"They crack her skull, they crack her ribes. They tear Her nose loose on one side. They blind her in one eye. She swole from head to foot. Her tongue the size of My arm, it stick out tween her teef like a piece of rubber. She can't talk. And she just about the color of a eggplant."

(CP, p.87)

In these extracts there are obvious examples of racism. This racism occurs in the authorial system itself. While this system is founded to safe some citizens' rights,

it excluded the rights of others at the meantime. It treats them as aliens or different species instead of human beings. Within this authorial system Blacks, men, women, and children as well are example of oppressed and excluded citizens. It is an authorial racism toward Blacks.

c. The white merchants

The white merchants feels jealous and angry with Celie's father's business success and progress. They accuse him of destroying their business by stealing their customers Whites and Blacks. They have also decide to use the force in order to stop him.

And so, one night , the man's store was burned down, his smithy destroyed, and the man and his two brothers dragged out of their homes in the middle of the night and hanged.

(CP,p.160)

The Black man's business is destroyed . He and his two brothers are murdered for no reason only because they are successful Blacks. Blacks in all fields are not allowed to make success even if they do they are not allowed to compete with Whites. If they dare they will be punished in a severe way. It is White men's racism toward Black men.

d. The clerk

Unlike all clerks who are supposed to be polite and respectful in order to attract the customers, the clerk in the store shows no respect to neither Corrine nor Celie since they are Blacks. Although they are both women he dares to call them "girl" and "gal".

He say, girl you want that cloth or not? we got other customers sides you.

(CP,p.23)

He adds addressing Celie

“He look at me. You want something gal”

(CP,p.23)

He also exceeds his role when he obliges the Black customers to buy things which they do not need only to get benefits.

He say, you need thread ? She say, Nawsoh. He say, you can't sew thout thread. He pick up a spool And hold it against the cloth. That look like it bout the right color.

(CP,p.23)

The clerk's way of dealing with Black customers and the words he uses to address them are indicators for the feeling of racism he has toward them. It is a White men's racism toward Black women.

e. Celie's Step Father

Celie's step father Alphonso raped her in order to nourish his sexual hunger. Celie's mother is sick she becomes unable to feed this desire so Alphonso finds no refuge other than the fourteen years old Celie. In her first letter to God Celie describes the scene of her rape and how the person whom she thinks to be her father treats her in inhuman way.

He never had a kine word to say to me. Just say you gonna do what your mammy wouldn't.

(CP,p.11)

Alphonso continued his abuse to Celie. Celie wants to talk to her mother and tells her what has happened to her, but he has warned her saying:

You better not never tell nobody but God. It'd kill your mammy

(CP,p.11)

f. Squeak/the prison warder

He took my hat off, say Squeak. Told me to undo my dress. She drop her head, put her face in her hands. My God, say Odessa, and he your uncle.

(CP,p.95)

Squeak becomes like Celie, she suffers rape from a person of her relatives. What makes the difference between the two is Celie is abused by black man while Squeak is abused by white men. Thus black women are oppressed by both black and white men.

g. Mr. /Celie

Celie suffers the physical violence of her husband. It is Mr. cruelty in treating Celie that changes Harpo's mind toward Sofia. Mr. treats Celie in an aggressive way. In the novel Celie describes one of those scenes. She says:

He beat me like he beat the children. Cept he don't never hardly beat them. He say, Celiegit the belt. the children be outside the room peeking through the cracks.

It all I can do not to cry. I make myself wood. I say to myself, Celie, you a tree.

That's how I come I know trees fear man

(CP,p.30)

2. The setting

In "*The Color Purple*" the description of some settings and scenes such as the prison and the train reveals notions of racism and segregation toward blacks.

a. The prison

The scene in the prison as Sofia describes reveals the great sufferings of the Blacks behind bars. While we do not expect prisons to be good and comfortable places, but Sofia does not make a sin in order to be treated more worse than animals.

Everything is nasty here, she say, even the air. Food bad enough to kill you with it. Roaches here, mice, flies, lice and even a snake or two. If you say anything they strip you, make you sleep on a cement floor without a light.

(CP, p. 88)

This scene shows an example of racism. This racism is preached by the authority. The prisons are built by the authority and the laws of punishment which is applied within it is also its design. However Sofia was only defending her right; her blackness increases the degree of her punishment.

b. The train

In one of Nettie's letters to her sister Celie she describes the train they takes in order to go to New York. Her description takes us back again to the nineteenth century America . It draws back the notion of "Jim Crow Laws" that aims to separate blacks and whites.

What can I tell you about New York - or even the train That took us there! We had to ride in the sit-down section Of the train , but Celie , there are beds on trains !

And a Restaurant! And toilets! Beds come down out of the walls Over the tops of the seats , and are called berths . Only White people can ride in the beds and use the restaurant. And they have different toilets from colored.

(CP,p.126)

In this example there is a kind of racism which is applied by the authority toward colored people. The train which is a means of transport is designed to support the separation between white and colored people. This separation in itself makes the supremacy of Whites over Colored people.

3. Themes

a. Slavery

While she is speaking to her son and complaining about the bad treatment she receives from the mayor's family members, Sofia considers herself as a slave. They do not appreciate what she does for them.

I'm at they beck and call all night and all day. They won't let me see my children. They won't let me see no mens. Well, after five years they let me see you once a year. I'm a slave, she say.

(CP,p.101)

Sofia's feeling as being slave comes from her lack of freedom. She cannot even see her children only once in five years. Slavery in fact ends with the abolition of slavery, but whites do not end their bad treatment to Blacks as slaves. Whites are always looking for ways to keep Blacks inferiority through oppressing them in different ways.

In addition to Sofia's feeling of slavery, the story of Celie's two babies who are taken by Alphonso and sold to Samual and Corrine also simulated the salvation of slaves in earlier times (Rose:1986).

b. God

At the beginning Celie writes letters to God asking for His help. Celie draws a picture of God in her mind. She thinks about him as:

He big and old and tall and grey bearded and white. He Wear white robes and go barefooted.

(CP,p.176)

As Celie grows up, her sufferings continued, and she received no answers or explanation from Him. In addition she sees how Whites treat and oppress Blacks, she contradicts her definition of God.

When I found I thought God was white, and a man, I lost interest. You mad cause he don't seem to listen to your prayers. Humph! Do the mayor listen to anything colored say?

(CP, p. 177)

She adds: I know white people never listened to colored, period. If they do, they only listen long enough to be able to tell You what to do.

(CP,p.177)

Celie's loss of faith in God is derived from her wrong picture she draws to Him. At the beginning she sees him as white because she knows only Whites has power. By the time she lost her faith on Him because she realizes that God is like Whites even if He is powerful He does not use this power to serve Blacks.

c. Taxes

As a way of Whites' oppression to keep Blacks inferiority, they obliged them to pay taxes. These taxes come in different forms.

...you got to give 'em something. Either your money,

your woman or your ass. So what I did was just right off offer to give 'em money.

(CP,p.167)

Black's fear of Whites' power keeps them oppressed and under their merciful hand. Black folks find no way to escape the Whites' punishment only by doing what they ask them to do.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. African American literature tackles different and important issue. This issue is derived from the societies and the lives of their writers. Among this issue we can mention racism on one hand is the attitudes or the ideology that entails the superiority of whites over the other races. What happened in this novel we can categorized as internalized racism too. Internalized racism is defined as the internalization by people of racist attitudes towards members of their own ethnic group, including themselves. As we know, racism issue not only in this novel, not only in america society. Many times we can find this issue in this country too, Indonesia society.
2. This study presents an analytical study to "*The Color Purple*" in which we have seen some elements of racism. Based on the research, there were several important information that taken from the research findings as conclusion of the study. It could be conclude that: There were 25 data about racism found in Alice Walker's *The Color Purple* consisted of 17 data from characters, such as white characters like the mayor's family, the polices, the white merchants, and the clerk treat Blacks in a racist way. The reasearcher found 2 data from setting, such as the prison and the train reveals notions of racism and segregation toward blacks. The reasearcher found 5 data from themes such as slavery, god, taxes. White consider black person as a slave, also as a way of whites oppression to keep

blacks inferiority, they obliged them to pay taxes. The researcher found 1 by word as a symbol of racism, white person call white “girl” but call blacks “gal”, they obliged the black costumers to buy things which they do not need only to get the benefit. Finally, the dominant data of racism came from character as one of element in *The Color Purple* Novel. The data can be seen in appendix 1.

3. The epidemic of racism that the West is facing clearly stems from its ideology and its institutions. Racism is not inherent in the nature of the human being rather it is cultivated in the individual’s personality by the culture he carries. Thus, to free ourselves from racism we have to re-evaluate the culture and the ideology that we carry. Islam is the only ideology that has addressed this issue such a way that it builds personalities that melt the differences between people rather than construct barriers. It is the only alternative left for us.

B. Suggestions

Referring to be the conclusion above, the following are written as the suggestion which useful for:

1. Students of English Department to learn more about howis racist attitudes in the societies especially in *The Color Purple* Novel.
2. Otherwise who want to make as reference for the further research to analyze about racism. This research could help the further writer to know and understand howhow is racism experienced by blacks as portrayed in Alice Walker’s *The Color Purple*.

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No.	Page Number	Racism in Alice Walker's The Color Purple	Racist				Explanation
			Character	Setting	Themes	Words	
1.	11	<i>You better not never tell nobody but God. It'd kill your mammy</i>	✓				Alphonso continued his abuse to Celie. Celie wants to talk to her mother and tells her what has happened to her. The rape and abuse Celie encountered happened within her family. It comes from a man who she knows as her father. In this case Celie is the victim of incest because she is raped from a person who has a blood relationship with her.
2.	11	<i>He never had a kine word to say to me. Just say you gonna do what your mammy wouldn't.</i>	✓				In her first letter to God Celie describes the scene of her rape and how the person whom she thinks to be her father treats her in inhuman way.
3.	23	<i>He say, girl you want that cloth or not? we got other customers sides you.</i>	✓				Unlike all clerks who are supposed to be polite and respectful in order to attract the customers, the clerk in the store shows no respect to neither Corrine nor Celie since they are Blacks.

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4.	23	<i>He look at me. You want something gal?</i>	✓				Although they are both women he dares to call them "girl" and "gal". He adds addressing Celie. He also exceeds his role when he obliges the Black customers to buy things which they do not need only to get benefits.
5.	23	<i>He look at me. You want something gal?</i>				✓	Although they are both women he dares to call them "girl" and "gal". He adds addressing Celie. He also exceeds his role when he obliges the Black customers to buy things which they do not need only to get benefits.
6.	23	<i>He say, you need thread ? She say, Naw suh. He say, you can't sew thout thread. He pick up a spool And hold it against the cloth. That look like it bout the right color.</i>	✓				The clerk's way of dealing with Black customers and the words he uses to address them are indicators for the feeling of racism he has toward them. It is a White men's racism toward Black women.
7.	30	<i>He beat me like he beat the</i>	✓				Celie suffers the physical violence from her step father and

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		<p><i>children. Cept he don't never hardly beat them. He say, Celie git the belt. the children be outside the room peeking through the cracks. It all I can do not to cry. I make myself wood. I say to myself, Celie, you a tree. That's how I come I know trees fear man</i></p>				<p>her husband. This issue we call internalized racism</p>
8.	86	<p>The mayor's wife asks Sofia to be her maid when she says : <i>to Sofia. All your children so clean, she say "would You like to work for me, be my maid?"</i></p>	✓			<p>The request of Miss Millie seems to be an order more than a request. She assumes she is doing Sofia a favor since in all Whites' opinion it is an honorable matter for a Black woman to be a White woman's maid. In the contrary Sofia regards it to be a shortage in her honor. So the request itself is an indication of racism. A racism of White women</p>

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							toward Black women.
9.	86	<i>"Mayor look at Sofia, push his wife out of the way. Stick out his chest. Girl, what you say to Miss Millie? He slaps her."</i>	✓				Sofia expresses her right for not wanting to be a white woman's maid. Her objection does not satisfy the mayor who thinks that Blacks have no right to reject Whites' requests. His reaction indicates also that Miss Millie's request is in fact an order which comes in the form of request. It is a way of racism from White men to Black women.
10.	86	<i>"The polices come, start stinging the children off the Mayor, bang they heads together. Sofia really start To fight. They drag her to the ground."</i>	✓				Polices as they portrayed in <i>"The Color Purple"</i> represent a symbol of injustice, unfair, and illegal violence. Not all citizens are treated in the same way by police but only Black people suffer their segregation
11.	86	<i>"Polices have they guns on him any way. One move, He</i>	✓				Either Black men or Black women even children are oppressed by Polices. The Polices system in <i>"The Color</i>

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		<i>dead. Six of them, you know."</i>					<i>Purple"</i> is found for Blacks' oppression.
12.	87	<i>"They crack her skull, they crack her ribs. They tear her nose loose on one side. They blind her in one eye. She swole from head to foot. Her tongue the size of My arm, it stick out tween her teef like a piece of rubber. She can't talk. And she just about the color of a eggplant."</i>	✓				<p>In prison also Sofia was not safe from violence and segregation.</p> <p>In these extracts there are obvious examples of racism. This racism occurs in the authorial system itself. While this system is founded to safe some citizens' rights, it excluded the rights of others at the meantime. It treats them as aliens or different species instead of human beings. Within this authorial system Blacks, men, women, and children as well are example of oppressed and excluded citizens. It is an authorial racism toward Blacks.</p>
13.	88	<i>Everything is nasty here, she say, even the air. Food bad enough to kill you with</i>		✓			<p>This scene shows an example of racism. This racism is preached by the authority. The prisons are built by the authority and the laws of punishment which is applied</p>

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		<i>it. Roaches here, mice, flies, lice and even a snake or two. If you say anything they strip you, make you sleep on a cement floor without a light.</i>					within it is also its design. However Sofia was only defending her right; her blackness increases the degree of her punishment.
14.	95	<i>He took my hat off, say Squeak. Told me to undo my dress. She drop her head, put her face in her hands. My God, say Odessa, and he your uncle.</i>	✓				Celie is abused by black man while Squeak is abused by white men. Thus black women are oppressed by both black and white men.
15.	98	<i>"Throw me the ball, say the little boy, with his hands On his hip . Throw me the ball Don't you hear me</i>	✓				The racism between White children and Blacks indicates that it can be transmitted through generations. The child here is still innocent, what he is doing is imitating his parents' way of treating Blacks. It is the racism between

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		<i>talking to you, he shout."</i>					two generations of Whites and Blacks.
16.	101-102	<i>"She say, have you seen a white person and a colored Sitting side by side in a car, when one of 'em wasn't Showing the other one how to drive it or clean it?"</i>	✓				Miss Millie in this scene refuses to sit side by side with Sofia because she is white and Sofia is colored so they must be separated.
17.	101	<i>I'm at they beck and call all night and all day. They won't let me see my children. They won't let me see no mens. Well, after five years they let me see you once a year. I'm a slave, she say.</i>			✓		Sofia's feeling as being slave comes from her lack of freedom. She cannot even see her children only once in five years. Slavery in fact ends with the abolition of slavery, but whites do not end their bad treatment to Blacks as slaves. Whites are always looking for ways to keep Blacks inferiority through oppressing them in different ways.
18.	103	<i>"...Oh, she say, I couldn't</i>	✓				She also refuses to be alone with Jack because he is Black

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		<i>ride in a pick –up with a strange Colored man."</i>					man. It is a kind of racism of white women to black men. It is a kind of racism of white women to black men.
19.	123	<i>"The mayor's wife was shopping –going in and out of the stores- and her maid was waiting for her on the street and taking the packages "</i>	✓				This is one of the Whites' attempt to keep Blacks away from them. Blacks are not allowed to join Whites inside the stores while shopping. The same intention from the same character occurs in the novel, but in a different position.
20.	126	<i>What can I tell you about New York - or even the train That took us there! We had to ride in the sit-down section Of the train , but Celie , there are beds on trains ! And a Restaurant! And toilets! Beds come</i>		✓			In this example there is a kind of racism which is applied by the authority toward colored people. The train which is a means of transport is designed to support the separation between white and colored people. This separation in itself makes the supremacy of Whites over Colored people.

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		<p><i>down out of the walls Over the tops of the seats , and are called berths . Only White people can ride in the beds and use the restaurant. And they have different toilets from colored.</i></p>				
21.	160	<p><i>And so, one night , the man's store was burned down, his smithy destroyed, and the man and his two brothers dragged out of their homes in the middle of the night and hanged.</i></p>	✓			<p>The white merchants feels jealous and angry with Celie's father's business success and progress. The Black man's business is destroyed . He and his two brothers are murdered for no reason only because they are successful Blacks. Blacks in all fields are not allowed to make success even if they do they are not allowed to compete with Whites. If they dare they will be punished in a severe way. It is White men's racism toward Black men.</p>
22.	167	<p><i>...you got to give 'em</i></p>			✓	<p>As a way of Whites' oppression to keep Blacks inferiority,</p>

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		<i>something. Either your money, your woman or your ass. So what I did was just right off offer to give 'em money.</i>					they obliged them to bay taxes. These taxes come in different forms. Black's fear of Whites' power keeps them oppressed and under their merciful hand. Black folks find no way to escape the Whites' punishment only by doing what they ask them to do.
23.	176	<i>He big and old and tall and grey bearded and white. He Wear white robes and go barefooted</i>			✓		As Celie grows up, her sufferings continued, and she received no answers or explanation from Him. In addition she sees how Whites treat and oppress Blacks, she contradicts her definition of God.
24.	177	<i>When I found I thought God was white, and a man, I lost interest. You mad cause he don't seem to listen to your prayers. Humph! Do the mayor listen to anything</i>			✓		Celie's loss of faith in God is derived from her wrong picture she draws to Him. At the beginning she sees him as white because she knows only Whites has power.

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		<i>colored say?</i>					
25.	177	<i>She adds: I know white people never listened to colored, period. If they do, they only listen long enough to be able to tell You what to do.</i>			✓		By the time she lost her faith on Him because she realizes that God is like Whites even if He is powerful He does not use this power to serve Blacks.
		Total	17	2	5	1	

Note : Walker's choice of some elements within the novel such as characters, setting, themes, etc.

APPENDIX 2

SUMMARY OF THE COLOR PURPLE

The Color Purple begins with Celie who tells about her past. She is a black woman living with her father; her sister is named Nettie, and her ill mother. Celie is raped by his own father. Upon knowing this event, Celie's mother's illness becomes worse, and later she dies. When Celie gives birth to her child, her father steals the baby and sells her to a married couple. One day, a young man named Albert (whom Celie calls him as "Mr. _____" in the story) comes to propose Nettie. However, her father does not agree and gives him Celie as a replacement. Then, Celie and Albert gets married and lives together.

Albert treats Celie badly. He often hits her for disobeying him. He also asks Celie to do chores. Her own son named Harpo also does the same thing to her. She feels lonely because Nettie already moves abroad. Celie is told to fight Albert back, but she does not have the courage to do so. One day, Harpo tells Celie that he is fallen in love with a girl named Sofia. Sofia is a different woman. She is not afraid of men, while other girls are. She even goes too far to beat Harpo. Later, Harpo's and Sofia's marriage happen inevitably due to her pregnancy. Their relationship is more stable compared to Celie's. This is because Harpo cannot beat her (Sofia was physically stronger than Harpo). Celie confess to Sofia on how she is jealous of her. Celie is jealous of her because Sofia has the courage to fight back.

One day, a famous singer named Shug Avery comes to the village and stays with Celie and Albert. Albert has a feeling toward Shug Avery although she does not care about it. Celie and Shug Avery becomes good friends. They both admire each other. Shug Avery admires Celie for her tenderness, while Celie admires Shug Avery because she finds a different life's perspective through her. Shug Avery's existence does not make Celie feel lonely since Nettie does not send her back the letters. Celie also feels safe because Albert will not beat her when Shug Avery is around.

Celie hears bad news that Sofie is arrested in jail. She is arrested because she mocks and beats the white people. Sofie's friend named Mary Agnes, tries to free her by begging to the

white warden. However, she is raped instead. Harpo then personally asks the warden himself. They agree that instead of being sentenced in prison, Sofie should be mayor's (who was a white people) maid. Sofie works there for years. She also gets horrible treatment done by the mayor's family.

One day, on a Christmas, Shug Avery comes again with her new husband. Albert is disappointed was it. That night, Celie sleeps with Shug Avery. Shug asks her about her sister, Nettie. Celie tells her that she is afraid that Nettie dies because she never sends any letters. With Shug's help, Celie finally finds out that Albert hides Nettie's letters for all this time. From the letters, Celie knows that Nettie is in Africa, becoming a babysitter for Adam and Olivia. In fact, it is revealed that they both are Celie's children who were sold by Celie's father. Celie is angry to Albert because of hiding all of Nettie's letters. Celie wants to kill him, but she is prevented by Shug.

Shug decides to move to Tennessee and she asks Celie to join her. Celie agrees to go with Shug, leaving Albert. Before they go, they visit Celie's father's house. It is revealed that he is not her own father, but a step-father. Celie and Shug move to Memphis and work there. Meanwhile, Sofie is released after becoming a maid for eleven years. Sofie and Harpo decide to go with Celie. Albert becomes weak because he stays alone. Years later, Celie finds out that Albert has transformed into a different person. He becomes a person who works hard and treats people nicely. Celie decides to forgive him because Albert changes into a different person. They both then join and live together.

One day, Nettie returns to America. She comes to Celie's house along with Adam and Olivia. Celie is very happy because she is finally able to rejoin his sister and her own children. It is revealed that Adam, Celie's son, will soon marry a woman named Tashi. Celie said that it is the happiest moment she ever had.

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