

**RACISM SUFFERED BY BIRACIAL CHARACTER IN
HELEN OYEYEMI'S *BOY, SNOW, BIRD*
THESIS**

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**DEPARTEMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM
MALANG
2021**

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THESIS

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In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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MALANG

2021

STATEMENT OF AUTHORSHIP

I hereby state that the thesis entitled “**Racism Suffered by Biracial Character in Helen Oyeyemi’s Boy, Snow, Bird**” is my original work. I do not include any existing material either in writing or already published by other researcher or author, except the theory, quotation and bibliography. Therefore, if later there is a claim for the object, I am the only person who responsible for it.

Malang, August 2021



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APPROVAL SHEET

This is to certify that Alvin Nugra Setya Arya's thesis entitled **Racism Suffered by Biracial Character in Helen Oyeyemi's *Boy, Snow, Bird*** has been approved for this thesis examination at the Faculty of Humanities, Universitas Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S)

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MOTTO

Be Kind, Be Humble, and Be the Next Level of yourself

Alvin Nugra S.A.

DEDICATION

This thesis is dedicated to:

My Parents,

My Mother and My Father who always support me and motivate me to become a better version of my-self and to not stop on my dreams.

My supervisor,

Dr. Siti Masitoh, M.Hum who always be there and fast respond regarding my thesis, support me while I'm little bit down.

All of My Friends,

Danti, Cris and Satrio who always there for me for the past 4 years and will always be for the remaining year of our life. My other friends, Shania, Putri and Sriyunita who always give me motivation, support, and love towards me. And also, Hafiz for listening and understanding all of my complaints after all of this time and never give up on me.

Myself,

Alvin Nugra Setya Arya, thank you for already in one of the top of your dream when you were still in high school and of course studying in the major that you dreamed of since you were kid. Thank you for the past few years of hard work to pursue your big dreams. I'm proud of myself. Keep it Up! Never Stop! Let's go beat the world.

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The researcher expresses his gratitude to ALLAH SWT. For his Blessings and Mercy, he can accomplish his mini thesis entitled *Racism Suffered by Biracial Character in Helen Oyeyemi's Boy, Snow, Bird* as the requirement for the Degree of *Sarjana Sastra*. Also, peace and salvation be upon to the greatest prophet, Muhammad SAW, who guides and spreads the truthfulness and brightness.

Therefore, I would like to express my gratitude to my thesis supervisor, Dr. Siti Masitoh, M. Hum. for giving a lot of advice and guidance. Thank you very much for taking the time to read all of my thesis drafts, helping me find ideas and errors that can be corrected for better future preparation. Without him, I could not have completed this thesis smoothly.

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friends from Elarca 17, I'm very happy to be your brother, hopefully we can still keep in touch with all of you on the next long time.

In the end, I hope this thesis can be useful for all readers and hopefully can provide us lessons to respect each other, share the warm love with fellow human beings regardless of what and who they are. This thesis is not perfect. However, if there is constructive criticism and suggestions for my thesis, the researcher will gladly welcomed it.

Malang, June 12, 2021

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ABSTRAK

Arya, Alvin Nugra Setya. 2021. **Racism Suffered by Biracial Character in Helen Oyeyemi's *Boy, Snow, Bird*.**

Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Dr. Siti Masitoh, M.Hum

Kata Kunci: Biracial, Racism

Rasisme adalah sebuah istilah yang penting terkait pemahaman seputar keberagaman. Rasisme selalu berkaitan dengan ciri fisik yang dimiliki orang seseorang. Pada penelitian ini, peneliti bermaksud untuk melakukan analisis seputar rasisme yang ada pada novel *Boy, Snow, Bird* karya Helen Oyeyemi. Semakin bertambahnya tahun, masalah rasisme masih saja kita temui dan bahkan kasus-kasusnya semakin buruk. Meningkatnya masalah seperti ini didasari pada pola pikir ras kulit putih atau kaukasia yang merasa bahwa ras mereka lebih unggul dibandingkan ras lainnya, khususnya ras Negro atau kulit hitam. Hal ini dapat digambarkan dalam kejadian-kejadian yang ada pada novel *Boy, Snow, Bird*. Rasisme kerap dipaparkan sebagai tindakan yang tidak adil berdasarkan pada ciri fisik seseorang yang dapat merugikan individu ataupun suatu golongan tertentu. Pada penelitian ini, peneliti mempertanyakan terkait jenis rasisme yang digambarkan dalam novel dan penyebab dari rasisme yang terjadi.

Penelitian ini dapat dikategorikan sebagai kritik sastra karena peneliti membahas fenomena sosial yang masih terjadi di masyarakat sekitar dan digambarkan lewat alur yang ada pada novel. Peneliti menggunakan pendekatan sosiologis dengan menggunakan teori rasisme yang disusun oleh Camara P. Jones dan Rizzo & Roberts. Seluruh data yang peneliti gunakan dalam penelitian ini berupa kalimat-kalimat serta paragraf novel dengan judul *Boy, Snow, Bird* yang menunjukkan tindakan rasisme terhadap karakter biracial

Hasil dari penelitian ini yang berdasarkan pada teori rasisme Camara P. Jones dan Rizzo & Roberts menunjukkan bahwa adanya 3 jenis rasisme yakni Personally Mediated Racism, Internalized Racism, dan Institutionalized Racism yang dipaparkan dalam novel *Boy, Snow, Bird*. Peneliti juga menemukan 5 faktor yang mendukung rasisme pada novel tersebut. Faktor-faktor penyebab terjadinya rasisme yang ditemui oleh peneliti antara lain Kategori, Segregasi, Hirarki, Power, dan Media.

مستخلص البحث

الفين نوكراسيا اريا. (2021). العنصرية التي تعاني منها الشخصيات ثنائية العرق في هيلين أوييمي بوي ، ثلج ، طائر. بحث الجامعي. قسم أدب الإنجليزية كلية الإنسانية جامعة مولانا مالك إبراهيم مالانج.

المشرف : الدكتور سيتي مشيطة الماجستير

الكلمات المفتاحية : العنصرية ، والعنصرية ثنائية العرق

العنصرية هي مصطلح مهم يتعلق بفهم التنوع. ترتبط العنصرية دائمًا بالخصائص الجسدية التي يتمتع بها الشخص. تعترض الباحث في هذه الدراسة تحليل العنصرية في هيلين أوييمي بوي ، ثلج ، طائر. مع مرور السنين ، ما زلنا نواجه مشكلة العنصرية وحتى الحالات تزداد سوءًا. المشكلة المتزايدة مثل هذه تستند إلى عقلية العرق الأبيض أو القوقازي الذين يشعرون أن عرقهم يتفوق على الأجناس الأخرى ، وخاصة العرق الأسود أو الزنجي. وصف ذلك في أحداث رواية بوي ، ثلج ، طائر غالبًا ما توصف العنصرية بأنها فعل غير عادل قائم على الخصائص الجسدية للشخص والتي تضر بفرد أو مجموعة معينة. عادة ما يتم توجيه العنصرية إلى الأفراد الذين ينتمون إلى مجموعات الأقليات أو مجموعات معينة ليس لديهم المزيد من القوة في المجتمع لمنعهم من القيام بأنشطة واستخدام المرافق ، مثل استخدام المرافق العامة والمشاركة في التعلم والحصول على وظائف لائقة. وتساءلت الباحثة في هذه الدراسة عن أنواع العنصرية الموصوفة في الرواية وأسباب العنصرية التي حدثت.

يمكن تصنيف هذا البحث كنفذ أدبي لأن الباحثة تناقش الظواهر الاجتماعية التي لا تزال تحدث في المجتمع المحيط وتوصف من خلال الحكمة في الرواية. يستخدم الباحث المنهج الاجتماعي باستخدام نظرية العنصرية التي جمعتها كامارا ب. جونز وريزو وروبرتس. جميع البيانات التي استخدمها الباحثون في هذه الدراسة كانت عبارة عن جمل وفقرات من رواية بعنوان الصبي والثلج والطيور والتي أظهرت أفعالاً عنصرية ضد أحد الشخصيات ثنائية العرق مع الممثل الرئيسي من عائلة ويتمان ، الجدة أوليفيا..

تظهر نتائج هذه الدراسة ، التي تستند إلى نظرية العنصرية كامارا بي جونز وريزو وروبرتس ووجدت الباحثة .الصبي والثلج والطيور ، أن هناك عنصرية بوساطة شخصية في رواية أيضا ما هي الأشياء التي تكمن وراء شخصية الجدة أوليفيا في الرواية للتمييز بشكل مباشر أو غير مباشر حتى يتعرض بيرد للعنصرية. تعود الأسباب التي تم العثور عليها جزئياً إلى التجارب السابقة القائمة على عوامل التسلسل الهرمي والعزل والسلطة ، والتي تم تنفيذها في الغالب من قبل الجدة أوليفيا.

ABSTRACT

Arya, Alvin Nugra Setya. 2021. **Racism Suffered by Biracial Character in Helen Oyeyemi's *Boy, Snow, Bird*.**

Minor Thesis (Skripsi) Department of English Literature, Faculty of Humanities,
Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Siti Masitoh, M.Hum

Key Terms: Racism, Biracial

Racism is an important term related to the understanding of diversity. Racism is always related to the physical characteristics that a person has. In this study, the researcher aims to analyze the racism in the novel *Boy, Snow, Bird* by Helen Oyeyemi. As the years go by, we still encounter the problem of racism and even the cases are getting worse. The increasing problem like this is based on the mindset of white or Caucasian races who feel that their race is superior to other races, especially the Negro or black race. This can be described in the events in the novel *Boy, Snow, Bird*. Racism is often described as an unfair act based on a person's physical characteristics that can harm a particular individual or group. In this study, the researcher questioned the types of racism described in the novel and the causes of racism that occurred.

This research can be categorized as literary criticism because the researcher discusses social phenomena that still occur in the surrounding community and is described through the plot in the novel. The researcher uses a sociological approach by using the theory of racism compiled by Camara P. Jones and Rizzo & Roberts. All data that the researchers used in this study were sentences and paragraphs of a novel with the title *Boy, Snow, Bird* which showed acts of racism against one of the biracial characters with the main actor from the Whitman family, Grandma Olivia.

The results of this study which are based on Camara P. Jones and Rizzo & Roberts' racism theory show that there are 3 types of racism, namely Personally Mediated Racism, Internalized Racism, and Institutionalized Racism which are described in the novel *Boy, Snow, Bird*. Researchers also found 5 factors that support racism in the novel. The factors causing the occurrence of racism encountered by researchers include Category, Segregation, Hierarchy, Power, and Media.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher attempts to discuss the background of the research conducted by the researcher and also the rationale for choosing the issue of racism experienced by biracial characters with a biracial family background in the novel entitled *Boy, Snow, Bird* written by Helen Oyeyemi. The researcher also explains the research questions and the object of the research, the benefits of this research as well as the Scope and Limitations of the Research. Then, the definition of key terms and discussion about previous research will also be discussed in this chapter. In this chapter the researcher will also discuss the research methods used which consist of data sources, data collection, research design and data analysis.

A. Background of the Study

The United States is one of the countries that has become benchmark and standard of ideal state life. United States of America is a multiracial state, inhabited by all races of various human beings around the world (Syafiie & Sadikin, 2007). Yet, the issue of racism in the United States is not over, regardless the opinion of many who see a pluralistic American society has moving towards a multicultural society. The old concepts promoted to promote assimilation, such as melting pots and salad bowls, proved unsuccessful in rooting out racism to its roots. This matter proven by the existence of racist practices, both overt as well as covert, aimed specifically at racial and ethnic groups minority.

Among these minority groups, it is the African American community experiences racism the most. The relations between dominant or major group (white) and black community groups throughout its history has always been about oppression, discrimination, prejudice, segregation and the worst among the others, murder.

In other words, racism is becoming a common practice occurs in the relationship between these two groups of people. This goes hand in hand with what was expressed by Norman R. Yetman that since the first colony to date, the main racial division within American society is between black and white, and there are no groups another minority who experienced extreme, pervasive, and discrimination timeless like the African American community (Yetman, 1997).

The very strict black or white dichotomy in inter-racial relations in the United States raises the problem of racial identity associated with the existence of biracial individuals in American society. Although their existence has existed since the time of slavery — the result of relations between white peddlers or plantation foremen and African female slaves — however, their social and legal status remains ambiguous. During the period of slavery, these biracial children would have the status of slaves or free people depending on the status of their mother, because slavery was matrilineal. After slavery was abolished, under the hypodescent rule which was reinforced by the one-drop rule, the social status and legal status of biracial individuals became clearer, they were categorized as black.

At the same time, biological and social theories began to emerge that depicted biracial individuals as unsuitable and dangerous (because their ancestors came from two opposite poles). The depiction then gave rise to stereotypes that popularized the “mulatto” character who were considered genetically, mentally, and morally inferior (Jackson, 2011). With the classification theory emerging in the 1800s, biracial (mulatto) individuals were placed above blacks in racial hierarchies. During the period of slavery, the white blood of the mulattos made them considered smarter and more capable than blacks, so that they had privileges. This causes a rift between the biracial people and the black community, thus endangering the history of acceptance of biracial children in the black community (Jackson, 2011).

In other words, although biracial individuals come from a mixture of two different worlds — a white world and a black world — in fact they live between these two worlds, and they are often rejected by both. For the white community, they are considered "less white," while for the black community, they are considered "less black". Therefore, in this study, the author is very interested in discussing the phenomenon of black discrimination because of the current situation, there are still many black people who gain dislike or condescending from other people especially white people. In this study, the researchers try to show and recognize black discrimination of mixed-race people through a female character named Bird in the novel *“Boy, Snow, Bird”* written by Helen Oyeyemi.

Subsequently, previous studies related to the study discussed by the researcher was the first one conducted by Riski Arif Fanani with the title Racial Discrimination Suffered by Black People as portrayed in Flannery O Connor's Short Stories. The

main problem of this study is to reveal racial discrimination especially experienced by the black people in those three short stories, namely *In A Good Man is Hard to Find*, *The Artificial Nigger*, and *The Displaced Person*. The researcher also found social problems and differentiating the skin color in those three short stories. The second study Third, articles written by Sika Elaine Dagbovie in the journal *African American Review*, Vol. 40, No.1, that is published in the spring of 2006 (2011) entitled “Fading to White, Fading Away: Biracial Bodies in Michelle Cliff's 'Abeng' and Danzy Senna's 'Caucasia'.” The article reveals how the main character from each of these novels, which are both biracial, seek self-identity and race, and was able to identify himself as black without feel imprisoned. The third one entitled “*Snow White Remixed: Confronting Aesthetic Obsession and Race in Helen Oyeyemi's Boy, Snow, Bird*” written by Jackie Lee Derks. In this journal article, the author tries to highlight the point about the structure of female beauty in the Civil Right era, namely that light skin will be greatly admired or become an obsession for everyone and even have a bad impact, namely the occurrence of sexual violence as experienced by Frank Novac, Boy's father who used to be a woman. In this journal article, the author briefly discusses racism or injustice because of the skin color but not deeply explaining about biracial things, experienced by one of the characters, Bird, which raises jealousy and hatred from a Boy against Snow where Boy can be said to be an evil queen or in the Disney version called queen Grimhilde and snow themselves represent the real Snow White. The previous statement is in line with the title of the journal article compiled by the author, *Snow White Remix*. The fourth one entitled “*Manifestation of Racism in Blood Diamond Movie*” written

by Rinov Ramadhan Saputra. This study uses a sociological approach to its explanation more focused and detailed about the problem being researched. This approach lead the discussion to use a theory of racism that covers the problem of: white supremacist. To support this theory, an approach is used facial expressions, and stereotypes to analyze and interpret data. In this research, there are two research problems that must be solved, the first one is how racism reflected in the film Blood Diamond, and the second would be what characteristic of racism in the film Blood Diamond. This research is in accordance with the historical background of their country, black people has always faced discrimination. The Blood Diamond film shows there is some actions of Blacks or Whites. Manifestation of racism in the film Blood Diamond is the object of this research. In this film, there are some interactions between whites and blacks. Researcher noted that there are some specifics of racism shown in this film. The characteristics of racism in this film are shown the superiority of the white people against blacks. This superiority becomes the identity of the white against black people. Eventually, racism became the stereotype of white people and black people. This is shown more clearly throughout the film.

From these four previous studies, none of them specifically discussing this novel to the concept of racism in the United States related to biracial issues. In fact, the biracial theme is an important idea offered by this novel as a response to racial policies and changed in the structure and conditions of American Society which have begun to open up to the idea of racial equality.

Furthermore, in this study researcher used a novel written by Helen Oyeyemi entitled *Boy, Snow, Bird* that was released in 2014. The story is inspired by Snow white which tells about a young woman named Boy, who escaped from her abusive father which turned out in the end of the story is revealed as a woman. Through the story, Boy lived in a Frank Hill town and met a man, who is also her spouse, from an African American family background who passed as white. Day by day went normally until Bird was born as black instead of white like her mom and dad. Bird's daily life is not so easy, she got down-graded by her own Grandma Olivia. Since Bird was born, Vivian's fiance is cancelling herself for having a black ancestry. And found out that Arturo is not giving truth to Boy as an African American man who passed as white. This kind of American racism is agreed by Boy by saying "The Joke's on us".

In this research, the researcher found three types of racism based on the Camara P. Jones theory about Level of Racism, those are Personally Mediated racism, Institutionalized racism, and Internalized racism. This study is different from research that has been conducted by several previous researchers because the main focus in this study is the discrimination or racism experienced by the characters who has a biracial identity or as mixed race. Bird in this novel is narrated as a child of Arturo who passed as White from Black ancestry while her mom, Boy, is pure white. While, Grandma Olivia is also narrated as a cold blood, light-skinned African American woman who are little bit sensitive towards people of color, especially people with black skin. Researchers try to reveal what type of racism or

discrimination that Bird and Grandma Olivia had experienced and what are the factors that cause of racism throughout the storyline of the novel *Boy, Snow, Bird*.

Based on this explanation, this thesis will focus on how the novel *Boy, Snow, Bird* describes the racism experienced by the biracial characters that lived in the novel of *Boy, Snow, Bird*. The gaps in the research that dissects the novel *Boy, Snow, Bird* makes this research important to show the biracial individual's little perspective on having a more than one family line age background in American society as well. And by reading this novel, it is expected to provide a broader understanding of the racism towards biracial people in literary works.

B. Problems of the Study

Referring to background of the study, the problems of this research can be formulated as follows:

1. What kind of racism undergone by biracial characters in Helen Oyeyemi's *Boy, Snow, Bird*?
2. What are the factors that cause racism in Helen Oyeyemi's *Boy, Snow, Bird*?

C. Objectives of the Study

Related with the problems of the studies, this research is aimed at:

1. Finding out the kind of racism undergone by biracial characters in the novel "*Boy, Snow, Bird*".
2. Finding out the factors that cause racism in the novel "*Boy, Snow, Bird*".

D. Significance of the study

Research significance is a part of research that aims to share views about the research discussed with the readers of this study. There are several significant point considerations in conducting this research. This research should have a practical and theoretical impact in the realm of literature by acquainting racism as a concept for analyzing literary works and contributing to increasing readers' knowledge about racism.

Theoretically, this research aims to enrich the development of literary criticism encountered in Helen Oyeyemi's novel "*Boy, Snow, Bird*". Furthermore, the research hopes that this research can be used for additional reference purposes and to provide further references for future researchers who are also taking the same topic and object. Practically, this study seeks to convince readers to think more critically and increase awareness of the issue of racism that also occurs in individuals with multicultural family backgrounds.

E. Scope and Limitation

This research presents the main focus in the discussion, namely on the biracial characters in the novel entitled "*Boy, Snow, Bird*" by Helen Oyeyemi. The scope of this research are two biracial female characters, namely Bird who experience racial discrimination from her own family members throughout the novel and the other one is her Grandma Olivia who also suffered racism when she was younger but turns out she's the perpetrator of the racism as well.

Furthermore, the research was limited to answering research question on the object of study, what kind of racism Bird and Grandma Olivia been through and

what are the factors that causes of racism happened throughout the novel *Boy, Snow, Bird*.

F. Definition of key terms

Race : a classification system used to categorize humans in large and different populations or groups through their phenotypic characteristics, geographical origins, physical appearance and inherited ethnicity. Race is a group human that differs somewhat from other groups in terms of innate physical characteristics. Besides, a lot is also determined by the understanding used by the community (Horton & Hunt, 2006).

Racism : is an act of discrimination over ethnicity, religion, race, class, or general physical characteristics (biological) for certain purpose, but mostly related to bad intention. According to George M Fredickson, the term racism is often used loosely and without much consideration to describe the hostility and negative feelings of an ethnic group or society towards other groups, as well as the actions that result from these attitudes (Fredickson, 2005).

Biracial : is a group of people or individuals who have multiple / more than one race line age due to marriages with different racial backgrounds. Jobe explained that a biracial individual is born with a unique combination of physical appearances, which can never be associated with other groups (Jobe, 2014).

African American : People with black ancestry who lived in America. African-Americans, or Afro-Americans, are an ethnic group in the United States whose common ancestry is from Sub-Saharan and Western Africa. The majority of African

Americans are of African, European and Native American blood. The terms used to refer to this ethnic group in history include negro, black, and other terms in English: colored, Afro-Americans (Liliweri, 2005).

G. Previous Studies

There are several previous studies related to the study discussed by the researcher. The first one conducted by Riski Arif Fanani with the title Racial Discrimination Suffered by Black People as portrayed in Flannery O'Connor's Short Stories. The main problem of this study is to reveal racial discrimination especially experienced by the black people in those three short stories, namely *In A Good Man is Hard to Find*, *The Artificial Nigger*, and *The Displaced Person*. The researcher also found social problems and differentiating the skin color in those three short stories.

The second study is a journal article written by Sika Alaine Dagbovie in the journal African American Review, Vol. 40, No.1, that is published in the spring of 2006 (2011) with the title "*Fading to White, Fading Away: Biracial Bodies in Michelle Cliff's 'Abeng' and Danzy Senna's 'Caucasia'*". This journal attempt to reveal on how the main character from each of these novels, which are both biracial, seek self-identity and race, and was able to identify himself as black without feel imprisoned.

The third one entitled "*Snow White Remixed: Confronting Aesthetic Obsession and Race in Helen Oyeyemi's Boy, Snow, Bird*" written by Jackie Lee Derks. In this journal article, the author tries to highlight the point about the structure of female

beauty in the Civil Right era, namely that light skin will be greatly admired or become an obsession for everyone and even have a bad impact, namely the occurrence of sexual violence as experienced by Frank Novac, Boy's father who used to be a woman. In this journal article, the author briefly discusses racism or injustice because of the skin color but not deeply explaining about biracial things, experienced by one of the characters, Bird, which raises jealousy and hatred from a Boy against Snow where Boy can be said to be an evil queen or in the Disney version called queen grimhilde and snow themselves represent the real Snow White. The previous statement is in line with the title of the journal article compiled by the author, Snow White Remix.

The fourth one entitled “*Manifestation of Racism in Blood Diamond Movie*” written by Rinov Ramadhan Saputra. This study uses a sociological approach to its explanation more focused and detailed about the problem being researched. This approach directed the discussion to use a theory of racism that covers the problem of: white supremacist. To support this theory, an approach is used facial expressions, and stereotypes to analyze and interpret data. In this research, there are two research problems that must be solved, the first one is how racism reflected in the film Blood Diamond, and the second would be what characteristic of racism in the film Blood Diamond. This research is in accordance with the historical background of their country, black people has always faced discrimination. The Blood Diamond film shows there is some actions of Blacks or Whites. Manifestation of racism in the film Blood Diamond is the object of this research. In this film, there are some interactions between whites and blacks. Researcher noted

that there are some specifics of racism shown in this film. The characteristics of racism in this film are shown the superiority of the white people against blacks. This superiority becomes the identity of the white against black people. Eventually, racism became the stereotype of white people and black people. This is shown more clearly throughout the film.

From these four previous studies, none of them specifically discussing this novel to the concept of racism in the United States related to biracial issues. In fact, the biracial theme is an important idea offered by this novel as a response to racial issues and changed in the structure and conditions of American Society which have begun to open up to the idea of racial equality.

H. Research Method

The research method in this section covers research design, data source, data collection, and data analysis.

1. Research Design

According to Sugiyono, the research method is basically scientific way to obtain data for specific purposes and uses. Based on this, there are four keywords that need to be considered, namely scientific way, data, purposes and uses (Sugiyono, 2013). According to Darmadi (2013), Research Method is a scientific way of obtaining data with a purpose specific use. The scientific way means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Based on the exposure at above it can be concluded that the research method is a scientific way to obtain data for specific purposes and uses.

This research can be categorized into literary criticism because the researcher analyses social phenomena related with racism in a work of literature. This study uses descriptive qualitative research techniques in the form of dialogue or even word descriptive data on issues such as social exclusion and racism which can be found in the novel "*Boy, Snow, Bird*" by Helen Oyeyemi using a sociological literary approach. Furthermore, the data collection technique used in this study was document analysis starting from reading, take notes, and analyzing the data from the novel "*Boy, Snow, Bird*". The theory used in this research is the "Levels of Racism" theory by Camara Phyllis Jones and "The Psychology of American Racism" theory by Steven O. Roberts and Michael T. Rizzo.

2. Data Sources

The data source was taken from the novel whose author is Helen Oyeyemi, with the title "*Boy, Snow, Bird*". This novel was made because Oyeyemi got inspired by the word "Skin as white as snow" which related to a classical story written by The Grimm's Brother, "*Snow White and the Seven Dwarfs*" that was originally published back then in 1812. The novel "*Boy, Snow, Bird*" itself was released on March 6, 2014. It has approximately 266 pages and researcher got the novel from an e-commerce, Tokopedia. The novel was also named as Best Selling Books of 2014 based on The New York Times, NPR, Buzzfeed and The Washington Post. According to Suryabrata, there are two kinds of data sources that commonly used, those are Primary and Secondary Data. Primary data is the main data gained from all the phrases, sentences and words thru the novel. (Suryabrata, 2012). In this research, the researcher attempt to focus on doing the primary data to get some

evidence delivered through the phrases, sentences and word throughout the novel. In addition, the researcher focusing on the chapter 2 of the novel since most of the incident happened in those chapter.

3. Data Collection

The data are mostly taken from the novel "*Boy, Snow, Bird*". The first step of the researcher is to read the poem "*Boy, Snow, Bird*", the main goal of this step is to get the understanding of the whole story and messages from this novel. The second step is to use the close reading technique to read the novel "*Boy, Snow, Bird*" which aims to get a deeper understanding of the novel. The last, researcher classifying all of the evidence and connected to the theory that the researcher used. In this case, the researcher found three types of racism experienced by the biracial characters practiced throughout the novel, those are Personally Mediated racism, Institutionalized racism, and Internalized racism. The researcher also found the factors that causing the racism happened throughout the novel.

4. Data Analysis

After collecting the data, researcher attempt to analyze the data by doing arrangement and processing the data first. The researcher start to distributing the main topic based on the theory depicted by Camara P. Jones with the title "Levels of Racism" and "The Psychology of American Racism" by Steven O. Roberts and Michael T. Rizzo. After distributing the data, researcher try to explain and deliver an interpretation of the data. Then, researcher is going to analyze the novel *Boy,*

Snow, Bird using the sociological approach and the racism theory. Finally, researcher deliver a conclusion of the result.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the author wants to describe the approach used to carry out the whole research, as well as the theory. In addition, the author also explains in detail about some of the previous studies related to the topic chosen by the researcher. The approach used in this research is the Sociological approach. The theory used in this research is racism theory depicted by Camara Phyllis Jones and the factors of racism theory by Steven O. Roberts and Michael T. Rizzo.

A. Sociological Approach

In the process of analyzing the object of this research, the writer tries to use a sociological approach, because this approach is very appropriate to be used to understand and see the social phenomena contained in the novel. Before we goes with the definition of sociological approach, the writer would like to explain about literature in this section. Sumardjo & Saini (1997) state that literature is an expression of the human person in the form of experiences, thoughts, feelings, ideas, passions, beliefs in the form of a concrete picture that evokes charm with language tools. So that literature has elements in the form of thoughts, experiences, ideas, feelings, enthusiasm, beliefs, expressions, forms and language. This is validated by Saryono's opinion (2009) that literature also has the ability to record all empirical-natural experiences as well as non-empirical-supernatural experiences, in other words literature is capable of witnessing and commenting on human life. According to Saryono (2009) literature is not just an artifact (inanimate object), but literature is a living figure. As a living figure, literature develops dynamically accompanying other figures, such as politics, economy, art, and culture. Literature is considered capable of being a guide to the path of truth because

good literature is literature written with full honesty, clarity, sincerity, wisdom, and the nobility of human conscience. Good literature is able to remind, awaken, and return humans to the proper path, namely the path of truth in an effort to fulfill their life tasks (Saryono, 2009). Literature can be seen as a social phenomenon (Luxemburg, 2003). This is because literature is written in a certain period of time which is directly related to the norms and customs of that era and literary authors are part of a society or place themselves as members of that society.

The sociological approach is a field of science that focuses on the relationship between social problems and the literary work itself. Swingewood in his book entitled "The Literature of Sociology" argues that literature and the world of sociology are related to one another. The linkage referred to here is precisely in the object under discussion. According to Swingewood, sociology is a scientific approach in which it discusses and analyzes social institutions, social processes and humans in social life (Wahyudi, 2013).

According to Brinkerhoft and White in Damsar (2015), Sociology of literature is a scientific and objective study of humans in society, regarding social institutions and processes. Sociology is a systematic study of human social interactions. The focus of attention lies in the relationship between relationships and patterns of interaction, namely how these patterns develop, how they are maintained, and also how they changed. Conforming to Endaswara (2011), Literature is an expression of society. Literature is not much different from speech as a human expression.

Sociology of literature can examine literature from at least three perspectives. First, the perspective of literary text means that the researcher analyzes it as a reflection of people's life and vice versa. Texts are usually chopped up, classified, and explained their sociological meaning. Second, the biographical perspective, namely the researcher analyzes the author. This perspective will relate to the life history of an author and his social background. Third, the receptive perspective, namely the researcher analyzes society's acceptance of literary texts. There are two things about the description of the sociology of literature research, among others: first, the sociology of literature research in relation to the existence of literary texts and their readers. Second, the literary text can be relevant to the interests of other social studies, for example, social history.

Another explanation regarding the sociology of literature is also put forwarded by Suwardi (2013) in his book entitled "Sociology of Literature." According to him, sociology of literature is an interdisciplinary science that pays attention to aesthetic facts and human facts. Literature as an aesthetic fact will reveal the inside out of human life. Covered in the context of fiction. It is the relationship between literature and humans that often draws an understanding of the sociology of literature. Sociology of literature as a method that understands humans through imaginative facts, requires a solid paradigm.

Furthermore, the researcher also wanted to highlight more about the relation between literature work and the social life based on Nyoman Kutha Ratna explanation over sociology of literature. She stated that sociology of literature is sociology of literature is a study of literary works and the involvement of their social

structures. Thus the sociology of literature research is carried out by giving meaning to the system and background of a society as well as the dynamics that occur in it. Basically, literary works tell about human problems. The author directly or indirectly expresses social problems in his work. It is influenced by what is felt, seen and experienced in everyday life. The presence of literature has an important role in shaping the structure of society. The author and his work are two inseparable sides in terms of discussing a literary work. The author is a member of a community group who lives in the midst of that community group. According to Ratna (2010), the first community inhabited by the author, its existence remains, does not change because it is a historical process. The second society is inhabited by fictional characters, as a manifestation of the author's subject. Literature presents a picture of life, and life itself consists largely of social realities. In this sense, life includes relationships between people and people, between people, between events that occur. Therefore, seeing literary works as a depiction of the world and human life, the main criterion imposed on literary works is the "truth" of the description or what they want to describe. In society there are facts that are so many in number and composition. The facts in the view of sociology are automatically prepared and conditioned by the community, their existence is always considered in relation to other social facts, which have also been socially conditioned.

So in this study, the sociological approach used by the researcher is suitable since the main goal of this research is to inform the readers of this study that the novel entitled "*Boy, Snow, Bird*" by Helen Oyeyemi is based on social problems in everyday life, namely racism. Experienced by someone who has a dual family back.

The form of racism felt by the characters is also inspired by the event happened during the 1950-60s of Civil Rights Era.

B. Racism

Race is an important concept to facilitate thinking in studying this variation in the human population. Although there are some external characters that distinguish one race from another, the most prominent and easily visible difference is the difference in skin color between different races. The origin of the term race is still become the subject of debate and theoretical terminology ranges from the Latin 'generatio', 'ratoi' and 'radix' to Spanish 'raza', Italian 'razza', and the old French 'haraz' with meanings as varied as generation, roots, royal blood, damaged rags, stains, and contamination or horse breeding. The word race is several centuries older than ethnicity.

Racism is the belief that race differentiates human character or abilities, and that some races are superior. Then racism is also defined as discrimination or prejudice based on race. Robert Blauner described racism as a tendency for people who have categorized different cultures in terms of their physical characteristics, such as skin color, hair color, facial texture, and eye shape. Taylor's Dalmas offers a related approach that focuses on the behavioral components of racism. Taylor defines racism as the cumulative effect of individuals, institutions, and culture that results in the oppression of ethnic minorities. Taylor's approach is useful in that he recognizes that racism can occur at three different levels: individual, institutional, and cultural (Lustig & Koester, 2003). Racism itself refers to the attitudes, beliefs

or behavior of individuals that result in unfair treatment or opportunities for minorities. In contrast, institutional racism focuses on policies and practices that have unequal consequences for minorities, regardless of whether these policies are accompanied by racist organizational beliefs. With the emergence of the civil rights movement, it is no longer socially acceptable in many situations to speak openly in a prejudiced manner or act in blatant discrimination. In its place emerged a new kind of individual racism and racist theories. The new racism, instead of classifying social problems in terms of biological inferiority, shifts the explanation to one of cultural inferiority. The effects of this cultural determinism are the same. Minority group members remain blamed for their condition, while white social institutions maintain that whites have special privileges (Mattaini, 1996). Another explanation about racism also comes from Robert Blauner in Neubeck, he stated that Racism is the principle of social domination in which groups are seen as inferior or different in biological characteristics and are then suspected of being socially and physically exploited, controlled, and oppressed by superordinate groups. (Neubeck, 1997) According to Samovar, racism is a belief in superiority inherited by certain races. Racism denies human equality and links one's abilities in an area to physical characteristics. Racism is related to racial superiority. The view of superiority that allows someone to treat other groups badly based on race, color, religion, country of origin, ancestry and sexual orientation (Samovar, 2010). The idea of differentiating humans based on the characteristics of this physical attribute then makes humans establish hierarchies in society. White people were considered to be upper class citizens, as opposed to black people who were assumed to be second

class citizens. This affects the stratification in various fields, such as the social, economic, and political fields (Liliweri, 2009). In general, racism is created due to cultural, economic, psychological and historical factors. Actions of racism demean the target by denying their identity, and this magnifies a culture by creating political, social, and economic group divisions within a country (Samovar, 2010).

According to Camara Phyllis Jones, she divided racism into three kind of it. Those are Personally Mediated racism, Institutionalized racism, and Internalized racism. The first one is Personally Mediated racism. This racism is described as prejudice and discrimination, where prejudice refers to disparate judgments about the talents, motivations, and intentions of others based on their race, while discrimination refers to disparate acts toward others based on their race. This is what the majority of people visualize when they hear the term "racist." Personally Mediated racism can be purposeful or unintentional, and it encompasses both acts of commission and omission. It manifests as a poor of respect (inadequate or no service, failure to communicate options), suspicion (shopkeepers' vigilance; everyday avoidance, including street crossing, purse clutching, and standing when there are empty seats on public transportation), devaluation (surprise at competence, stifling of aspirations), and scapegoating (the Rosewood incident, the Charles Stuart case, and the Susan Smith case) and the other one is dehumanization (police brutality, sterilization abuse, hate crimes).

The second one is Institutionalized racism. This racism is described as race-based disparities in access to society's products, services, and opportunities. Racism that is institutionalized is normative, occasionally legislated, and frequently

presents as hereditary disadvantage. Because violence is structural, having been deep-rooted in our institutions of tradition, practice, and law, no identifying offender is required. Indeed, embedded racism frequently manifests itself through inaction in the face of crisis.

Institutionalized racism presents itself in a variety of ways, including material circumstances and access to power. In terms of material circumstances, examples include unequal access to high-quality education, adequate housing, gainful employment, adequate medical care, and a clean environment. Differentiated access to information (including one's own history), resources (including wealth and organizational infrastructure), and voice are all instances of differential access to power (including voting rights, representation in government, and control of the media). It is critical to remember that while the relationship between socioeconomic class and race in the United States originated in separate historical events, it endures due to modern structural elements that perpetuate those historical injustices. In other words, the relationship between socioeconomic level and race exists in this country as a result of institutionalized racism.

The third one is called Internalized racism. This racism is somehow described as the internalization of negative messages about one's own abilities and intrinsic value by members of stigmatized races. It is defined by their inability to believe in those who look like them and in themselves. It entails recognizing restrictions to one's complete humanity, including one's dream spectrum, right to self-determination, and range of permissible self-expression. It manifests as an embrace of the "whiteness" such as the use of hair straighteners and bleaching

creams, skin tone stratification within communities of color, and the "the white man's ice is colder" syndrome, another one is self-depreciation, for instance the use of racial insults as nicknames, rejection of ancestral culture, and even fratricide, resignation, powerlessness, and desperateness including dropping out of school, failing to vote, and engaging in risky health practices.

C. The Factors that Cause of Racism

The factor used by the researcher in this thesis is the theory entitled "The Psychology of American Racism" which was compiled by Steven O. Roberts and Michael T. Rizzo and was released on 2021. Their goal in developing this theory is to offer readers with a thorough yet understandable analysis of numerous important reasons known or speculated to inspire racism as it manifests itself in the American cultural environment. Eventually, we intend to bring together scholars and practitioners from a variety of backgrounds and give them with a single article that acts as a conceptual center from which to survey the enormous sea of gathered information as well a common starting point on which to explore uncharted waters. The authors outline seven variables that lead to racism in the United States: Categories, Faction, Segregation, Hierarchy, Media, and Passivism

1. CATEGORIES

Humans are not born with preconceived notions of race. They must be learned through their education. According to Developmental Intergroup Theory by Bigler and Liben, people acquire racial categories because they are frequently (a) perceptually discriminatory, (b) disproportionate in size (i.e., categories with fewer members are more prominent), (c) explicitly and implicitly used (e.g., if groups are

segregated, one may infer that meaningful differences exist between them), and (d) labeled, such as Asian, Black, Latinx, White (Bigler & Liben, 2006). Racial categories are particularly significant because they are authorized by the federal government, as you can say here the United States Census Bureau, are easily employed by individuals, and directly inform people about which racial categories to form.

Categorization labels can reinforce the belief that members of a category share an essence that confers on them their identity (Rhodes & Mandalaywala, 2017). The researcher also take an example from Waxman (2010), it stated that in Chicago, precisely at Illinois, a 4 years old children, to White or Black individuals who possessed novel characteristics. For example enjoys glaving and considered their ability to infer that others of the same race shared the characteristic. Certain children were labeled while others were not. Particularly when individuals were labeled, children applied the property more frequently to individuals of the same race than to individuals of different races. Category labels are especially effective when used in conjunction with generics. In the theory, the author take an example on the word "girls" rather than "this girl" or "these girls", as generics express generalizations about a kind, such as, The birds lay eggs, Black people are criminals, implying that a property is closely related to a category. In terms of discrimination, essentialism predicts an exaggeration of the distinctions between social categories, which motivates people to avoid interracial contact, share fewer resources with outgroup members, and support boundary-enhancing policies. For example, building a wall along the United States–Mexico border, demonstrating

how categories shape legal and sociopolitical actions (Rhodes, 2017). Additionally, category labels and generics foster a descriptive-to-prescriptive bias, the belief that how a group is replicates how its participants should be, which enables racial stereotyping and prejudice.

2. FACTIONS

Individuals are not only learning categories but also embedded in it. The author stating in their theory that around 50 years ago, Henri Tajfel once invited 64 boys into a lecture hall in Bristol, and expressed them that he was fascinated in their visual judgments. In fact, he showed them pictures with different points and asked them to estimate how many points are in each picture. He then told the boys how good they estimated, but they didn't know, what he told them was random. Regardless of the actual presentations of the boys, they were randomly allocated to one of two groups: half were told that they were "overestimated the points", while the others were told that they were "misjudged." That is, they underestimated the number of points. After that, the boys were occupied to a separate room and asked to assign the money to unknown members of the inner and outer groups. Shockingly, the boys gave more money to their randomly-acknowledged ingroup members. The experiment is a basic building block for the study of social identity theory conducted by Tajfel himself (Tajfel & Turner, 1979), and offers a first imprint of the now widely known Minimal Group Phenomenon or we can say it (MGP), which has been generally simulated in the United States. Nation and overseas.

Several group can have some issues or conflict and competition in result of interacting with other groups. As conflict developed, the groups arose to slur, disruption, and attack. And then, The Author attempt to explain on How are groups defenseless and triggered into outgroup aggression, by way of revised by Mania, Gaertner, and Riek (2006) intergroup pressures are expected to flare up when groups undergone dangers to their self-image, we can also mentioned it as esteem intimidations, its uniqueness or distinctiveness terrorizations, values and dogmas like symbolic terrorizations, or realistic intimidations. Groups also experience threats entrenched in intergroup concern. They take an example when some people are unreliable in what way intergroup interactions will showed, they tend to have nervous, vulnerable, discomfort and negative labels towards the outgroup, when people assume outgroups to perform undesirably, they practice fear, irritation, and danger in themselves (Richeson & Shelton, 2007). These different threats and intimidations are deep-rooted in three larger aspects: First, a high degree of identification with internal groups, Second restricted or negative practices of interaction between groups, and Third, hierarchical dissimilarities between groups that create prominence higher groups are tend to identify outside groups as frightening or aggressive in some way than the lower status group.

3. SEGREGATION

In the US and across the world, based on Lichter, De Valk and Parisi's opinion (2016) racial segregation is tenacious enough at micro and macro levels. Beyond the nation states, cities and community, White folks are often residentially set apart from people of color. For example, there is a subordinate amount of White people

existing in the U.S. South in comparison with the U.S. North, Northern Italy in comparison with Southern Italy, and in French urban areas compared to the country side areas. At the micro level, in cities over the Europe and US like Orlando, Atlanta, London, Brussels, there is a lower percentage of White folk inhabiting in city midpoints than in outer districts.

Most importantly, the prejudices that arise as a result of a lack of inter-racial contact frequently benefit White Americans. White Americans constitute the vast majority (77 percent) of the population, but Latinx Americans (18 percent), Black Americans (13 percent), Asian Americans (6 percent), and Native Americans (1 percent) constitute the numerical minority in the United States (U.S. Census Bureau, 2011). The conclusion is that the majority of Americans have more regular interaction with White people than they do with people of color, resulting in more restricted views, negative preferences, and gloomy ideas regarding people of color (Lee et al, 2017).

4. HIERARCHY

Based on Sadini and Pratto's views on hierarchy (1999), all community are organized by hierarchy, and the fact that the United States is ordered or organized by race is indisputable. As the US Census Bureau noted, Americans especially Whites are the major group in societies, making up about 77% of US citizens. Nevertheless, the highest rank in a disproportionate proportion. Based on two examples, in 2018, 97 percent of CEOs of Fortune 500 companies were white (Fortune, 2018), as were 98 percent of all US presidents.

This hierarchy is rooted in the American history and is perpetuated by racist ideologies, practices, and policies such as Plessy vs. Ferguson, Brown vs. Ferguson. Based on Volkan's explanation (2018), In response to this denial, immigrants and refugees are subjected to an array of explicit, as well as societally sanctioned (see section on American Power), prejudice and discrimination, which can have long-term ramifications for their health and wellbeing. As stated in Blum and Harvey (2012), Historians deal with representing God as white became prevalent in the United States after the United States Civil War provided full citizenship to African-Americans, leading to White Americans worrying that Black Americans would seek vengeance for their ancestors' slave labor. In the contemporary United States, God is frequently understood as White, which predicts that White job candidates will be evaluated as particularly leadership worthy among both Black and White Americans, adults and children (Roberts et al., 2020). As a result, Americans are bombarded with societal myths that state that high-status membership is acquired through hard la

5. POWER

White Americans have a high level of social standing, for example evaluative reputation and social power compared to other races or ability to control and manipulate the social environment (Sidanius & Pratto, 1999). White Americans have historically and currently constituted a numerical majority and have held the majority of political power, allowing them to establish social norms, such as which accents are considered standard and who is allowed to participate in political elections, achieve goals or who is advantaged on "standardized" English tests and

allowed to ascend to political positions of power, and issue directives. As a result, white supremacy is embedded extensively and intricately into the mainstream of American culture (Salter et al., 2018). What is it about power that allows white supremacy to be sustained or maintained? Rodriguez-Garca and Wagner (2009) found that parents exert considerable control over their children's lives at the micro level, and that children are mostly profound to what expert figures do and say when shaping what is or is not proper. We can take some examples delivered by the author of this theory, Parents who are high in authoritarianism (i.e., who have a strong predisposition to support norms and authority) are more likely to raise children who respect authority figures (Reifen Tagar et al., 2014). Parents with a high level of essentialism frequently use category labels and generic terms when referring to groups, which predicts children's own essentialism (Segall et al., 2015), and White parents who prefer hierarchy are more likely to have children who believe that Black people are subhuman (Segall et al., 2015).

When white parents embrace a colorblind ideology or the belief that race does not matter and that dialogues about race should be avoided, they leave the observations and myths learned from the broader culture unquestioned, and the validity of racial hierarchy is further reinforced (Pahlke et al., 2012). Contrary to the observations and myths popularized by the broader, majority-White society, parents of color frequently discuss historical and structural inequalities with their children, as well as how to deal with racial biases they may encounter in the real world. This challenges the observations and myths popularized by the broader, majority-White society (Neblett et al., 2009). Put another way, American society

instills in its citizens the belief that Whiteness is greater and superior among the other races, and while the parents of color frequently speak out against these lessons in order to prevent their children from internalizing them, White parents frequently remain silent about these lessons by allowing White children to internalize them. And then we talk about from the macro level point of view, Nations are controlled by persons (e.g., Chancellors, Presidents), who establish their nation's norms, values, policies, and institutions.

6. MEDIA

Another factors found by the author is Media. Albert Bandura and colleagues (1963) conducted a seminal experiment into how media impacts social cognition and discovered that toddlers from Palo Alto, California, who watched violent models on television afterwards reproduced similar aggressiveness. Five decades later, research has expanded on the components involved in this process, as well as how such processes may lead to racism in the United States of America today. Based on Pew Research Center (2018), the average American household has two televisions, the average citizen watches television for approximately 2.8 hours per day, approximately 84 percent of American households own a computer, 77 percent of American citizens own a cell phone with internet access, and 66 percent of American citizens play video games (Pew Research Center, 2018). As a result, how ethnic groups are portrayed (or not depicted) in the media has a significant impact on the perpetuation of American racism. As two case studies, we will look at how Native Americans and Black Americans are portrayed in the American media in comparison to White Americans.

Black Americans are less likely than white Americans to be underrepresented on American television; between 2000 and 2010, Black Americans made up 12 percent of the United States population and 11 percent of the regular characters on prominent American television series (U.S. Census Bureau, 2011). The number of high-status Black characters fell between 2003 and 2009, but the proportion of low-status Black characters quadrupled throughout this period. However, representation alone is only one piece of the puzzle (Tukachinsky et al., 2015). Furthermore, Dixon and Linz (2000) compared the frequency with which people were depicted as criminals and victims on television to the frequency with which people were depicted as criminals and victims in actual crime reports and discovered that Black Americans were overrepresented as criminals and underrepresented as victims, whereas White Americans were underrepresented as criminals and overrepresented as victims. The presence of such depictions increases the likelihood that viewers will see Black people as criminals, will express anti-Black views, and will advocate harsher criminal sentence against Black people (Dixon, 2008; Tukachinsky et al., 2015). The misrepresentation and underrepresentation of racial minorities may be found in children's media as well. These tendencies are also true for the most popular children's novels in the United States. Specifically, Horning and colleagues (2016) discovered that 73.3 percent of narrative characters were White, 12.5 percent were anthropomorphized non-humans (for example, bunnies, trucks), and just 7.6 percent were Black or Native American. Simply said, children's books are more often than not to feature magical creatures and objects rather than people of color,

sending the message to American youngsters that talking bunnies and trucks are more essential to American culture than people of color. 2011).

7. PASSIVISM

And finally the seventh factor comes to Passivism, which the author explained that this is the most insidious factor among the others since it is support apathy towards racism. Racism, according to the American psychologist Beverly Tatum (1997), might be compared to a moving walkway in an airport. Active racists, she asserted, are those who recognize racial hierarchy and the attitudes, feelings, and behaviors that perpetuate it, and who voluntarily choose to walk (or run) the same path as those who oppose it. Individuals who are passively racist, on the other hand, merely stay put and let themselves be pushed along by the sidewalk. These folks are not actively promoting racism, but they are still headed in the same direction as others who are doing it intentionally.

Passive racism can manifest itself in a variety of ways. One is due to a lack of knowledge (Nelson et al., 2013). Passive racism can be acquired through the observation of others' inactivity, which is a third route. Darley and Latané (1968) discovered that when persons are surrounded by onlookers during an emergency, they are less inclined to assist others or individuals who observe but do not act much. According to Hortensius and de Gelder (2018), the "bystander effect" is motivated by at least three psychological factors: 1) a sense of diminished responsibility when others are present (i.e., diffusion of responsibility), 2) a fear that helping will elicit negative public judgment (i.e., evaluation apprehension), and

3) a belief that the situation must not be an emergency if no one is helping (i.e., pluralistic ignorance).

CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher attempted to discuss the findings and discussion based on the explanation that has been presented in the previous chapter, namely the literature review. The data in this chapter were taken from a literary work in the form of a novel that was published by Riverhead Books on 2014 March 6th with the title *Boy, Snow, Bird*. The findings of this study are based on the results of data analysis regarding the racism experienced by Bird as a character with more

than one racial family background, precisely between black and white people or commonly referred to as Mulatto. The racism experienced by her in this story was Personally Mediated Racism. Seeing that this research was conducted to investigate racism against a biracial character, the racism described in this novel *Boy, Snow, Bird* is indicating Personally Mediated Racism since its target is a personal or individual.

The researcher discusses the racism experienced by the biracial character through the elements contained in the evidence source, precisely in the novel *Boy, Snow, Bird* written by Helen Oyeyemi using a sociological approach and the theory proposed by Camara Phyllis Jones regarding the level or types of racism in this world. The sociological approach is used to show that literary works in the form of novel is a reflection or original representation of daily basis life. Meanwhile, the theory of racism used in this research is to identify what kinds of racism are described throughout the novel.

The discussion or the analysis process of this research will be presented in two steps. The first step is to explain in advance over the intended idea of the data found throughout the novel. The second step is to analyze more deeply about the selected data using the theory of racism put forward by Camara P. Jones to find out the types or level of racism undergone by Bird and Grandma Olivia and what are the factors or the reason behind this ruthless action.

In consideration of using a sociological approach, this study attempts to connect the racism described in this novel the same as those experienced by most

colored people in real life. This study also focuses on what are the reason Bird as the main character undergone the racism and what makes Grandma Olivia manifesting racism. Therefore, the analysis of this research is arranged into two points as follows:

A. Racism Suffered by Biracial Character in Helen Oyeyemi's *Boy, Snow, Bird*.

In the novel *Boy, Snow, Bird*, the researcher found a types or level of racism experienced by the main character as proposed by Camara P. Jones, those are Personally Mediated racism, Internalized racism and Institutionalized racism. In this section, the researcher will share a deep explanation over these evidences by analyzing them using the direct quotation from the novel.

1. Personally Mediated Racism

According to Camara P. Jones, Personally Mediated Racism can be described the same as Discrimination or Prejudice. This racism arises because the assumptions of a racist individual, as well as their attitudes and beliefs, are carried out consciously or unconsciously and intentional or can be unintentional (Jones, 2000). The lack of respect manifests itself in a variety of ways, including poor or nonexistent service, failure to communicate options, suspicion (shopkeepers' vigilance, everyday avoidance, such as crossing the street with one's purse clutched, and standing while there are seats available on public transportation, devaluation (surprise at expertise, restricting of aspirations), scapegoating and the dehumanization (police brutality, sterilization abuse, hate crimes).

In this study, the data that showed the Personally Mediated racism experienced by Bird is in this following event:

“It was Olivia Whitman I could not forgive. When Bird and I came home, she was our first visitor, and she took one look at Bird, a cold, thorough look, then turned her gaze away. “Well, she’s healthy, thank GOD.” She then began to insinuate that I’d two timed Arturo and gave me to understand I had another thing coming if I expected arturo to raise another man’s child. I said: “You think I won’t slap you, Olivia, but I will. Keep going and you’ll see” (Boy, Snow, Bird, Page. 120 (Oyeyemi, 2014)

In those snippet of the event, it appears that the grandmother of Bird and Snow or known as Grandma Olivia visited Boy’s house to see the newly born baby from Arturo’s second marriage with Boy herself. Olivia looks a little displeased with Bird’s birth as her second grandchild after Snow who was born as white. This can be proven in the sentence *“then turned her gaze away”* which means that she did not welcome the childbirth into the world at all. Olivia’s actions towards Boy and Bird indicate a form of Personally Mediated racism because Olivia directly throwing loathe over Bird for being born as Black, when in fact, Olivia herself is also an African American, luckily passing as white.

It is appropriate as a grandmother or the respected figure in the big family to showing love, pure, and kindness instead of ice cold, unappreciative and share the dissapointment look. Olivia’s actions also got worse with her way of responding curtly *“Well, she’s healthy, thank GOD”*. Furthermore, based on the theory from Camara P. Jones (2000) which says that this type of Personally Mediated racism tends to show an attitude that radiates *poor or no services* towards the victims of racism or discrimination, especially people of color. From the brief incident happened above, the researcher can prove that Grandma Olivia really reflects the Personally Mediated racism type towards Bird, which can be proven especially in

the sentence "*a cold, thorough look, then turned her gaze away.*" From this, this is just the beginning of Bird not being accepted or rejected by his own Grandma as a family member of Whitman. The other one is:

"I sat down with Bird, who wailed because she preferred me to stand. Olivia sat down too, on the same couch, but leaving a large space between us. Olivia wasn't the one I would have chosen, but she was generous grandma to Snow..." (Boy, Snow, Bird, Page. 120 (Oyeyemi, 2014)

The next event by looking at the data above which shows that after the event of Grandma Olivia saw Bird as a newborn baby with black skin. Olivia also still doesn't show any enthusiasm or regretful for her actions because she likes to underestimate Bird as her black grandchild and at the same time makes Boy even more hurt by Olivia's action towards her daughter. The researcher chose the data as a form of Personally Mediated racism because Olivia didn't want to sit close to Boy who was carrying Bird on the same sofa as her. It was clear that Olivia did not want Bird to be born as black. Her disappointment is shown in a cold way as presented in the data above. In Camara P. Jones's (2000) theory which talks about this type of Personally Mediated racism, there are many kinds of bad actions that the perpetrators do to their victims intentionally or unintentionally, for example the act of "*everyday avoidance*". The rest, the researcher uses the theory to analyze the above actions, so in a case like this Grandma Olivia who tries not to approach or keep her distance from the Boy who brought Bird, the researcher can indicate this action as a form of displaying "*everyday avoidance*" which can be proven in the sentence "*Olivia sat down too, on the same couch, but leaving a large space between us*". These motive for keeping the distance above is also included in the form of *Poor or no services* since Grandma Olivia has treated her granddaughter

very badly. Other acts of racism experienced by Bird can be seen in the following data:

“Olivia” I said. “Look at Bird. Look at her.” I drew the baby blanket down a little so that Olivia could really see her. But the woman just wouldn’t look, and it broke my heart.” (Boy, Snow, Bird, Page. 122 (Oyeyemi, 2014)

Bird tries to persuade Olivia who turns cold towards her because of the childbirth and Bird turns out born as black, which she doesn’t really expect to be. She tried to get Olivia to willingly see her granddaughter but Olivia did not even give the slightest look to her beautiful grand-daughter. Here it is very clear that Olivia’s act of indifference to Bird indicates a form of Personally Mediated Racism.

Moreover, in accordance with Jones (2000), she also explains that Personally Mediated racism supports the manifestation of an actions that try to reduce, weaken, or belittle a person's self-esteem based on the race he carries as a human, or simply he calls this a form of devaluation. Next, the researcher tries to analyze one of the pieces of data above using the theory that has been described by Jones. The data is *“so that Olivia could really see her. But the woman just wouldn't look”*, the data in addition to supporting avoidance again, according to the researcher, the data is classified as an act of devaluing other people through their race because Grandma Olivia's motives at this moment underestimated Bird as her granddaughter who was born black. Though it should be as a grandmother, at least she willingly to see and stroke Bird very gently to give her a grandmother’s love and affection towards her. Next, Other acts of racism can be seen in the following data:

“She glanced at bird. “This one’s dark like my Eldest, Clara. See if Clara will take her.” (Boy, Snow, Bird, Page. 123 (Oyeyemi, 2014)

This subsequent data shows that Grandma Olivia actually wanted to see Bird in just a very short time. Then continued with giving her suggestion towards Boy to bring her granddaughter, taken care by her another daughter, named Clara. From this quotation, we can realize that Olivia also has a daughter with black skinned. Clara was also exiled by her mother because she was born as black which is not fit with the all of the family member of Whitman and did not have the privileges of her other siblings and of course her parents as white folks.

Then, according to the researcher based on the Personally Mediated theory of racism by Jones (2000), Grandma Olivia's actions above also tend to lead to motives for devaluation and poor service again because if the researcher looks closely, Grandma Olivia is trying to get Bird out or, more roughly, expel Bird from the Whitman family by telling Boy to give her custody of Bird to Clara, one of her children who doesn't live with her because she was kicked out too. Grandma Olivia surely felt that Bird and Clara would be more suitable and harmonious to live together since both of them are Black and that rather being stepped on by her own grandmother. These degrading act is the representation of devaluating motive as well as poor service to others based on their race. Again, according to the researcher based on the theory used to analyze this data, these data can also be categorized as an act of failing to communicate the choice of responding to what is being faced by someone who looks at other people based on their visual appearance. Instead of giving a positive answer, Grandma Olivia

actually delivered a decision that tends to be negative, namely to indirect expulsion. The next data is:

“Nothing got past Mrs. Fletcher. It’s true that it was hard. Olivia and Gerald attended Bird’s christening, and Gerald kissed her, but Olivia didn’t. And it was hard to take Bird for walks, pushing her stroller around town, and watch people’s faces when they saw her.” (Boy, Snow, Bird, Page. 123 (Oyeyemi, 2014).

After Olivia’s previous action by giving Boy an advice to let Clara take care of her as they are born with the same skin color, researcher found another data regarding the racism that still practiced by Olivia as Bird’s grandma. It was happened, the other day when Boy having a baptism for Bird at a church in Flax Hill, Massachusetts. There, Olivia is not alone, she is accompanied by her husband, Gerald, who has the opposite attitude to her wife. On that moment, Grandpa Gerald wanted to kiss his granddaughter, while Grandma Olivia is the vice versa. She did not want to kiss the baby Bird at all, and of course it hurts Boy a lot.

This form of action by Olivia against Bird certainly can be categorized as a form of Personally Mediated racism. Since it is based on Jones (2000)'s explanation regarding this type of racism, Personally Mediated racism is always related to the act of lack of respect towards other people based on their racial background. The researcher can analyze the lack of respect through pieces of data. The data is *“Gerald kissed her, but Olivia didn't.”* Grandma Olivia's lack of respect and appreciation for Bird can surely make researchers believe that Grandma Olivia tends to do this *lack of respect* to Bird one on one since she doesn’t like Bird at the first place. Another action that researchers can observe from the data is the lack of appreciation or services in the form of a grandmother's loving kiss to her own Grand

Daughter. She did come to the christening but never give her respect or services at all. And then, the next data is:

“Aunt Viv lives alone and is always saying how much it suits her, even when no one was even talking about that. She had a fiancé but he abandoned her; she doesn't know that I know a man ever fell in love with her. Gee-Ma Agnes says he broke the engagement off because of me. Apparently Aunt Viv's fiancé had no idea she was colored until I was born, then he saw me and said: “Wait a minute . . .” (Boy, Snow, Bird, Page. 133 (Oyeyemi, 2014).

The researcher found other data that revealed the acts of Personally Mediated racism that was indirectly went to Bird as a black girl herself. In the data there was an accident where Aunt Viv, who was about to marry his fiancé, suddenly canceled because he found out that Bird was born black. This was believed by Bird herself when Gee Ma Agnes told Bird that her marriage was canceled because of Bird.

In addition, by reflecting to Jones (2000)'s theory which explains that Personally Mediated racism is also related to scapegoating. Scapegoating usually refers to a person or external factor who is actually innocent, but is accused of being guilty or being blamed for. Based on the theoretical explanation above, the researcher found that there were indirect scapegoating actions carried out by the Whitman family to Bird as above. They accused Bird by arguing that because he was black, Aunt Vivi's fiancé did not marry him, because of this accusation, he had to suffer discrimination by the Whitman family, especially Grandma Olivia. Next, according to the researcher, the data above does not only contain Scapegoating, but there are other actions, namely Prejudice. Previously, according to Jones (2000), Prejudice also had something to do with Personally Mediated Racism. According to him, prejudice is the act of making allegations against someone based on

stereotypes or negative thought patterns against someone based on their race with wrong thinking patterns. Then the researcher will use the above theory to analyze the events that indicate the act of prejudice in the data. According to the researcher, the sentence *"Apparently Aunt Viv's fiancé had no idea she was colored until I was born, then he saw me and said: "Wait a minute"* indicates an action of Personally Mediated Racism in the form of prejudice. The reason is because Aunt Viv's fiancé indirectly speculates and assumes negatively that if he marries Aunt Viv then he will have children from people of color which he does not want as evidenced by the sentence *"Wait a Minute"* and after that he cancels the marriage. The assumption that marrying a person of color will degrade someone like this is what will perpetuate acts of racism in Flax Hill and indeed in real life as well. And then, Other acts of racism experienced by Bird can be seen in the following data:

"Grammy Olivia sometimes smiles at me by accident, like when she's just turned away from somebody else who's made her laugh and her eyes fall on me before she's done smiling. Otherwise I get nothing from her." (Boy, Snow, Bird, Pages. 133 (Oyeyemi, 2014).

The next data found by the author is another action practiced by Grandma Olivia against Bird again. In this data, the researcher found that through Bird's own confession, Grandma Olivia just smiled at Bird accidentally, even Grandma Olivia had just looked at her and in the end, Bird didn't get a good response but a cold attitude from a grandmother.

Then, based on Jones (2000)'s explanation regarding Personally Mediated racism, he argues that one of the actions that indicate this type of racism is the lack of respect motive which includes poor or no services. The researcher tries to analyze the data above using the theory delivered by Jones previously, according to the

researcher Grandma Olivia's behavior above, especially in the sentence "*Grammy Olivia sometimes smiles at me by accident,*" is radiating this lack of respect and poor or no services motives and then other evidence is shown in the sentence "*Otherwise I get nothing from her.*" Which also radiating the Personally Mediated racism. From here, the researcher analyzes that the unpleasant actions perpetuated by Grandma Olivia tend to highlight the motives of poor or no service towards Bird as her granddaughter. The other data when Bird realized her grandma ill treatment herself as her grand-daughter can be proven in this following text:

"I remember being very small, or her being tall enough for me to expect to see a crown of clouds on her head when I looked up at her—and I made her a daisy-chain bracelet. I put it in her hand and she said "Thank you" and left it on the coffee table" (Boy, Snow, Bird, Page. 134 (Oyeyemi, 2014).

The text above tries to explain another fact that apart from not showing any affection for Bird at all, Grandma Olivia also doesn't appreciate the effort made by Bird for her. This disrespectful behavior can be classified as Personally Mediated Racism because once again, Grandma Olivia once more tries not to make social contact or keep the distance with Bird. Worse yet, when she had put her bracelet on, Grandma Olivia immediately took it off and put it on the table.

Though, this kind of action has also been explained by Jones (2000) herself that Personally Mediated Racism is also closely related to the act of keeping a distance, especially in terms of interaction and communication, towards minority's group member, especially people of color. Then the researcher also observed Grandma Olivia's action of removing the bracelet

given by Bird, this shows again the attitude or motives of poor or no services towards Bird.

2. Institutionalized Racism

As already explained in the previous chapter, this type of racism works by limiting a person belonging to the people of color group to gain access to power such as restrictions on accessing information, resources, and voices. In this section, the researcher managed to analyze data related to the theory that had been explained by Camara P. Jones herself.

“What you don’t understand is that we’re being kept down out there. All the way down. In my town you couldn’t vote unless you passed a literacy test. How does that stop colored folks from voting, you ask? You didn’t see what the colored school was like, how big the classes were. The teachers did what they could, but half my male cousins could hardly read. They lost patience before the girls did. No matter how literate a colored man was, there was always some excuse to whip him” (Boy, Snow, Bird Page. 121 (Oyeyemi, 2014)

In the data, the researcher realized that the perpetrator or Grandma Olivia also experienced acts of racism when she was younger. In those cut of the paragraph, we know that Grandma Olivia is trying to tell a truth that her past is a pretty much sorrowful regarding the right to express her opinion or share her voice that cannot be used like other Americans who are, of course, white skinned. This discrimination is based on a reason that apart from being part of the people of color, people who cannot read are prohibited to vote in the environment.

Then, by connecting to the theory depicted by Camara P. Jones (2000), it can be analyze that Grandma Olivia and her male cousins experienced Institutionalized racism in that moment when they did not have access to the power in regards of giving a chance to have opinions or voting rights freely because of their racial

background which could not keep up and unacceptable to the social regulations or social norms in Flax Hill, and that is reinforced by the sentences “*In my town you couldn’t vote unless you passed a literacy test. How does that stop colored folks from voting, you ask?*” / and “*No matter how literate a colored man was, there was always some excuse to whip him*”. In the end, she and her male cousins are suffered Institutionalized racism. The next data that the researchers try to analyze was:

There were other things too. Little things. You’d save up and go out for a nice night at a nice place, all right, fine. All the high-class places we were allowed to go to, they were imitations of the places we were kept out of—not mawkish copies, most of it was done with perfect taste, but sitting at the bar or at the candlelit table you’d try to imagine what dinnertime remarks the real people were making . . . yes, the real people at the restaurant two blocks away, the white folks we were shadows of, and you’d try to talk about whatever you imagined they were talking about, and your food turned to sawdust in your mouth. What was it like in those other establishments? What was it that was so sacred about them, what was it that our being there would destroy? I had to know. I broke the law because I had to know. Oh, only in the most minor way. (Boy, Snow, Bird Page. 121-122(Oyeyemi, 2014)

The data above illustrates how people of color, including herself at that time, were still not allowed to share a place or just enjoying the food in the restaurants with the White folks as described in the data chosen by the researchers above. Because of the ruthlessness of discrimination or inequality in human rights due to race at that time, Grandma Olivia really wanted to know why social norms could limit her as a human being from getting equal rights and how it felt like someone like herself could be accepted by social regulations in the city of Flax Hill without having to be afraid of White folks.

According to the researcher, by using the theory of Institutionalized racism as described by Camara P. Jones (2000), the data itself manifest the limitation for people of color from getting equal access to a public facilities such as resources

only because of the rules or social norms that have been established in the past, this is reinforced by these sentences *"but sitting at the bar or at the candlelit table you'd try to imagine"* and the sentence *"the real people at the restaurant two blocks away, the white folks we were shadows of"*. And from both of the data, the researcher can conclude that in the back then in 1960s especially in Flax Hill was still very abundant with restrictions or injustices aimed at citizens or people who were not white enough to get access to information, resources and voices in their socioeconomic fields.

3. **Internalized Racism**

In the previous chapter, the researcher has already shared the explanation of this type of racism based on the theory depicted by Camara P. Jones. According to Jones, this racism is obtained from the experience of someone who has previously experienced racism as well and then applies it to other people of the same race or ingroup race and tries to apply an unworthy action towards its victim, that contains reflect systems of privileged group, reflecting societal values, undermines collective action, and the most highlighted one is erodes individual sense of value. Then, the researcher managed to find some data in the novel that manifests this type of racism and analyze it using the theory by Camara P. Jones.

"she took one look at Bird, a cold, thorough look, then turned her gaze away. "Well, she's healthy, thank GOD." She then began to insinuate that I'd two timed Arturo and gave me to understand I had another thing coming if I expected arturo to raise another man's child. (Boy, Snow, Bird, Page. 120 (Oyeyemi, 2014)

The data above not only contains Personally Mediated racism, but the message in it also contains Internalized racism. Referring to the theory of racism that has been explained by Camara P. Jones (2000), especially on the point, that is

"the acceptance by members of stigmatized races by their not believing in others who look like them and manifest the white man's ice is colder syndrome". Here, it is clear that Grandma Olivia began to develop an internalized attitude of racism because she did not want to accept Bird as part of the black people.

Furthermore, this can be proven through the sentence "*took one look at Bird, a cold, thorough look, then turned her gaze away. "Well, she's healthy, thank God"*". Indeed, this is in line with the explanation of Camara P. Jones' theory. The next data found by researcher is:

"Olivia wasn't the one I would have chosen, but she was generous grandma to Snow..." (Boy, Snow, Bird, Page. 120 (Oyeyemi, 2014)

Furthermore, the same thing also happened to the data above. In the snippet taken from Personally Mediated racism data, the researcher sees the Internalized racism that Grandma Olivia tried to do to Bird and Boy, this can be strengthened by the words "*but she was generous grandma to Snow ...*". We can see from this cut of paragraph that Grandma Olivia only being sweet and open handed only towards Snow.

If it is connected to Camara P. Jones' theory (2000), the data's pieces indicate the manifestation of "*embracing the white values*" which means that Grandma Olivia is very fond of the whiteness or the white values that Snow has within herself as a white-skinned granddaughter rather than the blackness in Bird and of course, reflecting the system of superior group.

"She glanced at bird. "This one's dark like my Eldest, Clara. See if Clara will take her." (Boy, Snow, Bird, Page. 123 (Oyeyemi, 2014)

The researcher also realized that although the data above contains Personally Mediated racism, it also contains elements of Internalized racism in it. Based on Camara P. Jones' theory (2000), Grandma Olivia's actions, who only saw Bird briefly, then told Boy to give Bird to Clara, Olivia's child who was born black too. Proving that Olivia really doesn't want a black person living with her, among her family, because her social stratification are lower than people who were born white or light skinned like her. This can be related to the explanation of Jones' theory which says that this type of racism tends to embracing stratification by skin tone in the people of color's community, again because it is always glorify the whiteness and totally erodes individual sense of value. Next, the researcher try to analyze other data that shows and supports the manifestation of this type of racism:

“So you know. All this time I've been thinking how wrong it was of Olivia Whitman to send that girl away and act as if she only had two children.” (Page. 104)

Through this selected data, Grandma Olivia's actions are told by a character named Mrs. Fletcher, she revealed a new fact that Grandma Olivia had expelled or banished one of her children named Clara who was also born as a black girl to another city and even acted as if she only had two children in the Whitman family.

It is obvious by doing this kind of action, disliking, extreme hatred, and humiliation towards anybody that comes from the same racial background, is clearly radiates the manifestation of Internalized racism's characterization in the form of rejection and helplessness as already explained by Camara P. Jones in her theory (2000). And from this data, it could be one of the reasons why Grandma Olivia committed her own act of Internalized racism against the Minor or the researcher can call it in this case, Bird.

B. The Factor that Cause of Racism found in Helen Oyeyemi's *Boy, Snow, Bird*.

The racism experienced by Bird as a biracial character who was born black in the novel *Boy, Snow, Bird* by Helen Oyeyemi must have occurred due to several factors so that this action can be carried out between Grandma Olivia, who generally commits racism against Bird as the object of the act of discrimination. This is illustrated by the author indirectly through the dialogues of the characters and their narration.

Five factors obtained by the researcher based on the theory depicted by Roberts and Rizzo entitled "The Psychology of American Racism" used in answering this second research question, those are Categories, Hierarchy, Power, Segregation, and Media found throughout the novel of *Boy, Snow, Bird*.

1. Categories

The first factor that carried racism into the Whitman family was Category. In the previous chapter, the categories are explained as arrange, organize, or divide individuals into separate groups by encouraging essentialist and normative thinking in the minds of those who participate and sometimes lead to labeling. In this section, the researcher tries to analyze the data obtained from one of the paragraphs in the novel.

"She glanced at bird. "This one's dark like my Eldest, Clara. See if Clara will take her." (Boy, Snow, Bird, Page. 123 (Oyeyemi, 2014)

Apart from being able to analyze the data above to find the type of racism, the researcher also tries to analyze it through the theory of racism factors by Roberts &

Rizzo. It is very clear, in those cut of the paragraph, Grandma Olivia who spoke directly to Boy was holding Bird who was still a baby giving advice or telling her to give the custody of Bird to one of Grandma Olivia's biological and her first-born children who had not lived with her for a very long time. Grandma Olivia also added the words "*This one dark like my elder Clara*". At this point, Grandma Olivia's main goal is not only getting rid of Bird, but also black people had to be in one place only, in one social environment. And if it is connected with Roberts & Rizzo's theory on categorical factors, Grandma Olivia's actions above try to labeling and categorizing Bird and Clara at once.

According to Bigler and Liben in Roberts & Rizzo (2021), who talked about the theory of Developmental Intergroup, they argue that someone acquire racial categorization because they often get discriminatory perceptions, disproportionate in size (in terms of the number of prominent members), and then explicitly and implicitly exploited or used, and finally labeled. The next data is also related to the data discussed above:

*Our grandma told Aunt Clara that if she married Uncle John, she'd be disowned.
Aunt Clara said: "Well, you found the excuse you were looking for, Mother."
(Boy, Snow, Bird, Page. 183 (Oyeyemi, 2014)*

In the data above, through Snow's conversation with Bird via letters, the reason behind Grandma Olivia expelling or banishing Clara was because long ago Aunt Clara was going to marry a black prisoner. As Grandma Olivia was born as minority and knows how it feels to be discriminated because she was born as part of the people of color, then she finds out that Clara will marry Uncle John whose

background is bad enough in her eyes. Finally, Grandma Olivia decided to expel her from the Whitman and let her go to Boston, Mississippi.

From this, the action taken by Grandma Olivia against her own child were a total outrageous. If it is connected to the theory chosen by the researcher, Category labels are very strong if conveyed through generics. The point here is, category labels can make someone generalize towards a kind. An example of this theory is Birds lay eggs and Blacks are criminal. Laying eggs is the basic thing done by Bird, as well as the black analogy, crime is the basic thing done or owned by black community. This is what Grandma Olivia is trying to bring and come up to John and Clara's relationship, she has started stereotyping the two of them and of course this kind of factor and way of thinking, we should be eluded. The next data is:

Mom was the only one who immediately saw that I'd dressed up as Alice in Wonderland for fancy-dress day at school. The costume made it glaringly obvious—the white ankle socks, the black Mary Janes, the fat ribbon tied in a bow around my head, the blue dress with the blue and white apron over it—it's in all the picture books. But when I came downstairs, Dad said: "What a pretty little housekeeper!" (Boy, Snow Bird, Page. 143 (Oyeyemi, 2014)

The researcher tried to analyze the data above using the same theory, on the data it was told that Bird would attend a costume party at her school, so she tried to wear the costume as attractive as possible, and the final choice fell to the *Alice in Wonderland* costume. Bird wore the full costume, starting from high knee white socks, black Mary Janes shoes, a large ribbon tying her head, a blue dress and a white apron. She wears her costume as closely as possible to the character Alice from the novel that was written by Lewis Carroll. However, when she was about to meet her father, her father considered her as a housekeeper instead of what she expected. From this incident, we can realize that Arturo Whitman indirectly labels

his own daughter, that black people have a very low position by being represented as housemaids when wearing those kind of costume.

Then, the researcher relates the theory that has been described by Roberts & Rizzo, they argue that children and adults tend to show a descriptive to prescriptive attitude when they are introduced to individuals through labels or generics. Plus, labels and generics help children create or build expectations that tend to be negative towards a group. This factor was carried by Arturo during his life because of his lack of knowledge about diversity and respect in social life towards other races, especially the black African-American. In this case, Arturo is trying to labeling his own child by saying “*“What a pretty little housekeeper!”*”. Here, the researcher also feels that Arturo is doing the category labels that lead to stereotyping, he thinks that his daughter dressed like that, she try to representing a housekeeper instead of Alice. Of course, the main factor in the development of attitudes and mindsets of a children or adults is their own family. However, that's what Arturo didn't get properly since we all know that Grandma Olivia is very sensitive towards people of color, so in the end, this kind of thing is really embarrassing and we should erase this way of thinking.

2. Segregation

The second factor that brings racism into the novel *Boy, Snow, Bird* and will be analyze by the researcher is Segregation. In the previous chapter, segregation was more or less explained as an act that reinforces racist perceptions, preferences, and beliefs by avoiding direct relationship or contacts with other groups. Generally,

segregation is characterized by limiting a person to equal rights based on place of residence. In this section, the researcher tries to analyze the data focusing on the factors of segregation down below:

“mia said she’d never heard of a Clara Whitman, and Webster broke her Vow of Silence against me (punishment for getting married while she was away) to say the same thing. Mrs. Fletcher breathed out when I said Clara’s name. She breathed out and held on to the nearest bookshelf and said: “So you know. All this time I’ve been thinking how wrong it was of Olivia Whitman to send that girl away and act as if she only had two children.” (Boy, Snow, Bird, Page. 104 (Oyeyemi, 20014)

As explained above about segregation, in this novel the researcher managed to find one incident that indicated the segregation activities carried out by Grandma Olivia against one of her children, Clara. In the story, Clara is told as one of the children of the Whitman family who was born the same as a boy, namely black, which is certainly different from his two other siblings, namely Arturo and Vivian, who are whiter than her. Clara, who has the physical characteristics of a black person, was dumped by her mother to live with her black partner named John in Mississippi. Here, researchers analyze the data above by connecting to the theory of segregation factors depicted by Roberts & Rizzo, according to them, white people tend to like to separate themselves from people of color in terms of place of residence, whether segregation across countries, states, cities, and also settlements. There are more white people in the southern US than in the northern US. According to Kendi (2016), in particular, racial segregation tends to be higher in the United States than in Europe. And from the data, we can see through her action that Grandma Olivia is trying to limit Clara’s access to housing and be owned by removing her from the Whitman family in Flax Hill, Massachusetts to Biloxi,

Mississippi. Initially the reason for dumping Clara was not clear enough and this can be proven through Arturo's conversation as follows:

“She’s estranged from our parents. From our mother, really.” “What did she do?” “Oh, God. A lot of stuff, Boy. Too much to talk about.”(Boy, Snow, Bird Page. 104 (Oyeyemi, 2014)

From this it can also be concluded that Clara was dumped mainly by her own mother. Even Arturo himself doesn't want to explain in more detail the reason why Clara was expelled from the family to Boy, thus making her curiosity even higher about this case. Then, the researcher again tries to analyze the data above with the previous theory of segregation factors, in the theory of racial segregation which refers to the belief, someone who lacks social contact between races tends to support a belief in himself that inter-racial relations are highly avoided and undesirable at all. According to Lee et al (2017), this of course supports other negative actions, namely, pessimistic beliefs about people of color and that is what happened to the Whitman family, especially to Grandma Olivia's children, especially Arturo. In the data above, Arturo tried to be indifferent when his wife asked what Clara had done to the Whitman family. Furthermore, this act of insignificance or “doesn’t care very much” that also drives pessimistic beliefs about people of color. The next data that supports the presence of segregation factors are as follows:

There were other things too. Little things. You’d save up and go out for a nice night at a nice place, all right, fine. All the high-class places we were allowed to go to, they were imitations of the places we were kept out of—not mawkish copies, most of it was done with perfect taste, but sitting at the bar or at the candlelit table you’d try to imagine what dinnertime remarks the real people were making . . . yes, the real people at the restaurant two blocks away, the white folks we were shadows of, and you’d try to talk about whatever you imagined they were talking about, and your food turned to sawdust in your mouth. What was it like in those other establishments? What was it that was so sacred about them, what was it that our being there would destroy? I had to know. I broke the law because I had to

know. Oh, only in the most minor way. (Boy, Snow, Bird Page. 121-122 (Oyeyemi, 2014)

Next, in the data above which shows that Grandma Olivia is telling a story about herself being quite surprised by the Flax Hill environment which severely limits her from being in the same place as white people, this can be proven through her words, that is “*All the high- class places we were allowed to go to, they were imitations of the places we were kept out of*”. In addition, the limitations that Grandma Olivia felt at that time could be proven through her words that seemed very inferior, “*the real people at the restaurant two blocks away, the white folks we were shadows of,*”.

Furthermore, the researcher tries to connect with the theory previously described by Roberts & Rizzo (2021) related to the segregation factor, that white people tend to choose to stay away from the people of color environment, such actions are the result of very racist local regulations. And in the end, this makes individuals to be limited in relation to races in their social life. Referring to the theory described in the previous paragraph, the researcher can feel that Grandma Olivia does not have the right or free opportunity to be in the same restaurant with the white people in the city of Flax Hill, so that the segregation factor experienced by Grandma Olivia tends to make him inhale the value and ends up applying it to his first child, Nancy, who is black by not giving him the opportunity to live together anymore.

3. Hierarchy

The third factor that brings racism into the novel *Boy, Snow, Bird* is Hierarchy. In the previous chapter, hierarchy tends to be explained as a pattern that can support a person to think, feel, and act towards others in a racist way. Since there is a hierarchy in this social life, someone who comes from a major group can act subjectively to someone who comes from a minority group. Furthermore, in this section, the researcher tries to analyze the data focusing on the factors of hierarchy down below:

“What you don’t understand is that we’re being kept down out there. All the way down. In my town you couldn’t vote unless you passed a literacy test. How does that stop colored folks from voting, you ask? You didn’t see what the colored school was like, how big the classes were. The teachers did what they could, but half my male cousins could hardly read. They lost patience before the girls did. No matter how literate a colored man was, there was always some excuse to whip him” (Boy, Snow, Bird Page. 121 (Oyeyemi, 2014)

As already explained a little above about the hierarchy. The researcher managed to find data indicating how concerned Olivia is with the long-established hierarchy in her neighborhood, namely Flax Hill. As we know, the United States has always been dominated by white people. Their numbers are always dominating in many sectors of life, such as the scope of work, politics and even school as described above. With such a large number and very dominating, they always manage to control various lines of life around them, we can take the example of regulations. As in the data above which explains that non-white people or people of color tend to be treated unequally to white people. How smart a person of color is more than white, they will not be equal and will still be despised by white people. These things refer to an ideology that they form, namely white supremacy. In the data, Olivia explains how cruel and inhumane white people are to their brothers and sisters. If it is related with the theory that the researcher chooses, according to the

U.S. Census Bureau in Robert & Rizzo (2021), white people often dominating in almost all aspect of life, the number can reach 77 percent of the US population. And in fact, they occupy high social status at a very inappropriate level. According to Alexander in Roberts & Rizzo (2021), this hierarchy is rooted in American history and carried out by racist ideologies, policies, and practices. This is what Grandma Olivia is trying to explain in the data above, she tries to explain that those who are born as part of the people of color will be at a low level or the minorities. The higher the participation of the major group, the higher the mistreatment, abuse, and discrimination against minorities just like what Grandma Olivia said. Other data that was found by researchers are as follows:

There were other things too. Little things. You'd save up and go out for a nice night at a nice place, all right, fine. All the high-class places we were allowed to go to, they were imitations of the places we were kept out of—not mawkish copies, most of it was done with perfect taste, but sitting at the bar or at the candlelit table you'd try to imagine what dinnertime remarks the real people were making . . . yes, the real people at the restaurant two blocks away, the white folks we were shadows of, and you'd try to talk about whatever you imagined they were talking about, and your food turned to sawdust in your mouth. What was it like in those other establishments? What was it that was so sacred about them, what was it that our being there would destroy? I had to know. I broke the law because I had to know. Oh, only in the most minor way. (Boy, Snow, Bird Page. 121-122 (Oyeyemi, 2014)

In the data found by the researcher above, we can see and understand together that Olivia's grandmother tried to explain the situation where she went out to enjoy the night, comfortable places and all the fun things at that time. However, he was also distracted by a five-star eatery that was almost made to resemble a restaurant visited by elite whites. There she realized there were two white people who were enjoying the atmosphere in the restaurant. Of course, those who made him seem helpless as an African American, also by the word “Real people” in those narration actually refers to the white people that Grandma Olivia saw in the

restaurant. Grandma Olivia looks surprised, with the two of them, how does it feel to be them, what's so scary about them, will we be there to destroy their atmosphere? There was curiosity from Olivia's grandmother. And after that, he said that he broke through a law because he was very curious.

Then, according to the theory of Roberts & Rizzo (2021), cognitive biases and social ideologies shape and reinforce the conception or view that white Americans are superior. And in fact, the status of "America" itself is often given and addressed to white citizens, and even many citizens often reject the term "American" to people who come from people of color, especially the Negro race, Asia and Latin America. Moreover, due to the existence of hierarchical factors in American society, minority people tend to often get prejudice and discrimination with long term consequences in the health and prosperity sector. Just like the case described by Grandma Olivia above, she tends to face discrimination and inequality in this case, namely in the wellbeing sector. She could not be free to get equality because she was haunted and shadowed by the existence of this hierarchical factor embedded in the social environment of the Flax Hill community.

4. Power

The fourth factor that brings racism into the novel *Boy, Snow, Bird* is Power. In the previous chapter, power tends to be explained as a factor that regulates racism at the micro and macro levels and as a result of hierarchical factors that are formed in the social environment. Power is also a tool and shield for someone from the majority group to commit injustice, one of

which is racism or discrimination. Furthermore, in this section, the researcher tries to analyze the data obtained from one of the paragraphs in the novel.

“The last person who threatened to slap me was a white woman. Blonde, like you. No Southern belle, either. Just trash.” (Page. 120)

In the evidence of the case described by Grandma Olivia herself, we can understand that it turns out that Grandma Olivia also received discrimination under the guise of violence by trying to threaten Grandma Olivia. However, in here she is also responding by calling out her "trash". According to the theory of Roberts & Rizzo (2021), white people are often in the highest social status and have social power, such as the ability to control and manipulate the social environment. The reason is, based on American history, white people from the past until now have perpetuated their large number of aliases as a major group and often occupy the most powerful position in the society.

As believed by both of them, because of their large numbers, white people can shape social norms to the point of dominating and exploiting people who do not belong to them. The case of Grandma Olivia above is absolutely representing Roberts & Rizzo's explanation about Power, Grandma Olivia who is part of the people of color must experience discrimination and be dominated by white people around Flax Hill because of the Power factor that is carried out by them into the social sphere of Flax Hill, so people who come from different breed could barely do the same because they because their number is very less than the whites, especially in Flax Hill. Other evidence to strengthen the power factor can be the cause of racism has also been found by researcher.

“I was working at a grocery store,” Olivia said. “And I didn’t fetch a box of soap flakes down fast enough for that woman’s liking, so she said: ‘I’ll slap you, girl.’ ‘I’ll slap you, girl’ to a grown woman. And I knew I’d lose my job if I went at her, so I just said: ‘I’m sure you’ve got a lot of things to do, ma’am, and I’m as stupid as they come. Please be patient with me.’ That was standard, that kind of cringing and crawling. I didn’t want it to be. She was not my better, I don’t care what anyone says, she wasn’t. None of them were. I thought: If I have a daughter, I don’t want anyone talking to her like that. I don’t ever want to hear my daughter wheedling at anyone the way I do every working day. I thought: If I do, if I ever hear that in the voice of a child of mine, I’ll make her sorry all right. I’ll wring her damn neck. Couldn’t very well wring my own neck, could I?” (Boy, Snow, Bird Page. 120 (Oyeyemi, 2014)

It is explained here that the unfortunate incident began when Grandma Olivia worked in a grocery store. One time, Grandma Olivia couldn't pick up a box filled with soap flakes quickly even though speed in a service was something she liked. Arrogantly, the young woman tried to slap Grandma Olivia by threatening her. The thing that irritates her is when Grandma Olivia realizes that if she only retaliated for what she did, then in a matter of seconds she would lose her valuable job.

However, what surprised her was that Grandma Olivia responded in a fairly patient and controlled manner. She even said *“there are more important things to do maam, and I was very careless. Please, be patient!”* Saying that, she thought she was pretty ridiculous and she didn't want to be like that. So that it is also a reflection for her life that she does not want to be trampled on by her self-esteem like that because as we know, Grandma Olivia is aware that she is not born as a white person. Her position was also arguably not so have real privileges like white people in general.

Subsequently, as already explained by Roberts & Rizzo (2021) in their theory which states that the social status of white Americans is very high, one of

the privileges they usually do is being able to do anything as they wish which makes Americans who are part of the people of color feels wronged. In addition, they can also control resources, discriminate, exploit other races, and one of them is to give orders selfishly. And in the end, it is these actions that can lead to white supremacy and reinforcing in American society, just like the data described by Grandma Olivia above. The actions taken by the customer indicate the “Power factor” because as a white person, she can intimidate by giving threats to Grandma Olivia who is less agile in following her favor and can be proven in this data “*“And I didn’t fetch a box of soap flakes down fast enough for that woman’s liking, so she said: ‘I’ll slap you, girl.’”*. In addition, according to the researcher, the above actions also indicate a form of discrimination, because Grandma Olivia comes from a minority, she did not dare to reply to the threat and only apologized to the white person.

5. Media

The fifth factor that brings racism into the novel *Boy, Snow, Bird* is Media. In the previous chapter, the media was explained as a factor that supports the act of overrepresentation and perpetuates race biased representation or idealized representation of white people in America. This factor also manifests the act of marginalizing and minimizing people of color in several media, those are print media such as books, novels, folklore and audio-visual media such as television. Furthermore, in this section, the researcher tries to analyze the data obtained from one of the paragraphs in the novel.

“Mom was the only one who immediately saw that I’d dressed up as Alice in Wonderland for fancy-dress day at school. The costume made it glaringly obvious—the white ankle socks, the black Mary Janes, the fat ribbon tied in a bow

around my head, the blue dress with the blue and white apron over it—it's in all the picture books. But when I came downstairs, Dad said: "What a pretty little housekeeper!" Mom laughed. "Is that what Alice grew up to be?" Then Dad said: "Alice . . . ?" and looked at me again with his head to one side, and we realized he seriously thought I'd dressed up as a housekeeper. He began: "But Alice . . ." and Mom said: "Yes? What? What's that about Alice?" and he mumbled something about Alice's hair being long and suddenly became fascinated with the newspaper." (Boy, Snow, Bird Page. 143 (Oyeyemi, 2014).

In the data above, although it contains the previous category factors, it also contains elements of media factors, especially book print media. Bird, who is told to attend a costume party at his school, finally chooses a fictional character from a picture book called Alice in Wonderland. The clothes she wears are very detailed, from the ribbon above the head to the black Mary Janes shoes in jet black. But unfortunately, when he meets his father, Arturo initially doesn't realize Bird is trying to wear Alice's costume and instead thinks of him as a housemaid. After the boy laughed at his husband's response, Arturo was immediately surprised and confused by Alice's appearance which was quite inaccurate for him. Then, the researcher connects with the theory from Roberts & Rizzo regarding the media factor which can be one of the factors to strengthen the existence of racism in our environment, especially in the Boy, Snow, Bird novel, according to both of them the role of the media is very important in the process of developing views on anything. , especially regarding race. The underrepresentation of racial minorities also occurs in children's media. As specified by Horning and colleagues in Roberts & Rizzo (2021), it is revealed that around 73 percent of a main character in the children media is described as white people while for blacks only up to 7.6 percent, which is a very much comparison. Then, from here, the researcher analyzes the incident using the theory that the Alice character that Bird is trying to imitate in her favorite picture book is described as having straight hair like the common white

people and of course not colored like her, thus making Bird's father, Arturo, confused. As a result of this factor, there are so many people who still maintain and foster racism, they will hold fast to the opinion and view of "Why is it not accurate like the one in the book?" whereas according to the researcher himself, all people are free to express themselves without being limited by our racial background. And then, another data that was found by researchers are as follows:

"If you wish to be truly free, you must love no one. But of course if you take that path you may also find that in the end you're unloved. La Belle Capuchine loved no one; she was a house slave, an unusually dark one, but unusually comely. All the house Negroes were good-looking and talked nicely and some of them played the violin and could chart the movements of the planets because the master and the mistress of the house got more fun out of their hobbies when they taught them to others" (Boy, Snow, Bird Page. 191, (Oyeyemi, 2014).

In the data above, Bird is telling Snow a story about a very lovely and beautiful slave named, La Belle Capuchine. The folklore is obtained from one of the servants or slaves in the Whitman family house named Leah who has been fired by Grandma Olivia for telling too much about the beauty of La Belle Capuchine as a beautiful Negro girl. The data above is just a snippet of the folklore but in short, this story more or less describes how La Belle Capuchine was a very beautiful Negro slave, as beautiful as his skipper named Miss Margaux.

Then, the researchers tried to connect with the theory that has been explained by Roberts & Rizzo (2021) about this Media factor, they argue that the representation of blacks in the American Media itself is only small. The proportion of black characters is very low, while the proportion of black people who are told to have low status, such as being slaves and criminals, is highly echoed. Just like the oral folklore from the Boy, Snow, Bird novel universe, entitled La Belle Capuchine, even though she is said to be very beautiful, she is still told as a slave

on a white plantation owned by white people. The researcher tries to underline the media factors that exist in the data above, namely the oral folklore above still tends to represent black people at a lower level than white people, in addition to the type of book media in the previous data, this type of oral media can also strengthen the racial bias that exist in social circles, especially in Flax Hill.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this section, the researcher tries to conclude the results of the study based on the analysis that has been described in the previous chapter. In this conclusion section, the author will discuss the results of the analysis with a very brief explanation of the final results. At the end of this chapter, the author presents a section in the form of suggestions for further researchers who will conduct research with the same topic and object to fill in the existing shortcoming.

A. Conclusion

In this study, the researcher succeeded in answering the research question that part of this study itself. This chapter aims to conclude the results of the analysis that has been carried out by the researcher in the previous part of this study. First, racism is described in the novel *Boy, Snow, Bird* by Helen Oyeyemi using Camara P. Jones and Rizzo & Roberts' theories. Second, the researcher try to explain clearly what are the causes that gave rise to the racism occur towards the biracial characters in the novel.

In this study, the researcher managed to find the type of racism experienced by Bird and Grandma Olivia in the novel *Boy, Snow, Bird*, those are Personally Mediated Racism, Institutionalized Racism, and Internalized Racism. Next, the researcher managed to explore what factors could lead to the racism happened throughout this novel *Boy, Snow Bird*. Those factors are Category, Segregation, Hierarchy, Power, and Media.

B. Suggestion

This study focuses on the racism of black character who have a biracial family background as described in the novel *Boy, Snow, Bird* and in fact the novel is also inspired by social problems that exist in the real world and are still happening today. There are many aspects that can be explained in the future by further researchers regarding the character, Boy as the stepmother of Snow. For example, the next researcher can take a discussion about Boy's analysis as Snow's stepmother or even Boy's psychological realm who always avoids Frank Novak because she is always terrified over him. In conclusion, the researcher hopes that in the future this research can be a reference for further researchers in the future.

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