

**DISCRIMINATION EXPERIENCED BY AFRICAN
AMERICAN IN NOVEL *THE HATE U GIVE* BY ANGIE
THOMAS**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2020**

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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
to Fulfilment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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MALANG
2020**

STATEMENT OF AUTHORSHIP

I swear that the thesis entitled "**Discrimination Experienced by African-Americans in Novel *The Hate U Give* by Angie Thomas**" is my original work. Do not add any materials previously written or published by another person, except those cited as references and written in the bibliography. With this, if there is any objection or claim, I am the only person responsible for that.

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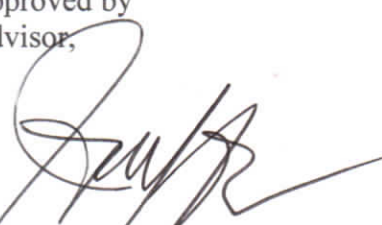


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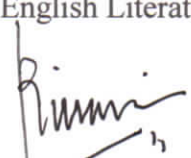
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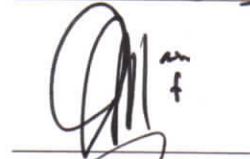
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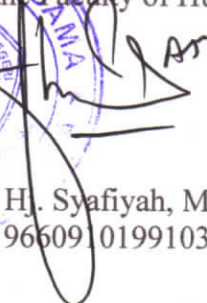
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MOTTO

*“Life is full of pain, but we should believe we can go through all the pain with
belief in ourselves”*

DEDICATION

This thesis to be proudly dedicated to

My beloved father, Suprayadi

My mother, Welas Hati

My older sisters Alifi, Yulianti, and Triutami

and my best friends

Who always give endless love, pray, and support all the time.

Me love you so much.

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Alhamdulillah *robbil'Alamin*, all praises, and gratitude to Allah SWT, the Lord of the universe who gives me an opportunity and ability to write and finish this thesis entitled *Discrimination Experienced African-Americans in Novel The Hate U Give* by Angie Thomas to fulfill the requirement of achieving the degree of *Sarjana Sastra* (S.S.) in Department of English Literature at Universitas Islam Negeri Maulana Malik Ibrahim Malang. May peace and salutation always be given to the Prophet Muhammad SAW, who has brought the light of Islam to the entire world.

This thesis would not have been completed without any support and contribution from many people. Special gratitude is expressed to my advisor, Ahmad Ghozi, M.A., to guide me genuinely with critical advice and knowledge, which contributed a lot to the thesis's accomplishment of this. My deepest gratitude goes to Dr. Syamsudin, M.Hum. as my academic advisor and all lecturers at the English Literature Department. They have brought me insightful thought and knowledge throughout my study at the university.

Furthermore, I would like to express a million thanks to my parents and all my family, who always support my process and give me so much love and prayer, especially to my beloved mother, who gave so much power all this time. I can go through all the most difficult and demanding time in this semester because of her. For all my friends at the university, especially in my department, such as Zaza, Herny, Adis, Hafidz, Arikah, Sari, etc; sorry, I cannot mention the entire name one by one. All of them gave me good knowledge and experiences. Last, I thank to all the people who have directly or indirectly helped me in accomplishing this thesis. I am very blessed to have all of you in my life.

Finally, I realize the imperfection and weakness found in this thesis. Therefore, any constructive criticism and suggestions are highly expected. Hopefully, this thesis can give a valuable contribution to anyone.

Malang, July 01st, 2021

Santi Prastiwi Komariyah

ABSTRACT

Komariyah, Santi Prastiwi (2021) Discrimination Experienced by African-Americans in Novel *The Hate U Give* by Angie Thomas. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ahmad Ghozi, MA.

Keyword: *Discrimination, African-Americans, Black*

This study analyzes the discrimination experienced by African-Americans in *The Hate U Give* novel by Angie Thomas. This research aims to explain the kind of discrimination and the way to fight against discrimination faced by African-Americans in Angie Thomas's *The Hate U Give*. This study focuses on researching the forms of discrimination in Angie Thomas' *The Hate U Give* by using Newman's five kinds of discrimination theory. Theoretically, this research is expected to enrich literary knowledge about forms of discrimination and African-American ways against these actions in *The Hate U Give*. In practical terms, this research is useful as a reference for other researchers.

This research is a literary criticism study because the researcher interprets and analyzes a literary work. This study uses a sociological approach and Newman's five forms of discrimination theory. It counters discrimination from whites, as this study focuses on literary texts related to five forms of discrimination from whites. It uses 4 types of responses to discrimination from Joe R. Feagin and Melvin P. The data were taken from words, phrases, and sentences in *The Hate U Give*, published in 2017. Researcher took the data by identifying and classifying relevant quotes in *The Hate U Give*. Then, the researcher analyzed the data by explaining the data related to the theory.

The results show four forms of discrimination depicted in Angie Thomas' *The Hate U Give*, namely verbal expression, avoidance, exclusion, and physical violence. On the other hand, there are 4 types of responses to discrimination used to fight against discrimination. First, withdrawal, they avoid and leave the place that occur discrimination. Resign acceptance they choose to do normal activity beside a conflict. They do verbal confrontation to express their disagreement about discrimination. Also against the discrimination with physical confrontation such as throw something to white people.

ABSTRAK

Komariyah, Santi Prastiwi (2021) Diskriminasi yang Dialami orang Afrika-Amerika dalam Novel *The Hate U Give* karya Angie Thomas. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ahmad Khozi, M.A.

.Keyword: *Diskriminasi, African-American, Kulit Hitam*

Penelitian ini bertujuan untuk menganalisis diskriminasi apa saja yang dialami oleh orang African-American pada novel *The Hate U Give* karya Angie Thomas. Tujuan penelitian ini adalah untuk menjelaskan bentuk-bentuk diskriminasi dan bagaimana perlawanan diskriminasi yang dihadapi oleh orang African-American dalam *The Hate U Give* karya Angie Thomas. Penelitian ini berfokus pada bentuk-bentuk diskriminasi dalam *The Hate U Give* karya Angie Thomas dengan menggunakan teori lima bentuk diskriminasi dari Newman. Secara teoritis, penelitian ini diharapkan dapat memperkaya pengetahuan sastra mengenai bentuk-bentuk diskriminasi dan cara orang African-American melawan tindakan diskriminasi tersebut dalam *The Hate U Give* karya Angie Thomas. Secara praktis, penelitian ini bermanfaat sebagai referensi bagi peneliti lain.

Penelitian ini merupakan kajian kritik sastra karena peneliti menafsirkan dan menganalisis karya sastra. Studi ini menggunakan pendekatan sosiologi untuk menganalisis lima bentuk diskriminasi dari Newman. Serta menggunakan 4 jenis tanggapan diskriminasi dari Joe R. Feagin dan Melvin P. Penelitian ini berfokus pada teks sastra yang bertemakan bentuk diskriminasi yang dilakukan oleh orang kulit putih. Data diambil dari kata, frase, dan kalimat dalam novel *The Hate U Give* yang diterbitkan tahun 2017. Peneliti mengambil data dengan mengidentifikasi dan mengklasifikasikan kutipan-kutipan yang relevan dalam *The Hate U Give*. Kemudian, peneliti menganalisa data dengan menjelaskan data yang berkaitan dengan teori.

Hasil penelitian menunjukkan empat bentuk diskriminasi yang digambarkan dalam *The Hate U Give* karya Angie Thomas, yaitu ekspresi verbal, penghindaran, pengucilan, dan kekerasan fisik. Di sisi lain, ada 4 jenis tanggapan terhadap diskriminasi yang digunakan untuk memerangi diskriminasi. Pertama, *withdrawal*, mereka menghindari dan meninggalkan tempat yang terjadi diskriminasi. *Resign Acceptance* mereka memilih untuk melakukan aktivitas normal di samping konflik. Mereka melakukan *verbal confrontation* untuk mengungkapkan ketidaksetujuan mereka tentang diskriminasi. Juga menentang diskriminasi dengan *physical confrontation* seperti melempar sesuatu kepada orang kulit putih.

مستخلص البحث

قمنية، سنتي فراستوي (2021) التمييز العنصري الذي يعاني منه الأمريكيون الأفارقة في قصة *The Hate U Give* لـ أنجي طوماس. رسالة الجامعي. قسم أدب الإنجليزية، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: أحمد غازي، الماجستير
الكلمات المفتاحية: الجنس، التمييز العنصري، الأمريكيون الأفارقة

إن هذا البحث يهدف لتحليل التمييز العنصري الذي يعاني منه الأمريكيون الأفارقة في قصة *The Hate U Give* لـ أنجي طوماس. الهدف من هذا البحث لشرح أشكال التمييز العنصري واصطدام التمييز العنصري الذي يواجهه الأمريكيون الأفارقة في قصة *The Hate U Give* لـ أنجي طوماس. ركز هذا البحث على بحث أشكال التمييز العنصري ومحاربة التمييز العنصري التي يواجهها الأمريكيون الأفارقة في قصة *The Hate U Give* لـ أنجي طوماس باستخدام نظرية نيومان من خمسة أشكال التمييز العنصري. من الناحية النظرية، من المتوقع أن يثري هذا البحث المعرفة الأدبية حول أشكال التمييز العنصري وطرق الأمريكيين الأفارقة لمحاربة هذه الأعمال في قصة *The Hate U Give* لـ أنجي طوماس. من الناحية العملية، هذا البحث مفيد كمرجع للباحثين الآخرين.

هذا البحث دراسة نقدية أدبية لأن الباحثة تفسر وتحلل الأدبي. استخدمت الباحثة في هذا البحث المدخل الاجتماعي للتحليل وأشكال نيومان الخمسة لنظرية التمييز العنصري ومحاربة التمييز العنصري من الناس البيض، لأن هذا البحث يركز على النصوص الأدبية المتعلقة بخمسة أشكال من التمييز العنصري من الناس البيض. تم أخذ البيانات من الكلمات والعبارات والجمل في قصة *The Hate U Give*، المنشور في عام 2017. أخذت الباحثة البيانات من خلال تحديد وتصنيف الاقتباسات ذات الصلة في قصة *The Hate U Give*. ثم قامت الباحثة بتحليل البيانات من خلال شرح البيانات المتعلقة بالنظرية.

دلت النتائج أن هناك أربعة أشكال من التمييز العنصري المتصور في قصة *The Hate U Give* لـ أنجي طوماس، وهي التعبير اللفظي والتجنب والعزلة والعنف الجسدي. من الناحية الأخرى، هناك العديد من الطرق المستخدمة لمحاربة التمييز العنصري. أولاً، التظاهر على طول الطريق للمطالبة بالعدالة ضد الحكومة. ثانياً، استخدام وسائل الإعلام المختلفة لمحاربة الظلم الذي يتعرضون له. تم تنفيذ هذه الأعمال من قبل الأمريكيين الأفارقة معاً لأنهم أرادوا العدالة فقط.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research's introduction, which is divided into several parts. The background of the study discusses the fundamental reason for choosing the topic of this research. The study's problem and its objective determine the specific concern that will be looking for in this research. Furthermore, the study's significance puts on the benefits of the research, while the scope and limitation convey the boundaries of the study. Moreover, the definition of key terms is provided to ease the reader in apprehending this research. The previous studies show some research relevant to this research. Last, the research method includes clear information about research design, data sources, data collection, and data analysis.

A. Background of the Study

The problem in Mississippi that only happens in novels or movies also happens in real life. Like the press releases posted on May 16th, 2019, on the eeoc.gov website about discrimination cases experienced by black dancers in Mississippi. Press releases explained that the Dannys of Jackson Club made black dancers subject to discriminatory terms and conditions of work for years, including limiting the number of shifts and racist insulting them (US Equal Employment Opportunity Commission. Danny's Of Jackson, LLC. To Pay More Than \$ 3.3 Million in EEOC Race Discrimination Case, eeoc.gov, May 16th, 2019. March 10, 2020). Even though this is not happening in New York City, racial

discrimination still exists in the southern part of America. In areas such as Mississippi, Missouri, and Arizona, it often has discrimination until racism is seen as usual. There, people who are not Native American descent often get discriminatory treatment, one of which is skin color racism.

Skin color becomes very striking in differences, the leading cause that invites discriminatory treatment against others. This is also commonly referred as treatment that deviates significantly from human norms, such as looking down on people with disabilities can be called discrimination treatment. This example is reflected with the definition expressed by Fulthoni, et al. (2009: 8). Discrimination is a distinction of treatment. Discrimination is a very unfair treatment that is done to distinguish individuals and groups. Not only about that but this problem is also categorized based on something important, such as based on race, ethnicity, religion, or membership of social classes.

The majority of discrimination victims are black because history explained that blacks used to be slaves to white groups. Being a slave was not the desire of black people, but they were forced. The beginning of black people's arrival took place in 1619, brought by Dutch warships to Virginia United States (Marger, 2008: 86). The discrimination that occurs to them is very different from what happens to other ethnic minorities. Especially discrimination and prejudice occurred against black people from Africa who were made slave. They were taken by force from Africa, miles away, only to be sold and made into slaves (Marger, 2008: 86). All the history of slavery was then poured into literary works into a story.

Even though right now African American is not being the slave anymore, they still got discrimination from the white people, such as discrimination that occurs in the novel *The Hate U Give*. The writer Angie Thomas shared her personal experience of learning that white police killed an African American teenager. Killed without knowing his mistake and the white policeman did not get any punishment for the mistake.

Researcher will use the novel as an object of study because the novel is an extended prose essay that contains a series of stories of a person's life with those around him and accentuates the character (character) and nature of each actor. In comparison, other opinions suggest that the novel is a fictional prose story of a certain length. Usually, it portrays the characters, the movements, and the real scenes represented in a plot or a somewhat chaotic or tangle situation. Novels have characteristics that depend on characters, present more than one impression, give more than one effect, convey more than one emotion (Tarigan, 1991: 164-165).

The novel titled *The Hate U Give* by Angie Thomas, published in 2017, will be the research object. Besides being number one in the New York Times Best Seller in 2017, researcher also found something interesting in this novel. The problem of discrimination that occurs in this novel occurs in adults and happens to a teenager. If the main characters are adults in most novels, it is different from this novel, which presents black teenagers as the main characters. *The Hate U Give* is a novel set in the 2010s in Garden Heights, adjacent to Mississippi or in the southernmost part of the United States. This novel tells the life of African-

American group who are mistreated by white people. African-American people can not express their opinions freely, always looked down on, and treated unfairly by white groups. Conflict heats up when an African-American is shot for little reason by white police. This is the beginning of African-Americans dare to fight the discrimination they had been getting.

Sociological literature approach and Newman's Discrimination Theory will be the basis of this research to analyze the novel. Sociology of literature is very much needed in finding the discrimination in *The Hate U Give* novel. The sociological approach can understand literature concerning reality and social aspects. This view is motivated by the fact that literary works cannot be separated from the social reality that occurs in society. The discrimination theory from Newman itself plays a role in analyzing what forms of discrimination are given or carried out through policies made by white groups against African-American groups.

This study aims to analyze discrimination as to what happened to affect the lives of groups or individuals in the novel. Previous research that has addressed this topic is the first to discuss the intrinsic and extrinsic elements present in the novel. Second, the use theory of discrimination but in a different novel. Third, it discusses the segregation that occurs in other novels. Fourth, researcher took from one of the journals that used a critical discourse analysis approach.

Previous study from the research was subsequently taken from the 2018 journal volume 6, number 2 titled *Theme of Suffering through Discrimination in the Selected Novels of Toni Morrison*, written by Guntur and Andhra published by

Research Scholar. This journal discusses discrimination that occurs in Toni Morrison's novels. Toni Morrison's work mostly emphasizes the issues of human cruelty and extreme violence faced by black people. Most of the main female characters in Morrison's novel portray the iconic image of slavery. Women are almost treated as sex objects. The purpose of this study is to outline every incident of discrimination that occurs against black women.

From several studies above using the object of *The Hate U Give* by Angie Thomas, most viewed in terms of the novel's intrinsic elements. If in previous studies, discrimination still discussed in a different novel. Discussion topics, approaches, and theories are even addressed in various journals. So in this study, researcher will combine discussion topics, approach, and theory in one study. The researcher discuss this topic and will add more specific discrimination in the analysis, such as forms of exclusion, physical violence, and murder that did not exist in previous research in the novel *The Hate U Give*.

B. Problems of the Study

1. What forms of discrimination suffered by African-Americans in *The Hate U Give*?
2. How do African-Americans in *The Hate U Give* response against discrimination?

C. Objectives of the Study

1. To find out the forms of discrimination suffered by African-Americans in *The Hate U Give*.
2. To find out how African-Americans in *The Hate U Give* response against discrimination.

D. Significance of the Study

For lecturers, this research can help teach material and information regarding critical discourse analysis approaches and discrimination. For students, this study will analyze other literary works using essential discourse analysis approaches and discrimination. This research is also useful to urge the public not to do despicable things like in novel to live peacefully, safely, and comfortably together.

E. Scope and Limitation

The discussion's focus will refer to the discrimination against blacks (African-Americans) that occurs in the novel. This study employs the sociological approach to literature, Newman's discrimination theory and it uses 4 types of responses to discrimination from Joe R. Feagin and Melvin P as a racing theory to analyze this novel's contents.

F. Definition of the Key Terms

1. **Discrimination** : According to Theodorson and theodorson (1979:115) “Discrimination is every restriction, harassment based on human differences on the basis of religion, race, ethnic group, class, social status, economic status, gender, language, beliefs that lead to aberrations of human rights”, there are several criteria in this novel that is based on beliefs and social status.

2. **African Americans** : An ethnic group in the United States of which many of its ancestors came from Africa in the Sub-Saharan and Western parts. The majority of ethnic African-American people are of African, European, and Native American descent.

G. Previous Studies

The first previous research has discussed the same novel, *The Hate U Give* but from a different perspective. The first study entitled *Racism in The Novel The Hate U Give by Angie Thomas* was written by I Made Yunitri in 2019. In this study, the researcher focused on the relationship of the novel to the United States' real situation. The researcher links whether or not there is a relationship with the novel. The researcher uses the extrinsic of this novel to lead the research. Then the researcher connects these elements with the conditions that occur in real life in the United States.

Previous research was subsequently taken from the 2018 journal volume 6, number 2 titled *Theme of Suffering through Discrimination in the Selected Novels*

of Toni Morrison, written by Guntur and Andhra published by Research Scholar. This journal discusses discrimination that occurs in Toni Morrison's novels. Toni Morrison's work mostly emphasizes the issues of human cruelty and extreme violence faced by black people. Most of the main female characters in Morrison's novel portray the iconic image of slavery. Women are almost treated as sex objects. The purpose of this study is to outline every incident of discrimination that occurs in black women.

Titled *Eliminating Segregation in Sharon M. Draper's Stella by Starlight Novel* written by Suci Mei Khelly and An Fauzia Rozani Syafei published by the English Language & Literature Study Program of FBS State University Padang. This analysis aims to reveal how to eliminate segregation by an 11-years-old girl and determine the contribution of settings, plots, and characters in showing how to eliminate segregation. This analysis is related to the concept of orientalism by Edward Said and the idea of self-determination by Ryan and Deci, supported by context-based texts and interpretations. The results of this analysis show the protagonist to eliminate segregation by breaking down stereotypes and developing relationships.

Further research is the 2016 volume 15 number 2 journal entitled *Racism in the Post-Colonial Society: A Critical Discourse Analysis to Jacqueline Woodson's Novels* written by Muhammad Al Hafizh. This study examines racial issues in the novel by Jacqueline Woodson. This research was conducted using the Critical Discourse Analysis (CDA) approach. Researchers also use the method of deconstruction reading to reveal racial issues in the novel. This study's findings

show that Jacqueline Woodson's novel tells traces of racism still alive in America's post-colonial era. It was found that the ideology of racism is shown by the white race against the black race.

H. Research Method

1. Research Design

This research is literary criticism research. The researcher's first step was to choose what novel to be the object of the research. After finding *The Hate U Give* as an object, the researcher reads it comprehensively to understand the story in the novel. Then, determine the topic to be studied. After finding the issue, the researcher looks for a suitable approach and theory. In completing this research, the researcher uses the sociological literature approach and discrimination theory to find evidence of discrimination in the novel.

2. Data Sources

Primary data sources come from words, statements, and expressions used in *The Hate U Give* novel by Angie Thomas. The novel consists of 288 pages published by An Imprint of Harper Collins Publishers in New York.

3. Data Collection

The data in this study were taken from the Novel *The Hate U Give*. The data to be used are in the form of words, phrases, and sentences. Therefore, this study's most appropriate data collection techniques were

detailed reading, careful reading, and deep understanding. The detailed lesson is used to grasp stories, find and interpret vocabulary that is deemed problematic. Careful reading is done to understand the novel in detail and underline the data in the form of words and expressions. Then do a deep understanding. These techniques have a comprehensive and interpretive aspect.

4. Data Analysis

1. Researcher repeatedly read the novel *The Hate U Give*. Reading the text only and come into the story by understanding the deep meaning of the story to reveal discrimination issue in the novel.
2. Researcher collects the data by highlighting sentences or conversations that will be the primary data source for discrimination.
3. Researcher finds forms of verbal expression, avoidance, exclusion, physical violence, and killings against African-Americans. Finally, the researcher will unite the data sources that will be written in chapter 3 later.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains and elaborates relevant literature related to discrimination and the sociology of literature as an approach. It is commenced with the explanation of the sociological approach in literary criticism. Then, it is continued with a description of race and ethnicity. Afterward, it is followed by understanding of discrimination.

A. Intrinsic and Extrinsic Element

In the book "Theory of Literature", Welleck and Warren classify two types of approaches, namely intrinsic and extrinsic approach. Intrinsic approach is based on the approach of the text itself, while extrinsic approach is the approach that is out of the text, such as history, environment, economy, social and political.

Intrinsic approach is to analyze the elements of a prose which consists of plot, character, setting, theme, point of view and style. Extrinsic approach is to analyze the relationship between a literary works with evolving circumstances at the time of the work is created as the relationship mentioned above.

B. Prose

Prose Fiction or narrative fiction, includes myths, parables, romances, novels, and short stories. Originally, fiction meant anything made up, crafted, or shaped. The essence of fiction is narration, the relating or recounting of a sequence of events or actions. Works of fiction usually focus on one or a few major characters who undergo a change of attitude or characters as they interact

with other characters and deal with problems. (Roberts and Jacobs, 1995: 2). The novel is derived from the Italian novella (literally, "a little new thing"), which is a short tale in prose. The term "novel" is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose (Abrams, 1999:190). While Bonn stated that novel is a long fictional narrative written in prose, which developed from the early novella and other form of narrative. A novel is usually organized under a plot or theme with a focus on character development and action.

C. Elements of Novel

Works of fiction share a number of common elements such as, plot, character, setting, theme, style, and point of view. According to Roberts and Jacobs (1995: 51), the more significant ones are character, plot, structure and theme.

Plot is a series of events in a story (Stanton, 2007: 26). Stories are made up mostly of action or incidents that follow each other sequentially. Finding a sequential or narrative order, however, is only the first step toward the more important consideration – the plot, or the controls governing the development of the actions (Roberts and Jacobs, 1995: 88). Plot is usually limited to events which are causally connected only. Causal event is an event that causes or could result from a variety of other events and can not be ignored because it will affect the whole work.

In connection between plot with character, Nurgiyantoro (via Sofia and Sugihastuti, 2003: 14) says that the events of the story (plot) is manifested through the actions, behaviors, and attitudes of the main characters story. Plot is a reflection or even a trip to the behavior of the characters act, think, feel and behave in dealing with the problems of life.

There are two basic elements that exist in the plot according to Stanton (2007: 31) they are the conflict and climax. Conflict consists of internal conflict is a conflict between two desires within a prominent and external conflict is the conflict between a character with another character or between character and environment. While the climax is the moment when the conflict is so intense that the ending can not be avoided anymore.

Character may be defined as a verbal representation of a human being (Roberts and Jacobs, 1995: 131). Through action, speech, description, and commentary, authors portray characters who are worth caring about, rooting for, and even loving, although there are also characters may you laugh at, dislike, or even hate. While Abrams (1999: 32-33) stated that Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it the dialogue and from what they do the action.

A character occupies a strategic position as a carrier and transmitter of the message, moral, mandate, or something intentionally wants to share to the readers. According Nurgiyantoro (via Sofia and Sugihastuti, 2003: 16) as if the characters

as mouthpieces just a messenger, even a reflection of mind, attitude, stance, and the author desires.

Roberts and Jacobs (1995: 132) explained that in studying literary character, it begins by determining the character's outstanding traits. A trait is a quality of mind or habitual mode behavior, such as never repaying borrowed money, avoiding eye contact, or always thinking oneself the center of attention. Sometimes, of course, the traits we encounter are minor and therefore negligible. But often a trait may be a person's primary characteristic (not only in fiction but also in life). Thus, characters may be ambitious, lazy, serene or anxious, aggressive or fearful, thoughtful or inconsiderate, open or secretive, confident or self-doubting, kind or cruel, quiet or noisy, visionary or practical, careful or careless, impartial or biased, straightforward or underhanded, "winner or loser", and so on.

In relation to the overall story, the role of character is not the same. There is a character that can be classified as the main character and the characters that can be classified as an extra character. Stanton (2007: 33) explains that in most of the stories can be found "main character" is the character associated with all the events that take place in the story. Typically, these events lead to a change in the characters. More clearly, Nurgiyantoro (via Sofia and Sugihastuti, 2003: 16) explains that the central character or the main character is a character in a novel that its story is precedence. He is the most showing character, both as actors and events, including the conflict so that the character affects the plot development.

Setting is the environment that surrounds an event in the story, the universe that interacts with the events taking place (Stanton, 2007: 35). Setting can be either decoration of place, also certain times such as day, month, and year, weather or a period of history. Setting is usually described with descriptive sentences. Setting can sometimes affect the characters and become a representation example of the theme. Sofia and Sugihastuti (2003: 20) in differentiating elements in setting into three main elements, namely place, time and social. The third element although each offers different issues and can talk about itself, in fact interrelated and mutually influence one another. Setting of place suggests locations where the events recounted in a work of fiction. Setting of time is related with the problems and the occurrence of the events described in a work of fiction. Setting of Social advised on matters relating to the social behavior of people in a place that is told in a work of fiction.

Roberts and Jacobs (1995: 230) stated that setting is the natural, manufactured, political, cultural, and temporal environments, including everything that characters know and own. Characters may be either helped or hurt by their surrounding and they may fight about possession and goals. Further, as characters speak with each other, they reveal the degree to which they share the customs and ideas of their times.

Setting is useful for writers and readers. For the author, the setting can be used to develop the story to explain the time, place and situation being experienced by the characters. For the readers, the setting can be helpful to think of the place, time and situation experienced by the character. Setting also helps the

readers to understand the characteristic of the characters, the story setting, plot, and determine the theme of a story.

Theme is a central idea or statement that unifies and controls the entire work (Bonn, 2010: 171-172). The theme can take the form of a brief and meaningful insight or a comprehensive vision of life; it may be a single idea. A theme is the author's way of communicating and sharing ideas, perception, and feelings with readers and it may be directly stated in the book, or it may only be implied. While Stanton (via Sofia and Sugihastuti, 2003:13) have the conclusion that the theme is the meaning of the story that is specifically based on the majority of the elements in the simplest way. Themes can not be concluded only by certain parts of the story. Although difficult to determine it, the theme is not a hidden meaning. The most effective way to identify the theme of a work is to observe carefully any conflicts that exist in it.

Style is in the way the author uses language (Stanton, 2007: 61). Although the two authors use same plot, character, and setting, the writings of both can be very different. The difference generally lies in the language and spread in various aspects such as complexity, rhythm, short term sentences, detail, humor, and metaphors. Mixture of various aspects of the above will result in style.

Point of View signifies the way a story gets told—the mode (or modes) established by an author by means of which the reader is presented with the characters, dialogue, actions, setting, and events which constitute the narrative in a work of fiction (Abrams. 1999: 231). While Roberts and Jacobs (1995:180) stated that point of view refers to the position and stance of the voice, or speaker that

authors adopt for their works. It supposes a living narrator or persona who tells stories, presents arguments, or expresses attitudes such as love, anger or excitement. Conditions that affect point of view depend on two majors, first is the situation of the narrator as an observer. And second is the narrator's closeness, distance and involvement in the actions.

Roberts and Jacobs (1995:183) divided point of view into three kinds:

1. First-person point of view
2. Second-person point of view
3. Third-person point of view

First point of view is if the voice of the work is an "I", the author is using the firstperson point of view—the impersonation of a fictional narrator or speaker. Of all the points of view, the first person is potentially the most independent of the author, for such a speaker is often given unique identity, with name, job, and economic and social position. First-person speakers might reports event as though they have acquired their knowledge in a number of ways:

- What they have done, said, heard, and thought (firsthand experience)
- What they have observed others do and say (firsthand witness) - What others have told them (second-hand testimony and hears)
- What they are able to reconstruct from the information they might have been able to find (hypothetical or imaginative information)
- What they are able to imagine a character or characters might do or think, given the situation.

D. Sociological Approach to Literature

Sociology of literature comes from Greek and popular to criticize literary works. Sociology comes from the word *so* means; together, unite, friend, friend, and *logi* and (*logos*) means; words, sayings, parables. Meanwhile, the term 'literature' is also a combination of Greek. The word '*las*' means; directing, teaching, giving directions, and the phrase *tra-* ending means tools. Referring to the definition from both of them have the same object called 'Human' and 'Society,' but they have a different essence.

Sociology of literature is the basis of this research. Using this approach, it can make the researcher understands the description of a society in literary works. Also, by using the sociology of literature, literary works can be studied or focus on social forms.

The sociological approach considers social aspects called the sociology of literature. The term does not differ in meaning from the *sociosastra*, sociological approach, or sociocultural approach. In this sense, the sociology of literature includes various approaches, each based on individual theoretical attitudes and views (Damono, 1984: 2). Furthermore, according to Damono's statement, sociology of literature (1984: 7) is a discipline that studies society and literature. Sociology and literature deal with people in society: when men attempt to adapt himself and his attempts to change that society. Literary works are created with the right social conditions, even in bad conditions. Not all the situations in literary

works the same as in real life, but the situation in real life usually appear in literary works.

Ian Watt (in Damono, 1987: 3-4) looking at a few sides of the relationship between writers, literature, and society, divides the sociology of literature into three parts: (1) The author's social context, which concerns the social position of society and its relation to society. Readers, including social factors that can influence the author as an individual besides affecting the content of his literary work. (2) Literature as a mirror of society, one examines the extent to which literature is considered a reflection of society's state. (3) In this case, the social function of literature to what extent literary value is related to social values, and to what extent social values influence literary value, and to what extent can literature function as a reformer, rebel, entertainer, and at the same time as education for reading society. So in this study, the researcher analyzes based on the sociology of literature.

As state by Ian Wat, "Literature is a reflection of the society, what examined is the extent to which literature is a mirror of society. So, the study on *The Hate U Give* Novel will focus by looking at other types of discrimination and the impact on society.

E. Race, Ethnicity

1. Race

Race is a social construction and not a universal category of an essential biological or cultural category. Observable characteristics are transformed into

racial markers, including apparent impetus for natural and cultural differences. In Britain, America, and Australia, the historical racial formation is one of power and subordination. People of color are structurally subordinated to all dimensions of life opportunity. Racial formation or racialization is often identified with racism because it involves various forms of social, economic, and political subordination, carried out according to racial categories and ideologies.

Race term in English is Race. Coakley (2001: 243) argues that "Race refers to a category of people considered as socially distinct because they share genetically transmitted traits believed to be important by people with power and influence in a society." This means that race refers to a group of people seen as socially different because they share traits that are genetically believed to be important by people with power and influence in society. This is in line with Woods (2007: 186) that "... to use race when referencing to attributes that are passed along genetically from generation to generation ...". The term race is used when referring to traits that are passed down genetically from generation to generation. Meanwhile, Maguire, et.al (2002: 140) explained that "race also has its uses when discussing prejudice and discrimination." Thus, the race is also used when discussing prejudice and discrimination.

Social scientists consider the term race to have a narrow meaning, and this is applied as racism. This term gives us an understanding of the problems of many people at the sporting level and elsewhere. Woods (2007: 186) argues that "the term racism refers to the belief that race determines human traits and characteristics and that racial differences result in the superiority of particular

race." It means that the term racism refers to the belief that race determines human traits and characteristics and that racial differences result in certain racial advantages. Based on the statements above, there are terms of race and racism. The race is used to categorize people based on traits, and seven characteristics passed down genetically from generation to generation. In contrast, the term racism is used to understand the various problems of the masses, including the superiority of a certain race.

2. Ethnicity

Ethnicity is different from understanding race. As stated by Coakley (2001: 243), "... it refers to the cultural heritage of a particular group of people". So, ethnicity refers to the cultural heritage of a specific group of people. Maguire, et al (2002: 140) also explain that "the term ethnic become a precise word to use regarding people of varying origins." So, the term ethnicity is the right word to describe people of various origins. It is further disclosed that race may be considered in terms of any group defined or composed by cultural, religious, national roots or some combination of these categories (Maguire, et al, 2002: 134).

Ethnic definitions shape the meaning of ethnic groups. Ethnic groups are a category of socially different because they share a way of life and commitment to all the ideals, norms, and metrics found in that path of life (Coakley, 2001: 143). Greely and McCready in Maguire, et al (2002: 135) argue that an ethnic group is a collectivity based on a common guess of origin with an exciting trait that marks

them outside or that keeps them incongruous with native populations in rural villages. . Based on the above statements, there are two terms, namely ethnicity and ethnic group. Ethnicity refers to people based on their origins as the cultural heritage of a particular group of people. An ethnic group is a group of people who have a way of life and have exciting characteristics and characteristics.

F. Discrimination

1. What is Discrimination?

The word discrimination comes from the Latin *discriminatus*, which means to divide or differentiate. Discriminatory treatment of others based on specific groups constitutes discrimination. According to Sears et al (1985: 149), discrimination is a behavior of accepting or rejecting someone based on (at least influenced by) group membership. The point of being affected by group membership is the position of the group in society. The term of discrimination is usually to describe, an act of the majority of the more dominant than minority to act arbitrarily.

According to Theodorson&Theodorson (1979:258) "minorities are the groups that are recognized based on race, religion or ethnicity, who suffered losses as a result of prejudice". A key feature of any definition of discrimination is its focus on behavior. Discrimination is distinct from racial prejudice (attitudes), racial stereotypes (beliefs), and racism (ideologies) that may also be associated with racial disadvantage (see Quillian 2006). Discrimination may be motivated by

prejudice, stereotypes, or racism, but the definition of discrimination does not presume any unique underlying cause.

The discrimination that occurs in society is usually individual discrimination and institutional discrimination. Individual discrimination is the act of a prejudiced offender. Institutional discrimination has nothing to do with personal prejudice but a regional policy's impact through an existing institution in society (Sunarto, 2004: 161).

2. Causes of Discrimination

Measuring the prevalence of discrimination is difficult; identifying its causes is far more so. Patterns of discrimination can be shaped by influences at many different levels, and the specific mechanisms at work are often difficult to observe. Following Reskin (2003), in this research consider influences that operate at the individual, organizational, and societal level.

- a. Prejudice can lead to play an important role in protecting or enhancing their self-concept. When individuals with a prejudice look down on a group, it makes them confident in their own self-worth.
- b. Mutually criticizing each other will make others intolerant of us.

3. Types of Discrimination

Fulthoni , *et. al* (2009: 4) describes the types of discrimination that often occur, namely:

- a. Discrimination based on ethnicity, race, and religion.

- b. Discrimination based on sex and gender (there are differences in social roles due to gender). For example, when a woman is not allowed to work and should only stay in the house as a housewife. Meanwhile, to find money outside should a man.
- c. Discrimination on persons with disabilities. Examples of people with disabilities who have another physical appearance different from us. It will be hard to find a job because the governments do not make special rules for them.
- d. Discrimination on people with HIV/AIDS. For example, people with HIV/AIDS is very isolated in groups of people and are often considered not worthy of living.
- e. Discrimination based on the quality of their money is called by social class. This discrimination exists in real life. For example, there are still differences in a social class in India where ordinary people who are not officials are considered community trash and marginalized so that they do not have access to enjoy their human rights.

The types of discrimination that have been described by Fhultoni in the first part occur because of ethnicity, race, and religion. Discriminatory practices take the form of direct or indirect conflicts. Discriminatory practices that are not in the way of conflict are usually in the form of policies or regulations that harm specific individuals or groups. Meanwhile, discrimination in direct conflict, namely the

Ambon and Poso cases involving the Muslim and Christian communities, resulted in clashes between tribes that killed many people.

In the second part, discrimination occurs because of sex and gender. This discrimination is called gender discrimination. Discrimination gender is a form of direct discrimination and often occurs against women. In 1958, the Republic of Indonesia's Government had ratified the convention on women's political rights with Law no. 68/1958. Besides, the Indonesian government also confirmed the elimination of all forms of discrimination against women.

The third part, discrimination on people with disabilities or imperfect physically because they are different. This discrimination occurs because people with disabilities often experience difficulties in carrying out daily activities. People with physical disabilities often experience difficulties obtaining education or employment due to written rules and unwritten policies that hinder them. However, physically and mentally, their abilities are not necessarily different from those of non-disabled people (Sunarto, 2004: 155).

Fourth, discrimination on people with HIV/ AIDS. People living with HIV/ AIDS often experience discrimination because of their illness. What should be avoided is that the disease is not HIV/ AIDS sufferers. However, what happens in the field is avoiding the sufferer. For example, it is prohibited to go to school and work because people are worried that the disease will spread.

Fifth, discrimination is caused by social caste or social class because of the money they have. Social grade is a class of social most affluent, middle-upward,

middle-down, and neediest. The lowest caste is usually accepted by people who do not have power. They will get discrimination from the higher caste. This caste difference still applies in South Korea, where the poor will be treated arbitrarily by the rich who have power.

4. The Forms of Discrimination

Otherwise, there are various forms of discrimination, according to Newman (in Miharso, 2009: 88) in the form of:

- a. Verbal expression discrimination which usually done by way of insult through words;
- b. Avoidance, discrimination is done by avoiding a person or group of people who are not liked or who are different from their group;
- c. Exclusion, this discrimination is done by not including a person or a specific group of people in the group;
- d. Physical abuse, discrimination is done by way of hurting, hitting, or attacking a person or group that is different from them ;
- e. Extinction, discrimination by way of exterminating or genocide to make the problem finish instantly.

Discrimination exists in the community, usually done by verbal or nonverbal actions. These two problems are the beginning of attacking each other directly or indirectly situation. Verbal expression famous with another word 'insulting.' The hated comes from the words of people who hated others. Even though words can kill people on the mental side, insulting will create a hostile environment and

make the situation hottest. The example happened in Indonesia. Papua's students got many insult from Javanese students. Students from Papua were accused of the flag burner then another student called them by animals name such as "monkey." Not only "monkey," another student called them "black" and still many harsh words they got. It makes the Papua's students feel stressed and afraid to make a friend with others.

The second is avoidance, the attitude to avoid people who are not from their parts of the community. Including when they want to choose to communicate only with the group race itself rather than interaction with a group of races. Stay away from another race directly is the way to do avoidance. Many people think that avoidance seems not dangerous in society, but it will build hatred. The effect of hatred is killing people quickly because when people are harboring hatred too long, it will turn into a grudge.

Segregation or the exception occurs when the community actively excludes the people who are not from their race or group. The most significant number of groups is the leader in some areas. This situation usually happened in the school area, industry, employment, and place (housing).

Americans (about 90 percent in most large surveys : Bobo, 2001) support the laws of upholding the chance to have an equal field. But, the rest of them (10%) do not support the civil right for all groups of race tend to show discrimination explicitly that deliberate. The data indicates that discriminator thinks that another race is a threat to themselves (Duckitt, 2001). The fourth form is physical abuse,

the violence that is usually received from another race; this is the effect of segregation (Green et al, 1999). Physical abuse is done on purpose usually happened because the small mistake only. Discrimination is done by way of hurting, hitting, or attacking a person or group different from them.

The last is extermination or genocide; this is a complex phenomenon, and the hostility and prejudices. Written on a history of prejudice and discrimination, this is the most challenging condition at that time. The leader has the most significant power to control the citizens. When the leader does not like the race, the army will use the bomb to kill them.

5. Types of Responses Against Discrimination

As immediate reactions, no one would respond in the exactly same way to the discrimination that they faced as members of a minority group. However, to point out and determine the types of response to prejudice and discrimination can be done by classifying the self-adjustment pattern. Joe R. Feagin and Melvin P. Sikes postulated four distinct types of responses to discrimination.

a. Withdrawal

Withdrawal means avoiding the discrimination that is going on. Withdrawal is when people of a minority group suspect a discrimination action and chose to avoid and leave the place where discrimination occurs with no intention of taking any part of the discriminatory situation.

b. Resign Acceptance

Resigned acceptance means ignoring the discrimination while continuing the interaction. Resigned acceptance is about self-acceptance, conform with the social condition, comply with the custom existed and the regulations, standards or laws applied, reconcile oneself the way it really is, and accept that something undesirable cannot be avoided.

c. Verbal Confrontation

Verbal confrontation is defined as verbally challenging the discrimination as a respond of disagreement where there is no physical threat present or implied.

d. Physical Confrontation

Physical confrontation is defined as physically responding to the discrimination. Unlike verbal confrontation, physical confrontation is a respond of disagreement where there is physical threat present or implied.

CHAPTER III

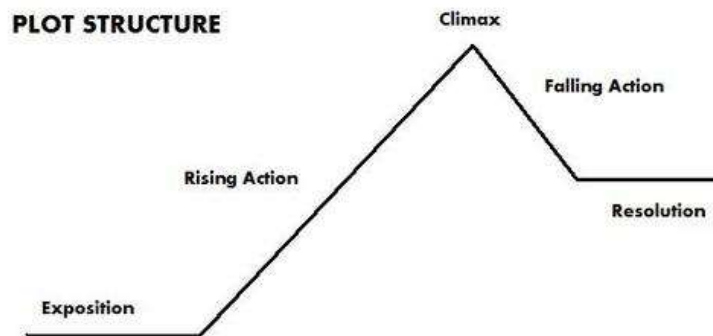
FINDING AND DISCUSSION

Based on the objectives of the study, this chapter is divided into two parts. The first describes discrimination on African Americans portrayed in Angie Thomas's *The Hate U Give* novel. The second part describes the resistance of African Americans opposes discrimination in *The Hate U Give* novel.

A. Element of Novel

1. Plot

Nurgiyantoro (via Sofia and Sugihastuti, 2003: 14) says that the events of the story (plot) is manifested through the actions, behaviors, and attitudes of the main characters story.



a. Exposition

It begins when Star and Khalil meet one fifteen after party. He stop them to ask about Khalil's license, because of him do not believe with Khalil finally he shot Khalil.

b. Rising Action

The situation changed because despite Starr's statement, One-Fifteen is not arrested. After hear the statement from one fifteen people in Garden Heights violently protests Khalil's murder. On the next day Starr testifies before a grand jury in police office.

c. Climax

African Americans sue to grand jury because they need justice for Khalil. After a long week they wait the decision from the grand jury in the end the grand jury votes not to indict One-Fifteen.

d. Falling Action

Decision from the grand jury make Garden Heights more getting anger until they do a big protest and riot all night. Filled with righteous anger, Starr joins a riot because she can't accept the decision also.

e. Resolution

As Garden Heights rebuilds, Starr commits to activism. In this story there is no clear conclusion because Starr only say to her self that they will be speak up to defend others.

2. Characters and Characterization

a. Starr Carter

Throughout *The Hate U Give*, Starr grows from an uncertain teenage girl to an outspoken activist for change in her community. Starr's witty and relatable

narrative style contrasts with her reluctance to speak out at the start of the novel. Because Starr feels torn between her two worlds—the poverty and violence of Garden Heights and the wealth and respectability of Williamson Prep—she is unsure how to speak about Khalil’s death, fearing the story will affect how her white friends and boyfriend, Chris, view her. Khalil’s death disrupts any semblance of equilibrium Starr has created between her Garden Heights and Williamson Prep identities, and forces Starr to realize that no matter what she does, she will always be judged within white spaces. With this realization, Starr stops silently tolerating racist comments from Hailey, allows Chris into her Garden Heights life, and ultimately testifies before the grand jury on Khalil’s behalf, becoming a voice of justice for those subjected to police brutality.

Starr’s name carries the thematic weight of the many meanings of the word “star,” which emphasizes her potential for leadership in her community. Maverick states that he chose Starr’s name because she was a light in a dark time for him. Throughout *The Hate U Give*, Starr acts as a light of hope and truth for many of the characters. In testifying to the grand jury and speaking out at the protest, she sheds light on the truth about Khalil and breaks through the layers of falsehoods that the media has created. By exposing King’s involvement in Khalil’s death, Starr inspires her neighbors and DeVante to have the courage to speak out against King. Starr’s realization of her potential for leadership in her community highlights how Hailey’s racism had previously relegated Starr to a secondary role in Hailey’s life whereas Starr is the center of her own.

b. Khalil Harris

Starr's childhood best friend who is shot by One-Fifteen during a traffic stop. After Khalil's death, rumors spread that Khalil dealt with drugs and participated in the King Lords gang, placing his character in question. However, Starr remembers Khalil primarily as the sweet friend she knew growing up. Kenya and DeVante attest that Khalil often spoke fondly of Starr, and that he cared about her very much. Toward the end of the novel, DeVante reveals that Khalil took great care of his family and only sold drugs to pay off his mother's debt to King.

Khalil plays an important symbolic role in *The Hate U Give*. Specifically, Khalil's murder dramatizes the process of dehumanization and demonization of young black men in the wider news media that allows them to become scapegoats for the violence in their communities. After his death, the media quickly paints Khalil as a drug dealer with gang connections. This narrative flattens Khalil into a thug who posed a viable threat to One-Fifteen and makes Khalil responsible for his own death. The "thug" stereotype also transforms Khalil into a stand-in for many of the other characters' fears. For example, Mr. Lewis, despite being a resident of Garden Heights, also blames Khalil for the shooting as a means of distancing himself from the violence Khalil represents. By labeling Khalil as a gang member and therefore guilty, Mr. Lewis can avoid seeing himself as a potential victim of police violence.

As Starr emphasizes at the protest, the actual most important thing about Khalil was that he was a teenage boy who lived a normal life. As Starr

remembers, he loved his grandmother, enjoyed *Harry Potter*, and was afraid of animals. These details portray him as sweet and vulnerable, emphasizing his personhood. Even Khalil's drug dealing reads differently when DeVante tells Starr that Khalil had to raise money to protect his mother. Although the media portrays drug dealing as intrinsic to who Khalil was, the truth reveals that Khalil made difficult choices based on the circumstances he faced. This nuanced portrait of Khalil cannot coexist with a negative stereotype about black youth. Thus, Starr's insistence on talking about Khalil's life rather than his death during the protest serves to remind the crowds and the readers of the multidimensionality of Khalil as a human being, rather than as a symbol for the police or the media to project their ideas of blackness onto.

c. Maverick "Big Mav" Carter

Starr, Seven, and Sekani's father, an outspoken and philosophical man who runs a small grocery store in Garden Heights. Despite his dark past as a member of the King Lords gang and a short stint in prison, Maverick is an engaged father who devotes himself fully to his family and his neighborhood. Maverick inspires Starr by educating her on Black Power philosophy, but he struggles with balancing his values of black liberation with the reality that those values put him and his family in danger. His strong beliefs often get him into arguments with Uncle Carlos, who helped care for Maverick's children while Maverick was in prison.

d. Lisa Carter

Mother to Starr and Sekani, and step-mother to Seven. Lisa is a nurse and a loving but firm mother. Although she comes off as strict, Lisa has a compassionate heart and teaches the importance of forgiveness and second chances. She fiercely protects her children and always reminds her husband, Maverick, not to push the children too far into dangerous activism.

e. Uncle Carlos

Starr's maternal uncle, a police officer. Uncle Carlos served as a father figure in Starr's life, particularly while Maverick was in prison. With his job as a police officer and a home in a suburban, gated community, Uncle Carlos assimilates into the white community, and encourages Lisa to do the same with her family, leading to conflict with Maverick.

f. Seven Carter

Seven is Starr's older, half brother. He goes to Williamson with Starr and Sekani. He just wants the best for his family. He is a mostly chill person except for when someone he loves is in danger. Then he snaps into protective mode and will do anything to protect them, even if that means sacrificing himself. One small example of this is the reason why he decided to go to a college close to home. So that if anything were to happen to his family he would be nearby to protect them.

g. King

The leader of the King Lords gang. King profits off the drug dealings in Garden Heights, but does not care about the community, threatening elderly men

and teenagers alike to protect his hold over the neighborhood. King abuses his girlfriend, Iesha, and daughters, Kenya and Lyric.

h. Chris

Starr's boyfriend, a wealthy white boy from Williamson Prep. The two initially bonded over a love of the television show *The Fresh Prince of Bel-Air*, and Chris often raps the theme song to make Starr smile. Chris adores Starr and tries to make her feel comfortable being her entire self around him, which Starr struggles with throughout the novel.

i. One-Fifteen

The white police officer who shoots and kills Khalil. Although the media portrays him as a caring father and good police officer, One-Fifteen lies to his colleagues about the events of the night of Khalil's death. Throughout the novel, One-Fifteen represents systemic racism and corruption in law enforcement.

j. DeVante

A black teenage boy from Garden Heights and member of the King Lords gang. DeVante attempts to leave the King Lords after King gives him an assignment that DeVante knows will lead to his own death. Despite his cocky exterior, DeVante cares deeply for his family and others. He has a crush on Kenya.

k. Kenya

Starr's friend from Garden Heights and Seven's half-sister through Iesha. Kenya is assertive and calls Starr out for not spending as much time with people

in Garden Heights since Starr started going to Williamson Prep. Kenya also urges Starr to speak out on behalf of Khalil.

l. Mr. Lewis

The neighborhood barber, an older black man and resident of Garden Heights. Mr. Lewis loudly complains about the effects of gang violence in the neighborhood and often clashes with Maverick because of Maverick's past membership in the King Lords. The King Lords later beat up Mr. Lewis after he betrays King on television.

m. Maya Yang

A close friend of Starr and Hailey's at Williamson Prep. Maya is the peacekeeper of the trio, always trying to get Starr and Hailey to communicate. After Maya confesses that Hailey made racist comments about Maya's Asian American heritage, Starr and Maya form an alliance to fight Hailey's racism.

n. April Ofrah

Starr's lawyer, a community organizer who leads Just Us for Justice. She encourages Starr to use her voice for activism.

o. Kesha

Mother to Seven, Kenya, and Lyric, a sex worker who is dating King. Iesha puts her relationship with King over the safety of her children, but she is also a victim of King's abuse.

p. Sekani Carter

Starr's younger brother. Maverick and Lisa protect Sekani from a lot of the dangers around him and Sekani maintains a childish innocence throughout the novel.

q. Natasha

Starr's childhood friend who was shot by accident at the age of ten during a gang-related shootout in Garden Heights.

r. Ms. Rosalie

Khalil's loving grandmother who often looked after Starr and Sekani when they were young.

s. Brenda Harris

Khalil's mother, a drug addict who was often absent during Khalil's childhood.

t. Lyric

Seven's youngest half-sister.

u. Remy

Hailey's brother who starts a protest at Williamson to get out of class.

v. Hailey Grant

Starr's friend from Williamson Prep, a wealthy, white teenage girl who feels uncomfortable when confronted with the racism affecting Starr's life. In the past, Hailey expected Starr and Maya to go along with her dictates, and finds Starr's new outspokenness threatening.

3. Theme

a. Identity and Blackness

The Hate U Give explores the relationship between race and identity as Starr struggles to navigate the primarily black world of Garden Heights and the primarily white world of Williamson Prep. Starr feels pulled between her Garden Heights self and Williamson Prep self, and she switches her speech, mannerisms, and behaviors to fit whichever circumstance she finds herself in. After Khalil's shooting, Starr is reluctant to speak about his death for fear that her friends, Hailey and Maya, and boyfriend, Chris, will not understand everything that happens in her Garden Heights world. Starr feels simultaneously "too black" to talk about Khalil's life and death with her school peers, but "too white" at home to stand up for Khalil, especially after Kenya accuses Starr of acting like a white person who thinks herself better than her neighbors.

Starr's identity conflict is evident in her father figures, Maverick and Uncle Carlos, who have different perspectives on authentic blackness. Maverick draws inspiration from the Black Power Movement and believes in a self-reliant blackness that uses existing structures within black neighborhoods to improve conditions. Maverick's philosophy explains why, throughout most of the novel, Maverick refuses to move his family from Garden Heights to a safer neighborhood—he believes they should change their community from the inside. Uncle Carlos, with his job as a police officer and house in a gated community, represents assimilation into white culture. Uncle Carlos believes that he can support black communities by using white organizations like the police force to

combat gang violence. The constant argument between Maverick and Uncle Carlos highlights how difficult it is for Starr to reconcile her two worlds and find a way to honor her whole self.

b. The Weaponizing of Stereotypes against Black People

The Hate U Give examines the way society uses stereotypes of black people to justify violence and racism against them. These stereotypes protect white communities, such as the students at Starr's school, Williamson Prep, from reflecting upon systemic racism, which perpetuates discrimination. We see this prejudice most clearly in how One-Fifteen defends his murder of Khalil. One-Fifteen has no reason to think Khalil's hairbrush is actually a gun other than One-Fifteen's presumption that Khalil is violent because he is black. However, the news media and many white characters endorse One-Fifteen's version of events because by protecting him, they protect law enforcement from accusations of racism.

Uncle Carlos, Starr's black uncle on the same police force as One-Fifteen, also initially defends One-Fifteen's actions before realizing he wrongly tried to justify the shooting of Khalil. The media works to disguise the racism in One-Fifteen's actions by portraying them as logical and hence justified. For example, news coverage emphasizes Khalil's alleged gang connections, perpetuating stereotypes of black boys as violent and dangerous. Upon hearing these reports, Hailey, Starr's Williamson Prep friend, concludes that Khalil was nothing more than a thug. The media circus surrounding Khalil's death demonstrates how white

media prioritizes protecting law enforcement and perpetuating stereotypes over black lives.

c. Cyclical Nature of Racialized Poverty

Underlying the traumatic events of *The Hate U Give* is the cyclical nature of racialized poverty, which Maverick explains to Starr during their conversation about Tupac's phrase "Thug Life." According to Tupac, widespread racism keeps black communities from the opportunities and resources needed for financial prosperity, and poverty feeds on itself, affecting generations of black families. This cycle entraps many of *The Hate U Give*'s black characters into a situation where they cannot escape poverty without relying on the drug trade, which is then used to devalue them as people in both life and death.

Maverick himself was born to a drug dealer and joined a gang to create some sense of security. Due to the burdens created by poverty, Khalil sold drugs to pay off his mother's debt. DeVante explains to Starr—who is initially confused as to how Khalil could sell the same drugs ruining his mother's life—that Khalil felt pressured to provide for his family and couldn't find a better alternative. Through Starr's deepening understanding of racialized poverty, we see how this intergenerational cycle is difficult to break because black communities, like Garden Heights, do not have adequate access to resources such as education, employment, and protection from police brutality.

B. The kinds of discrimination on African American portrayed in Angie Thomas's *The Hate U Give*

The Hate U Give, written by Angie Thomas in 2017, is a novel that raises discrimination issue in fictional placed Garden heights. Still happening, this kind of situation ever happened in Mississippi. The discrimination issues described in the novel is the conflict between black and white people, especially black African-American teenagers that killed by white cops in Garden Height (fiction Setting in the novel)

1. Verbal expression

Verbal expression is one kind of discrimination, usually happened by using a negative word, sometimes using an animal's name to call someone who's not from their race. Insulting another race, directly and indirectly, also happened in the novel *The Hate U Give* mostly happened to African Americans (black people).

"Now, do you know if Khalil sold narcotics?" (p.68)

"It's only a question," Gomez says.

"Do you, Starr?"

All the sympathies, the smiles, the understandings.

This chick was baiting me. Investigating or justifying?

"Starr? Can you please answer the question?"

"But do you know if he sold them?" she asks.

"Do you have knowledge of him selling them?"

"Did you consume any alcohol at the party?" she asks.

I know that move from Law & Order. She's trying to discredit me.

"No. I don't drink."

"Did Khalil?" (p.68)

Starr and her mother go to police office to do an investigation with the police. They enter the room with a woman police and sit down together. She received a lot of question about the chronology but suddenly the question change into intimidating Khalil. From the dialogue above shows that Starr got direct

discrimination using a verbal expression from the white cop. The white cop was on duty to investigating Starr about the real situation and the chronology of the accident. But, most all the question isn't about that. She always gives a blaming question to Starr by justifying her. She doesn't want the truth, but she wants to discredit her until Starr said yes and admits that Khalil was wrong too. The next day after Starr attend the investigation with a woman white cop the news about Khalil is coming up in media and spread to Williamson.

On the Monday night news, they finally gave Khalil's name in the story about the shooting, but with a title added to it—Khalil Harris, a Suspected Drug Dealer. They didn't mention that he was unarmed. (p.70)

"And then they said the drug dealer's name was Khalil," she says and exchanges a look with Maya.

"We've wanted to ask if it was the Khalil who used to come to your birthday parties," Maya adds.

"We didn't know how, though." The drug dealer. That's how they see him. It doesn't matter that he's suspected of doing it.

"Drug dealer" is louder than "suspected" ever will be. (p.75)

Their mouths open into perfectly shaped O's. "Like, I mean. If he was a drug dealer," Hailey says, "that explains why..."

"He got killed even though he wasn't doing shit? So it's cool he got killed? But I thought you were protesting it?" (p.117)

"He was a drug dealer and a gang banger," Hailey says. "Somebody was gonna kill him eventually." (p.214)

Starr's friends know about the news and they called Khalil with "drug dealer guy". Some of the dialogue above shows that Khalil got indirect discrimination using a verbal expression from all the white people. The white people use the term "a drug dealer" when they talk about Khalil. They never talked that the white cop killed Khalil, but white people blame Khalil for dead because he is a drug dealer. The news also didn't focus on the gunshot accident, but the news focus that Khalil was a drug dealer too. Even though there is no clear evidence that Khalil is a drug dealer, all the white people call him a drug dealer, and they claim that Khalil will get killed.

2. Avoidance

Avoidance is the kind of discrimination run in an avoiding manner or away from someone or groups of people who don't prefer it. The avoidance discrimination that happens to black people's lives in *The Hate U Give* by Angie Thomas can be described as follows.

“Hailey didn’t come. Her dad didn’t want her spending the night in “the ghetto.” I overheard my parents say that. Maya came but ended up asking her parents to get her that night.”(p.28)

Most of Starr's friends from her school are white people. One day she makes a pajama party in her house and invites her friend. The quotation above shows that her friend didn't want to visit Starr's home that was placed on Garden Heights. They can accept Starr as their friend, but they avoid Starr's house because they can't get the environment as Hailey's dad said about the ghetto, the ghetto term used for the part of the city that occupied by black people. Because the citizens in Garden Heights are black people, so they do not want to assemble with black people.

3. Exclusion/ Segregation

Exclusion is indirect discrimination run in no way enter someone or a particular group of people in his group. Another word of exclusion is segregation that separated group by group and does not add other races into their group. The condition also occurs in the novel *The Hate U Give* can be described as follows.

Sometimes it’s hard to believe Garden Heights and Riverton Hills share the same sky. (p.161)

This novel tells about the southern part of America which the area of living separated because of the race. African American lived in Garden Heights which has very limited access for life, the citizens poor and dirty. The white group lived in Riverton Hills which has a good life with unlimited access for life, the citizens rich and clean. From the sentence above shows that white and black people lived in the different place even though they lived in the same city. Not only from the place of their lived but also happened in the way they lived.

I've seen it repeatedly happen: a black person gets killed just for being black, and all hell breaks loose. I've tweeted RIP hashtags, reblogged pictures on Tumblr, and signed every petition out there. (p.27)

"Black people, minorities, poor people. Everybody at the bottom in society."

"The oppressed," says Daddy.

"Yeah. We're the ones who get the short end of the stick, but we're the ones they fear the most. (p.108)

The case from Khalil is not the first case that happened in Garden Heights. Big Maverick says that black people usually oppressed from the white group. Not only from criminal side but also, from a lot of side such as education, politic and law. Black people will not receive a chance to live peacefully because in fact the white groups do not want to be unbeatable from the black. The sentence above shows that black people will not get justice for their life. Even the black people made a small mistake, and the white people will not forgive them easily. The black people will get in jail if they make a small mistake to white people. Not only get in prison, but some black people get oppressed just because they are black. The exclusion only applies to black people, not white people. It happened in the school area also.

*“Right. Lack of opportunities,” Daddy says.
 “Corporate America doesn't bring jobs to our communities, and they damn sure ain't quick to hire us. Then, shit, even if you do have a high school diploma, so many of the schools in our neighborhoods don't prepare us well enough. That's why when your momma talked about sending you and your brothers to Williamson, I agreed. Our schools don't get the resources to equip you as Williamson does. It's easier to find some crack than it is to find the right school around here. (p.109)*

When the black people want to apply the job, they will be rejected easily. As Big Mav says that the black have a lack opportunity just because they are being black. The government thinks that black people can't do anything. The sentence above shows that the school and the education both of them are too different. When white people can attend the best school which has the best teacher and complete equipment, in other hands, black people should follow the worst school which has not complete equipment there. Mostly black people choose the worst school because they do not have enough money, and they afraid of getting bullied all the time.

*“Exactly. Drugs come from somewhere, and they're destroying our community,” he says.
 “You got folks like Brenda, who think they need them to survive, and then you got the Khalils, who think they need to sell them to survive. The Brendas can't get jobs unless they're clean, and they can't pay for rehab unless they got jobs. When the Khalils get arrested for selling drugs, they either spend most of their lives in prison, another billion-dollar industry, or have a hard time getting a real job and probably start selling drugs again. That's the hate they're giving us, baby, a system designed against us. That's Thug Life.” (p.109)*

Selling a drug is the one way that black people choose because it's easy to get money from there. The statement above shows the reason a lot of black people selling a drug. Corporate America doesn't bring jobs to their communities; it categorized exclusion also. They choose to be drug dealers because they can't find money as quickly as white people. They lack opportunities, whereas they need to

survive their life to continue this life. If the government does not give them a chance, they will be drug dealers for the rest of their life.

4. Physical Abuse

Physical Abuse is direct discrimination executed in a hurtful manner, hit, or attack. Physical discrimination that occurs in characters in the novel *The Hate U Give* can be described as following.

Khalil gets out with his hands up. One-Fifteen yanks his by his arm and pins him against the back door (p.20)

Khalil and Starr meet in a party, they are chatting about anything, suddenly the police officer come and both of them decided to go home together. They are going home by Khalil's car, on the way back home their car stopped by the white cop. He wants to check the license but he doesn't believe Khalil and getting angry to him. The statement above shows that the white cop does a hurtful manner to black people. Without knowing his apparent mistake, suddenly the cops do that to Khalil. He feels pain because the white cops pushed his hand into his back and then went him to the car.

*Not only hit or attack, but a few black people were getting killed by the white people just because of a small mistake they made It's not smart to make a sudden move.
Khalil does. He opens the driver's door.
"You okay, Starr—"
Pow!
One. Khalil's body jerks. Blood splatters from his back. He holds on to the door to keep himself upright.
Pow! Two. Khalil gasps.
Pow! Three. Khalil looks at me, stunned. He falls to the ground (p.21)*

Khalil is worrying so much about Starr because she stays inside car and feels frightened. Khalil takes the responsibility to take care of Starr since they were child. Khalil puts his hand down and goes to the window to see Starr. He sees from the outside car window only, suddenly the white cop shot him with a gun in many times in front of Starr. Khalil is falling down with a much blood on his body. Starr shouts and get out from car with a freezing body because she shocks. The white cop do an extreme physical abuse to Khalil, he makes Khalil die in a young age.

*I turn to Ms. O'rah. "When **I was ten**, I saw my other best friend get murdered in a drive-by." (p.139)*

Starr tells Ms. O'rah that this is not the first time she sees her friend die in front of her. She saw this kind of accident when she was ten. It makes Starr more traumatic because the victims her close friend.

*"No. All the 'black stuff,'s called it. The petitions, the Black Panther pictures. That post on those **four little girls** who were killed in that church. The stuff about that **Marcus Garvey** guy. He is the one about those Black Panthers who were shot by the government." (p. 159)*

*I once posted a picture of Emmett Till, **a fourteen-year-old black boy** who was murdered for whistling at a white woman in 1955. His mutilated body didn't look human. (p.53)*

A few statements above are evident in the novel *The Hate U Give* that some black people are already getting killed by white people. Mostly the victims come from children and the teenager of black African-American. They are quickly getting killed because they do not have enough power to against the white people. There is no guarantee for these children of black people to live for a long time.

Their soul priceless for the government because the government also the opposite of black people.

This accident is the same as the George Floyd case that happened on May 25th in 2020 but in a different situation. He was killed by the white police officer in front of the store. He was dead because of the kneeling from the white police officer. In 8 minutes, he can't breathe until his nose was bleeding, and after that, he died.

C. Types of Responses against Discrimination in Novel *The Hate U Give*

In this part the researcher explain responses from black African American people to point out and determine the types of response to prejudice and discrimination can be done by classifying the self-adjustment pattern. Joe R. Feagin and Melvin P. Sikes postulated four distinct types of responses to discrimination.

1. Withdrawal

Withdrawal means avoiding the discrimination that is going on. People who choose to leave the places and ignoring the situation. They feel uncomfortable because they do not want their family hurt or get injured.

We spend the night at Uncle Carlos's house because the riots started again as soon as the sun went down. Somehow the store got spared. We should go to church and thank God for that, but Momma and I are too tired to sit through less than an hour of anything (p.106)

Maverick's family decided to go to Carlos's house because of the riots started again in Garden Heights. They feel unsafe with the situation and choose to leave

the place where discrimination occurs with no intention of taking any part of the discriminatory situation.

2. Resign Acceptance

Resigned acceptance means ignoring the discrimination while continuing the interaction. Even though there is a conflict about black and white but some people choose to be silent and do a normal activity. Such as Starr and family did conform with the social condition, comply with the custom existed and the regulations, standards or laws applied, reconcile oneself the way it really is, and accept that something undesirable cannot be avoided.

I get out the car. For at least seven hours I don't have to talk about One Fifteen I don't have to think about Khalil. I just have to be normal Starr at normal Williamson and have a normal day. (p.49)

*"I just wanna talk to my girl," he claims
 "I don't know who that is," I say,
 Beyoncé'ing him like a pro. He sighs through his nose.
 "Please, Starr? Can we at least talk about it?"
 I'm back to Taylor Swift because the please does it. I nod at Hailey and Maya.
 "You hurt her, and I'll kill you,"
 Hailey warns, and she and Maya go in to class without me. (p.49)*

Starr as the witness comes to Williamson with normal situation. She communicates with all her friends normally. It explains if she accepts that something undesirable cannot be avoided. Continuing the interaction with her white friends during her school time even though, the problems do not clear yet.

3. Verbal Confrontation

Verbal confrontation is defined as verbally challenging the discrimination as a respond of disagreement where there is no physical threat present or implied.

*"You mean y'all wanna justify what that pig did," Daddy says
 "Investigate my ass." (p.37)
 "A sixteen-year-old black boy is dead because a white cop killed him.
 What else could it be?" (p.37)
 "Oh, we know the truth, that's not what we want" says Daddy "We
 want justice." (p.39)*

The first respond of disagreement comes from Maverick. It happens when Carlos as a police asks his daughter to do an investigation in police office. Maverick very angry because Carlos force him to talk to her daughter. He called a white cop as "pig" to express his anger.

After a long debate in a few weeks, finally Starr agrees to do an investigation in police office. The investigation was not as good as Carlos said before. In the end, Starr's mother angry to an investigator and leave the office as soon as possible.

*"Whoa, wait one second," momma says.
 "Are y'all putting Khalil and Starr on trial or the cop who killed
 him?"
 Wilkes looks up from his notes.
 "I—I don't quite understand, Mrs. Carter?" Gomez putters.
 "You haven't asked my child about that cop yet," momma says.
 "You keep asking her about Khalil like he's the reason he's dead. As
 she said, he didn't pull the trigger on himself."
 "We just want the whole picture, Mrs. Carter. That's all."
 "One-Fifteen killed him," I say.
 "And he wasn't doing anything wrong. How much of a bigger picture
 do you need?"
 Fifteen minutes later, I leave the police station with my mom. Both of
 us know the same thing: This is gonna be some bullshit. (p.69)*

After a few minute hear an intimidating question from the white cop, Lisa as the mother of Starr getting angry. The dialogue above shows that Mrs. Carter, as Starr's mom, interrupts the investigation session that closes to justify her daughter. She realized the white cop-out of the topic of the question. The white cops just ask about Khalil. She is getting angry because most of the problems hurt her daughter's feelings. After that, Mrs. Carter said to stop the investigating session and bring Starr to get out of the room. This is how Mrs. Carter, against the white cops, helps her daughter a teenage girl who can't do anything without her momma Starr.

After attend the investigation Starr afraid to meet the white cops; she is afraid to be blamed again. She ignored the suggestion from Ms. Ofrah to appear on TV for an interview. The demo begins after Khalil's funeral.

“My name is April Ofrah, and I’m with Just Us for Justice. We are a small organization here in Garden Heights that advocates for police accountability”.

“As we say farewell to Khalil, we find our hearts burdened with the harsh truth of how he lost his life. Just before the start of this service, I was informed that, despite a credible eyewitness account, the police department has no intentions of arresting the officer who murdered this young man.” (p.84)

When people attend Khalil’s funeral there is a lawyer from Just Us for Justice a small organization who will help Khalil to get justice. She wants to help Khalil’s family to meet grand jury for Khalil.

“We won’t give up until Khalil receives justice,” Ms. Ofrah says over the talking.

“I ask you to join us and Khalil’s family after the service for a peaceful march to the cemetery. Our route happens to pass the police station. Khalil was silenced, but let’s join together and make our voices heard for him. Thank you.” (p.85)

She speaks in front of mourning and persuades them to fight together until Khalil receive justice from the government.

Today the street's blocked off. A crowd marches down the middle of it. They're holding signs and posters of Khalil's face and are chanting, "Justice for Khalil!" (p.99)

A lot of people join the demo to get justice for Khalil. They will walk around Garden Heights to find sympathy and get justice for Khalil. With bringing signs and posters, they are shouting "Justice for Khalil."

After a few weeks, Starr ignored the suggestion from Ms. Ofrah. Finally, she accepts it. Even though different from her momma, who against the white cops, she has her way of fighting them. Ms. Ofrah already scheduled the time to interview on television. She said it would help us be heard by many people and make the people think that Khalil should get justice for his death.

FIVE WEEKS AFTER IT

Ms. Ofrah arranged for me to interview with one of the national news programs today—exactly a week before I testify before the grand jury next Monday. (p.178)

Even though the interview is not easy for Starr, but she pretends to do this. She assumes if she still quiet, people will never know the truth. She did it for Khalil and Natasha, her best friend who got killed when she was ten. Also, for other victims of African Americans who got killed by white people. At the beginning of the interview, she was okay. When she explains how Khalil is getting killed by a gun, she is crying because it's still hard for her.

In the last few weeks, Starr only sees the protest, but finally, she decided to join with all the black people. She can't handle it anymore because she holds her anger too long.

Ms. O'frah said they would be leading protests around the city if the grand jury didn't indict. We head down the sidewalk, just walking with no particular place to go. It's more crowded than I realized. About half the neighborhood is out here. I throw my hoodie over my hair and keep my head down. No matter what that grand jury decision, I'm still "Starr who was with Khalil," and I don't wanna be seen tonight. Just heard. "Justice for Khalil!" People gathered around the car, record the scene with their phones, and threw rocks at the windows. (p.243)
Ms. O'frah leads the chant again. "A hairbrush is not a gun! A hairbrush is not a gun!"
It's contagious and echoes all around us. Seven, De Vante, and Chris join in.
"A hairbrush is not a gun," I mutter. Khalil drops it into the side of the door. "A hairbrush is not a gun." He opens the door to ask if I'm okay. Then pow-pow—
"A hairbrush is not a gun!"
I scream loud as I can, fist high in the air, tears in my eyes. (p.253)

The statement above shows that Ms. O'frah and Starr try to make everything clear. Many people think Khalil has a gun in his car. That's all not true, and he has a hairbrush only in his car because his hair is curly; he always brings a hairbrush. It is very nonsense until the white cop shot him, whereas the white cop does not see the evidence yet.

All the people gathered on the road at night to ask about justice for Khalil. They do not hit the white people to take revenge, doing safer for their lives. Bring many big posters about justice and bring a picture of Khalil. They are shouting with walking together around Garden Heights until the police block the road. The protest is the significant resistance of black people to oppose white people and struggling justice for their life. They do not want this kind of accident to happen to African-Americans (black people) because it will ease their race in the future.

"My name is Starr. I'm the one who saw what happened to Khalil," I say into the bullhorn.

"And it wasn't right."

I get a bunch of "yeahs" and "amens" from the crowd.

"We weren't doing anything wrong. Not only did Officer Cruise assume we were up to no good, he assumed we were criminals. Well, Officer Cruise is the criminal."

The crowd cheers and claps. Ms. Ofrah says,

"Speak!"

That amps me up. I turn to the cops.

"I'm sick of this! Just like y'all think all of us are bad because of some people, we think the same about y'all. Until you give us a reason to think otherwise, we'll keep protesting." (p.255)

Star Carterr is the one and only witnesses with Khalil when the accident happened. She comes forward in front of a lot of people. She is standing between the police and black African-Americans. Retell the real story about the gunshot accident and defense that her group (African-Americans) were not do anything wrong.

Others are fighting too, even in the Garden, where sometimes it feels like there's not a lot worth fighting for. People are realizing and shouting and marching and demanding. They're not forgetting. I think that's the essential part. (p.275-276)

The statement above shows that African-Americans all can do just demo, shouting, and marching that will never forget because those are the critical part against the government and the white people.

4. Physical Confrontation

Physical confrontation is defined as physically responding to the discrimination. Unlike verbal confrontation, physical confrontation is a respond of disagreement where there is physical threat present or implied.

THIRTEEN WEEKS AFTER IT

Some kids around my age stand on top of a car as they shout, "Justice for Khalil!" Anything. Everything. Scream. Cry. Puke. Hit somebody. Burn something. Throw something. They gave me the hate, and now I want to fuck everybody, even if I'm not sure how. "I wanna do something," I say. "Protest, riot, I don't care—" (p

After interview on TV, the network's already got many emails in support of her. Eight weeks after the accident, Starr comes to the grand jury to be investigating again. The grand jury asks about the real conditions when Khalil got shot. While the black people are waiting for the grand jury's decision, they still do a protest on the road.

CHAPTER IV

CONCLUSION AND SUGGESTION

After analyzing the data, the researcher provides the conclusion and suggestions regarding the result of the analysis. This chapter has two parts. In the first part, the researcher presents the whole analysis findings that have been introduced in the previous chapter. In the second part, the researcher provides suggestions to the readers and future researchers relating to this research.

A. Conclusion

Based on the analysis result in the previous chapter, the researcher concludes that there are several resistance kinds and forms of African-Americans against white racial groups to oppose discrimination in *The Hate U Give* novel. The forms of discrimination portrayed in the novel are verbal expression, avoidance, exclusion, and physical abuse. Verbal expression is the hate they give using words direct and indirectly. Avoidance is the hate they give by stay away from the environment, which same with them. Exclusion is the hate they give with makes their territory different from African-Americans. They also make a group with their communities without any black people. The last is physical abuse, the hate they give with hit, attack, or killing African-Americans easily. Cases of discrimination occur everywhere, including schools, workplaces, the environment, and public spaces. Furthermore, *The Hate U Give* novel has described how African-Americans give resistance to justice to the white government.

They give several responses; withdrawal, they avoid and leave the place that discrimination occurs. Resign acceptance they choose to do normal activity beside a conflict. They do verbal confrontation to express their disagreement about discrimination. Also against the discrimination with physical confrontation such as throw something to white people. Black people provide a clear explanation in a television interview. They meet the grand jury to get a big voice from them. They do a big demo on the road and all African-Americans who lived in a fictional place named Garden Heights. They want only to get justice and want people to hear their voice that the white cop should get a punishment.

White people think they can discriminate and against African-Americans because white people are the majority of citizens in the USA. Besides, African-Americans who are victims of discrimination do not have the power to fight because they are a minority race. Moreover, we can see that minorities against African-Americans are placed in lower castes than white people.

Furthermore, the researcher also concluded that *The Hate U Give* novel reflects discrimination against African-Americans in real life. There are several events described in *The Hate U Give* novel that reflects natural phenomenon in the USA. Using a sociological approach, the researcher has revealed society's social conditions in the USA described in *The Hate U Give* novel. In the USA, cases of discrimination are still common today. There are many reports of discrimination behaviors against African-Americans in the USA, such as the George Floyd case in May 2020. It indicates the lack of tolerance that is owned by white people in the life of the nation.

B. Suggestion

There are still many shortcomings that need to be completed and developed in future researches. Therefore, the researcher gives future researchers suggestions who want to conduct a study on the same novel. *The Hate U Give* to produce better research than this research. Future researchers are possible to examine *The Hate U Give* using other perspectives outside the sociological approach. Then, analysis using feminism, power identity, and political theories is highly recommended, considering that there is a lot of data related to these theories in the novel.

Furthermore, the researcher hopes that this research can inspire future researchers to analyze discrimination in literary works. The use of the discrimination theory in analyzing literary works already a lot, but nowadays, it replaces as Black Lives Matter. Moreover, the researcher emphasizes that the readers can take a lesson from some cases of discrimination in Garden Heights fictional place in America and cultivate an attitude of racial tolerance.

The researcher wants to remind the readers that we have to live peacefully with each other. Not only for Americans but also, for people around the world to make our life more beautiful and decreasing about hate. Even though we have different culture, different language, skin tone and life style we have to respect others. Keep our mouth from the hate words because it will make destruction for our next generation in future.

Finally, the researcher realizes that this research is not perfect. For this reason, criticism and suggestions are highly expected. Moreover, the researcher hopes this research can provide useful information and benefits for readers and other researchers interested in analyzing *The Hate U Give* novel.

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CURRICULUM VITAE



Santi Prastiwi Komariyah was born in Probolinggo on January 12th, 1998. She graduated from Vocational High School 04 Probolinggo in 2016. During her vocational high school study, she joined the English Debate (LKS) for three years. She has been passionately active in public speaking and debating. She started her higher education in 2016 at the English Literature Department of UIN Maulana Malik Ibrahim Malang and finished in 2020.

APPENDIX

A. The Forms of Discrimination in *The Hate U Give* Novel by Angie Thomas

N o	Quotation	Page	The Forms of Discrimination
1	“Did you consume any alcohol at the party?” she asks. I know that move from Law & Order. She’s trying to discredit me. “No. I don’t drink.” “Did Khalil?”	p.68	Verbal Expression
2	On the Monday night news, they finally gave Khalil’s name in the story about the shooting, but with a title added to it—Khalil Harris, a Suspected Drug Dealer. They didn’t mention that he was unarmed.	p.70	Verbal Expression
3	“And then they said the drug dealer’s name was Khalil,” she says and exchanges a look with Maya. “We’ve wanted to ask if it was the Khalil who used to come to your birthday parties,” Maya adds	p.70	Verbal Expression

4	We didn't know how, though." The drug dealer. That's how they see him. It doesn't matter that he's suspected of doing it. "Drug dealer" is louder than "suspected" ever will be.	p.75	Verbal Expression
5	"He was a drug dealer and a gang banger," Hailey says. "Somebody was gonna kill him eventually."	p.214	Verbal Expression
6	'Hailey didn't come. Her dad didn't want her spending the night in "the ghetto." I overheard my parents say that. Maya came but ended up asking her parents to get her that night.	p.28	Avoidance
7	Sometimes it's hard to believe Garden Heights and Riverton Hills share the same sky.	p.161	Exclusion/Segregation
8	I've seen it repeatedly happen: a black person gets killed just for being black, and all hell breaks loose. I've tweeted RIP hashtags, reblogged pictures on Tumblr, and signed every petition out there.	p.27	Exclusion/Segregation

9	<p>“Black people, minorities, poor people. Everybody at the bottom in society.” “The oppressed,” says Daddy. “Yeah. We’re the ones who get the short end of the stick, but we’re the ones they fear the most</p>	p.108	Exclusion/Segregation
10	<p>“Right. Lack of opportunities,” Daddy says. “Corporate America doesn't bring jobs to our communities, and they damn sure ain't quick to hire us. Then, shit, even if you do have a high school diploma, so many of the schools in our neighborhoods don't prepare us well enough. That's why when your momma talked about sending you and your brothers to Williamson, I agreed. Our schools don't get the resources to equip you as Williamson does. It's easier to find some crack than it is to find the right school around here.</p>	p.109	Exclusion/Segregation