

**GERALDINE'S STRUGGLE AGAINST RACIAL
OPPRESSION IN LOUISE ERDRICH'S *THE ROUND HOUSE***

THESIS

By:
Muhammad Sultan Mas Pramudya
NIM 17320112



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

**GERALDINE'S STRUGGLE AGAINST RACIAL
OPPRESSION IN LOUISE ERDRICH'S *THE ROUND HOUSE***

THESIS

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

By:
Muhammad Sultan Mas Pramudya
NIM 17320112

Advisor:
Dr. Siti Masitoh, M.Hum.
NIP 196810202003122001



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

STATEMENT OF AUTHORSHIP

I declare that the thesis I wrote to fulfill the requirements of the degree of *Sarjana Sastra (S.S.)* in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, entitled **Geraldine's Struggle against Racial Oppression in Louise Erdrich's *The Round House*** is my original work. I do not include any materials previously written or published by another person, except those indicated in quotations and bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 13 June 2021

The Researcher,



Muhammad Sultan Mas
Pramudya

NIM 17320112

APPROVAL SHEET

This is to certify that Muhammad Sultan Mas Pramudya's thesis entitled **Geraldine's Struggle against Racial Oppression in Louise Erdrich's *The Round House*** has been approved by the thesis advisor for further approval by the board of examiners as one of the requirements for the Degree of *Sarjana Sastra (S.S.)* in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

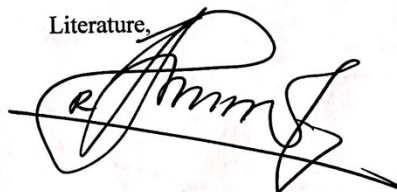
Malang, 27 August 2021

Approved by
Advisor,



Dr. Siti Masitoh, M.Hum.
NIP 196810202003122001

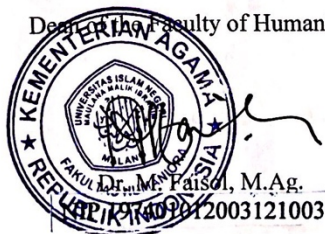
Head of Department of English
Literature,



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by,

Dean of Faculty of Humanities



LEGITIMATION SHEET

This is to certify that Muhammad Sultan Mas Pramudya's thesis entitled **Geraldine's Struggle against Racial Oppression in Louise Erdrich's *The Round House*** has been approved by the Board of Examiners as one of the requirements for the Degree of *Sarjana Sastra* (S.S.) in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Malang, 27 August 2021

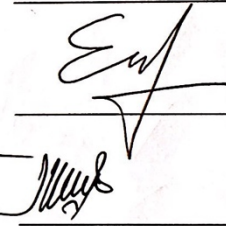
The Board of Examiners

Signatures

1. Miftahul Huda, M.Pd. (Main Examiner)
NIP 198403292011011009
2. Muhammad Edy Thoyib, M.A. (Chair)
NIP 198410282015031007
3. Dr. Siti Masitoh, M.Hum. (Advisor)
NIP 196810202003122001

Miftahul
Huda

Digitally signed by
Miftahul Huda
Date: 2021.12.05
12:45:51 +01'00'



Approved by

Dean of Faculty of Humanities



MOTTO

You are what you love.

*We cannot plan everything.
Some of them are already arranged much better for us.*

Life is about preparation

DEDICATION

This thesis is proudly dedicated to:

My mother, my father, and all teachers who give me meaningful knowledge and
experiences;

Mrs. Masitoh, Mr. Muzakki, and Mr. Miftah as both my teachers and my parents
in the college life;

Everyone who has ever loved and taken care of me.

May Allah bless you. Amin.

ACKNOWLEDGEMENTS

First, I would like to extend my gratitude to Allah SWT, the Lord of the Universe, who has been giving His mercies and blessings to me. Second, *sholawat* and *salam* may always be extended to the prophet Muhammad SAW who has brought people to the right path of Islam.

Then, I would like to express my gratitude to the people who have helped me in accomplishing this thesis, especially to Dr. Siti Masitoh, M.Hum., my thesis advisor, who always helps me, guides me, and gives me meaningful suggestion during her busy time.

I would also like to extend my gratitude to:

1. Dr. M. Faisol, M.Ag., Dean of Faculty of Humanities of Universitas Islam Negeri Maulana Malik Ibrahim Malang;
2. Ribut Wahyudi, M.Ed., Ph.D., Head of Department of English Literature;
3. All respectful lecturers of Department of English Literature for their insightful knowledge, teaching, guidance, discussion, and inspiration they share throughout my study at the university;
4. My parents who support my process, from the beginning until now. Both of you always give me unconditional love and prayer so that every step I take is always blessed. Everything you do has made my life journey invaluable and worthwhile. May Allah protect you and give you His endless blessing;
5. All my friends at the Department of English Literature, for the experiences we share together. Each of you has your own position in my heart;

Finally, I, as an ordinary human being, do realize the imperfection and weakness found in this thesis. Therefore, any criticism and suggestion are welcome. Hopefully, this study provides an insight for students of Department of English Literature and opens a new academic discussion to conduct similar research.

Malang, 13 June 2021

The Researcher,

Muhammad Sultan Mas Pramudya

ABSTRACT

Pramudya, M. S. M. 2021. *Geraldine's Struggle against Racial Oppression in Erdrich's The Round House*. Thesis (Skripsi). Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Siti Masitoh, M.Hum.

Keywords: Oppression, Racism, Sociological Approach

This study aims to analyze how Geraldine's struggle as the main character in Louise Erdrich's *The Round House* in the forms of racial oppression she suffers and what forms of (racial) oppression are contained in the novel. The struggle that Geraldine and her family did in getting up from the racial oppression they received is able to be a reflection of the reality (racial oppression) that is happening in today's society.

This study applies sociology of literature approach. The researcher analyzed using the theory of oppression by Iris Marion Young and the theory of struggle by Schneider & Schneider. The data for this research were obtained from the novel *The Round House* by Louise Erdrich published by HarperCollin publisher in 2012 as a primary data source and books and journals discussing racial oppression as a secondary data source. The researcher focuses on data in the form of words, phrases, and sentences conveyed by the characters contained in the novel script.

The results of the study showed that there were five forms of oppression (race) that were found, namely; Exploitation, Marginalization, Powerlessness, Cultural Imperialism and Violence. From the overall results obtained in the novel *The Round House*, the oppression in the form of violence dominates Geraldine and also has a significant impact on her family. Moreover, the impact on Geraldine was significant that she had to suffer heavy and deep trauma for quite a long time. Then the next result is the struggle that is carried out by Geraldine which is carried out individually and in groups. The struggle that is carried out personally is represented by the agitation of thoughts experienced by Geraldine in the process of recovering from severe trauma after the physical, sexual, and mental oppression she experienced. The struggle that was carried out as a group occurred when the Geraldine family experienced similar racial oppression, so that they participated in fighting for the rights that had been taken away due to the racial oppression that had occurred. They also give full support to Geraldine and also look for the perpetrators of the racial oppression that has oppressed Geraldine.

ABSTRAK

Pramudya, M. S. M. 2021. *Geraldine's Struggle against Racial Oppression in Erdrich's The Round House*. Skripsi. Sastra, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Siti Masitoh, M.Hum.

Kata Kunci: Penindasan, Rasisme, Pendekatan Sosiologi

Penelitian ini bertujuan untuk menganalisis bagaimana perjuangan yang dilakukan oleh Geraldine sebagai tokoh utama dalam novel *The Round House* oleh Louise Erdrich dalam menghadapi penindasan rasial yang ia alami dan apa saja bentuk-bentuk dari penindasan (ras) yang terdapat dalam novel tersebut. Perjuangan yang dilakukan oleh Geraldine dan keluarganya dalam bangkit dari penindasan rasial yang diterimanya mampu menjadi refleksi dengan realita (penindasan rasial) yang terjadi di masyarakat saat ini.

Penelitian ini menggunakan pendekatan penelitian sosiologi sastra. Peneliti menganalisis dengan menggunakan teori penindasan (ras) oleh Iris Marion Young dan teori perjuangan oleh Schneider & Schneider. Data penelitian ini diperoleh dari novel *The Round House* karya Louise Erdrich yang dipublikasikan oleh penerbit HarperCollin pada tahun 2012 sebagai sumber data primer dan buku-buku serta jurnal yang membahas terkait penindasan rasial sebagai sumber data sekunder. Peneliti berfokus pada data berbentuk kata, frasa, dan kalimat yang disampaikan oleh tokoh-tokoh yang terdapat dalam naskah novel.

Hasil penelitian menunjukkan bahwa terdapat lima bentuk-bentuk penindasan (ras) yang ditemukan, yakni; Eksploitasi, Marjinalisasi, Ketidakberdayaan, Imperialisme Budaya dan Kekerasan. Dari keseluruhan hasil yang didapat dalam novel *The Round House*, penindasan dalam bentuk kekerasanlah yang mendominasi terhadap Geraldine dan juga berdampak ke keluarganya. Terlebih dampak yang ditimbulkan kepada Geraldine sangat besar sehingga ia harus menderita trauma yang berat dan mendalam dalam kurun waktu yang cukup lama. Kemudian hasil selanjutnya adalah perjuangan yang dilakukan oleh Geraldine dilakukan secara pribadi dan kelompok. Perjuangan yang dilakukan secara pribadi direpresentasikan dengan pergolakan pikiran yang dialami oleh Geraldine proses usaha bangkit dari trauma berat setelah peristiwa penindasan secara fisik, seksual, dan mental yang ia alami. Perjuangan yang dilakukan secara kelompok terjadi ketika keluarga Geraldine mendapatkan beberapa penindasan (ras) yang serupa, sehingga turut memperjuangkan hak-hak yang telah direnggut akibat penindasan (ras) yang telah terjadi. Mereka juga memberi dukungan penuh terhadap Geraldine dan juga mencari siapa pelaku penindasan rasial yang telah menindas Geraldine.

مستخلص البحث

فرامديا، م. س. م. 2021. صراع جيرالدين ضد العنف العنصري وجدت في رواية *The Round House* لإردريتش. جمع البحث. الأداب ، قسم الأداب الإنجليزية، كلية الإنسانية، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرفة : الدكتورة سيدي ماسيطة ، الماجستير الكلمات الرئيسية : القهر، العنصر، المنهج الاجتماعي

يهدف هذا البحث إلى تحليل كيفية نضال جيرالدين باعتباره الشخصية الرئيسية في رواية *The Round House* لإردريتش في مواجهة الاضطهاد العنصري الذي تعيشه وما هي أشكال الاضطهاد (العنصري) التي تحتوي عليها الرواية. كان النضال الذي خاضته جيرالدين وعائلتها للنهوض من الاضطهاد العنصري الذي تلقوه هو انعكاس للواقع (الاضطهاد العنصري) الذي يحدث في مجتمع اليوم. يستخدم هذا البحث منهج البحث الأدبي الاجتماعي. يحلل الباحث باستخدام نظرية القهر (العرق) بواسطة Iris Marion Young ونظرية النضال بواسطة Schneider & Schneider. تم الحصول على بيانات هذا البحث من رواية *The Round House* التي كتبها Louise Erdrich والتي نشرتها دار HarperCollin عام 2012 كمصدر أساسية للبيانات والكتب والمجلات التي تناقش الاضطهاد العنصري كمصدر ثانوية للبيانات يركز الباحث على البيانات في شكل كلمات وعبارات وجمل تنقلها الشخصيات في الرواية.

والنتائج البحث وجود خمسة أشكال من الاضطهاد (العرق) وهي: الاستغلال والتهميش والعجز والإمبريالية الثقافية والعنف. من النتائج الإجمالية التي تم ، فإن الاضطهاد في شكل العنف هو *The Round House* الحصول عليها في الرواية الذي يهيمن على جيرالدين وله تأثير أيضاً على أسرته. علاوة على ذلك ، كان التأثير على جيرالدين كبيراً لدرجة أنها اضطرت إلى المعاناة من صدمة شديدة وعميقة لفترة طويلة. والنتيجة التالية هي النضال الذي تقوم به جيرالدين بشكل فردي وجماعي. النضال الذي يتم القيام به شخصياً يتمثل في إثارة الأفكار التي عاشتها جيرالدين في عملية التعافي من الصدمة الشديدة بعد الاضطهاد الجسدي والجنسي والعقلي الذي عانت منه. حدث النضال الذي جرى كمجموعة عندما تعرضت عائلة جيرالدين للعديد من الاضطهاد (العنصري) المتشابه ، بحيث شاركوا في النضال من أجل الحقوق التي سلبت بسبب الاضطهاد (العنصري) الذي حدث. كما أنهم يقدمون الدعم الكامل لجيرالدين ويبحث أيضاً عن مرتكبي القمع العنصري الذي قمع جيرالدين.

TABLE OF CONTENTS

THESIS	i
STATEMENT OF AUTHORSHIP.....	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS.....	vii
ABSTRACT	ix
TABLE OF CONTENTS.....	xii
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study	1
B. Problems of the Study	7
C. Objectives of the Study	7
D. Scope and Limitation	7
E. Significance of the Study	7
F. Research Method	8
1. Research Design.....	8
2. Data Source.....	9
3. Data Collection	9
4. Data Analysis	9
G. Previous Studies.....	10
H. Definition of Key Terms	13
CHAPTER II: REVIEW OF RELATED LITERATURE.....	14
A. Sociology of Literature.....	14
B. Racism	15
C. Racial Oppression	18
D. Theories of Oppression and Struggle.....	21
CHAPTER III: ANALYSIS	35
A. Forms of Racial Oppression Suffered by Geraldine	35
1. Exploitation.....	36
2. Marginalization	38
3. Powerlessness	42
4. Cultural Imperialism.....	44
5. Violence.....	48
B. Geraldine’s Struggle against Racial Oppression	55
1. Individual.....	55
2. Group.....	61
CHAPTER IV: CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion	65

BIBLIOGRAPHY.....	67
CURRICULUM VITAE.....	70

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, problems of the study, objectives of the study, scope and limitation, significance of the study, research method covering research design, data and data source, data collection, and data analysis, definition of key terms, and previous studies.

A. Background of the Study

Racism is a system of domination that operates in social processes and social institutions; others see it as operating in the individual consciousness (Giddens, 2006). Racism is one of complex conflicts that arise in society almost all over the world. Since the 1940s, this term has turned into a bad connotation and many politicians used racial issues to seek and win votes from people (Dijk, 2000). Several reasons underlie the issue of racism; one of them is racial differences.

Racial oppression is a kind of oppression that has occurred a long time ago in history and is still ongoing at the current time and has not yet ended. The FBI released statistical data on Bias Motivation Categories for Victims of Single-bias Incidents in 2020 in the United States. There were 8,052 cases and 11,126 victims of hate crimes recorded in 2020, there were 61.8% due to race/ethnicity, 20% were sexual orientation and the remaining 18.2% were due to religion, gender, etc. (www.Justice.gov). These

numbers increase since 2019 in various points, but racism has been dominating since 2019 and getting worse in 2020.

Racial oppression has occurred since the beginning of the American continent was discovered and is still ongoing today for the American Indian race. About 400,000 American Indians living today on reservations constitute “the most oppressed minority group in the United States” and most of them experience extreme poverty. The unemployment rate of the American Indians is seven to eight times higher than the average (Roucek, 1965). The downfall or poverty of people who come from the American Indian race, most of whom live on the Indian Reservation, is not without a reason. There is a long and worst history behind the formation of the Indian reservation in the United States.

Indian reservation was originally an area set aside by European colonizers for American Indians to survive, even though this area was their land in the first place. An Indian reservation is a barren area, remote and far from any accommodation. Because of this, the European colonizers finally set aside an area that was difficult to live in for the American Indians (Viera, 2021). In addition to the Indian reservation, at that time American Indians were prohibited by European colonizers from practicing their religion, wearing their traditional clothes, speaking their language, and even cutting their hair. American Indians were forced to assimilate into the culture of people of the white race (Viera, 2021). One of them is the way they send the young generation of American Indians to school so that they are forced to be

taught English, British culture and even they are forced to cut their hair, which is mostly long, to be short like male culture in Europe at that time.

On the other hand, recently the Stop Asian Hate movement has emerged, not without reason. It was revealed that while such crimes in 2020 decreased overall by 7 per cent, targeting Asian people rose by nearly 150 per cent. These crimes are more than doubled from the year of 2019 to 2020, increasing from 49 to 122 cases (Yam, 2021).

Not only did the crime targeting Asian people more than double, last March there was a massive shooting case in Atlanta City, well known as the Georgia spa shooting. This shooting killed eight people, six were Asian women. Although the criminal shooter said he had no motivation to kill because of race, many people and one of the Atlanta Mayor, Keisha Lance Bottoms believe that this shooting was based on race (Gupta, 2021). After the shooting incident, multiple attacks against Asian races were reported in the United States.

Global public awareness began to emerge to concern about racial oppression. Well-known public figures such as actors and public figures on social media voiced their ideas. Biden in his speech at Emory University said that:

“Too many Asian Americans have been walking up and down the streets and worrying, waking up each morning the past year feeling their safety and the safety of their loved ones are at stake. They’ve been attacked, blamed, scapegoated, and harassed. They’ve been verbally and physically assaulted, killed” (Gupta, 2021).

The researcher shows the data above in terms of real evidence that is happening in our world today regarding the issue of oppression based on

race or racial oppression. Although the data shown are Asian races, what this research wants to emphasize is violence against a certain race, regardless of what kinds of race. Because apart from being unjustified in any way, another consideration is that this case has been on the rise in recent years so that it can be used as a real and relevant reference to what is currently happening.

Then, what can we do when a certain race or even our race is experiencing racial oppression on a large scale? One of them is struggling. Struggle is defined as a conscious effort carried out by a person or group of people to free themselves from a problem, restraint or bondage, constriction. A struggle is not only always in the form of direct resistance, but it can also be in any form of action to get out of restraint (Schneider & Schneider, 2007). By struggle, there is a fight, either directly or indirectly, to fight injustice against these racial groups.

This research focuses on the struggle of a main character in a literary work who suffers from racial oppression. Literature is a reflection of life. Literary work is a reflection of condition, value, and a social life that influences the author. The author portrays a society following his view and ideology (Kurniawan, 2012). Literary work can be used as a reflection or reference material in solving social problems that occur in real life, in this case, the struggle against racial oppression. The struggles that Geraldine, the main character, and the people around her have done against racial oppression in the novel can increase the readers' awareness and concern on

how serious the issue of racial oppression is. So, people can take decisive action to fight or help fight against racial oppression that is rife.

The uniqueness of the novel *The Round House* by Louise Erdrich, apart from being one of Erdrich's work that have been recognized and received many awards, is the issue it brings. Some characters in the novel suffer racial oppression not only due to their background as black races. This novel raises the issue of racial oppression from the white race side as well. This is very possible because it is based on the theory by Young that a person or group can be oppressed because of one of the five forms of oppression (Young, 2004). This is evidenced by the weakness and powerlessness of the character against racial oppression by Linden's character.

This novel, *The Round House* by Louise Erdrich, is one of many literary works that reflect the crimes and heinous acts of racial oppression, even though only fictional stories, but the content contained in this literary work can represent readers about the worse and heinous act of racism. The researcher believes that this novel can describe how the conditions of people who suffer violence and injustice. They are marginalized because their race is considered different and inferior. Louise Erdrich is an American writer who has written not only novels but also poetry and children's books that often feature Native American characters and backgrounds. Her novel *The Round House* also received a national award for fictional literary works (Calamur, 2012).

The researcher combines the theory of oppression by Young to

explore the forms of racial oppression in the *The Round House* by Louise Erdrich and the struggles as formulated by Schneider & Schneider, which is grouped into two: individual and group struggles. The researcher explains why Geraldine struggles against racial oppression from which she suffers. This is analyzed by classifying it into five forms of oppression proposed by Young. Only then can the researcher find out types of struggles based on Schneider & Schneider's theory about struggle by Erdrich in her novel *The Round House*.

Studies have been conducted by various researchers in discussing racial oppression and struggle from various perspectives and different literary works. For instance, several previous studies used in this research discuss *The Round House* in terms of post-trauma experienced by Geraldine as the main character, then Geraldine's struggles but from a feminist perspective which focuses on Geraldine being oppressed as a woman. Meanwhile, other studies used the theory proposed by Young and Schneider & Schneider but applied it to different novels. These previous studies greatly contributed to the researcher in understanding and analyzing the research to be discussed. Researchers found a gap that this research will discuss more how Geraldine struggles as a certain racial group, in this case as an American Indian who suffers from the racial oppression. The researcher decides to conduct a study on Geraldine's Struggle against Racial Oppression Portrayed in Louise Erdrich's *The Round House*.

B. Problems of the Study

The research problems are formulated as follows:

1. What are the forms of racial oppression suffered by Geraldine in Louise Erdrich's *The Round House*?
2. How does Geraldine struggle against racial oppression in Louise Erdrich's *The Round House*?

C. Objectives of the Study

The objectives of the study are as follows:

1. To describe the forms of racial oppression suffered by Geraldine in Louise Erdrich's *The Round House*;
2. To find out Geraldine's struggle against racial oppression in Louise Erdrich's *The Round House*.

D. Scope and Limitation

This study focuses on discussing racial oppression suffered by Geraldine in Louise Erdrich's *The Round House*. The researcher only discusses the racial oppression suffered mainly by Geraldine and maybe other characters related with her, such as her family and friends, and the struggles she undertakes.

E. Significance of the Study

The researcher expects that the research findings could be both theoretically and practically beneficial. The researcher expects to give a

contribution to the theories of literature to, especially, develop sociological literary criticism. The researcher also wishes to contribute to increasing the appreciation towards literary work. Moreover, this research is expected to contribute and enrich information into further analysis or research of sociological literary criticism.

F. Research Method

This chapter consists of research design, data and data source, steps of data collection, and steps of data analysis.

1. Research Design

In this study, the researcher uses literary criticism in analyzing the literary work. This is in accordance with what was conveyed by Fard, Literary criticism is the discipline of interpreting, analyzing, and evaluating works of literature (Fard, 2012). This research is classified into literary criticism because the researcher discusses social phenomena related to racial oppression and the struggle done by the character of the novel. The researcher uses theory by Iris Marion Young to reveal and describe what kind of racial oppression was conducted in the novel *The Round House* by Louise Erdrich and the struggles formulated by Schneider & Schneider which will be grouped into two, namely individual and in groups. The researcher uses sociological approach to describe the forms of racial oppression on Geraldine and how she struggles against the oppression.

2. Data and Data Source

The data source is the literary work entitled *The Round House* by Louise Erdrich. *The Round House* (2012), which consists of 368 pages in printed version but the researcher uses the e-book version of this novel which consists of 891 pages. This novel was published in the United States by HarperCollins publishers LLC. The data are in the form of words, phrases, sentences, and dialogues in the novel.

3. Data Collection

The researcher did the following steps to collect the data:

- a. First reading of Erdrich's *The Round House* to understand the story plot;
- b. Closer reading to get deeper understanding of the novel. The researcher read relevant parts to identify possible topics and data for the research;
- c. Highlighting the phrases, sentences, conversations, and other pieces of evidence related to Iris Marion Young's and Schneider & Schneider's theory;
- d. Evaluating and arranging systematically the appropriate data and determined the related theory to the data.

4. Data Analysis

The researcher did three steps to analyze the data. First, the researcher elaborated the data which were relevant with the theory of Iris Marion Young about racial oppression suffered by Geraldine and the theory of Schneider & Schneider about struggles against racial oppression. Second, the researcher analyzed and interpreted the selected data based on Young's

and Schneider & Schneider's theories. Last, the researcher drew conclusions based on the finding.

G. Previous Studies

In this section, the researcher provides several studies that have previously been carried out and are relevant to this research. The first study was conducted by Sevillano, entitled *From Revenge to Justice: Perpetrator Trauma in Louise Erdrich's The Round House in 2016*. Sevillano applied post-colonial trauma theory to analyze the work of Louise Erdrich. Sevillano found that Geraldine described the trauma through the perspective of her son, Joe. After the rape incident occurs, the mother has a deep trauma to the unknown man. However, Geraldine's mother is frightened and anxious. It can be described when she interacts with her child. Sevillano also found that Geraldine's character, who is depicted as a native American-Indian, still experiences traumatic sexual violence.

The second study is *Justice in The Round House: Literary Language as a Tool for Social Justice* by Staires (2016). In this study, Staires revealed that literature serves as a tool for social justice. By analyzing this novel, Staires focused not only on the text in the novel but also on its connection with the real world. Staires also added statistics regarding sexual harassment of native Americans. In conclusion, Staires advised readers to read this novel. Erdrich made many references to the Dawes Allotment Act, the Major Crimes Act, the Marshall Trilogy, and many other important pieces of legislation. Then readers can get the message that Louise

Erdrich wants to convey and apply it to everyday lives.

The third study is *A Character Analysis of Linda Hogan's Power and Louise Erdrich's The Round House* by Hege Forfang (2018). Forfang analyzed this novel using the theory of feminism. He tried to analyze the characterization of the two characters in Linda Hogan's *Power* and Louise Erdrich's *The Round House* from the view of feminism. For him, the equality that has been achieved by all genders up to the time the thesis was written has improved, but not all women have achieved this equality. For Forfang, there are still many women, especially local people who have not been able to get what rights they should get. The two novels are very suitable because they represent or describe how local people are still unable to achieve the goals of the feminism movement itself. Since the introductory part of this study, there has been great emphasis on the history of feminism, its development, its goals and what remains to be achieved, namely equality for all women.

The fourth study is *Racism in Terry George's Movie Hotel Rwanda* by Sinaga, Saragih, and Bahri (2020). This study applied the theory of Young to analyze the forms of expression in the novel. The researchers found that opinion is the most dominant, which can be described from the form of racism in the movie *Hotel Rwanda*.

The last study is *Black Women Oppression in Toni Morrison's God Help The Child* by Hidayati (2019). Hidayati analyzed the novel using the theory similar to the previous study. Hidayati focused on analyzing the characters of Bride and Sweetness, discussing what options are found in

these two characters. The result is that these two characters have different oppressions and reactions to each other in dealing with the oppression, but in the end these two characters are equally free from such an inappropriate action.

Based on the previous studies, the researcher believes that conducting a study on *The Round House* by Louise Erdrich is considered very necessary. The thesis writer has not found any studies that discuss racism or specifically racial oppression towards *The Round House*. The first three studies above discuss the trauma aspect and characterization of the characters in the novel. Meanwhile, the last two previous studies applied the theory that would also be applied in this study, namely the theory of oppression by Young. This topic has become so important given the increasing prevalence of crime cases and issues of racism that are increasingly global so that it should be of greater concern. On the other hand, this topic has not been discussed towards Louise Erdrich's *The Round House*.

The first study explains Geraldine's condition in terms of the trauma she experienced after the sexual violence occurs. The second study discusses how the novel *The Round House* can be used as the main reference for social justice promotion in the field of literacy. The third study discusses Geraldine as the main topic of discussion from a feminist perspective, particularly on Geraldine's struggle as a woman in achieving justice. Meanwhile, the fourth and fifth studies discuss different novels with the theory of Iris Marion

Young. Both of them identified the forms of oppression in the novel. All previous studies contribute to this research, both in terms of Geraldine's condition and background as the main character who experiences acts of racial oppression and in terms of the theory used so that it can be used as theoretical references in this research.

H. Definition of Key Terms

The following keywords frequently appear in this study report and are defined here:

1. Racism is an ideology or a viewpoint that differentiates one race from another and considers that one race is more superior to others.
2. Racial oppression refers to states and processes that include psychological and political components of victimization, agency, and resistance where a more powerful race produce domination, subordination, and resistance towards others. Racial oppression may be social, systematic, institutionalized, or internalized.
3. Struggle can be interpreted as a form of action or effort carried out by individuals or groups to be able to get out of difficulties or misery that has been experienced for certain periods. A struggle needs to be carried out because there is an imbalance or even injustice carried out either systematically or not by certain groups who consider themselves superior and feel they have more power.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides deep explanation about the sociology of literature, racism, racial oppression, oppression theory by Iris Marion Young, and struggle theory by Schneider & Schneider.

A. Sociology of Literature

Sociology was born in the last moments of the development of science because sociology is based on the advances that have been achieved by other sciences. Sociology is formed based on observations and not on speculations about the state of society and the results of these observations must be compiled systematically and methodologically (Suekanto, 1982). Meanwhile, sociology of literature is knowledge about the nature and development of society from or about the literary works of critics and historians which mainly reveals the author who is influenced by the status of the strata of society where they come from, their political and social ideology, economic conditions, and the target audience.

Sociology of literature includes three studies: sociology of the reader, sociology of the author, and sociology of the literary work (Damono, 1977). Sociology of the author concerns with the issue of the author as a producer of literary works by questioning the social status, social ideology of the author, and the order of the author outside of literary works.

Sociology of background or even with the ideology that the author has followed and studied for a long time so that it can affect the contents of the literary work he has created. In the sociology of the author, an author as the creator of literary works is tied with the social status in the field of society and also the ideology, position, and relation with her/his readers (Wiyatmi, 2013).

The second is the sociology of the reader. This classification focuses on the social relationships that occur or are the background between literary works and readers. It is undeniable that readers will always have different backgrounds so that it can influence their perspective when reading a literary work. Readers can bring uniqueness in viewing literary works. The last one is the sociology of literary works. The classification discusses the relationship between literary work itself and the social environment. It focuses on what is inside the literary work itself which has a connection to the social issues (Wiyatmi, 2013).

B. Racism

Race can be associated with measures of social status, where one lives, occupation, language, style of dress, and so on (Spencer, 2006). Racism is a system of domination that operates in social processes and social institutions; others see it as operating in the individual consciousness (Giddens, 2006). Though racism has been directed against both white and non-white groups, it is often assumed that racism applies exclusively to non-white groups (Bolaffi et al, 2003).

There are many issues concerning racism in the US, especially regarding the American Indian race. American Indian or Alaska Native is defined as a person having origins in any of the original people of North and South America, including Central America and who maintains tribal affiliation or community attachment (Loue, 2006).

It all started in 1492 when Columbus came to America which had previously been inhabited by American Indians for many years. According to History.com, since his arrival, the coastal area that was previously home to the American Indians has become a joint area with the white race people from Europe. There are many reasons for this racial genocide. The colonizers could not and were able to own land in Europe, they were greedy for the vast and abundant land in the land of the American Indians (Larasati, 2021). For them, individual land ownership does not exist. When European colonizers wanted to control their lands, this seemed strange to the American Indians because for them to conquer the land was the same as conquering or owning air and water.

American Indian race is considered too different: their skin is dark. For the colonizers, their language is so foreign. Also, their view of the world and their spiritual beliefs fuel racial hatred and paranoia, which makes it easy for them to portray the American Indian race as barbarians who must be killed in the name of civilization and Christianity (Larasati, 2021). Some examples of genocide that have been committed against American Indians consist of the Gnadenhutten Massacre, Battle of Tippecanoe, Creek War,

Mankato Execution, Sand Creek Massacre, Custer Campaign, and Wounded Knee.

Another form of racial oppression against the American Indian race is Indian Reservation. Indian Reservation is a place left by white race invaders for American Indian race people because the land is barren, remote and far from accommodation places (Viera, 2021). This leads to the extreme poverty that is evensaid to be eight times higher than the average poverty rate in America (Roucek, 2008). In addition to the extreme poverty that plagued the Indian Reservation, it caused deep trauma for people of the American Indian race.

The American Indian race was also forced to assimilate their culture with the colonial culture, namely the European or the white race. The colonizers targeted the younger generation by putting them in school, learning English, British culture, even forcibly cutting their hair just like British culture. Worse yet, the American Indian race is prohibited from using their language, practicing their religious rituals, and using their traditional clothes (Viera, 2021). With a system like this, the next generation of the American Indian race will slowly forget their own culture and in the end, the American Indian race will get worse and even slowly disappear.

The issue of racism has not improved positively or have given positive signs, but on the contrary, various conflicts and issues of racism are getting worse, especially in American states in recent years (Warthon, 2020). Black lives matter is only one symbol of how the global society cares and

concerns about this issue. The problem is that the issue of racism is not only offensive verbally, but even lives can be lost due to racism and this is the worst-case scenario which is not only possible but has happened even repeatedly. The lives of innocent victims have been lost a lot. The perpetrators or people who commit the crime can go free and some are not punished fairly. Only a few have been prosecuted legally because the community forces the government to provide punishment for the perpetrators.

Studies show that Black people, who represent 13% of the U.S. population, are three times more likely to be killed by law enforcement than white people (Ortiz, 2020). Breonna Taylor and George Floyd are victims who got oppressed recently until lost their lives allegedly due to racist motives behind their murders. Moreover, with the government's attitude that was not alert and decisive in handling this case, there was a massive demonstration that took place in America some time ago. The world citizens also supported this movement by using the name of Black Lives Matter and changed their social media profiles to black-coloured. This action of moral support was also carried out by many world figures. This is why raising the issue of racism is deemed so urgent.

C. Racial Oppression

Racial oppression is defined as burdening a specific race with unjust or cruel restraints or impositions. Racial oppression may be social,

systematic, institutionalized, or internalized. Social forms of racial oppression include exploitation and mistreatment that is socially supported. Many kinds of oppression occur in this world, leading to stereotyping, prejudicing, and marginalizing (Kartika & Soelistyarini, 2017). Racial oppression is sometimes associated with racism that is carried out systematically by a certain race that feels superior and wants to make a certain race inferior or below it.

Racial oppression is not a new phenomenon. There is a long and dark history behind racial oppression. In about 1492 the Europeans came to seize and colonize the American continent from the native American Indians by force. The barren and dry Indian Reservation was formed for the American Indians. Since then, the issue of racial oppression has started to emerge and is becoming more and more common today. Even after civil rights legislation abolished legally-sanctioned segregation, racial oppression remains a reality in the United States and racial groups and racial oppression are central features of the American social dynamic (Blauner, 1972).

Oppression has several forms as proposed and classified by Iris Marion Young. There are five forms of oppression: exploitation, marginalization, powerlessness, cultural domination, and violence. Each may entail or cause distributive injustices, but all involve issues of injustice beyond distribution (Young, 2014). When discussing racial oppression, the term is designed to deny, disregard, and delegitimize a particular social group, and this makes it seem as if the racially oppressed status is under the

group that performs racial oppression (Allen, 1997).

There have been many struggles to release this torture and injustice. American Indian race, for example, has done a number of struggles against racial oppression. One of them is how people of the American Indian race fought in reservations that were unilaterally granted by European colonizers, i.e., the Wellpinit Reservation. In this Indian reservation, there occurred much physical violence. This happens because of the glorified masculinity in the reservation, so American Indians have to deconstruct against this stereotype, for example, some of them feel tougher if they have wounds on their bodies (Mcnab, 2016). This can be stated as a struggle because Indian reservation is a kind of racial oppression towards the American Indian committed by white European colonizers.

Satyagraha is another form of struggle led by Mahatma Gandhi in fighting discrimination and oppression based on race in South Africa in 1893-1914 (Imam, 2016). The struggle carried out by Gandhi can be classified into a group struggle, because the strategy he carried out required various parties, starting from the Natal Indian Community Congress, then holding a newspaper containing what happened to the Indian race at that time which was experiencing value degradation by South Africans, thus increasing the awareness of people of the Indian race. In the end, the struggle strategy succeeds and gives results so that the African Union government abolished regulations that were discriminatory in nature against the Indian race.

D. Theories of Oppression and Struggle

In discussing the topic in this research, two theories will be used, namely the theory of racial oppression and that of struggle. All oppressed people suffer some inhibition of their ability to develop and exercise their capacities and express their needs, thoughts, and feelings (Heldke & O'Connor, 2004). Oppression is an action taken to limit the rights of others verbally, it can be done with violence. Oppression cannot be justified from one point of view.

Because in analyzing what struggles are carried out in novels or literary works, the thesis writer also needs to analyze what causes these struggles to exist and must be fought for. To find out what causes the characters in the novel to fight for their rights, the thesis writer uses the oppression theory proposed by Young and the struggle theory proposed by Schneider & Schneider.

Discussing oppression, the researcher believes to discuss two other things that are closely related to oppression itself, namely prejudice and discrimination. It can be said that before discrimination and oppression exists, prejudice is the one that indirectly stimulates these two things because it is said that prejudice is something that is in the human subconscious. Prejudices are internally held biases. They are preconceived opinions and emotions we have regarding an individual or group, and they can be good or bad. Prejudices are often unconscious, and we are often

unaware of our biases or fail to realize the preconceptions that are influencing us. Prejudice is an assumption or an opinion about someone simply based on that person's membership in a particular group (Gould, 2021).

Usually, prejudice leads a person to an action called discrimination. Discrimination itself has the meaning of the externalization of prejudice. Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation. In other words, discrimination is a human action or response to someone because it is caused by prejudice. Overreacting or offending someone because of a different background in a public place is considered an act of discrimination, even more, because of prejudice that tends to be negative.

Those who struggle against discrimination feel that they have received oppression from other parties. Because their rights have been deprived even to the point of being suppressed, the person or party must carry out or carry out what is called resistance. This resistance or struggle can also be carried out in different ways, but with one goal, i.e., to reclaim what has been stolen by the oppressors. A struggle is always triggered by causes. There is an effort in carrying out this struggle. Oppression and discrimination are the reasons why the struggle is necessary to escape from the deprivation of rights and oppression. Many races and groups struggle to fight for what they think needs to be fought for. Some of them have been successful and some have not.

1. Iris Marion Young's Theory of Oppression

Young suggests that oppression is structural. This structural oppression is the vast and deep injustice suffered by some groups which caused by underlying assumptions, habits, norms, media and cultural stereotypes, market mechanism, advertisement. In other words it is the normal practices in everyday lives (Young, 2004). This oppression can be done in a complex and structural form so that the purpose of this oppression can be achieved easily because of the structure or system that was created earlier. Young (2004) proposes five forms of oppression: exploitation, marginalization, powerlessness, cultural imperialism, and violence.

a. Exploitation

One of the causes of exploitation the existence of dominant class, as well as the that of the less dominant. In this case, there are superior and inferior classes. The inferior class is usually those who have large capital so that they can produce items, while the inferior class usually tends to people who work as labourers and are paid by people who have capital. In such a society, there is a class difference between the person who owns the slave and the slave himself. In a feudal society, this class division occurs between people who control the land or landlords with ordinary people who do not control much land. Whereas, in a capitalist society, this classification difference occurs in people who have means of production and people who work hard for these people (Young, 2004).

Profit is one of the parameters where exploitation can occur.

Usually, there is an injustice to the distribution of these benefits. The injustice of capitalist society consists in the fact that some people exercise their capacities under the control based on the purpose, and for the benefit of other people (Young, 2004). The capitalists derive various benefits from the workers, not only the benefits that are given to them but also the power that the workers have expended is transferred to them.

Injustice will continue to occur and this is where exploitation can emerge. One should work with more effort to get the commensurate benefits, and this is the opposite and not appropriate. It is this dominant class that continues to benefit on a large scale even though their sacrifice of energy and effort is not comparable to that of the workers. Exploitation occurs when one group is exploited on a large scale by another group who feels that they are dominant. The capitalists who get benefit earn great wealth while most people who work for them have very little in their lives (Young, 2004).

Exploitation occurs not only in social class but also in the realm of race and gender relation. There is exploitation in women and men relations. In a family, there seems to be a justified division of labour. For women, the work done at home such as cooking, cleaning, taking care of children are actions that should be carried out by women. Then men are associated with activities related to public domains or according to what is outside the home. In the US, for example, it is women who do the planting, caring for and harvesting plantation or agricultural products, while men are the ones who bring the crops to sellers, markets. Then, the profits from the sale of the

harvest are destined for men (Young, 2004).

In addition to oppression regarding gender and sexuality, racial oppression has also been common for a long time in various countries. The only thing we can take as an example is how there is a tendency that the group that gets a higher salary is a group of people with a white race. It is as if other groups and races are assistant workers who lack skills and are less talented than those who feel they are dominant and deserve to be called this stereotype. In the US, explicit racial discrimination once reserved menial work for Black, American Indians, Chinese and Chicanos and menial works still tend to be linked to Black and Latin workers (Young, 2004).

It can be concluded that exploitation is an act of serious injustice in sharing profits, income, or anything that should be shared equally. Exploitation happens to those who have expended more energy, thought, and time than others, but they don't get what they deserve. Exploitation in the form of race and gender is also the same. Taking corrective action for this exploitation is not easy and requires systematic and massive action so that it can change this wrong and unfair rooted system, this can almost be equated in changing the old culture with the new culture.

b. Marginalization

Marginalization is an act that views a group as incapable or even unable to be equated with others. That is why they are marginalized. Marginals are people who will not and cannot be used by the system of labour (Young, 2004). Meanwhile, racial oppression is more common in

forms of marginalization than exploitation (Heldke & O'Connor, 2004). There are so many groups or races in the US that are marginalized when it comes to the world of work. Some of them are Blacks and Latin Americans. When judged by physical appearance, these two groups are not at all able to represent the quality of the person's self.

There are so many groups or races that are marginalized in the US, and most of them are women, mothers, and disabled people (Young, 2004). These are the people who should be supported and fought for their rights because they are the ones who need work more than they are marginalized. Although there are already welfare payments and services for those who have not and are having difficulty getting a job, this is not a positive thing to take because this only makes them dependent and not independent because they are not used to working. So, whether they are assisted in any form, what is needed by the marginalized is not to be marginalized. Have the right to get the same job and not be underestimated because of physical appearance (race) that has been negatively affected by stereotypes.

c. Powerlessness

Powerlessness is the state of being unable to control or influence somebody or something (www.oxfordlearnersdictionaries.com). Powerlessness is a condition that is mostly experienced by non-professional workers. Some claim that the Marxist idea of traditional classes exploitation models fails to capture the structure of contemporary society (Young, 2004). In contemporary society, there are professional workers and non-

professional workers. The position of professional workers can be said to be ambiguous because they do not belong to the capitalist class which gets transferred from other groups. However, they take the benefit as well from the exploitations from other classes which are non-professional workers (Young, 2004).

Most people in capitalist societies are not able or do not have enough power to make important decisions in life that affect themselves and those around them. Again, this is due to a lack of significant power. However, conditions of domination that exist in a society like this often occur by groups that have more power or control than people or groups that have a lack of significant power. In this case, many people have some power in relation with others even though they do not have the power to decide results or policies (Young, 2004). People or groups who lack significant power only carry out orders from people or groups who have more power. People like this only have a very small chance compared to people who have the power to express their ideas and skills.

Powerless status can be described as something that tends to be negative because of three things, namely the powerless lack of status, authority, and sense of the professional workers they usually have. The oppression that occurs among non-professional workers occurs because of the three things. In the process of becoming a professional group, at least it is necessary to have a college education and special skills that increase the degree or status of a person or group to become professional workers. On the

other hand, non-professional workers lack in getting these things because they are not recognized and respected to get a treatment that is at least the same or the same as people or groups of professional workers.

Furthermore, in the field of work, although the professional group cannot make regulations at least they have work autonomy to choose whom they work with, with whom they will have clients and others. Non-professional workers do not have the same work autonomy as professional workers. Non-professionals cannot choose with whom they can meet customers. These two groups are the middle class and working class have different ways of life in food, entertainment, music, vacation, health priorities and even education. Non-professional workers are often seen and judged by the appearance they use which tends to make other people or groups lack respect for non-professionals (Young, 2004).

d. Cultural Imperialism

Cultural imperialism, in anthropology, sociology, and ethics, is the imposition by one usually politically or economically dominant community of various aspects of its own culture onto another non-dominant community (<https://www.britannica.com>). Cultural imperialism means to experience how the dominant meanings of society render the particular perspective of one's group invisible at the same time as the stereotype one's group and mark them out as the other (Lugones & Spelman, 1983).

There is a group that considers itself dominant and considers others less or even not dominant like them. Young (2004) explains that the

dominant groups project their own experience as a representative of humanity. When this happens, the group that feels dominant will often make the non-dominant group assume that everything that exists belongs to universality which is a stereotype created or created by the dominant group itself. The dominant group will do various ways to position the less dominant group to be below or lower.

Some examples of group relations are between African or American-Indian and Europeans, homosexuals and heterosexuals, workers and professionals, and many other groups. These relations represent how cultural imperialism exists, resulting in the emergence of inferior and superior groups. Because most of the cultural expressions carried out by the dominant group seem to be normalized and universal, this creates stereotypes which in essence state that they are the ones who should be normalized. While other groups that they do not consider to be their group will be marked that the group is another group or "other" (Young, 2004).

The group which is called the "other" experience stereotypes and at the same time rendered invisible (Young, 2004). The dominant groups position themselves with people or groups that they consider different and usually tend to be less positive because it does not conform to the norms or culture that they have created, taught and preserved. For instance, men want to look strong and should not be sensitive or cry easily and women will look very harmonious and good when they are with their daughters or sons. Homosexuals tend to be seen as an outcast, humiliated and excluded group

and so on.

This is what Du Bois calls double consciousness which means a sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. This happens when the group rejects what is taught by the dominant group but at the same time, they are also treated as people who are called "other" or also with inferior calls.

e. Violence

Violence comes from Latin which means violent which comes from the word "via" which means power or power. It is done physically or verbally which reflects acts of aggression and attacks on acts of freedom or dignity of a person that can be carried out by individuals or groups of people generally related to their authority. When translated freely, it means authority without regard to the legality of use or action. Arbitrariness can also be included in the formulation of this act of violence. Many groups suffer the oppression of violence which is systematic; members of those groups live in fear, random fear, unprovoked attack on their persons or properties which has no motives but just damaging, humiliating, or destroying (Young, 2004).

Minorities and inferior groups are many who experience this starting from the Muslim group living in Uighurs, the black group living in America, to the homosexual group who is not accepted in their place. Some of these groups are just a few examples of how they live in fear threatening all the

time. There is no guarantee for them to be able to live normally, safely and comfortably in everyday life, they must always be vigilant because they are inferior people who lack power in an area. Iris Marion Young includes this in the five forms of oppression because it is also systemic. This becomes systemic because it attacks or targets those personally who are members of a group that is considered inferior earlier.

Say a black person who has been able to escape from other oppressions such as marginalization and powerlessness, but they will still be haunted by the threat of violence which always surrounds not only themselves but can be their relations or even their families. Because like it or not, they all belong to the inferior group and indirectly the criminals who target the inferior group have indicated that they could be family or friends of the black people. Living under a threat of attack on oneself or family or relatives deprives the oppressed of freedom and dignity and will indirectly drain energy (Young, 2004).

Violence occurs not only in individual level but also in the form of group actions. This violence often has a motive of raping, attacking, hitting women who are helpless, committed by people with certain skin colors, people in a certain group to mark that the victim is one of those groups. Violence creates fear or hatred against these people and this will certainly affect their daily lives even at school or at work. It creates a feeling of insecurity anywhere and anytime. Not infrequently these forms of oppression can take the life of someone who is oppressed. This is very likely

to happen because, in essence, this violence is a form of oppression that is closely related to the safety of a person's life or life.

2. Schneider & Schneider's Theory of Struggle

Struggle is a conscious effort carried out by a person or group of people to free themselves from a problem, restraint or bondage, constriction. The struggle is not only always in the form of direct resistance, but it can also be in any form of action to get out of restraint (Schneider & Schneider, 2007). So, struggle in question does not always have to lead to active actions that show that a person or group is struggling, but it can also be interpreted that the struggle in question is how a person or group carries out various ways, whether visible or not or implied, with the aim of the same thing, namely to achieve what was fought for earlier.

For instance, individual struggles with himself or tries to recover from the trauma he has suffered due to physical and verbal violence that affects his psychological condition, this can also be called a struggle because, in the end, the individual tries to get out of the impact of the fear that haunts him even after the incident has occurred. Various individuals and groups are doing this struggle to be free from all the constraints and threats that always target them because in essence basic things such as human rights must indeed be fought for if they have been robbed and even suppressed. Schneider & Schneider (2007) classify struggle into two forms, namely individual struggle and group struggle.

a. Individual Struggle

Schneider & Schneider (2007) argues that individual struggle is an effort carried out by someone without the help of others to free themselves from distress. There are many ways to free themselves from the constraints and oppression that occur, in the context of the black class who tried to struggle when they were oppressed by the whites in the 17th century, some of them tried to escape to get out of the circle. Torture, although it does not solve the problem as a whole or as a group, can still be classified as an individual struggle.

It can be said that this escape attempt is a more or less effective effort to deliver individuals out of the restraints and oppression they get. But keep in mind that this is a form of struggle that has a very high risk. They can risk their lives to be able to successfully carry out this struggle because once again this is done individually and not as a group. In other words, the results or success that is obtained only for themselves and the risk that the individual bears, in this case, can even be his life at stake (Schneider & Schneider, 2007).

In addition to the examples above is how a woman who tries to get up from a slump or a deep trauma due to physical and sexual violence. This woman is not even able to open up with her own family and husband. Until finally it took her months to struggle with herself, fighting her deep trauma until finally, she was able to come out and rise from the deep trauma and was able to erase the effects of the oppression she suffered in the form of

violence (Young, 2004).

b. Group Struggle

Struggle based on this classification is an effort made by a group of people and help each other to achieve the desired goal together (Schneider & Schneider, 2007). When individual struggles are deemed too difficult to achieve, group struggles can be carried out in the hope of being free from restraints and oppression can be achieved more easily.

In a group, several individuals help each other to free themselves, such as a group of people help each other to protect each other to escape and be free from long-standing racial oppression. Another instance is a family whose members strengthen each other and even try to rise together against the racial oppression they receive or the one who receives it. Even though the effort or struggle that is carried out does not fully guarantee that it will be carried out successfully, once again that is what is called a struggle. Not focusing on the results achieved but more on the efforts or processes that were carried out to achieve them.

CHAPTER III

ANALYSIS

This chapter discusses the research findings in Louise Erdrich's *The Round House* based on the problems of the study presented Chapter I, i.e., the forms of racial oppression suffered by Geraldine and the struggles she undertake against the oppression. The results and discussion are presented below.

A. Forms of Racial Oppression Suffered by Geraldine

In the novel *The Round House*, it clearly depicted how Geraldine suffers from oppression based on her race. American Indian people have been considered to have a lower caste or class than, in this case, white people. This makes those who come from the white group seem to have authority or power over non-white people. This structural oppression is the vast and deep injustice suffered by some groups caused by underlying assumptions, habits, norms, media and cultural stereotypes, market mechanism, and advertisement. In other words, it is noticeable in many aspects of everyday lives (Young, 2004).

The researcher found that several forms of racial oppression in this novel were suffered not only by Geraldine as the main character but also by those close ones to Geraldine, such as her family and friends. These kinds

of racial oppression triggers Geraldine to struggle to get the rights that are taken arbitrarily by the whitepeople. The forms of racial oppression that Geraldine experiences are as follows:

1. Exploitation

Exploitation occurs when a dominant group has power and wealth so that they can take advantage of and exploit the subordinate one. Young (2011) explainsthat this exploitation can occur when one group sends its merchandise to another group so that it gives benefits to that group (Heldke & O'Connor, 2004). For instance, people from black groups often take responsibility to fulfil their living expenses and families from black groups do not have an opportunity to increase their economic status and systemically they tend to be poor (Jones, 1985).

In explaining the form of exploitation in political or legal domains conducted by Linden Lark towards Geraldine. this incident occurred in the midst of the violent process experienced by Geraldine, this is proven by the data below:

I could be rich, but I'd rather have shown you, both of you, what you really are. Iwon't get caught, he said. I've been boning up on the law. Funny. Laugh. He nudged me with his shoe. I know as much law as a judge. Know any judges? I haveno fear. Things are the wrong way around, he said. But here in this place, I makethings the right way around for me. The strong should rule the weak. Instead of the weak the strong! It is the weak who pull down the strong. But I won't get caught. (p.331)

The above statement was put forward by Linden Lark as a criminal. It is truethat Linden as a criminal not only carried out these acts of torture and rape for no apparent reason, but his racial background also dominates the intentions of these heinous acts. Exploitation, as previously described,

usually occurs between groups that are considered superior to those who are more inferior. Based on the data above, it is clear that the strong tends to rule the weak. Some control and some are controlled. This is in accordance with what Iris Marion Young stated that there is natural superiority owned by some class over the other class which becomes inferior groups (Young, 2004). Even though humans should belong to what class and race, what skin color and even what religion they follow, the most essential thing is that all of them are still human beings whose dignity and worth must be respected, whose rights and obligations must be upheld. The data above regarding the dominating group oppressing the poor or inferior groups is also emphasized in the novel in the realm of religion, as follows:

The sins that cried out to heaven for vengeance were murder, sodomy, defrauding a laborer, oppressing the poor (p.518)

The above data are related to the previous ones in which exploitation often occurs based on one race's feeling of stronger than others. The researcher would like to strengthen the previous data with the idea that oppressing the poor is also listed in the severe sins as described in the novel. The sins that cried out to heaven for vengeance are four very serious mortal sins, specific examples of which are cited by the Bible. From the point of view of the Catholic religion, oppression cannot be justified and even from a religious point of view it is a grave sin. This data is taken from a conversation between the priest and Joe, Geraldine's son.

"And now, said Mooshum, on the day we gathered to celebrate his birthday, there is food a plenty. Food everywhere. Fat Indians! You would never see a fat Indian back in my time" (p.416)

Although the researcher does not find specific data regarding racial oppression in the form of exploitation towards Geraldine and her family, the data above can represent the impact on the history of racial exploitation experienced by the American Indian race when exploited by Europeans or the white race in the 1500s. At a family gathering, the oldest Mooshum of all told Joe and the younger generation of American Indians that they would not have been able to find fat American Indians in their youth or ancient times. Fat symbolizes prosperity and sufficiency and even excess food, while this is contrary to what happened in history at that time. Because in reality, many American Indians have to suffer and even endure hunger. Their life is difficult because under the exploitation of European colonizers. Most of them have to live on the barren, remote, and backward area of Indian Reservation. This is in accordance with what Iris Marion Young stated that in the United States, explicit racial discrimination once reserved menial work for Blacks, Chicanos, American Indians, and Chinese and menial work still tends to be linked to Black and Latino workers (Young, 2004).

Overall, it can be concluded even though there is no explicit evidence in the novel that shows the occurrence of exploitation, some data reveal how the exploitation starts, then how cruel this exploitation is, and the impacts of the exploitation on victims who experience these forms of racial oppression.

2. Marginalization

The next form of oppression that will be discussed is

marginalization. The first kind of marginalization that will be discussed in this novel is about how American Indians, the race of Geraldine's character, cannot conduct their religious ceremonies like other religions. Their race does not seem to have equal rights to carry out their religious ceremonies, this is shown by the following data:

During the old days when Indians could not practice their religion-well, actually not such old days: pre-1978- the roundhouse had been used for ceremonies. people pretended it was a social dance hall or brought their Bibles for gathering. (p.124)

The data above show that the American Indian race was once forbidden to practice their religious ceremonies. This is in line with what the researcher has discussed in the previous chapter that the history of racial oppression towards American Indians has occurred for a long time. American Indians had to struggle at that time to defend their culture, religion and life from the white race invaders who came from Europe. They struggled to preserve the culture even though one of the main goals of racial oppression at that time was to seize their land but also sought to erase or assimilate the culture of American Indians so that their future generations did not even recognize the culture of their race. The data above is in accordance with the statement put forward by Young that the capitalists or superior groups have indeed admitted that they have carried out right and material deprivation of the inferior group. Some capitalist societies have acknowledged the injustices of material deprivation caused by marginalization and take action to deal with it by providing welfare payment and services (Young, 2004).

Apart from not being allowed to practice their religion, in the novel also depicted marginalization in the health sector where it seems as if the American Indian race is not entitled to the same health facilities as others. This is shown in the following data

*Don't you Indians have your own hospital over there? Aren't you building a new one?
The emergency room's under construction, I told her. Still, she said.
Still what? I made my voice grating and sarcastic. I was never like so many Indian boys, who'd look down quiet in their anger and say nothing. My mother had taught me different. (p.22)*

The *treatment* that can be analyzed from the data above is when a woman conveys to Geraldine's son, *Don't you Indians have your own hospital over there? Aren't you building a new one?* This sentence indicates that what this unknown mother does may indeed commit acts of sarcasm against Geraldine's family. She does not mean to ask if there was a new hospital building built by Indians, but she seems to be trying to slowly drive away and wants to say that the hospital that Geraldine is currently occupying is not suitable for use by a certain class or race, American Indian. Actions like this can be classified into acts of marginalization because the majority tries to marginalize the minorities by trying to get rid of them and not allowing them to get the same rights and facilities like them. This is in accordance that marginals are people who cannot and will not be used by the system of labor (Young, 2004). Just like the previous data, the white group does not want to equalize the rights and facilities they get with the "other" group:

But he still wanted her. He still needed her. She had put him in this awkward position, he said, of loving her. You should be crated up and thrown in the lake for what you've done to my emotions! He said we have no standing under the law for a good reason and yet have continued to

diminish the white man and to take his honour. (p.331)

This third data represents how rights should be obtained equally and fairly. The dominant group tries to marginalize the "other", either subtly or not openly, either directly or indirectly. Both represent less positive things because there must be certain groups that are considered inappropriate and must be removed, even though they do not have to be destroyed. These groups have been exterminated in terms of the basic rights they should have received. Therefore, marginalization can be considered that existing more than exploitation, because many facilities and rights can be found in many places around the world easily. This is in accordance, racial oppression occurs more often in the form of marginalization rather than exploitation (Heldke & O'Connor, 2004). In other cases, a lot is happening in the field of education or schools, the world of work or even the wider community globally.

“The problem with most Indian rape cases was that even after there was an indictment the U.S. attorney often declined to take the case to trial for one reason or another. Usually a raft of bigger cases. My father wanted to make sure that didn't happen.” (p.91)

Racial oppression in the form of marginalization in legal context is also shown in the data above. The data is taken from a conversation conveyed by Joe's father or Geraldine's husband who has more experience because he is in a legal work environment. The above data convey the reason why the family does not submit this case to the law in succession. Based on Bazil's experience who knows that many Indian rape cases have been rejected for unclear reasons, he is also considering how justice for

Geraldine can be served in other ways. This should not have happened considering that state law should be the same and equal in front of its citizens even though they have different races or different backgrounds. This is also strongly related to how it is difficult for marginal people to get good and equal jobs. Those people are old people and increasingly young people who are not getting job especially Black or Latino, many single mothers and their children, mentally and physically disabled people (Young, 2004).

In conclusion, the novel *The Round House* shows racial oppression in the form of marginalization, more specifically in the aspect of religion, health, and politics or law. This obviously cannot be justified for any reason because humans should uphold social equality, equality of rights in society between individuals and not against it.

3. Powerlessness

Geraldine also experienced racial oppression in the form of powerlessness. In most of the data that will be discussed in this sub-chapter, Geraldine and Mayla are the most prominent figures who experience racial oppression in the form of powerlessness. The party who did this racial oppression is Linden Lark. This is depicted in *The Round House* describes powerlessness when individuals are oppressed directly. The oppressed group is women while those who oppress are men, from the different racial background.

*I need that file, she said. My life depends on that file, she said.
She was thrown to the ground. Her hands were taped up behind her. The
baby crawled over the dirt floor. She was wearing a ruffled yellow dress*

and her eyes, so tender. Like Mayla's eyes. Big, brown eyes. Wide-open. She saw everything and she was confused but she wasn't crying because her mother was right there so she thought things were all right. (p.330)

Geraldine and Mayla really couldn't put up a fight. It can be seen from how Geraldine only tells what is going on. Mayla is described as having her hands tied and unable to do anything. This condition is categorized as powerlessness because Geraldine really can't do anything. In the first scenario, if Geraldine tries to rebel and fight Linden Lark, what happens is Geraldine can endanger her own life, apart from her condition that tends to be helpless. Linden Lark, the criminal, is also emotional where he is unable to control it because of feelings fear, anger, sadness, worry and others become one at the same time. Likewise, in the second scenario, if Geraldine at least tries to scream and ask people around for help, the criminal would carry out his action. There is "a culture of silent" in powerlessness itself, where they literally cannot use their voices to voice resistance. This is in accordance, these individuals or groups think that fighting by at least voicing their opposition is something that does not have a significant impact or influence (Hill, 2009).

In this case, the setting is told that the place is in *The Round House* or a place where American Indians usually gather. It is also told in the previous chapter that the place is close to the beach. Moreover, the setting is not daylight or a time when people are hanging around. After all, if Geraldine tries her meagre luck to scream and ask for help from those around her, it is certain that she is also risking her life because it is impossible for Linden as the perpetrator to just stay silent when the victim is screaming.

But he had Mayla tied up, taped up. Mayla and I looked at each other. She didn't blink just kept moving her eyes to the baby, then me, back to the baby. I knew she was saying to me I should take care of her baby. I nodded to her. (p.330)

The next data describes Geraldine's friend, Mayla, who is also as helpless as Geraldine, with the same scenario where their lives are really in danger. Even though the two of them try to work together, there is a baby at the time of the incident. There is a great hope that all could survive the incident, but the decision rests at the mercy of Linden as the most powerful person. This is in line with Young's explanation that groups or parties who carry out racial oppression in this form usually lack respect. Respectability, often nonprofessional workers are recognized by their appearance and the other people treat them with lack of respect (Young, 2004). This lack of respect is what Linden Lark does to Geraldine when he is doing racial oppression.

The two data above represent the condition of powerlessness, a situation where everything goes awry. Geraldine and Mayla can clearly say that they experience powerlessness when they are directly oppressed or violated by the individual who torments them. Because it is felt that life is at stake, Geraldine could not do anything.

4. Cultural Imperialism

In this novel *The Round House*, the researcher finds a number of stereotyping cases against Geraldine's race, American Indians. The researcher argues that there could be a background relationship between the American Indians and the author. In addition, based on history, the race that becomes

the ancestor of the citizens of the U.S. is the American Indian. The followings are some data showing cultural imperialism experienced by the stereotyped Indians:

The baby put her hands up into the light falling through the chinks in the pole logs. The baby had just learned to crawl, her arms gave out, but she made it to her mother. She was an Indian, she was an Indian girl, and I'd got the call from her. She'd come in on Friday and filed the papers. (p.329)

The data above is one of the many data containing the word "Indian."

The stereotype that they experience can be seen in the following data:

*Don't you Indians have your own hospital over there? Aren't you building a new one?
The emergency room's under construction, I told her. Still, she said.
Still what? I made my voice grating and sarcastic. I was never like so many Indian boys, who'd look down quiet in their anger and say nothing. My mother had taught me different. (P.22)*

The sentence "*I was never like so many Indian boys, who'd look down quiet in their anger and say nothing*" represents how Indians, especially boys, are seen as someone who likes to harbour anger and chooses to be silent. Stereotypes that are built like this will always be generalized to the community concerned. Another example is not only Indian boys whose stereotypes until now are famous for choosing silence over speaking. The group which is called as other groups experience stereotypes and at the same time rendered invisible (Young, 2004). In this case the certain group which is called as other is American Indian race.

Another interesting point in the data above is when he mentions that "*My mother had taught me different.*" The child of Geraldine seems to want to try to deconstruct these stereotypes. With pride, Joe mentions that this

different teaching has been taught by his mother Geraldine since childhood. Deconstructing stereotypes that have been rooted in society is certainly not easy, but Joe's efforts and confidence are good enough. This is in accordance that progressive characters, is the characters that do not own by nonprofessional worker (Young, 2004). Joe is trying to build his own progressive characters to quit from this racial oppression which occurred for a long time ago. At least this thing or action can represent that not all Indian boys choose to be silent and harbour anger.

The perpetrator or the suspect . . . the attacker . . . dropped a book of matches. The matches were from the golf course. They give them out at the desk.

So they're starting with the golfers, I said. This meant the attacker could be Indian or white. That golf course fascinated everyone—it was a kind of fad. Golf was for rich people, supposedly, but here we had a course of scraggly grass and natural water pits.

With a special introductory rate. (p.61)

The next data discuss the relationship between stereotypes and the game of golf. Golf is a sport for rich people, supposedly. Sport is always related to someone's economic status. Apart from sports, it is usually associated with a person's taste in music, hobbies, and lifestyle. It is undeniable that golf is often a sport for the upper- middle class. Geraldine's family is trying to find out the real perpetrator behind it all, then they find several books from the golf game. At first, they think that this could be a sign that the attacker could be American Indian or white race. That golf fascinates everyone. Then comes the stereotype that this sport is intended for people who have a good economic status. Meanwhile, if looking back to Geraldine's family background, which has a lower economic condition, this is the opposite that American Indians do not play this sport. The

maintenance costs for golf are quite high. Some of the points above are the reasons why the sport of golf is often associated or has stereotypes for groups with middle to upper economic status.

The next data discuss the relationship of stuffs with certain race groups, as shown in following the data:

*Maybe the pervert really is an Indian, said Uncle Whitey. He was carrying an Indian suitcase.
What Indian suitcase?
I said. The plastic garbage bags. (p.69)*

The plastic garbage bags mentioned above is related to Indians, which is often used as Indian suitcase. Even though there is no relationship between plastic bags and one's race, this can happen if people who come from American Indians often use these items. The plastic garbage bags may be so cheap that the American Indians use them in their daily life so that society begins to build stereotypes without realizing that these items are closely related to the American Indians. The two data above have something in common, that both of them are closely related to discussing the stereotypes accepted by the Geraldine race, American Indians. This is in accordance that the group which is called as other groups experience stereotypes and at the same time rendered invisible (Young, 2004). Stereotypes are not a problem if they still have positive values in them, but this becomes a problem when the stereotypes have turned negative, because it can have a significant impact on the race in the future.

Overall, it can be concluded that stereotypes are always related to human daily life. In the novel *The Round House*, the focus is more on the

American Indian race, because the backgrounds of the main characters are from the American Indian race. Several stereotypes are ranging from quiet Indian boys, golf, and Indian suitcase. Stereotypes like this are not easy to avoid because they seem to be deeply rooted and eventually lead to cultural imperialism.

5. Violence

In analyzing the data in the novel *The Round House*, the researcher found that the biggest reason for Geraldine to struggle is because she suffers racial oppression in the form of violence. However, before discussing the data that specifically discusses this matter, the researcher will first discuss how the racial oppression in the form of violence experienced by Geraldine and her family is rooted in the issue of racial differences through the following data.

“The United States is forty-seven years old and the entire country is based on grabbing Indian land as quickly as possible in as many ways as can be humanly devised.” (p.470)

The data above reflect the history that exists when the white race colonized the American Indian race, which had occupied the Americas for many years before. As explained in the data above, the colonizers took control in a large and fast manner, as much and as wide as a human could afford at that time. This is the basis that the white race and the American Indian race are not doing well until now. One tangible evidence that can be easily seen is the existence of the Indian Reservation to date. In the novel also represents more deeply how the white race carries out racial oppression

towards American Indians by using a virus known as smallpox. This is in supported by Young explained, many groups suffer the oppression of systemic violence; members of those groups live with fear, random fear, unprovoked attacks on their persons or properties which has no motive but damaging, humiliating, or destroying (Young, 2004).

“Speculators are acquiring rights on treaty-held Indian land and on land still owned and occupied by Indians—white people are literally betting on smallpox.”(p.470)

Discussing smallpox means discussing racial oppression that occurred during the colonial period at that time more deeply. Many ways were used by the colonizers (white race) to conquer the land of American Indians, in addition to verbal, physical, sexual violence. White people are betting on smallpox. Smallpox is a biological weapon or virus that they created to attack and kill American Indians slowly but surely. Not a few deaths were recorded from the American Indians who were exposed to this smallpox. This is the public secret of the history of racial oppression carried out by the white race against American Indians for a long time and is still ongoing today. This is in accordance to what Iris Young explained, violence means “member of some group lives with the knowledge that they must fear random, unprovoked attacks on their persons or poverty, which have no motive but damage, humiliate, and destroy persons” (Heldke & O’Connor, 2004).

Besides, The novel depicts in detail how the incident took place and has an impact on Geraldine. In the plot Geraldine tells about the incident after she suffers from trauma and severe depression for so long:

You could at least sleep, said Aunt Clemence. It wouldn't hurt to sleep. The time would pass and you wouldn't have to stare at that damn picture.
Was it rape? I asked her. Yes, she said.
There was something else, I said.
My family doesn't hedge about things. Though Catholic, my aunt was not one to let butter melt in her mouth. When she spoke, answering me, her voice was quick and cool.

Rape is forced sex. A man can force a woman to have sex. That's what happened. I nodded. But I wanted to know something else.
Will she die from it?
No, said Clemence immediately. She won't die. But sometimes— (p.36)

The data above show that Geraldine's family has started guessing, especially Joe, Geraldine's son, who certainly has a strong bond with his mother. He is so curious, especially since his father keeps him a secret about it. Aunt Clemence, Geraldine's sister, finally tells her the assumptions about what happens to Geraldine. Even though it is only an estimate, she is so sure that this is rape. What makes things even more serious is the situation where Clemence's aunt tells Joe the truth about the possibility of being raped. Death is not always related to the immediate death when the incident occurs, but it is not uncommon for victims to die afterwards because they suffer from depression and trauma that is so heavy and deep. This reinforces that racial oppression in the form of violence has a very sadistic effect on victims because it does not only injure them physically but also mentally. Even many victims have to sacrifice their lives. However, Sometimes the reason of a group done such killing, beating, harassing or rape just simply because of the hatred toward a certain group or wanted to show off power (Heldke & O'Connor, 2004).

It can be more violent than

other times. Violently raped, I thought. (p.37)

Rape has been included in violent. Vicious acts of violence and the impact can be seen directly. The choice of words "*Violently Raped, I Thought.*" describes how bad and severe Geraldine's condition is, who at that time is lying weak in the hospital. It is as if the violently raped sentence became the next level of pain inflicted. However, the act of rape has had a very bad impact on the victim, both physically and psychologically. This is still exactly in line with what was described in the previous reference, that sometimes the reason of a group done such killing, beating, harassing or rape just simply because of the hatred toward a certain group or wanted to show off power (Heldke & O'Connor, 2004).

She slowed and then stopped. She turned to my father, staring out of the covers as out of a cave. Her eyes were black, black in her grey face. She spoke in a low, harsh voice that grew large between my ears. I was raped, Basil. My father did not move, did not take her hand or comfort her now in any way. He seemed frozen. (p.326)

The data above is the key to the beginning when Geraldine finally wants to tell him what has happened. It should be noted that to make this confession to his own family, Geraldine needs to have long enough to fight and rise from the trauma and deep depression. How Geraldine's picture survives and struggles with the impact she gets after the incident will be explained more deeply in the individual struggle point. The impact of rape on the victims is enormous. When the incident occurs, the victim's life is at stake. So, the choices are only two, i.e., either to die on the spot when the incident takes place or to be able to survive afterwards but have to struggle to get up from the trauma afterwards, which is not at all easy. It destroys the victim physically or mentally whether directly or even indirectly, it's same

as what Young stated that violence carried out which have no motive but damage, humiliate, and destroy persons” (Young, 2004).

I started out. He tackled me as I was walking up the hill. Took the keys. Then he pulled out a sack. He dragged it over my head so fast. It was a light rosy material, loose, maybe a pillowcase. But it went down so far, past my shoulders, I couldn't see. He tied my hands behind me. Tried to get me to tell him where the file was and I said there's no file. I don't know what file he's talking about. He turned me around and marched me . . . held my shoulder. Step over this, go that way, he said. He took me somewhere. (p.328)

The data above describes how Linden suddenly attacks Geraldine and takes her car keys by force. Linden is looking for a file, but Geraldine has time to fight back by saying that she does not have the file at all. Not getting what he wants, Linden forcibly grabs Geraldine and puts her in a car and takes her somewhere. This place is finally used by Louise Erdrich as the title of the novel *The Round House*, a sacred place for the American Indians. This place becomes very important in this story because this is where Geraldine first has to struggle in her long journey to recover and rise from adversity, deep trauma, and severe depression from this place. She suffers for quite a long time because it is not easy to be able to rise from this condition. She was destroyed by the criminal doer, which it is one of Young explains about the motives how the violence occurs, “which has no motive but damaging, humiliating, or destroying” (Young, 2004). The conditions are explained in more detailed below:

Then he came in and he took off his pants, just kicked them off. He wore slacks. Every word sticks with me, every single word he said. The way he said things, in a dead voice, then cheerful, then dead again. Then amused. (p.331)

The data represent how the incident happens. Often these criminals

will actviolently to satisfy their lusts and make the victim more helpless, because the morethe victim dares to fight the perpetrator, the perpetrator will indirectly feel threatened. One way is to say harsh words or curses towards the victim. Thus, whenGeraldine tells her family, she does not use swear words or bad words, but she describes how bad those words are through the expression that appears when Lindensays those words. These curses indirectly create a deeper trauma impact because these words are intended for something that smells negative and the victim should not be the party who is called the negatives. Being the victim, Geraldine will be even more difficult when she has to rise from adversity after the incident is over. This data strengthen by Young explained, many groups suffer the oppression of systemic violence; members of those groups live with fear, random fear, unprovoked attacks on their persons or properties which has no motive but damaging, humiliating, or destroying (Young, 2004).

I could be rich, but I'd rather have shown you, both of you, what you really are. Iwon't get caught, he said. I've been boning up on the law. Funny. Laugh. He nudged me with his shoe. I know as much law as a judge. Know any judges? I haveno fear. Things are the wrong way around, he said. But here in this place, I makethings the right way around for me. The strong should rule the weak. Instead of the weak the strong! It is the weak who pull down the strong. But I won't get caught. (p.331)

He would have killed her then, I think so, but the baby moved. The baby cried outand blinked, looked into his eyes without understanding. Ah, he said, well isn't that. Isn't that. (p.332)

The data above show how vicious the violent oppression carried out by Linden against Geraldine and Mayla. In addition to repeatedly kicking Geraldine with his shoes, Linden is also actually said to have killed Mayla at that time. But because the baby is still so small and looks at Linden

innocently, Linden melts away and does not kill Mayla directly in front of his eyes. This is very traumatic considering Geraldine's position is helpless to see the violent oppression happening right in front of her eyes, even almost taking someone's life. Moreover, there is a small baby who is innocent and forced to see her mother being raped. This racial oppression is also based on the data below:

He said I am really one sick fuck. I suppose I am one of those people who just hates Indians generally and especially for they were at odds with my folks way back but especially my feeling is that Indian women are—what he called us, I don't want to say. (p.331)

According to the data above, the researcher believes that the oppression of violence carried out by Linden Lark as a criminal is carried out with the motive of oppressing the American Indian race. This is in line with the definition that the term is designed to deny, ignore, and delegitimize a particular social group, and this makes it seem as if the status of the racially oppressed is under the group that perpetrates racial oppression (Allen, 1997).

Linden Lark represents many people from the past who hated the American Indian race, thinking that American Indians are under status to their race, the white. This is then strengthened with the statement of Geraldine who chooses not to be able to say what Linden Lark says. The sentence “*My feeling is that an Indian woman is what she calls us, I don't want to say*” represents clearly that Linden has committed violence also in verbal form to Geraldine as an American Indian. It seems that Erdrich is letting the readers play with their imagination about this because those dirty words can have

various negative meanings. The words can reach the minds of the readers through their imagination.

B. Geraldine's Struggle against Racial Oppression

After finding and analyzing what forms of racial oppression suffered by Geraldine. Geraldine as the main character of this research suffered from racial oppression and it has an impact on her both physically and mentally. In this sub-chapter, the researcher will focus on discussing and answering the second research problem, how Geraldine and her closest family members struggle to gain freedom and get out of torture and the effect she received after racial oppression occurred. How she can rise up from the severe trauma caused by racial oppression she suffered, either by individual or group struggle.

1. Individual Struggle

Geraldine carried out individual struggle as the dominant struggle in the novel. Because she is the character who is directly or indirectly affected, making her have to force herself to rise from the downturn she has suffered. Since the incident that happens at the roundhouse that time, Geraldine is very troubled. She becomes so confused, worried, and anxious. She is filled with various negative thoughts, in addition she just chooses to lie in her room without wanting to see anyone. The following data can illustrate how she is so problematic:

And I looked at her. But she was not all right. There were scrapes of

blows and the awful lopsidedness. Her skin had lost its normal warm colour. It was grey as ash. Her lips were seamed with dried blood. The nurse came in, raised the end of the bed with a crank. Laid another blanket over her. I hung my head and leaned toward her. I tried to stroke her wrapped wrist and cold, dry fingertips. (p.35)

With a cry, she snatched her hand away as though I'd hurt her. She went rigid and closed her eyes. This action devastated me. I looked up at my father and he gestured for me to come to him. He put his arm around me, walked me out of the room. (p.35)

She's not all right, I said. (p.35)

To find out whether an individual is in a good condition or not, apart from knowing herself, sometimes the closest people also need to judge from the outside. Joe says several times that her mother Geraldine is not feeling well. The data above is three of several data where Geraldine's family is so worried about Geraldine's condition. At first, they think this was just an ordinary ill or accident that can be cured easily, but soon they realize when there was a difference in Geraldine's face. This is exacerbated by Geraldine who is at the peak of severe trauma. She doesn't want to say anything.

Now I saw my mother's face puffed with welts and distorted to an ugly shape. She peered through slits in the swollen flesh of her lids. (p.27)

When an individual experiences problems from within his or her mind to be so severe and protracted, then her physical part will also become bad and change into negative. The condition in which Joe says that his mother's face has become ugly is not a common condition but Joe is telling the truth about what exactly happens. Other data that illustrate how bad Geraldine suffers from racial oppression are as follows:

*Mom . . . the milk was sour.
She lowered her arm
and sat up. Sour?
She had never let the milk go sour in the refrigerator before. She had grown up without refrigeration and was proud of how clean she kept her treasured icebox.*

*She took the freshness of its contents seriously. She'd bought Tupperware even, at a party. The milk was sour?
Yes, I said. It was. (p.52)*

Evidence that she is depressed so she doesn't want to leave her room and take care of the house which is her obligation. Joe says that Geraldine has never let the milk in the refrigerator go sour before. She has grown up without refrigeration and is proud of how clean she keeps her treasured icebox. She takes the freshness of its content seriously. She always takes care of the freshness of various foods or drinks in the refrigerator seriously or wholeheartedly to avoid staleness so that it cannot be consumed by his family.

The data proves that the effect of the racial oppression suffered by Geraldine leaves a very deep effect or mark, to the point of causing distraction in her daily life, not only herself but also other family members. It could be assumed that Geraldine has never left her room since the incident, much less to take care of the housework. She is so depressed that it makes a mother who is usually oriented so diligent and disciplined reluctant and indifferent to her surroundings. However, her instincts as a mother are still there in her even though severe depression haunts her. We can see this from the following data.

*Yes, I said. It was.
We have to go to the grocery! (p.69)*

*They have milk now at Whitey's gas station. I can bike down there, Mom. They do? She looked at me as though I'd saved her, like a hero.
I brought her purse. She gave me a five-dollar bill.
Get other things, she said. Food you like. Treats. She stumbled over the words and I realized that she'd probably been given some sort of drug to help her sleep. (p.69)*

Geraldine has kept herself locking up for quite a while. However, when her son Joe says the milk in the fridge has gone sour, Geraldine gives unexpected reactions. She could have remained indifferent and continue to dive into grief and trauma, but she puts that aside even for a moment for his son by ordering him and Joe to go to the grocery store immediately to buy new supplies. But Joe understands how his mother's condition now, so he offers himself to buy the milk and ends with Geraldine giving the money and ordering his son to buy other things that Joe likes. It represents the struggle of a mother even though she is in a very bad condition due to the racial oppression carried out irresponsibly by Linden, a vile white man.

My mother raised herself in bed. Clutching the sheet around her, groping forward in her flowered cotton gown, she gave a weird howl that clapped down my spine. Then she actually got out of bed. She swayed and gripped my arm when I stood to help her. She began to retch. Her puke was startling, bright green. She cried out again and then crept back into the bed and lay motionless. (p.325)

Crying is a form of emotion that humans naturally have. Geraldine has repeatedly cries since she suffers from such a deep trauma. Geraldine often cries and her eyes becomes droopy due to the trauma she suffers. She does not choose to tell what really happens to her family or even her husband for quite a long time. She is reluctant to meet anyone other than her family. She only sees her family when needed, such as providing food. Other data related to this are:

The three of us went upstairs. My father first, then Bjerke, me last. My father knocked before entering her room, and Bjerke, looking at his feet, waited outside with me. My father said something. No! She cried out and there was the crash of what I knew was the breakfast tray, a clatter of silverware skidding across the floor. My father opened the door. His face was glossy with sweat. (p.308)

Based on the data above. Geraldine looks very reluctant when Bjerke or people who are not part of his family try to see his condition. This data show that she not only cries out of sadness but also screams as well as produces a slamming sound that might have been his eating utensils. Actions like this will not be done by people who just experience depression or ordinary sadness, but more than that. Theracial oppression she suffers is so imprinted that she seems to be slowly killing herself, or in other words, tortured by not interacting with anyone. This is of coursecontrary to the basic principles of human beings who need communicating with others. If these basic needs are not met, humans will feel loneliness that leads to excessive anxiety and worry so that it only worsens Geraldine's situation.

Of course, severe trauma is different from usual sadness. The only thing thatcan heal the individual is herself and time. When the individual feels ready to riseand fight all the darkness and adversity that she has suffered so far, then at that moment she is almost able to struggle and things are very difficult. The researcher wants to emphasize that it is not easy. After going through a very long time for Geraldine to struggle with the thoughts and trauma she faces herself, finally one day Geraldine is able and strong to tell what really has happened.

She slowed and then stopped. She turned to my father, staring out of the covers asout of a cave.

Her eyes were black, black in her grey face. She spoke in a low, harsh voice thatgrew large between my ears.

I was raped, Bazil.

My father did not move, did not take her hand or comfort her now in any way. Heseemed frozen. (p.326)

The data above show the condition in which Geraldine first time to

say and admit that she is raped. This is not easy for both Geraldine and her family. Basil is stunned into silence when he hears Geraldine's confession for the first time, Basil tries to calm Geraldine as well as himself, intending to dig up information on who is the real mastermind behind all this. Basil slowly and carefully asks Geraldine the details of the incident. He intends to help Geraldine by knowing the story and trying to catch the perpetrators of the sexual crime. This data in accordance to the theory of struggle applied by the researcher, that struggle is not always in the form of direct resistance, but it can also be in any form of action to get out of restraint (Schneider & Schneider, 2007).

*Where? said my father. Somewhere.
Can you say anything about where?
Somewhere. That's where it happened. He kept the sack on me. And he raped me.
Somewhere.
Did you go uphill or downhill? I don't know, Basil.
Through the woods? Did leaves brush you? I don't know.
What about the ground—gravel? brush? Was there a barbed-wire fence?
My mother screamed in a hoarse voice until her lungs emptied and there was
silence. (p.182)*

With Geraldine having been able to tell what has happened, this is the first sign of great progress for Geraldine who has been battling the trauma she has endured. The data above show that when Basil asks where the incident takes place, but Geraldine still seems to be imagining the fear she is suffering at that time so Geraldine just answers that she does not know. Whereas she has said previously that she remembers everything well. This is amplified when she shouted back. Her screams is quite loud until the air in her lungs ran out. This might be an early sign where Geraldine just wants to let go of her fear all this time by screaming as loudly as possible

until she runs out of breath. This is also in line with the definition of struggle raised by Schneider and Schneider that the individual struggle is an effort carried out by someone without the help of others to free themselves from a restraint (Schneider & Schneider, 2007).

2. Group Struggle

In addition to individual struggles, Geraldine also struggles in the form of groups with her closest family members to get out of the restraint she experienced during racial oppression. The data presented below illustrate how the efforts of those closest to Geraldine in trying to find out the real criminals behind all of this.

*We don't know, said my father. Anybody could have picked up those matches. Indian. White. Anybody could have dropped them. But probably it was someone from around here.
You can't tell if a person is an Indian from a set of fingerprints. You can't tell from a name. You can't even tell from a local police report. You can't tell from a picture. From a mug shot. From a phone number. From the government's point of view, the only way you can tell an Indian is to look at that person's history. (p.66)*

The data above shows how Geraldine's family is looking for the perpetrators who have committed this heinous act. Together with investigators, Bazil has an assumption that makes sense. With very little evidence, it is not easy to determine whether the criminal is of Indian or non-Indian origin. "*The only way you can tell an Indian is to look at that person's history,*" according to Bazil, means that the history or background of that person is the only way. Those close to Geraldine are very curious about who the criminal and what their background are. This data can be categorized into group struggle proposed by Schneider & Schneider, because it is in line

that group struggle is an effort carried out by a group of people in helping each other to achieve a common goal (Schneider & Schneider, 2007).

Joe, we need a protection dog. There is a man we suspect. But he has cleared out. Which means he could be anywhere. Or, he might not have done it but the real attacker could still be in the area. (p.61)

The data above also represent how preventive actions are taken to avoid the occurrence of violent oppression for the second time. By using guard dogs, Bazil hopes to make the environment around Geraldine's residence safer. With little hope, it is also possible to find out who the perpetrators of the racial oppression crime are. This data is still in the storyline where everything still feels so chaotic and dark, there is no clarity at all about what happened. All that is known is that Geraldine has returned home from the hospital after being battered and traumatized. So those various ways are carried out immediately to protect and help Geraldine to rise against her adversity.

It's over, Geraldine, my father said, terrified, trying to hush her. It's all right now. You're safe. (p.109)

Rising against Geraldine's downturn is not easy. There are so many other cases that are more or less the same as Geraldine, instead of choosing the worst path, namely suicide. Because many of them feel that there is no longer any point in them living in this world, all they think about is a shame, worry, anxiety and various other negative thoughts. For them, bearing so much burden like that is not something that humans can bear, so they choose suicide as a way out. This is in accordance with what Schneider & Schneider illustrate that it's the same as when an individual struggle is quite difficult to reach the goal, we could see from some black men and white who against

slavery are working together to help a slave to run away. In some places, they cooperate to hide and pass along runaways (Schneider & Schneider, 2007).

This does not apply to Geraldine. She is persistent in fighting against herself due to the effects of racial oppression, as well as group struggles that have played a major role in providing a positive spirit, security, and strength to rise from adversity. This kind of resistance is finally ended by Geraldine's son and his friends who try to find out who the culprit is and kill him using a gun he gets from his the house of his friend's father.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter the researcher summarizes overall results obtained in the research finding by focusing into two parts, namely the forms of racial oppression suffered by Geraldine in Erdrich's *The Round House* and her struggle against the oppression. This chapter also provides suggestion for further research.

A. Conclusion

The first point to present here is that there are five forms of racial oppression suffered by Geraldine in Louise Erdrich's *The Round House*, i.e., exploitation, marginalization, powerlessness, cultural imperialism, and violence. The exploitation occurs when Geraldine's race, American Indians, are considered an inferior group. The marginalization occurs when Geraldine and her family are excluded from the society so that they cannot get rights equal with other groups interms of practicing religion, health facilities, and law. The powerlessness occurs when Geraldine and Mayla do not have any strength to resist physical oppression by Linden. The cultural imperialism occurs when various stereotypes and views of society are against Geraldine race. They are considered to be silent of the racial oppression and tend to have a lower economic status compared to other races. Finally, the violence suffered by Geraldine was experienced both

physically and mentally. She is tortured, beaten, and raped by Linden Lark. Rude and vile words and actions worsen Geraldine's condition after surviving this racial oppression.

This study also reveals that both individual and group struggles are jointly carried out to rise and fight the racial oppression that Geraldine has suffered and received an impact. The individual struggle is the most important role in Geraldine's journey to be able to rise and fight from the adversity she faces after the violent oppression at that time. After so long-struggling and suffering with severe trauma, Geraldine is able to rise slowly by revealing what happens to her family. The group struggle also has an equally important role because to achieve success or rise from adversity for so long requires support from the surrounding family, in providing a sense of security and helping to grow the spirit to rise. Because not infrequently people who suffer like Geraldine can survive. Most of them fail and despair because one of the factors is not supported by the closest people such as the family.

B. Suggestion

The researcher wants to invite readers to be more aware of the issues of racial oppression because lately it has become increasingly widespread and has worsened the condition regarding this phenomenon. The researcher uses Louise Erdrich's *The Round House* to analyze how this racial oppression phenomenon is found in the novel. The novel has a lot of meanings and values.

Further researchers can conduct research using this novel with different and more in-depth aspects and theories. The researcher hopes that other researchers can also increase their awareness of this issue.

BIBLIOGRAPHY

- Allen, T. W. (1997). *The Invention of the White Race Volume Two: The Origins of Racial Oppression in Anglo America*. London: Verso.
- Blauner, B. (1972). *Racial Oppression in America*. HarperCollins College Div. Bolaffi, G., Bracalenti, R., Braham P., & Gindro, S. (2003). *Dictionary of Race, Ethnicity, and Culture*. London: SAGE Publication.
- Calamur, K. (2012). *Louise Erdrich's "The Round House" Wins National Book Award For Fiction*. Retrieved on 12 September 2021 from <https://www.npr.org/sections/thetwo-way/2012/11/14/165178192/louise-erdrichs-the-round-house-wins-national-book-award-for-fiction>.
- Damono, S. D. (1977). *Petunjuk Penelitian Sosiologi Sastra*. Jakarta: Pusat Bahasa.
- Forfang, H. (2018). A Character Analysis of Linda Hogan's Power and Louise Erdrich's *The Round House*. *Thesis*. The Arctic University of Norway.
- Giddens, A., Duneier, M., & Appelbaum, R. P. (2006). *Essentials of Sociology*. New York: CGS Book Service.
- Gould, R. W. (2021). *What Is Prejudice?* Retrieved on 12 September 2021 from <https://www.verywellmind.com/what-is-prejudice-5092657>.
- Heldke, L. & O'Connor, P. (2004). *Oppression, Privilege, & Resistance Theoretical Perspectives on Racism, Sexism, and Heterosexism*. Boston: McGraw Hill.
- Fard, S. Farzaneh. (2016). *A Short Introduction to Literary Criticism*. Department of Persian Language and Literature. Iran: Islamic Azad University.
- Hidayati, V. H. A. (2019). *Black Women Oppression in Toni Morrison's God Help the Child*. Undergraduate Thesis. Universitas Islam Negeri Maulana Malik Ibrahim.
- Hill, M. (2009). *Five Faces of Oppression*. Retrieved on 13 June 2021 from <https://mrdevin.files.wordpress.com/2009/06/five-faces-of->

[oppression.pdf](#)

- Jones, J. (1985). *Labour of Love, Labor of Sorrow, Black Women, Work, and the Family: From Slavery to the Present*. New York: Basics Book.
- Kartika, O. D., & Soelistyarini, T. D. (2017). Racial Oppression against African American Slaves in Harriette Gillem Robinet's "Forty Acres and Maybe a Mule." *Allusion*, 6(1), 31-38.
- Kurniawan, H. (2012). *Teori dan Metode Sosiologi Sastra*. Yogyakarta: Graha Ilmu.
- Larasati, A. F. (2021). *Genosida Indian: Pembantaian Penduduk Asli Amerika atas Nama Peradaban*. Retrieved on 25 November 2021 from <https://www.matamatapolitik.com/sejarah/historical-genosida-suku-indian-pembantaian-penduduk-asli-amerika-atas-nama-peradaban>.
- Loue, S. (2006). *Assessing Race, Ethnicity, and Gender in Health*. Springer.
- Lugones, M. C., & Spelman, E. V. (1983). *Have We Got a Theory for You! Feminist Theory, Cultural Imperialism, and the Demand for the Woman's Voice*. Women's Studies International Forum.
- McNab, C. (2016). *Native American Warriors. 1500 CE-1890 CE*. New York: Chartwell.
- Ortiz, J. L. (2020). *It's Nothing but Pain: The Latest on the Cases of Violence against Black People that Sparked America's Racial Reckoning*. Retrieved on 12 September 2021 from <https://www.usatoday.com/story/news/nation/2020/09/09/george-floyd-breonna-taylor-jacob-blake-what-we-know/5753696002/>.
- Schneider, D. & Schneider, C. J. (2007). *Slavery in America*. New York: Infobase Publishing.
- Sevillano, L. R. (2016). *Revenge to Justice: Perpetrator Trauma in Louise Erdrich's "The Round House"*. Thesis. Universidad de Zaragoza.
- Sinaga, D. K., Saragih, A., & Bahri, S. (2020). Racism in Terry George's Movie Hotel Rwanda. *Linguistica*, 9(1), 237-242.
- Spencer, S. (2006). *Race and Ethnicity: Culture, Identity, and Representation*. Routledge.
- Staires, S. (2016). *Justice in "The Round House": Literary Language as a Tool for Social Justice*. Thesis. University of Colorado.

Van Dijk, T. A. (2000). The Reality of Racism: On the Analysis of Parliamentary Debates on Immigration. In Wodak, R. and van Dijk, T. A. (Eds.). *Racism at the Top*. Wien.

Viera, P. (2021). *Sejarah Orang Kulit Hitam di Amerika*. Retrieved on 12 September 2021 from YouTube Video. <https://youtu.be/2nl916yatGU>.

Wiyatmi. (2013). *Sosiologi Sastra*. Yogyakarta: Kanwa Publisher.

Young, I. M. (2004). Five Faces of Oppression. In L. Heldke & P. O'Connor (Eds.). *Oppression, Privilege, and Resistance*. Boston: McGraw Hill.

Young, I. M. (2011). *Justice and Politics Differences*. Princeton, New Jersey: Princeton University Press.

<https://www.apa.org/topics/racism-bias-discrimination/types-stress>.

<https://www.bbc.com/news/world-us-canada-52861726>.

<https://dictionary.cambridge.org/dictionary/english/struggle>

CURRICULUM VITAE



Muhammad Sultan Mas Pramudya was born in Denpasar on July 27th, 1999. He graduated from MA Tawakkal in 2017. He started his higher education in 2017 at the Department of English Literature UIN Maulana Malik Ibrahim Malang and finished in 2017.

During his study at the University, he joined Advanced Debate Community (ADC) as president in 2019 period and Mahasiswa Pecinta Alam (MAPALA) as member in 2018.