

**RACISM IN *ANGIE THOMAS*' *ON THE COME UP*: AN
ANALYSIS OF CRITICAL RACE THEORY**

THESIS

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

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ANALYSIS OF CRITICAL RACE THEORY**

THESIS

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

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IBRAHIM MALANG
2020**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Racism in Angie Thomas’ On The Come Up: An Analysis of Critical Race Theory”** is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Sumenep, 16 November 2020



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APPROVAL SHEET

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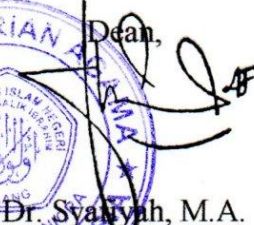
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Malang, 16 November 2020

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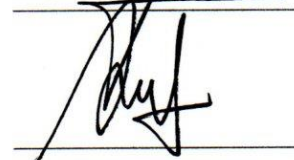
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MOTTO

“O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may ‘get to’ know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.” (Quran, 49:13)

DEDICATION

This thesis is dedicated to everyone who dares to get out of life's problems by facing and fighting against them as hard as they could.

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All praise be to Allah, the Almighty and the Merciful, the Lord of the world, the Creator of everything in the univers and the power Giver of His powerless creatures. Through His endless blessing and guidance, finally I could accomplish this thesis unexpectedly. *Shalawat* and *salam* are also delieverd to the prophet Muhammad SAW, who has brought Islam as a peace and blessing to the entire world.

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Furthermore, my endless gratitude also goes to the my parents who always support every choices I take and dreams I want to achieve morally and financially. May Allah always protect and bless them endlessly. I also would like to thank to my best frenemies, my brother and my sister who are willing to grow together in the good and bad times. Thus, I also would like to thank to all of my friends in Englis Literature Department for willing me to create memmmories with you all. I do

apologize for couldn't mention your name one by one, but you are all have a place in my heart.

Finally, I modestly realized that this thesis is in the imperfection. Therefore, any constructive comments and suggestions are welcomed and appreciated. Hopefully, this study could provide new insights and give valuable contribution to the field of literary study.

Sumenep, 17 November 2020

Qarisatul 'Arikah

ABSTRACT

Arikah, Qarisatul. 2020. **Racism in Angie Thomas' On The Come Up: An Analysis of Critical Race Theory**. Undergraduate Thesis Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Agung Wiranata Kusuma, M.A.
Keywords : *Racism, Resistance, Critical Race Theory*

Racism is never-ending issue that always occurs in the multicultural society. According to Delgado & Stefencic (2017, p.183) racism is any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in a race or ethnic group. Racism issues is depicted in Angie Thomas' On The Come Up, which is faced by Black people who live in Garden Heights. By facing racism, Black people characters in the novel resist against racism they faced. It is supported by Bonnett (2000) that in the most oppressive and of racialised social order, wherever there has been racism, it has been met with resistance.

This study is literary criticism focusing on racism issue in Angie Thomas On The Come Up. This study employs Critical Race Theory by Richard Delgado and Jean Stefencic (2000) and sociological approach by Alan Swingewood (1972). The study aims to describe the form of racism issues using and the resistance against racism issues in the novel. The data are taken from Angie Thomas' On The Come Up. The researcher collects the data, clasifies them according to the problem of the study and interprets the data based on the theory.

The study reveals that there are form of racism issues which experienced by Briana's familiy who are back and students of color in the novel; there are everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color. Therefore, the researcher also found out that there are characters' resistances against racism, which are utilizing experiential racism and making a protest to the superintendent of the school. Briana utilized experiential knowledge of racism to expose racism in the school by producing a song. Briana's mom/Jay utilized Briana's experiential knowledge of racism to raise her voice in the PTA meeting to get attention from the school superintendent and ask for a job as his secretary. Besides utilizing knowledge of racism, Jay also individually protest towards Superintendent on Briana's racism case and the security case. In the PTA meeting, the students of color also protested about the unequal treatment toward black and brown students and grants that the school gets.

ABSTRAKSI

Arikah, Qarisatul. 2020. **Rasisme pada novel ‘On The Come Up’ karya Angie Thomas: Analisis Menggunakan Teori Ras Kritis**. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Agung Wiranata Kusuma, M.A.

Kata Kunci : Rasisme, Perlawanan, Critical Race Theory

Rasisme merupakan isu yang tidak pernah berakhir yang selalu terjadi dalam masyarakat multikultural. Menurut Delgado & Stefencic (2017, p.183) rasisme adalah program atau praktik diskriminasi, segregasi, penganiayaan, atau penganiayaan berdasarkan keanggotaan dalam suatu ras atau kelompok etnis. Persoalan rasisme tergambar dalam *On The Come Up* karya Angie Thomas, yang dihadapi oleh masyarakat kulit hitam yang tinggal di Garden Height. Dengan menghadapi rasisme, tokoh-tokoh kulit hitam dalam novel tersebut melawan rasisme yang mereka hadapi. Hal ini didukung oleh Bonnett (2000) bahwa dalam tatanan sosial yang paling menindas dan rasial, di mana pun ada rasisme, pasti terdapat perlawanan.

Kajian ini merupakan kritik sastra yang berfokus pada isu rasisme dalam Angie Thomas *On The Come Up*. Penelitian ini menggunakan Teori Ras Kritis oleh Richard Delgado dan Jean Stefencic (2000) dan pendekatan sosiologis oleh Alan Swingewood (1972). Penelitian ini bertujuan untuk mendeskripsikan bentuk isu rasisme dan perlawanan terhadap isu rasisme dalam novel. Data tersebut diambil dari *On The Come Up* karya Angie Thomas. Peneliti mengumpulkan data, mengklasifikasikannya sesuai dengan masalah penelitian dan menginterpretasikan data tersebut berdasarkan teori.

Hasil penelitian mengungkapkan bahwa ada bentuk isu rasisme yang dialami oleh keluarga Briana yang berkulit hitam dan siswa kulit berwarna dalam novel tersebut; ada rasisme sehari-hari, determinasi material, konstruksi sosial, rasialisme diferensial, interseksionalitas, dan suara warna. Oleh karena itu, peneliti juga menemukan adanya resistensi karakter terhadap rasisme, yaitu memanfaatkan pengalaman rasisme dan melakukan protes kepada pengawas sekolah. Briana memanfaatkan pengetahuan pengalaman rasisme untuk mengekspos rasisme di sekolah dengan memproduksi sebuah lagu. Ibu Briana / Jay memanfaatkan pengetahuan pengalaman Briana tentang rasisme untuk mengangkat suaranya dalam pertemuan orangtua, guru dan siswa untuk mendapatkan perhatian dari pengawas sekolah dan meminta pekerjaan kepada pengawas sekolah sebagai sekretarisnya. Selain memanfaatkan pengetahuan tentang rasisme, Jay juga secara individu melakukan protes kepada pengawas sekolah atas kasus rasisme Briana dan kasus keamanan di sekolah. Dalam pertemuan orangtua, guru dan siswa tersebut,

siswa kulit berwarna juga memprotes ketidaksetaraan perlakuan terhadap siswa kulit hitam dan coklat serta hibah yang didapat sekolah.

ملخص البحث

قريسة العريكة, 2020, العنصرية في رواية أنجي توماس " On The Come Up": التحليل باستخدام نظرية العرق الحرج. قسم اللغة الإنجليزية وأدبها. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: أوغونغ ويراناتا كوسوما ، الماجستير الكلمات الرئيسية: العنصرية ، المقاومة ، نظرية العرق النقدي

العنصرية هي قضية لا تنتهي أبداً تحدث دائماً في المجتمعات متعددة الثقافات. وفقاً لـ Delgado & Stefencic (2017 ، ص 183) ، فإن العنصرية هي برنامج أو ممارسة للتمييز أو الفصل أو الاضطهاد أو الاضطهاد على أساس الانتماء إلى عرق أو مجموعة عرقية. تم توضيح مشكلة العنصرية في On The Come Up ، والتي يواجهها السود الذين يعيشون في Garden Heights من خلال مواجهة المقاومة ، تحارب الشخصيات السوداء في الرواية العنصرية التي يواجهونها. وهذا ما يؤيده بونيت (2000) أنه في النظام الاجتماعي الأكثر قمعية وعرقية ، وحيثما توجد عنصرية ، يجب أن تكون هناك مقاومة.

هذا البحث نقد أدبي يركز على قضية العنصرية في On The Come Up. تستخدم هذه الدراسة نظرية العرق النقدي لريتشارد ديلجادو وجان ستيفنسيك (2000) ومقاربة اجتماعية من قبل ألان سوينجوود (1972). تهدف هذه الدراسة إلى وصف شكل قضية العنصرية ومقاومة قضية العنصرية في الرواية. البيانات مأخوذة من On The Come Up. يقوم الباحثون بجمع البيانات وتصنيفها وفقاً لمشاكل البحث وتفسير البيانات بناءً على النظرية.

كشفت نتائج الدراسة أن هناك شكلاً من أشكال قضية العنصرية تعاني منه عائلة بريانا السوداء وطلاب اللون في الرواية. هناك عنصرية يومية ، تحديد مادي ، بناء اجتماعي ، عنصرية تفاضلية ، التقاطعية ، وصوت الألوان. لذلك ، وجد الباحثون أيضاً مقاومة شخصية للعنصرية ، وتحديد الاستفاد من تجارب العنصرية والاحتجاج ضد مشرفي المدارس. تستخدم بريانا معرفتها بالعنصرية لفضح العنصرية في المدارس من خلال إنتاج أغنية. تعتمد بريانا على معرفة بريانا التجريبية بالعنصرية لرفع صوتها في اجتماعات الوالدين والمعلمين والطلاب لجذب انتباه مشرفي المدرسة وطلب وظيفة من المشرف كسكرتيرة لها. بصرف النظر عن الاستفادة من المعرفة حول العنصرية ، احتج جاي أيضاً بشكل فردي أمام مشرف المدرسة على قضية بريانا العنصرية وقضية أمن المدرسة. في لقاء أولياء الأمور والمعلمين والطلاب ، احتج الطلاب الملونون أيضاً على المعاملة غير المتكافئة للطلاب السود والبنين والمنح التي تتلقاها المدارس.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Racism towards minority groups in multicultural society occurs as the consideration of society in viewing race. Smedley & Smedley (2005) stated, race-based societies view identified ethnic groups as biologically distinct and exclusive classes, and other physical features such as skin color, hair texture, eye shape, and other facial characteristics that are the indicators of race status (p. 20). However, according to John Barnshaw (2008), modern scholarship stated that race is a social construct, an identity provided based on rules created by society. Although partly dependent on physical similarities between the groups, the race has no inherent physical or biological significance in it (Schaefer, 2008, p. 1091). Therefore, the constructions of race relations are the cause of racism in society in a variety of attitudes.

Racism is a kind of variation of inequality attitudes. It is seen as the coordinated interaction of particular types of stereotypes, prejudices, and discrimination (Jones, 1997). Jones (1997) further indicates that there are three fundamental components of racism. First, racism is rooted in beliefs about group differences that are supposed to reflect fundamental differences in biology that is called a stereotype. Second, racism defined as negative judgments and feelings towards another group as opposed to one's own group that is called prejudice. If the

other group is expressly defined as inferior, it is assumed that one's group is superior to another. Third, racism represents individuals and institutions' unequal treatment of a group in ways that are justified by, and continue to maintain negative beliefs, attitudes, and outcomes that is called discrimination.

Racism does not only occur in individuals only, but it also occurs in the institution. Jones (1997) identifies two kinds of racism at social levels. The first is individual racism, which refers to the joint activity of personal stereotypes, prejudice, and discrimination to create and encourage inequalities between members of different groups. The second is institutional racism, which refers to the intentional or unintentional manipulation or toleration of institutional policies such as poll taxes, admissions criteria that unfairly limit the opportunities of particular groups of people.

With this existing social conflict of the race that occurs in the multicultural society, African-Americans are one of the minorities that has continuously become the victim of racism in America. Tracking back to history, African-Americans have experienced racism for about three centuries. Because of this conflict of the relation between races, some early writers in America realized that new theories and strategies are needed to combat subtle forms of racism which are beginning to develop, such as Derrick Bell, Alan Freeman, and Richard Delgado, who direct their minds to the task (Delgado & Stefancic, 2017, p. 4).

Therefore, Delgado (2000) conducts the new theory to view racism in social aspects of social life that is called critical race theory. It is the theory that is studying

about transforming the relationship between race, racism, and power (Delgado & Stefancic, 2017, p. 3). This theory has six tenets to analyze racism. Those principles are ordinariness or everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color (Delgado & Stefancic, 2017, p. 8-11). Those tenets would explain and elaborate on the racism issues that occur in society.

Furthermore, because racism is a social issue that is constructed by society, this study needs to employ a sociology literature approach that would analyze how racism exists in literary works. Laururensen & Swingewood (1972, p.12) stated that:

As with sociology, literature too is pre-eminently concerned with man's social world, his adoption to it, and his desire to change it. Thus the novel, as the major literacy genre of industrial society, can be seen as a faithful attempt to re-create the social world of man's relation with his family, with politics, with the State; it delineates too his roles within the family and other institution, the conflicts and tensions between groups and social classes. In the purely documentary sense, one can see the novel as dealing with much the same social, economic and political textures as sociology.

As those racial conflicts widely occur, many authors are inspired to discuss the racial conflict that reflects the phenomena in society. Some of them are Toni Morrisons, Mark Twain, Harper Lee, and others. However, *On The Come Up* novel is chosen to be analyzed in this study. It was published in February 2019 and was written by American author Angie Thomas. According to (Philyaw, 2017) she raised in Jackson, Mississippi where she stays until today. The book is a bestseller book according to The NewYork Times and had reviewed by The New York Times

(Vably, 2019), Vox (Grady, 2019), and Washington Post (Browne, 2019). The book is chosen because it depicts the racism that continuously occurs in America.

On *The Come Up* theme is about identity, racism, prejudice, trauma, and poverty. The story is about the African-American family that lives in Garden Heights, Southern parts of the United States, and has struggled with their life as an African-American. Racism is portrayed through the characters' experience in the novel, the father already dead, the mother couldn't get a job, the first child who was graduated from the excellent university couldn't a good job, and the main character- second child- is getting racism in the school. The story also tells the characters' resistance against racism such as producing a rap song that the lyrics talked about the racism she has been experienced.

Some studies about racism in literary works have been conducted that would give such contributions to this study. The first is conducted by Adawiyah (2015). The study examines the racism that is experienced by African-American slaves in the novel using a sociological approach to analyze the story and the social condition in society. The result of the study shows that discrimination, prejudice, segregation, and violence is depicted in the novel. Therefore, through the support of the data from some articles, the story novel reflects the social condition of African-American slaves in the 19th century.

The second study is conducted by Abielah (2016). The study examines the social aspects of racial prejudice that occurs in the novel and how the novel reflects the racial prejudice of the 1950s' Southern America using a sociological approach

of Alan Swingewood and the theory of racial prejudice by Herbert Blummer. The result of the study shows that there are four aspects of social structures those are economic, political and legal process, family patterns and intermarriage, and education aspects. Four aspects of social structures also reflect the racial prejudice in Southern America 1950s after Brown Decision supported by data from the articles.

The third study is conducted by Wijannarko (2017). The study examines the portrayal of internalized racism experienced by the main character and the way he deals with it. The researcher also applied the basic tenets of critical race theory proposed by Delgado and Stefancic and the patterns of internalized racism by Suzanne Lipsky to investigate the issue. The result of the study shows that that everyday racism and the social construction of race are present in the novel, and influence Jefferson to establish various patterns of internalized racism, such as the pattern of individual relationships to express his feelings of anger, fear, frustration and powerless towards people close to him.

The fourth study is conducted by Irawati (2018). The study examines the impacts of racial discrimination and the struggle of black people against racism to avoid stereotypes in the novel. It is used as an intrinsic and extrinsic approach. This study focused on the racism that exists in the novel and how to deal with it, including the kinds and consequences of racial injustice, the black people's struggle, and the position of blacks. The result of the study shows that There are contemporary racial problems and the prevalence of anti-black attitudes and bigotry, and they can not be ignored. Racism's presence brings impacts like injustice

and the death of black people. Often, psychological problems can arise when black people suffer from discrimination.

The fifth study is conducted by Wulandari (2018). The study examines worldview of Benjamin Zaphaniah's on racism issues in his selected poem using critical race theory by Delgado and Stefancic and also analyzed the homology of racism in the society and literary works using the genetic structuralism approach by Lucien Goldman. The result of the study shows that everyday racism, material determination, social construction, intersectionality, and voice of color are depicted in the poem. Therefore, it also shows the homology between racism in Benjamin's poem and the social condition in Britain that is criminal justice in the form of racist attacks to Black people.

The sixth study is conducted by Ratri (2019). The study examines the kinds of racism that reflected in *The Hate U Give* novel using critical race theory by Delgado & Stefancic. The result of the study shows that there are kinds of racism found in the novel, those are everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color.

Therefore, as a researcher, I find it would be valuable and essential to conduct this research to find out the racism experienced by the characters in the novel. Further, to get the answer to the objective of the study, this study employs critical race theory by Richard Delgado and Jean Stefancic (2017) and sociological approach by Alan Swingewood (1972) to analyze the forms of racism in the novel and the 2010s Southern part of the United States.

As those topics of previous studies mentioned above, the gap of this study is the novel has not been conducted in any studies and this research would explore racism that attempts to focus on analyzing the forms of racism and the characters' resistances against racism portrayed in the novel.

B. Research Questions

Based on the background of the study, this study is intended to answer the question of:

- 1) What are the forms of racism issues portrayed in Angie Thomas's *On The Come Up*?
- 2) What are the forms of characters' resistances against racism issues portrayed in Angie Thomas's *On The Come Up*?

C. Research Objectives

In relation to the statement of the questions, this study is formulated to find out:

- 1) To identify the forms of racism issues portrayed in Angie Thomas's *On The Come Up*.
- 2) To discover the forms of characters' resistances against racism issues portrayed in Angie Thomas's *On The Come Up*.

D. Significance of the Study

This study has two forms of significant:

1. Theoretically: this study is intended to contribute to providing information in analyzing literary criticism using applies critical race theory by Richard

Delgado and Jean Stefanic (2017) and Sociological approach by Alan Swingewood (1972) to analyze the forms of racism issues and the characters' resistances against racism issues portrayed in Angie Thomas's *On The Come Up*.

2. Practically: this study is intended to be additional references and examples for other researchers, especially to researchers that employ critical race theory by Richard Delgado and Jean Stefanic (2017) Sociological approach by Alan Swingewood (1972).

E. Scope and Limitation

To provide the appropriate answer to the research questions, it is significant to determine the scope of the study that is related to the topic to keep the study on its board line using critical theory by Richard Delgado and Jean Stefanic (2017) and Sociological approach by Alan Swingewood (1972). The researcher is intended to conduct and to focus on the forms of racism issues in the novel and the characters' resistances against racism issues in Angie Thomas's *On The Come Up*. Therefore, it could be concluded that this study wouldn't discuss the wide view of the literary work.

F. Previous Studies

In conducting this research, several studies have discussed racism. The first conducted by Adawiyah (2015) under the title *Racism Against African American Slave in Solomon Northup's Twelve Years as A Slave*. The study focused on racism that occurs in the novel. The result of the study shows that discrimination, prejudice, segregation, and violence are depicted in the novel. Therefore, through the support

of the data from some articles, the story of the novel reflects the social condition of African-American slaves in 19th century Britain.

The second study is conducted by Abielah (2016) under the title of *Racial Prejudice in Harper Lee's Go Set A Watchman*. The study focused on the social aspects of racial prejudice occurs in the novel and how the novel reflects the racial prejudice of the 1950s' Southern America. The result of the study shows that there are four aspects of social structures those are economic, political and legal process, family patterns and intermarriage, and education aspects. Four aspects of social structures also reflect the racial prejudice in the 1950s Southern part of the United States after the Brown Decision supported by data from the articles.

The third study is conducted by Wijannarko (2017) under the title *Internalized Racism as Experienced by Jefferson in Ernest J. Gaines' A Lesson Before Dying*. The study focused on the portrayal of internalized racism experienced by the main character and the way he deals with it. The result of the study shows that everyday racism and the social construction of race are present in the novel, and influence Jefferson to establish various patterns of internalized racism, such as the pattern of individual relationships to express his feelings of anger, fear, frustration and powerless towards people close to him.

The fourth study is conducted by Irawati (2018) under the title *The Struggle of Black People to Avoid Stereotypes in Angie Thomas' The Hate U Give*. The study focused on the impacts of racial discrimination and the struggle of black people against racism to avoid stereotypes in the novel. This study also examines the

racism that exists in the novel and how to deal with it, including the kinds and consequences of racial injustice, the black people's struggle, and the position of blacks. The result of the study shows that There are contemporary racial problems and the prevalence of anti-black attitudes and bigotry, and they can not be ignored. Racism's presence brings impacts like injustice and the death of black people. Often, psychological problems can arise when black people suffer from discrimination.

The fifth study is conducted by Wulandari (2018) under the title of *Racism in Benjamin Zephaniah's Selected Poem*. The study focused on worldview of Benjamin Zaphaniah's on racism issues in his selected poem and the homology of racism in society and literary works. The result of the study shows that everyday racism, material determination, social construction, intersectionality, and voice of color are depicted in the novel. Therefore, it also shows the homology between racism in Benjamin's poem and the social condition in Britain that is criminal justice in the form of racist attacks to Black people.

The sixth study is conducted by Ratri (2019) under the title *Racism Reflected In The Hate U Give (2017) By Angie Thomas: A Critical Race Theory*. The study focused on the kinds of racism that reflected in The Hate U Give novel. The result of the study shows that there are forms of racism found in the novel, those are everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color.

G. Definitions and Key terms

- 1) Racism : Any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in a race or ethnic group (Delgado & Stefencic, 2017 p. 183).
- 2) Critical race theory : a theoretical framework built out of epistemic philosophy in the social sciences that uses critical theory to analyze society and culture as it relates to categorizations of race, law, and power (Yosso, 2005).

H. Research Methodology

This section presents the research method of the study including research design, data sources, data collection, and data analysis.

1. Research Design

This research is a literary criticism that is the study concerned in defining, classifying, analyzing, interpreting, and evaluating literary works (Abrams, 1901). Literary criticism covers four kinds of approaches to analyze the work of art, as proposed by Abrams (1953), i.e., mimetic, pragmatic, expressive, and objective approach. This study is purposed to analyze literary criticism using a mimetic approach that considers literature is not an independent work but it inspires from the human social life.

Furthermore, to discuss comprehensively the relationship between social phenomena that occur in society and their portrayal in the literature, this study seems to use sociological criticism as an approach to analyze, assess and interpret literary works as sociological criticisms related to the social phenomena (Laurenson

& Swingewood, 1972). This study employs critical race theory by Richard Delgado and Jean Stefanie (2017) and the Sociological approach by Alan Swingewood (1972). This study intended to find out the forms of racism issues and the characters' resistances against racism issues in Angie Thomas's *On The Come Up*.

2. Data Source

The data source of this study is the novel of Angie Thomas which was published in 2019 by HarperCollins Publishers. The data are in the form of words, phrases, sentences, paragraphs, or dialogues between characters referring to forms of racism issues and resistances against racism issues in Angie Thomas's *On The Come Up*.

3. Data Collection

There are some processes to collect the data:

- a. Having a close reading of the novel to understand the intrinsic elements, general information of the story focusing on racism issues.
- b. Highlighting the data that indicates referring to racism issues and the characters' resistances against racism issues portrayed in the novel.
- c. When data are already collected, the researcher analyzed how racism issues and the characters' resistances against racism issues portrayed in the novel by doing analysis, interpretation, and evaluation.

4. Data Analysis

The process of data analysis starts after the data has been collected in the form of sentences, phrases, or words. Some steps should be done to analyze the data:

- 1) Identifying the forms of racism issues and the characters' resistances against racism issues in the novel.
- 2) Classifying the data the forms of racism issues such as everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color and the characters' resistances against racism issues in the novel.
- 3) Analyzing the forms of racism issues such as everyday racism, material determination, social construction, differential racialization, intersectionality, the voice of color and the characters' resistances against racism issues in the novel using critical race theory by Richard Delgado and Jean Stefanic (2017) and Sociological approach by Alan Swingewood (1972).
- 4) Drawing the conclusion and rechecking if the conclusion is appropriate enough to answer the stated problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Sociological Approach

The term sociology literature is an interdisciplinary approach that is often applied in the form of literary work that is related to the human aspects of life. Sociology and literature share similar conspectus. Sociology is essentially the scientific, objective study of man in society, the study of social institutions, and social processes; therefore, it seeks to answer questions of how society is possible, how it works, why it persists (Laurenson and Swingewood, 1972, p.11). Moreover, it is supported by the ideas of Plato on the mimetic concept that deals with theories considering literature as an imitation of the universe, as well as a mirror or reflection of reality (Abrams, 1953).

Laurenson and Swingewood (1972) developed three major approaches related to literature and sociology. First, is the study looking at the literary work as social documentation that reflects the situation when the literary work is created. Second, is the study revealing that literary work is the reflection of the author. Third, is the study revealing that a literary work is a manifestation of history and condition of social and culture (Laurenson and Swingewood, 1972, p.13-22). In this research, I would like to focus on the first approaches which are described the literary work as social documentation that is mimic the human's life situation.

Because social documentation is mimetic of human life situations, it must analyze carefully. It surely ignores the writer himself, his awareness, and intention. In the sociological study of literature, the mirror principle must be handled with great care. Great authors aren't setting out to describe the social world in highly descriptive term. It may be argued that the writer has more important task by nature to set his character in motion in deliberately constructed circumstances in order to achieve their private 'destiny,' to explore values and meaning in the social world. (Laurenson and Swingewood 1972, p.15).

Therefore, the reflection of literature may be inspired and influenced by the cultural determinism and social conflict in the society that becomes the personal inspiration that affected by imagination and finally born becomes literature. Literature has been recognized as the reflection of economics, family relationship, climate and landscape, morals, attitudes, races, social classes, political events, religion, wars, and many other aspects of the social environment and social life (Milton, 1954, p.425-436).

Further, sociology of literature also becomes the research that focuses on human life problems because it also reveals the struggle mankind in determining their future, based on imagination, feelings, and intuition (Endaswara, 2003, p.79) Finally, literature is a complex reflection of human life in mirroring some of the important issues in social aspects.

B. Definition of Race

The term race is defined differently each time. In the 17th and 18th centuries when Europeans met non-European civilizations, the scientists gave the race a biological meaning. They applied it to plants, animals, humans. The race was understood as a form of biological, natural, classification of human species (Clair & Dennis, 2015, p. 857). Therefore, According to John Barnshaw (2008) in 19th century, Carolus Linnaeus, and Johann Blumenbach attempted to use rational and scientific concepts to construct objective classification systems of nature and humans that provided a basis for others to use race as an inherent biological organizing principle for humans (Schaefer, 2008, p. 1092). Moreover, until today, the term race is related to the biological aspects of humans.

However, some scholars started to develop the view of race in wider aspects of human life. They started to see race not only biologically but also culturally. Thus, According to John Barnshaw (2008), In the 1920s, several biologists, anthropologists, and psychologists started to question the inherited race assumptions because the new research suggested that race could be related closely to culture than biology (Schaefer, 2008, p. 1092). By that research, the scholarship started to see race widely based on the reality in the society.

Further, to make the society clearly understand what is meant by race, modern scholars started to develop the concept of race. Barnshaw (2008) stated that there are four concepts of race. First, race is constructed by society. Second, the race is characterized in part by physical distinctions such as skin tone, facial features, or hair texture. Third, race is partially characterized by common social

similarities, such as common heritage, patterns of speech, or tradition. The last, race is characterized by the formation of different racial groups in self-identifying societies (Schaefer, 2008, p. 1091). However, by the concept, people would consider race differently and start to make some attitudes towards the race that finally could construct racism. According to June Ying Yee (2008), in modern culture, the operation of racism has established the definitions on which racism operates, so race carries meaning. Race as a modern concept has influenced how people have interpreted and defined the term (Schaefer, 2008, p. 1118).

C. Race Relation

The mobility of humans from one place to another has created the phenomenon of multiethnic in society. Some countries become multiracial because of the immigration of people such as the United State of America, United Kingdom, and Canada (Marger, 2019). The study of race and ethnic relations is concerned generally with how the various groups of a multiethnic society come together and interact over extended periods (Marger, 2019, p.5). Thus, the diversity of multiracial would definitely have the interaction one another including the acceptance and the rejections from the dominant group.

However, the rejections of race relations most likely create the conflict within society between the dominant and subordinate groups. According to Robert E. Park (1939), the concept refers to all relationships that are capable of creating tensions between races and race consciousness, and that determine the relative status of the community groups. For example, in parts of Canada,

tension and acute self-conscious actions characterize the relationship between English-speaking (dominant) and French-speaking (subordinate) communities whose populations are of the same ethnic origin but differ in language, culture, national origin, and traditional behavior (Edwards, 2020).

Further, the dominant society would have privilege in the multiracial society. In multiethnic societies, ethnicity is used as an important basis for determining the nature of those treatments. Ethnic groups are ranked in a hierarchy, and their members are rewarded accordingly, creating a system of ethnic inequality (Marger, 2019, p.17). The privilege of the dominant group would advantage their group only and could disserve the subordinate group. Further, inequality treatments such as racism occur in multiracial countries.

D. Racism

Some scholars may define racism in various perspectives, but it almost has the same meanings. Novid Ghani (2008) defined it as generally means believing that a person's behavior is determined by stable inherited characteristics deriving from separate racial stocks; each of these distinctive attributes is then evaluated in relation to ideas of superiority and inferiority. (Schaefer, 2008, p. 1113). Therefore, Carmichael and Hamilton argue that racism is about attitudes, beliefs, and ideologies that are embedded in everyday social action and structures (Schaefer, 2008, p. 1118). Moreover, racism is the inequality traits of every aspect in society life by the constructing the term of superior and inferior groups.

Racism occurs in multicultural societies such as in the United States and Europe. According to Novid Ghani (2008) racism, both in the United States and Europe deals with the dimension of power, especially when it is related to dominant and minority social groups. This dimension of power leads to variety of attitudes and behaviors toward certain groups, which often take the form of racism in a multicultural society (Schaefer, 2008, p. 1113). Moreover, the power of the dominant group of society would make racism occurs towards the minority group.

Therefore, racism in a multicultural society has various kinds that still continuously happen in a multicultural society as Az J. Mark Halstead (2008),

in the most extreme, it could be the motivation for ethnic cleansing and sectarian murder, but it is also only threatening and intimidating behavior, including the exclusion of people from the minority and the avoidance of social contact; the stereotyping, dehumanizing, or demonizing of others; and the justification of continued domination and oppression (Schaefer, 2008, p. 1117).

E. Critical Race Theory

Critical Race theory is the movement which is sprung up in the 1970s in the United States and continuously developed until the 1980s. This movement was the awareness to make new theories and strategies to combat subtle racism that continuously occurs in the United State. Early writers, such as Derrick Bell, Alan Freeman, Richard Delgado, put their minds to the task and held its first workshop in the summer of 1989 (Delgado & Stefancic, 2017, 4). However, This movement also considers many of the issues that conventional civil rights and ethnic studies discourses take up but places them in a broader perspective

that includes economics, history, setting, group and self-interest, and emotions and the unconscious (Delgado & Stefancic, 2017, p.3).

CRT has a strong relationship with some thoughts and movements. According to Ansell (2008) CRT draws broadly from older currents of thought borrowed from European philosophers Antonio Gramsci and American radical tradition, such as Sojourner Truth, Frederick Douglass, and W. E. B. Du Bois, as well as newer ways of thinking linked to the Black Power and Chicano (Schaefer, 2008, p. 544). This movement emerged from the previous movement of critical law studies and radical feminism. From critical legal studies, this group borrows ideas about legal uncertainty. The group also builds feminist insights into the relationship between power and social role construction, as well as the invisible and largely invisible assemblages of patterns and habits that make up patriarchy and other types of domination. (Delgado and Stefancic 2017).

CRT and CLS have a significant distinction. As Richard Delgado (1995) supports Derrick Bell statement that CLS in the critique of the law could not offer strategies for social transformation was because it failed to incorporate race and racism into the analysis (Yosso, 2005, p.71). Therefore Ansell (2008) stated that CRT scholars challenged CLS with paying undue attention to class and economic structures at the expense of race and urged CLS to pay better attention to the particularity of race and its formative role in not just reflecting and upholding but also producing racial power and constituting racial subjects (Schaefer, 2008, p. 344). By those statements, it is clearly described CLS is

ignoring race and it only focuses on law, class, and economic structures whereas racism become endemic in the United State in every aspect of society's life.

Further, CRT nowadays goes beyond the discipline of law. Scholars in the field of education consider themselves critical race theorists who use CRT's ideas to understand issues of school discipline and hierarchy, tracking, affirmative action, high-stakes testing, controversies over curriculum and history, bilingual and multicultural education, alternative, charter schools (Delgado & Stefancic, 2017, 7). Thus, according to Yosso (2005, p. 71) CRT draws from and extends a broad literature base of critical theory in law, sociology, history, ethnic studies, and women's studies. It could be concluded that this theory has a complex discussion of human social life concerning race.

Moreover, race and racism is the main concept of this theory. It is supported by Richard Delgado (2017, p.3) stated that CRT is studying and transforming the relationship between race, racism, and power. Besides, Delgado and Stefancic (2017, p.21) argue that racism is much more than a collection of unfavorable impressions of members of other groups and racism is a means by which society allocates privilege and status. Delgado & Stefencic also (2017, p.183) defined racism as any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in a race or ethnic group.

Therefore, Richard Delgado and Jean Stefancic developed the theory to analyze the issues of racism that are called the tenets of critical race theory.

Those are everyday racism everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color.

a. Everyday Racism

Everyday racism is the issue of racism that almost occurs in the everyday life of people of color, especially in the United States of America. Critical race theorists have built on everyday experiences with perspective, viewpoint, and the power of stories and persuasion to come to a deeper understanding of how Americans see race (Delgado & Stefancic, 2017, 45). Essed has explained the concept of everyday racism, Essed (1991, p.2) stated that

everyday racism is related to the racism of routine situation in everyday life. It could be very visible forms of racism, for example, physical or verbal attacks against people of color or the deliberate and overt exclusion of racial minorities from particular housing, restaurants, and social organizations open to the public; and the like (Tyson, 2006, p. 369).

Psychical attack or verbal attack refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual (Florida Department of Education, 2020, p.1)

There is the pattern of everyday racism which is the covert attitudes towards people of color in every daily activity. Tyson (2006, p. 369) state that

White store clerks or security personnel often watch or even follow, African Americans who come into their stores. Moreover, in the most mundane situations: while waiting in line at the supermarket or pharmacy, while paying for gas at the gas station, while asking for information at the bank, and so forth.

Therefore, getting those such racist treatments might cause psychological damage. When a white person gave black people a mean look or said something rude would be disturbing. The emotional stress of trying to cope with being the target of everyday racism can damage the psychological and physical health of black people (Tyson, 2006, p. 371). According to Essed (1991, p.207), it could be event triggers memories of other, or similar incidents. Finally, the racist treatments of white people could give effect on black people's mental health.

b. Material determination

Material determination is the pattern of the privilege of white towards black people. According to Delgado and Steafencic (2017, p. 177), the material determination means that the majority group tolerates advances for racial justice only when it suits its interest to do so. Tyson state (2006, p. 371) that Derrick Bell uses this term to explain that racism is common in our country because it often converges, or overlaps, with the interest, with something needed or desired, of a white individual or group. Therefore, Tyson (2006, p.371) state that racism is also the financial interest of upper-class whites who exploit black laborers by paying them less than their white counterparts, racism has many pay-offs for whites. By those definitions, material determination is the relation of interest of white towards black people.

Further, material determination also refers to the desire to advance oneself in the material world—as we just saw, for example, the desire to

advance oneself financially and determines the ways in which the dominant society practices racism (Tyson, 2006, p. 371). The desire to advance in the term of material world constructed the racial hierarchy in the society. Racial hierarchies determine who gets tangible benefits, including the best jobs, the best schools, and invitations to parties in people's homes (Delgado & Stefancic, 2017, p.17). Finally, material determination is kind of a form of discrimination that consolidates the power, privilege, financial, and racial hierarchy.

c. Social Construction

Social construction is the product of grouping races by society. Social construction holds that race and races are products of social thought and relations. Not objective, inherent, or fixed, they correspond to no biological or genetic reality; rather, races are categories that society invents, manipulates, or retires when convenient (Delgado & Stefancic, 2017 p.9). Therefore, Delgado and Stefancic (2017, p.85) argue that race is not objective or biologically significant but constructed by social sentiment and power struggle. Further, it is clearly explained that actually race defined by social thoughts and the construction of race by society.

The construction of race has made the grouping of the race between the superior and inferior race by stereotyping and imaging the race. The image that society construct would be attached to races as Delgado and Stefancic (2017, p.21) stated

The race is a social construction, not a biological reality. Hence we may unmake it and deprive it of much of its sting by changing the system of images, words, attitudes, unconscious feelings, scripts, and social teachings by which we convey to one another that certain people are less intelligent, reliable, hardworking, virtuous, and American than others.

Moreover, the construction between the dark skin and the light skin gives the effects of the image in society. The dark skin usually constructs as something bad as Delgado and Stefancic (2017, p.86) stated

In contrast, darkness and blackness often carry connotations of evil and menace. One need only read Heart of Darkness by Joseph Conrad to see how strong imagery of darkness conveys evil and terror. We speak of black gloom. Persons deemed unacceptable to a group are said to be blackballed or blacklisted. Villains are often depicted as swarthy or wearing black clothing.

As the black people in the United State is the minority group, the white group construct them as the inferior group and construct the white group with the superiority and goodness through the media even the literature. Literature and the media reinforce this view of minorities as the exotic other. Minorities appear in villain roles or as romantic, oversexed lovers. Science-fiction movies and television programs portray extraterrestrials with minority-like features and skin color (Delgado & Stefancic, 2017, p.86).

However, the superior group always plays its mission to looks better than another group. Whiteness is often associated with innocence and goodness in the semántic of popular culture. On the wedding day, the brides wear white to show purity. Many patients report blinding white light when talking about near-death experiences, possibly a projection of a hoped-for union with a positive and benign spiritual force. (Delgado and Stefancic

2017, p.85). Finally, this issue occurs due to the construction and grouping of the race.

d. Differential racialization

Differential racialization is grouping the races and treating them differently. Differential racialization refers to the fact that the dominant society racializes different minority groups at different times, it could be also to shifting needs (Delgado & Stefancic, 2017, p.10). For example, it suited the needs of white plantation owners before the Civil War to depict Africans as simple-minded, in need of white supervision lest they revert to their “heathen” ways, and as happy to serve white people (Tyson, 2006, p.375). Thus, in the the mythical stereotype of black people and white people brought the case of different treatment between two groups until today.

As the minority in the United States, black people and other minority groups have differential treatment from society even the government. People of color lead shorter lives, receive worse medical care, complete fewer years of school, and occupy more menial jobs than do whites (Delgado & Stefancic, 2017, p.13). It also experienced by the Muslim group in the United States. In one era, Muslims are somewhat exotic neighbors who go to mosques and pray several times of day, harmless but odd. A few years later, they emerge as security threats (Delgado &

Stefancic, 2017, p.10). Finally, this kind of issue is built up because of the prejudice towards the minority of inferior groups within society.

e. Intersectionality

Delgado & Stefancic (2000) argue that everyone has potentially conflicting, overlapping identities, loyalties, and allegiances (Tyson, 2006, p. 376). The race is not only about physical features, it also relates to other aspects of people in society. According to Tyson (2006, p. 376) race intersects with class, sex, sexual orientation, political orientation, and personal history informing each person's complex identity. Delgado & Stefancic (2017, p. 177) stated that intersectionality is belief that individuals and classes often have shared or overlapping interests or traits.

Intersectionality is the discrimination of a race based on the people aspects as Delgado and Stefancic (2001, p.51-52) stated

For example, an individual may be a black, underemployed, working-class male or a Mexican American lesbian. Such persons will suffer oppression from more than one source and often have difficulty knowing the reason they are encountering discrimination in any given instance. She may be oppressed because of her race (Tyson, 2006, p.376).

However, this issue of racism is the complex relation of gender, race, class, national origin, and sexual orientation that almost experienced by a black woman.

f. Voice of Color

The white group has underestimated the ability of black people in almost every aspect. Therefore, they also claim that black people, especially

African American is less intellectually. According to Rushton (1995), Africans and African descendants are intellectually inferior to Europeans and European descendants, who in turn are assigned (in more recent work) to a lower intellectual status than Asian populations and their descendants (Smedley & Smedley, 2005). However, it is still debated until today by the scholars.

Further, the critical race theorist has raised the term voice of color to support the ability of people of color in talking about racism. According to Delgado and Stefancic (2000), the term voice of color, taken out of context, implies that because some people are born with black or brown skin, they are born with some kind of natural racial insight into the operations of oppression (Tyson, 2006, p.377). Therefore, voice of color also holds that their different histories and experiences with oppression, black, American Indian, Asian, and Latino writers and thinkers may be able to communicate to their white counterparts' matters that the whites are unlikely to know (Delgado & Stefancic, 2017, p.11). By the arguments above, the voice of color is kind of the racial insight to the people of color concerning to the ability to speak up about racism they have experienced.

Moreover, there is the platform that usually contains the mission to talk about racism that some people could enjoy. Many Euro-Americans consider themselves to have black, Latino, or Asian friends and the Euro-Americans enjoy Black or Latino entertainers and sports figures and rap music. However, by every social indicator of race, racism continues to

blight the lives of people of color (Delgado & Stefancic, 2017, p. 11-12). It's supported by the fact that although people of color has raised their voice in entertainment industry, almost all Oscar-winning actors have been white in recent years (Delgado & Stefancic, 2017, p.13). Finally, the term of voice of color is the issue of the ability in way people of color talk about racism in the form of music or literature.

F. Rasistance against Racism Issues

Racism is the inhuman treatment that sees race as the main reason to do such actions. According to Bonnett (2000) in the most oppressive and of racialised social order, wherever there has been racism, it has been met with resistance. No discussion of racism would be complete without considering resistance against racism, for not only does racism emerge in diverse iteration as a global phenomenon. Therefore, the interplay between attempts to regulate the lives of racialised minorities and resistances shape the ways in which members of different racial group experience society. (Patel, et,al, 2000, p. 144).

The theme of radical feminism which fight back about the power and domination towards the superiority group (male) to get the liberation is influenced in this theory. CRT attempts to confront the beliefs and practices that enable racism to persist while also challenging these practices in order to seek liberation from racism (“Critical Race Theory (1970s-present)”,n.d). Therefore, according to A. Su (2000) nothing is won without a fight, no power is shifted without struggle, and no one is more powerful to stand up for them than they

themselves (Delgado, 2000, 611). Therefore, resistance towards racism is the way to seek the liberation from racism. To seek liberation from racism, CRT argues that there are several kinds of resistances against racism.

a. Utilizing Experiential Knowledge of Racism

CRT argues that racism could be resisted in subtle ways. According to Delgado & Stefencic (2017) to resist racism and white people narrative about racism and to expose it clearly, CRT scholars emphasize the importance of utilizing experiential knowledge and storytelling by raising voice to the experiences of people of color and elevate new ways of knowing (Farmer, et al., 2020). According to Rosen (2000) the daily experience of racism, they hold, leads blacks to perceive particular events in culture and American law differently than whites. Furthermore, the experiential knowledge and storytelling is the way to fight racism and also rising awareness of race.

Raising voice with the experiential knowledge of racism and storytelling are the subtle resistance to racism. According to Alfieri (2000) the experience of daily struggle to fight against racism is the bond connecting people knowledge, discourse, and action (Delgado, 2000, p.605). Thus, by raising voice in storytelling, the storytellers maintain that African Americans not only have different experiences in racism, they also have different ways of communicating and understanding them (Delgado, 2000, p, 587).

b. Campaigning

According to Delgado & Stefencic (2017, p. 144) that there are several campaign that is currently rising against racism. There are campaigns against bilingual education, affirmative action, employment and educational set-asides, and immigration. According to Derrick Bell (2000), the continuing resistance to affirmative action plans, set-asides, and other meaningful relief for discrimination-caused harm is based in substantial part on the perception that black gains threaten the main component of status for many whites: the sense that, as whites, they are entitled to priority and preference over blacks (Delgado, 2000, p.77). Therefore, by the statements above, campaign is also a resistance against racism.

c. Protesting

Doing protest is also the way to resist racism. According to Caldwell (2000) and supported by Delgado (2000) that stated resistance against racism also can take the form of momentous acts of organized, planned, and disciplined protests, or it may consist of small, everyday actions of seeming insignificance that can nevertheless validate the actor's sense of dignity and worth such as refusing on the basis of inferiority to give up a seat on a bus (Delgado, 2000, p.284). Finally, the resistance against racism in subtle action could be by rising voices and action of protest.

CHAPTER III

FINDING AND DISCUSSION

A. Form of Racism Issues

Critical Race Theory has six tenets to analyze racism. Those principles are everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color (Delgado & Stefancic, 2017, p. 8-11).

a. Everyday Racism

Critical race theorists have built on everyday experiences with perspective, viewpoint, and the power of stories and persuasion to come to a deeper understanding of how Americans see race (Delgado & Stefancic, 2017, 45). Therefore, everyday racism is related to the racism of routine situations in everyday life. It could be obvious forms of racism, for example, physical or verbal attacks against people of color or the deliberate and overt exclusion of racial minorities from particular housing, restaurants, and social organizations open to the public; and the like (Tyson, 2006, p. 369).

*He reaches for my backpack strap, but I snatch it away. By the look that flashes across his eyes, I shouldn't have done that.
He grabs my arm. "Give me that backpack!"
I yank away. "Get your hands off me!"
Everything happens in a blur.
He grabs my arm again and pulls it behind me. The other one goes behind me too. I try to yank and tug away, which only makes his grip tighter. Before I know it, my chest hits the ground first, then my face is pressed against the cold floor. Long's knee goes onto my back as Tate removes my backpack. (Thomas, 2019) (Data 1)*

Bri met the security Long and Tate when she arrived at the school.

School is a public area, and Bri got the physical attack there. Physical attack

refers to an actual and intentional striking of another person against his/her will or the intentional causing of bodily harm to an individual (Florida Department of Education, 2020, p.1). It happened because she tried to save her bag that the candy is saved inside to sell them in the School. However, it is just candy, and it is not a drug.

When the security meets the black, the security harmlessly attacks the black people at every place. It is because the security has the authority to maintain safety towards his territory. It is also because the security considers the black as a minority, inferior group, and black has no power; therefore, they could act arbitrarily to the black. However, violent crime usually happens in the school in the United States. In 2017-2018, a study in the United States found that there are 66% of schools reported at least one student threat of physical attack without a weapon (Nolle et al., 2019, p.3). It is showed that there are cases of physical attacks in the school.

Per school policy, Brianna will have to serve a three-day suspension for selling banned items on school property without permission,” (Thomas, 2019) (Data 2)

“It will not happen again, Mrs. Jackson. I assure you that there will be an investigation and disciplinary action will take place if the administration sees fit. However, Brianna may have to face disciplinary action as well.”
“We’ve had issues with students bringing illegal drugs—”(Thomas, 2019) (Data 3)

Therefore, Bri got suspension because she sells candy in the school. She breaks the school rule, which does not allow her to sell candy. However, it is seen that there would be an investigation of Briana’s case. Dr.Rhodes

might have prejudice towards Briana because she is black and selling candy. It surely supports the situation that there is a drug dealer issue in the school. It is also seen that prejudice towards black people in every daily life always occurs. Prejudice is negative judgments and feelings towards another group as opposed to one's group. If the other group is expressly defined as inferior or not, it is assumed that one's group is superior to another. As a white, which is considered the dominant group, Dr. Rhodes has negative judgments towards Briana, who is black, and black is considered as the inferior group by society there. The candy that she sells is seen as a drug. There is nothing to do with the black people in daily life because their activity would always be seen as criminal activity and make the white people or even security harmlessly able to make the attacks towards the black.

I head to the hallway. Sonny and Malik lean against the lockers. Sonny types away on his phone. Malik fiddles with his camera. He's always in filmmaker mode. A few feet away, the school security guards, Long and Tate, keep an eye on them. Those two are always on some mess. Nobody wants to say it, but if you're black or brown, you're more likely to end up on their radar. (Thomas, 2019) (Data 4)

The security Long and Tate always put prejudice towards the black kids. The black kids are the minority there. Sonny and Malik are Briana's best friends. It is seen that in the school, the black kids have very tight security guards; even their gestures and daily activity in the school is monitored by the securities. It is seen that they do not have the freedom to do anything they want because Long and Tate would catch them, and the

black or brown students would end up in the principal office like what happened to Briana.

Although it is narrated that Long, one of the security is black, he is also racist as Tate, the white security. Both of them always together to watch over black or brown students. In this case, it is found that there is intra-racial discrimination of Long towards the black and brown students. Intra-racial discrimination is the operation, suppression, hate, dislike, or distrust of another person or group of the same race based on physical characteristics such as skin color, hair texture, nose size, etc. tribal and cultural reasons, as well as differences in caste or class. Long's class in the institution made him brave to be racist to the black and brown students. He and Tate also in a battle with Briana to drop her and carry away her bag.

b. Material determination

Material determination also refers to the desire to advance oneself in the material world—as we just saw, for example, the desire to advance oneself financially and determines the ways in which the dominant society practices racism. Therefore, this term explains that racism is common in our country because it often converges, or overlaps, with the interest, with something needed or desired, of a white individual or group (Tyson, 2006, p. 371). The desired to advance in the term of the material world constructed the racial hierarchy in society. Racial hierarchies determine who gets tangible benefits, including the best jobs, the best schools, and invitations to parties in people's homes (Delgado & Stefancic, 2017, p.17).

I live in Garden High's zone, but Jay says there's too much bullshit and not enough people who care there. Private school's not in our budget, so Midtown School of the Arts is the next best thing. A few years ago, they started busing students in from all over the city. They called it their "diversity initiative." Jay calls it their "they needed grant money and wouldn't nobody give it to them for just a bunch of white kids initiative." You've got rich kids from the north side, middle-class kids from downtown and Midtown, and hood kids like me. There's only fifteen of us from the Garden at Midtown. (Thomas, 2019) (Data 5)

Fact is, they need us at that school. They only started busing kids in from other neighborhoods so they could get grants. If word gets out that the black and brown kids are being harassed—"(Thomas, 2019) (Data 6)

There is a racial hierarchy between the black and the white in financial aspects. A private school has a high tuition fee that most of the black couldn't reach. According to Rosa (2019, para.1), a new US Department of Education report finds black students make up 9.3% of the students' population in private schools, a much lower percentage than they represent in public school, according to The Journal of Blacks in Higher Education. It is seen that Briana choose a public school because she couldn't pay the fee. After all, they live in poverty. However, the best school and the job are only for white because they are the superior race that always gets ease and has many opportunities to get the best in material things.

There is covert racism towards black people in Midtown school. The public school, which has a white principal has an interest towards black children. The school echoes the 'diversity initiative'; it is the term for making people, especially the people of color interested to study there by busing them all of the city. That term also brought Briana's mom let Briana

study there, and Bri's mom thought the school would treat the people of color equal with the white; however, it is different with the reality, the school treated them worst, and the school uses the poor black child to get the grants. They used the black child to get grant. The income of the neighborhood influences the funding of a public school in US. Kozol (2005) stated that racial inequality, school infrastructure, and the surrounding neighborhoods play a big factor in funding allocation. Thus, grant would be surely given by the district government to the school that has the program of 'diversity initiative' to achieve the goal of racial equality in Education.

However, although the school gets the benefit because of the black students' existence, the black students still got racist treatments from the school. It is seen that actually material determination explains that the white interest is defined as racist treatment, and they could do anything with their interest arbitrarily. The privilege of being white is also seen in the data. They could get the benefit from the blacks, but the black couldn't get anything from the whites, even they still torture them with covert and overt racism.

c. Social Construction

Social construction holds that race and races are products of social thought and relations. Moreover, the construction between the dark skin and the light skin gives the effects of the image in society. The dark skin usually constructs as something terrible as Delgado and Stefancic (2017, p.86) stated darkness and blackness often carry connotations of evil and menace,

evil, and terror. We speak of black gloom. Persons deemed unacceptable to a group are said to be blackballed or blacklisted.

It occurs to Briana that people construct her as argumentative, aggressive, and not cooperative. People constructed her because she is black, and black would always have a bad and negative connotation.

There was the time in history class during Black History Month. I asked Mr. Kincaid why we don't ever talk about black people before slavery. His pale cheeks reddened.

"Because we're following a lesson plan, Brianna," he said.

"Yeah, but don't you come up with the lesson plans?" I asked.

"I will not tolerate outbursts in class."

"I'm just saying, don't act like black people didn't exist before—"

He told me to go to the office. Wrote me up as being "aggressive."

(Thomas, 2019) (Data 7)

Mrs. Burns was talking about the literary canon, and I rolled my eyes because all the books sounded boring as shit. She asked if there was a problem, and I told her exactly that, just without saying "as shit." She sent me to the office. I mumbled something under my breath on the way out, and she wrote me up for aggressive behavior.

(Thomas, 2019) (Data 8)

Dr. Rhodes clears her throat. "Again, Brianna was not cooperative. I was told she was argumentative and aggressive. This is not the first time we've had behavioral issues with her." (Thomas, 2019) (Data 9)

The inferior group couldn't have the liberation to do everything they want. If it is seen as bad behavior, the superior group would construct them with a bad image and would become the stereotype towards the inferior group. A stereotype is an over-generalized belief about a particular category of people. It can be an expectation about the group's personality, preferences, or ability. A member group of races is representing the race

itself. The white people have constructed the black people in bad stereotypes, and it continuously believed until today.

Therefore, the lousy stereotype of black people attached to Briana. Because she is black and doing something that is considered impolite, the teacher there constructed her as aggressive. However, not only Mrs. Burn and Mr. Kincaid who construct Briana as aggressive, Dr. Rhodes also construct her as argumentative, aggressive, and not cooperative; even the students in the school give the stereotype aggressive to Briana because the teachers constructed her as aggressive. Moreover, Briana also gets the construction of being a drug dealer by the student, although she only sells candy, but the school principles and the white students consider the candy as a drug because it is sold by Briana, who is black.

There's already a part of me out there that I can't hide. Somebody at school uploaded a video of Long and Tate pinning me to the ground. It doesn't show them throwing me down or anything that happened before that. Whoever recorded it called it, "Drug dealer caught at MSOA."
Drug dealer. Two words.
Since they think I'm a drug dealer, Nobody could really give a Fuck.
(Thomas, 2019) (Data 10)

Let's be real: We're black kids from one of the worst neighborhoods in the city. All it takes is one of us messing up, and suddenly all of us messed up. I've probably made things worse already. So that person who uploaded the video isn't the only one. "What the hell? How they figure that?" (Thomas, 2019) (Data 11)

Further, there are students that uploded the video about the security caught the black student who is accused of being drug dealer. By that condition, the students who mostly white in that school uploaded the video

in purpose to construct that the black students who live in the worst neighborhood is dangerous. They use the media to construct black people students as the bad students, and the black could do the criminal in the school. By uploading to social media, the white students must have the purpose to do so. They might want to tell and to show how bad the black students are to society. In reality, black people are also seen as something terrible. In the book *Heart of Darkness* by Joseph Conrad, it is seen how strong imagery of darkness conveys evil and terror. However, it is supported by the statement that social construction is endowing a group or concept with a delineation and name (Dealgado and Stefancic, 2017, p.184).

Whiteness is often associated with innocence and goodness in the semántic of popular culture (Delgado and Stefancic 2017, p.85), the people believed with its construction.

But it's different when I rap about guns? I wonder why. It's like that crap at Midtown, I swear. White girls don't get sent to the office for making snide remarks. Hell, I've seen it happen with my own eyes. They get a warning. But anytime I open my mouth and say something my teachers don't like, to the office I go. Apparently words are different when they come out of my mouth. They somehow sound more aggressive, more threatening. Well, you know what? I've got plenty of words for Emily. (Thomas, 2019) (Data 12)

When a white student is rapping about a gun, the teacher in the school doesn't consider it as impolite behavior. The teacher only gave a warning and do not discipline the white students to the principal office. The construction of white is related to something goodness brought it to be the believed and stereotype that white is innocent, and the white wouldn't do the criminal or impolite behavior. Because of that construction and

stereotype, white people are getting ease in their life, and it is the privilege of being white.

d. Differential racialisation

Differential racialization refers to the fact that the dominant society racializes different minority groups at different times. In one era, Muslims are somewhat exotic neighbors who go to mosques and pray several times of day, harmless but odd. A few years later, they emerge as security threats (Delgado & Stefancic, 2017, p.10). Muslim could go to the mosque without security threats is before the accident of 11/11, therefore after that accident, they get the security threats. It is also seen in the novel.

“This is my third child to attend this wonderful school. My oldest son graduated seven years ago, before the various initiatives were put into place. During his four years here, there were no security guards. This will probably be an unpopular comment, but I think it must be pointed out that security measures were only heightened once students were brought in from certain communities, and rightfully so.” (Thomas, 2019) (Data 13)

The white parent said that there are no security guards in the school for four years. However, she is agreed that there must be guards for the communities or groups in the school. Briana is sixteen years old, which means she is in the second year of high school. Therefore, in a few years ago, the school echoes the ‘diversity initiative.’ It could be concluded that around four years, they started to use the security guards in the school when they get the minority to study in that school.

Curtis goes through the metal detector with no problems. Then Shana, Deon, the three sophomores, Zane. Next it’s Sonny, followed

by Malik. I stroll through after him. The metal detector doesn't beep, but Long puts his arm out in front of me. "Go back."

"Why?" I ask.

"Because he said so," says Tate.

"But it didn't beep!" I say.

"I don't care," Long says. "I told you to go back through."

Fine. I go through the metal detector again. No beep. (Thomas, 2019) (Data 14)

However, when Briana with other black and brown friends study in that school, the school establishes securities guards, who only watch over the minority group such as the black and brown students. It is seen that the school racializes the minority group that studies there, and the white parents as the dominant group also support that policy of presenting the security guards towards the communities or groups. Therefore, The black and brown kids have to go through the metal detector before they are getting to the school gate even it must take twice to make sure that the black or brown students pass the beep.

Moreover, when Briana's music is getting popular, there was an accident that the students did not put respect to the security Long and Tate at school. Therefore, the school decided to make the guards become tighter. The school targets the black and brown kids because the school is considered the music of Briana is filled with the bad mission to influenced students to be brave against the security at school.

But maybe it's a good thing Malik took today off. That way he doesn't have to see the four armed cops acting as security just yet. He and Shana were right. Midtown considers all of us black and brown kids threats now. We go through metal detectors as usual, but it's hard to focus on

anything but the guns on the cops' waists. Feels like I'm entering a prison instead of my school. (Thomas, 2019) (Data 15)

There are different threats to the brown and black kids. Before the accident, Long and Tate never show the gun to the black and the brown students. After the accident of Long, Tate, and the students, they add the security member, and they show the gun to make the black and brown students are afraid of them.

Therefore, in another example of differential rationalization, before the Civil War, African-Americans is being slaves, which they are exploited and do not get paid. A slave's day usually consisted of long hours of physical labor. As field workers, the workday usually begins before dawn and ends after sunset, often with a two hour break for lunch. (National Expansion and Reform, para.4). At that time, they practice racism almost in the overt form; it clearly depicts that they are exploited to becoming a slave.

However, nowadays, as the minority in the United States, black people and other minority groups have differential treatment from society, even the government. People of color, especially blacks occupy more menial jobs than do whites (Delgado & Stefancic, 2017, p.13). Nowadays, they change; it becomes softer and overt; they practice it in complicating them to get the job. It occurs to Trey character who is Briana's brother.

He also moved back home this summer. He couldn't find a decent job, and as of three weeks ago, he makes pizzas for minimum wage. It doesn't give me much to look forward to. (Thomas, 2019) (Data 16)

He graduated with honors. Worked his ass off to get there in the first place, only to have to come back to the hood and work in a pizza shop. (Thomas, 2019) (Data 17)

Trey couldn't get a good job although he is graduated from college with honor. Therefore, he decided to work in a pizza restaurant because it is better than being unemployed. According to Williams & Wilson (2019) when the black are employed, black workers with a college or advanced degree are more likely than their white counterparts to be underemployed when it comes to their skill level; almost 40% are in a job that typically does not require a college degree. It is shown that racism in the hiring job is still high in the United States. It is also seen that the opportunity to become a success as a black is still hard to achieve. Although they study in college and they are educated even they graduated with honor, it doesn't certify to get the best job and to get a high salary because you are black.

e. Intersectionality

Delgado & Stefancic (2000) argue that everyone has potentially conflicting, overlapping identities, loyalties, and allegiances (Tyson, 2006, p. 376). Race intersects with class, sex, sexual orientation, political orientation, and personal history, informing each person's complex identity (Tyson, 2006, p.376). Therefore, Tyson (2006, p. 376) stated that women who are socially or economically the most marginal are the ones most likely to be women of color. This type of racism occurs to Briana's mother, Jay. Jay is a single mother and a black woman who was a drug consumer, and

she had rehabilitation for recovering from her drug addiction. She hunts the job, but she almost always failed.

“Felt like everybody held my mistakes against me. Still feels like that sometimes. Especially now as I go on this job hunt.”

“They giving you a hard time?” Mr. Daryl asks.

“The interviews start out fine,” says Jay. “Until they ask about my gap of unemployment. I tell them the truth, and suddenly I become another junkie in their eyes. I don’t hear back.”

“That’s such bull,” Aunt ’Chelle says, picking up Ms. Pat’s empty plate.

“You know how many rich white folks come to the courthouse on drug possession?”

“A whole lot,” says Jay.

“Too many,” Aunt ’Chelle says. “Every single one gets a little slap on the wrist and goes right back into society, like it’s all good. Black folks or poor folks get on drugs?”

“We’re ruined for life,” Jay says. “Sounds about right.”

“You mean sounds about white,” says Aunt Gina, pointing her fork.

(Thomas, 2019) (Data 18)

“You think I want my babies sitting in the dark? I’m trying, Mrs. Jackson! I go on interviews. I withdrew from school so these kids could have food! I begged the church not to let me go. I’m sorry if it’s not enough for you, but good Lord, I’m trying!” (Thomas, 2019) (Data 19)

Jay interview runs well at first, however, when she started to talk about her past, which refers to her personal history, the identity of ex-drug addiction made her got the underestimation by the interviewer. The word “They giving you a hard time?” would refer to the white person. The word “I become another junkie in their eyes, I don’t hear back” proved that the interviewer automatically is not interested in employing her. The interviewer also might talk badly about her that made her didn’t want to hear the interviewer again. The reality of she is black; she is in the lower class of

the economy and has a bad personal history of drugs brought her to do not have the opportunity to get that job.

Therefore, it is explained that she always tried to get the job, and she has been doing some interviews, but she always failed. However, it is different when a white woman has a drug addiction. Society would accept her because she is white, which is considered as the superior group. The ex-drug addiction white also would have the same opportunity as every white people who do not have a drug addiction. Therefore, she doesn't get that job because of her identity as the drug addiction, black, poor, has a long gap of unemployment and woman. It is also explained that black people, especially African-Americans, face higher unemployment rates, fewer job opportunities, lower pay, and poorer benefits (Weller, 2019, para. 1).

f. Voice of Color

According to Delgado and Stefancic (2000), the term voice of color, taken out of context, implies that because some people are born with black or brown skin, they are born with some kind of natural racial insight into the operations of oppression (Tyson, 2006, p.377). Briana is made a rap song to tell the story of her experience in getting racism. The data below is an expression of racism in Briana's Song lyrics that Briana has faced.

*Whole squad got more heat than a furnace.
Silencer is a must, they ain't heard us.
We don't bust, yet they blame us for murder.
You think I'm a thug? Well, I claim it.
This Glock, yeah, I cock it and aim it.
That's what you expect, bitch, ain't it?*

*The picture you painted, I frame it.
I approach, you watch close, I'm a threat.
Think I bang, think I slang, claim a set.
Cops can draw, break the law, 'cause you fret.
Yet I bet you won't even regret.*

*Pin me to the ground, boy, you fucked up.
Wrote me off, called your squad, but you lucked up.
If I did what I wanted and bucked up,
You'd be bound for the ground, grave dug up.
Boys in blue rolling all through my neighborhood,
'Cause I guess that they think that we ain't no good.
We fight back, we've attacked, then they say they should
Send in troops wearing boots for the greater good.
But let me be honest, I promise,
If a cop come at me, I'll be lawless.*

*'Cause I figure they think I'm a killer,
May as well bust them thangs, go gorilla.
I hate that my momma got struggles,
Bills and food, she be trying to juggle,
(Thomas, 2019) (Data 20)*

Moreover, there is a platform that usually contains the mission to talk about racism that some people could enjoy. Many Euro-Americans consider themselves to have black, Latino, or Asian friends, and the Euro-Americans want Black or Latino entertainers and sports figures, and rap music. However, by every social indicator of race, racism continues to blight the lives of people of color (Delgado & Stefancic, 2017, p. 11-12). There are popular songs that talk about racism, and it becomes popular, such as Spiritual by JaY Z (2016), and Cops Shot the Kid by Nas (2018). As the music becomes popular, they accuse that it contains violence and other terrible missions.

“As they used the song to taunt school officials,” Sullivan says, “the lyrics seemed to have encouraged students to violently take matters into their own hands.” (Thomas, 2019) (Data 21)

“They used a vulgar, violent song to taunt two gentlemen who were simply doing their jobs. A song that my son says was done by a student and specifically targets them. We cannot and should not allow our children to be exposed to such things. I personally signed a petition this morning to have that song taken offline. I encourage other parents to do the same.” (Thomas, 2019) (Data 22)

People accuse that Briana’s song influenced the students to do violent things and not respect Long and Tate. The white parent also asked other white parents to boycott the song. Because the song is sung by Briana, who is black, the white parents are having a prejudice towards the song because they couldn’t catch the meaning of the song. Because they are the superior group, the white would never experience racism. Therefore, they are not really good at catching the meaning of the song. Therefore it is supported with the statement that voice of color also holds that their different histories and experiences with oppression, black, American Indian, Asian, and Latino writers and thinkers may be able to communicate to their white counterparts’ matters that the whites are unlikely to know (Delgado & Stefencic, 2017, p.11).

B. Forms of Resistances Against Racism Issues

Each character has different resistances against racism. In the previous chapter, it has been explained wherever there has been racism, it has been met with resistance. Resistance is one of the ways to fight back racism to seek liberation. In CRT, there has been explained that there are subtle ways to resist

racism. In the novel, it is found two subtle resistances ways against racism. There are utilizing experiential knowledge of racism and making a protest.

1. Utilizing Experiential Knowledge of Racism

According to Delgado & Stefencic (2017) to resist racism and white people narrative about racism and to expose it clearly, CRT scholar emphasizes the importance of utilizing experiential knowledge and storytelling by raising voice to the experiences of people of color and elevate new ways of knowing (Farmer, et.al., 2020). According to Alfieri (2000) the experience of the daily struggle against racism is the bond connecting people's knowledge, discourse, and action (Delgado, 2000, p.605).

a. Briana

Briana has faced some kinds of racism, such as everyday racism, which is physical attacks and prejudice, social construction, and voice of color. Those racisms are overt, and it is the visible pattern of the rude acts that the white people did towards her. Therefore, with all those kinds of racism which she had experienced, she decided to utilize her experiential knowledge of racism by exposing her experiences through the song as her resistance towards white people that have done racism.

The studio is in an old house with peeling paint over on the west side. When Aunt Pooh knocks on the front door, some older woman talks to us through the screen and sends me, Aunt Pooh, and Scrap to the garage in the back. (Thomas, 2019) (Data 1)

I go to my room, close the door, and get my laptop. It takes ten minutes for "On the Come Up" to upload on Dat Cloud. (On The Come Up, p.89) (Thomas, 2019) (Data 2)

With the privilege of being the child of the dead rapper, she could easily find a person who could help her to become a star, which her dream to be a rapper one day. Therefore, with an amazing talent she has, she decided to make a lyrics of a song that tells her experience about how the white people treat her. She decided to have the record in the studio of aunty Poh's friend.

She decided to upload it to the internet; the name of the application on the internet is Dat Cloud, and she successfully gains a lot of listeners. By uploading to social media, it would make her easier to be known by the public. Further, when the song became known by the public, the radio station invited her as the guest.

Hype says over the speakers in the hallway. "But y'all stick around because after the commercial break, I'm gonna be talking to one of the hottest young rappers in the country right now: Bri! We're gonna get the scoop on the controversy, her next moves, all of that. It's the Hot Hour, baby, on Hot 105!" (On The Come Up, p.163) (Thomas, 2019) (Data 3)

By becoming the guest on the radio, her song would be more popular, especially among youngsters. The song she has produced would be the representation of being an empowered black kid in the United States who is brave to show his resistance through the song. Briana shows that racism could also be resisted in a progressive way. Therefore, by the lyrics of her song, the voice of her about racism would be heard by people. Furthermore, people would know that racism still occurs in the country,

even it happens to the students at a young age, and it doesn't only occur to the adult.

b. Jay

Jay/Briana's mom has experienced intersectionality. With that kind of racism that she has experienced, it is difficult for her to find a job. When there was the opportunity to meet the school superintendent, she used it as well to ask for a job as the superintendent needs a new secretary.

"My daughter was the one physically assaulted by Officers Long and Tate last month," Jay says, cutting him off. "Wanna know why? She sold candy, Dr. Cook. Not drugs. Candy." (Thomas, 2019) (Data 4)

Therefore, when there is the PTA meeting in Briana's school, she decided to raise her voice by utilizing Briana's experiential knowledge of racism in purpose to expose the racism that Briana has had and to get a notice from the superintendent.

You've given me a lot to think and act on, Mrs. Jackson," Dr. Cook says. "Please feel free to reach out to me at any time with any concerns either of you may have. It may take me a while to get back to you, but I will."

"Because you currently don't have a secretary, right?" Jay says. "I saw the opening on the school district's website."

"Ah, yes. I almost need a secretary to schedule time for me to interview secretaries," he teases.

Jay reaches into her briefcase and takes out some papers. "I'm sure this is not the proper protocol for applying for a position, but I figured why not. Here is my résumé as well as my references. I have several years of secretarial experience."

"Oh," Dr. Cook says, clearly taken aback. But he accepts the papers and pulls out his glasses.

"Before you ask, the gap of unemployment is due to my past drug addiction," Jay says. "However, I recently celebrated my eighth year of sobriety."

"Wow. That's commendable, Mrs. Jackson."

Now Jay seems to be the one taken aback.

“Really?”

“Yes,” he says.

“It shows your determination. That’s a good character skill. I’m thirty years sober myself from alcoholism. Have to take it one day at a time. I can only imagine the type of willpower you must have. You should be proud of yourself.” (Thomas, 2019) (Data 5)

Jay finally succeeds in getting a notice from Dr. Cook. Therefore, she decided to ask for a job after she met Dr. Cook personally. Jay started the new kind of acts that she couldn’t do before to get a job by never giving up to always try. After she asked for a job to Dr. Cook and she got it. Therefore, she followed the interview to get that job. She is always honest with the life she had even; she told Dr. Cook that she was alcoholism before she had an interview with him. She also told everything about her life to the interviewer back then before she meets Dr. Cook, and the interviewer couldn’t accept her as always because she is black, poor, female, and alcoholism. It is different from Dr. Cook; he gives her opportunity by her request to be a secretary.

She starts at the school district on Monday as Dr. Cook’s secretary. One of the first things he wants her to do? Schedule monthly meetings with the Midtown Black and Latinx Coalition so he can make sure things are going smoothly. The other order of business? Look into a new security firm for the district. (Thomas, 2019) (Data 6)

Therefore, Dr. Cook asked her to help her in making a schedule to meet students of color to discuss racism. Being the secretary of Dr. Cook could make Jay help him to solve the problems of racism. With the experience of herself, her family, and her friends have had as a black; Jay could suggest Dr. Cook to decide the best decision to his consideration in

taking steps to reduce or even to stop racism towards the black and brown students, especially in the Midtown school. As the superintendent of the school district, which governs Midtown, Dr. Cook has a very important position; therefore, he could do something that could give the change to Midtown school. Further, Jay also could monitor the plan and the steps to resolve racism in that school.

The resistance strategy that Jay builds against racism is actually bright. When she got intersectionality to find a job and when his daughter Bri faced racism in the school with other students of color, Jay takes advantage of the opportunity to attend the PTA meeting invitation in the school. She also speaks up about the racism experience of Briana and utilizing it to get attention from other people, especially Dr. Cook. She knows that on that occasion, Dr. Cook surely attends and gives a speech. The job surely gives meaning to her. She could do something at least that will make people do not experience any forms of racism, even if it is only in the school.

2. Making Protest to The Superintendent of Midtown School

According to Calldwell (2000) and supported by Delgado (2000) that stated resistance against racism also could take the form of momentous acts of organized, planned, and disciplined protests, or it may consist of small, everyday actions of seeming insignificance that can nevertheless validate the actor's sense of dignity and worth such as refusing based on inferiority to give up a seat on a bus (Delgado, 2000, p.284).

a. Students of Color

The students of color in the school have faced some kinds of racism. They experienced everyday racism, which is prejudice and material determination. Prejudice is the subtle racism that they experienced; the students of color experienced prejudice because society gives them bad stereotypes that make Long and Tate watch them out in every gesture they made. Therefore, they also experienced material determination in which the school takes advantage of the presents of the students of color. However, the school treats them harshly, and the treatment they give is different from the white students. Therefore, because of the experienced they had in the school, students of color decide to made the coalition.

“We’ve formed an unofficial black and Latinx student coalition,” says Malik. This is my first time hearing about it. “We plan to demand changes from the administration. Fact is, they need us at that school. They only started busing kids in from other neighborhoods so they could get grants. If word gets out that the black and brown kids are being harassed—” (Thomas, 2019) (Data 7)

Forming the coalition is a way to show the empowerment of the students of color. In that coalition, students of color could share their everyday racism they experience, and they also can build the strategy against racism that occurs in the school. Therefore, when the school held the meeting between parents, students, and teachers, they decided to protest in the middle of the PTA meeting agenda.

Malik’s with Shana and some of the other kids from the coalition. They’re standing on the side aisles, holding posters for the

superintendent to see with stuff like, “Black or brown shouldn’t mean suspicious,” and, “Are grants more important than students?” Sonny leans in to me. “You think we should be over there?” Across the room, Malik laughs at something Shana says. He’s in full Malik X mode, with a wooden black power fist hanging from a necklace. His sign says, “School or prison?” with a picture of an armed cop. (Thomas, 2019) (Data 8)

The students made the poster protest to show their resistance and their disappointment towards the school. They made the poster protest which is written *“Black or brown shouldn’t mean suspicious,” and, “Are grants more important than students?”*. The act of the students of color, which is represented by Shana and Malik is a kind of protest toward the institution. The students wanted to have equal treatment with white students.

She looks straight at the superintendent. “My name is Shana Kincaid. I’m a junior here at Midtown. Unfortunately, it’s different for me and students who look like me at this school, Dr. Cook. Both Officer Long and Officer Tate were known to target black and Latinx students far more than anyone. We were more likely to be subjected to pat-downs, to random locker checks, and to secondary screenings. Several of us have been in physical altercations with them. Now that armed police officers have been brought on, honestly, many of us fear for our lives. We shouldn’t have that fear when we come to school.” (Thomas, 2019) (Data 9)

“It’s no secret that Midtown needs students like me in order to get grants,” Shana says. “Yet students like me do not feel welcomed here, Dr. Cook. Are we just dollar signs to you all, or are we actual human beings?” (Thomas, 2019) (Data 10)

Shana bravely voices her opinion that people could know what happens in the school environment in which they study. She also tells people there about how the security in that school practice everyday racism to the students of color. In data 3, it is showed that she also speaks about the grants in the sarcasm sentence to make them the teachers feel shame and against their tactics in using students of color as grants.

This kind of student activity actually happens when some of the group doesn't get their rights. That act is one of the solutions to get attention from other people to get support. That kind of action is also to show that they are empowered. Black lives matter demonstration is one of the examples of how the protest gets a lot of attention worldwide and how the people give voice towards the racism that is a never-ending issue that occurs, especially in the United States.

"The superintendent agreed to meet with the coalition today, after school," Shana says. "We hoped you would join us. He's meeting with us because of you, after all." (Thomas, 2019) (Data 11)

Therefore, the students' protest is not also in the public area. They continue to ask their rights to the superintendent. They made a kind of negotiation to meet the superintendent. By asking to meet the superintendent shows that the students of color are empowered. They also show that they are not giving up to reach their goal to get equal treatment. They have been so brave to raise their protest in front of people in the PTA meeting. By their courage to get the goal, it surely made the school principal and superintendent worried that they would expose their experiential racism like Briana's case of producing song.

b. Jay

As a responsibility of being Briana's mother, Jay surely protects Briana from anything. When Jay attended to PTA meeting, she protested as the resistance of Briana's racism case; she made the resistance in everyday action of seeming insignificance that can nevertheless validate her sense of dignity and worth.

“But she has been sent to the office for ‘aggressive behavior’ simply for rolling her eyes. You are more than welcome to pull her records. In fact, please do. Read the reports from when she was sent to the office or suspended, then tell me if any of those situations truly called for those consequences. “I only have two options for my daughter, Dr. Cook,” Jay says. “Two. It’s either the school in our neighborhood or this school. At that school, they don’t set students up to succeed, but here? It’s starting to feel like they’re setting my child up to fail. As a mother, what am I supposed to do? As the superintendent, what are you going to do?” (Thomas, 2019)

In front of teachers and students, Jay protested about the teacher that sent Briana to the office and label her as the student that has aggressive behavior because she she only rolls her eyes in the class when teacher explained about the lesson. Therefore, she also made a sarcastic statement like *At that school, they don’t set students up to succeed, but here? It’s starting to feel like they’re setting my child up to fail* to the superintendent to show her dignity.

“the uprising on Friday was in response to what happened to my daughter. Those two were back on the job after assaulting her, as if what they did was okay. Is this the kind of message you want to send to your students? That the safety of some of them is more important than the safety of others? If that’s the case, there is no concern for the safety of all of them.” (Thomas, 2019)

Therefore, Jay also protested about two security who are getting their job back in Midtown School. She said that after they made physical attacks, the securities always watch over the student of color; both of them are still getting acceptance from the school principal and teachers. In front of students, teachers, and parents, Jay strives for equal treatment of the students of color because the school only focuses on white students’ safety. She also bravely argues that if the school only protect one or some of the

group, then there will be no safety. By making protest individually in front of people, Jay would validate her dignity and show that she is empowered.

CHAPTER IV

A. Conclusion

After conducting the previous procedure of research and completing analysis the novel entitled *On The Come Up* by Angie Thomas using critical race theory by Ricard Delgado and Stefencic (2017) and sociological approach by Alan Swingewod (1972), the researcher concludes that there are forms of racism issues and characters' resistances against racism potrayed in the novel.

According to Delgado & Stefencic (2017, p.183) stated that racism is any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in a race or ethnic group. By analyzing the form of racism issues based on CRT tanets, the researcher found out six forms of racism issues, which are everyday racism, material determination, social construction, differential racialization, intersectionality, and voice of color.

In everyday racism, it is found out that there are physical attacks and prejudice towards black and brown students. In material determination, the school use black people to get grant and the imbalance which the black people are difficult to study in the private school in the US. In social construction, black students get constructed as a bad students who is impolite and black students could do criminal in the school. In differential racialization, the black students get different treatment before and after the school echoes diversity initiative. The black people also get racialization in the field of job, the black becomes the slave at the past and nowadays the blacks occupy the low job. In intersectionality,

the black intersects with the class, gender, and personal history; therefore, they get discrimination to find a job. In voice of color, the song of black is getting accusations that black music contains a challenge to do violent.

Thus, according to Bonnett (2000) in the most oppressive and of racialised social order, wherever there has been racism, it has been met with resistance. The researcher also found out that there are characters' resistances against racism, which are utilizing experiential racism and making a protest. Briana utilized experiential knowledge of racism to expose racism in the school by producing a song, and Briana's mom utilized Briana's experiential knowledge of racism to raise her voice in the PTA meeting to get attention from the school superintendent and ask for a job as his secretary. Besides utilizing knowledge of racism, Jay also individually protest towards Superintendent on Briana's racism case and the security case. In the PTA meeting, the students of color also protested about the unequal treatment toward black and brown students and grants that the school gets.

B. Suggestion

Since this study concerns on the discussion of the racism issues using critical race theory and sociological approach, it is suggested to those who are interested in analyzing another racism conflict in the story using internalized racism theory, and the other theory such as racial discrimination, racial prejudice, racial stereotype theory. Therefore, the story also could be analyzed occupying the psychological approach or other criticism beyond the

sociological approach since the novel also talking about trauma and emotional control.

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