

**RACIAL DISCRIMINATION EXPERIENCED BY MELODY IN
JACQUELINE WOODSON'S *RED AT THE BONE***

THESIS

By:
Muhammad Riadi
NIM 200302110244



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
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2024**

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WOODSON'S *RED AT THE BONE***

THESIS

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

By:
Muhammad Riadi
NIM 200302110244

Advisor:
Dr. Syamsudin, M.Hum.
NIP 196911222006041001



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2024**

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The Researcher,



Muhammad Riadi

NIM 200302110244

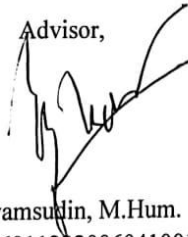
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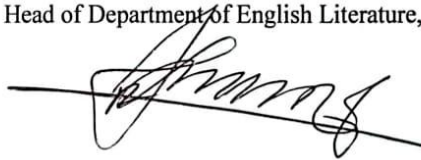
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Advisor,



Dr. Syamsudin, M.Hum.
NIP. 196911222006041001

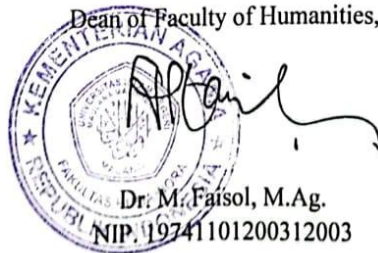
Head of Department of English Literature,



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

Approved by

Dean of Faculty of Humanities,



Dr. M. Faisol, M.Ag.
NIP. 19741101200312003

LEGITIMATION SHEET

This to certify that Muhammad Riadi's thesis entitled "*Racial Discrimination Experienced in Jacqueline Woodson's Red At The Bone*" has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

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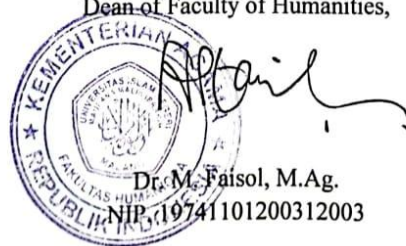
1. Dr. Muzakki Afifuddin, M.Pd.
NIP. 197610112011011005
2. Dr. Syamsudin, M.Hum.
NIP. 196911222006041001
3. Whida Rositama, M.Hum.
NIP. 1988042222019032010

Signatures

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MOTTO

BE YOUR SELF AND REACH YOUR DREAM

-Muhammad Riadi-

“Do not be people without minds of your own, saying that if others treat you well you will treat them well, and that if they do wrong you will do wrong. Instead, accustom yourselves to do good if people do good and not to do wrong if they do evil.”

- Hadist Riwayat At-Tirmidzi

"The best of people are those who are most beneficial to people."

- Hadist Riwayat Al-Mu'jam Al-Awsat

DEDICATION

I dedicate this undergraduate thesis to:

My beloved father, Socheh.

My beloved mother, Alimah.

My grandmother, Hannah.

Thank you so much for the prayers and attention that have been given and never ending support.

For myself, Muhammad Riadi, thanks for making such a great job.

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Alhamdulillahirabbil'alamin. Firstly, I would like to express my greatest gratitude to Allah the almighty for his blessing, grace, and strngt guiding me to the completion of this thesis entitled “Racial Discrimination Experienced by Melody in Jacquelline Woodson’s *Red At The Bone*”. Secondly, sholawat and salam to our lord, the Prophet Muhammad SAW, who has brought us from darkness to the brightness, namely the Islamic era.

I would like to thank to my family for always supporting me until this moment. Thank you for the sacrifices that have been made. I would also like to thank to all the lecturers who have taught me, especially Mr. Syamsuddin, who was very patient in guiding me all this time until I could complete this thesis in accordance with my dreams, hopes, and life targets. Lastly, I would also like to thank to my friends who have supported me in every situation I have gone through, especially Sonya, who has become the best sister and mentor in guiding the thesis work from start to finish.

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The Researcher,



Muhammad Riadi

ABSTRACT

Riadi, Muhammad (2024) *Racial Discrimination Experienced by Melody in Jacqueline Woodson's Red At The Bone*. Thesis (Skripsi). Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Syamsudin, M.Hum.

Keywords: Racial Discrimination, Intersectionality of Identity, Power and Domination

This study analyze the factors that cause racial discrimination by Melody in *Red At The Bone* novel by Jacqueline Woodson and how Melody fights against racial discrimination that befalls her. This research is a form of literary criticism that uses a sociological approach and Critical Race theory by Kimberley Crenshaw. The research data is taken from the *Red At The Bone* novel published in 2019. The focus of analysis lies on sentences, conversations, and phrases. The results show that of the four factors analyzed, namely race, gender, social class, and sexual orientation, but this study focuses more on race and two main elements: stereotypes and violence. In the novel, Melody faces racial discrimination resulting from negative stereotypes and rooted acts of violence. To fight that racial discrimination, Melody asserts her true self, shows pride in her identity, and refuses to submit to the dominant norms prevailing around her. Thus, this study not only reveals the causes of racial discrimination in the novel, but also illustrates the effective ways Melody fights and overcomes such discrimination.

مستخلص البحث

رياضي، محمد (٢٠٢٤) التمييز العنصري الذي عانى منه ميلودي في رواية جاكلين وودسون أحمر في العظم. البحث. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة إسلام نيجيري مولانا مالك إبراهيم مالانج. المستشار د. شمس الدين، م. هوم.

الكلمات المفتاحية: العنصرية، التمييز العنصري، التمييز العنصري، التمييز

تهدف هذه الدراسة إلى تحليل التمييز العنصري في رواية "أحمر على العظم" للكاتبة جاكلين وودسون. وهي مدفوعة بحالات التمييز العنصري الناجمة عن الجنس والعرق والطبقة الاجتماعية والتوجه الجنسي التي لا تزال تحدث حتى اليوم. تركز الشخصية التي تقع ضحية للتمييز العنصري على شخصية ميلودي. والغرض من هذه الدراسة هو شرح العوامل التي تسبب التمييز العنصري وكيف تكافح شخصية ميلودي ضد التمييز العنصري في رواية "أحمر على العظم". هذا البحث هو بحث في النقد الأدبي لأن الباحث يدرس الأعمال الأدبية ويحللها. في هذا البحث، يتم استخدام منهج علم اجتماع الأدب للتحليل. ثم يتم تحليل حل المشكلة من خلال نظرية العرق النقدي التي اقترحتها كيمبرلي كرينشو. وقد أخذت البيانات الإجمالية من رواية "أحمر على العظم" للكاتبة جاكلين وودسون المنشورة عام ٢٠١٩. ركزت الباحثة في هذه الدراسة على البيانات المتمثلة في الكلمات والعبارات والجمل التي نطقت بها كل شخصية من شخصيات ميلودي في نص رواية "أحمر على العظم". ثم قامت الباحثة بتحليل البيانات من خلال شرح البيانات في البحث مع النظرية. وأظهرت النتائج أن هناك أربعة أنواع من العوامل المسببة للتمييز العنصري الموصوفة في رواية "أحمر على العظم"، بما في ذلك العرق والجنس والطبقة الاجتماعية والميول الجنسية ونضال ميلودي ضد التمييز العنصري من خلال تأكيد هويتها الثقافية وانفتاحها على التعبير وتحدي المعايير السائدة في بيئتها.

ABSTRAK

Riadi, Muhammad (2024) *Diskriminasi Rasial yang Dialami Melody dalam Novel Red At The Bone Karya Jacqueline Woodson*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Syamsudin, M.Hum.

Kata kunci: Rasial Diskriminasi, Interseksionalitas Identitas, Kekuasaan dan Dominasi

Penelitian ini menganalisis faktor-faktor yang menyebabkan terjadinya diskriminasi rasial terhadap tokoh Melody dalam novel *Red At The Bone* karya Jacqueline Woodson serta bagaimana cara Melody melawan diskriminasi rasial yang menimpanya. Penelitian ini merupakan bentuk kritik sastra yang menggunakan pendekatan sosiologi dan teori Critical Race yang dikemukakan oleh Kimberley Crenshaw. Data penelitian diambil dari novel *Red At The Bone* yang diterbitkan pada tahun 2019. Fokus analisis terletak pada kalimat, percakapan, dan frasa. Hasil penelitian menunjukkan bahwa dari empat faktor yang dianalisis, yaitu ras, gender, kelas sosial, dan orientasi seksual, penelitian ini lebih memfokuskan pada faktor ras dan dua elemen utama: stereotip dan kekerasan. Dalam novel tersebut, Melody menghadapi diskriminasi rasial yang diakibatkan oleh stereotip negatif dan tindakan kekerasan yang berakar. Untuk melawan diskriminasi yang dialaminya, Melody menegaskan jati dirinya, menunjukkan kebanggaan akan identitasnya, dan menolak tunduk pada norma-norma dominan yang berlaku di sekitarnya. Demikian, penelitian ini tidak hanya mengungkap penyebab diskriminasi rasial dalam novel tersebut, tetapi juga menggambarkan cara-cara efektif yang dilakukan Melody untuk melawan dan mengatasi diskriminasi tersebut.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the study, the problem of the study, the significance of the study, the scope and limitations, the definitions of key terms, and several previous studies related to the research. This aims to provide an introduction to the reader so that the reader knows the direction of this research.

A. Background of The Study

The phenomenon of racial discrimination is a very relevant and significant issue in America. Discrimination based on gender, religion, race, sexual orientation, social status, and many other examples of inequality in various aspects of life are still a daily experience for many people in this country. In fact, several events that occurred in the past have encouraged American society to be more open and sensitive to this issue, but there is still an attitude that underestimates this phenomenon. America was rocked by large demonstrations related to racism in mid-2020. The series of actions that lasted several weeks in various cities involved 20 million people. The action was carried out in solidarity with the killing of George Floyd, a black citizen, in Minneapolis last May (BBC News, 2020)

The perpetrator of the murder was a white police officer. Carrying the slogan "Black Lives Matter," the demonstration demanded legal reform. Including demanding that the police budget be cut and diverted to social programs. The

slogan #BlackLivesMatter has been promoted since 2013 in response to a number of black deaths due to police brutality. However, police officers who commit violence are often acquitted. The death of George Floyd escalated demonstrations into violence, destruction, and looting in a number of major cities in America. The escalation expressed anger at the racist attitude of police officers during the pandemic. Ironically, now some US citizens are venting their irritation caused by the pandemic by attacking people of Asian descent (Luwarso, 2021).

Cases of racial discrimination continue to plague America today, a social reality that poses a serious challenge to build a just and inclusive society. The complex causes of this discrimination include a long history of racial inequality that has woven America's social fabric. For example, progressive white people often define racism as an overt and harsh attitude (Berty, 2021). In a political context, escalating rhetoric and polarization increase tensions between societal groups. Not only in the real world, we can also see the racial discrimination in literary works where different characters and problems are created to support the creation of a beautiful literary work. Therefore, to introduce this racial discrimination, it appears in many kinds of novels, and one of them is *Red At The Bone* by Jacqueline Woodson.

Jacqueline Woodson is a famous American writer. She was born on February 12, 1963, in Columbus, Ohio, USA. She grew up in Greenville, South Carolina, and later moved to New York City. Woodson wrote at a young age and has written many highly regarded children's and adult books. Some of her famous works include "Brown Girl Dreaming," "After Tupac and D Foster," "Red at the

Bone," "Each Kindness," and many more. Jacqueline Woodson has received numerous awards, including winning the National Book Award three times, including for the 2014 book *Brown Girl Dreaming*, a collection of poetry that focuses on her colorful life as a child and teenager in modern day Ohio and South Carolina in the 1960s and 1970s.

Additionally, she has also received the Newbery Honor Award, the Coretta Scott King Award, and the Lifetime Achievement Award from the 25th Annual Literary Awards Center for Fiction. Woodson created a distinct writing style, addressing social issues that were not easily discussed, such as race and identity, equality, family, and history.

The object of this research is *Red At The Bone* novel. A novel by the famous American writer Jacqueline Woodson which published in 2019. This novel tells the story of Melody, the main character in *Red At the Bone* novel by Jacqueline Woodson, who experiences racism and racial discrimination throughout her life. As the child of a wealthy African-American family in Brooklyn, Melody is faced with stereotypes and prejudice from those around her. Early in her life, Melody became a victim of racial discrimination when she started going to school in a mostly white neighborhood. Her classmates often avoided Melody or looked at her with suspicion or even discomfort. This makes Melody feel lonely and isolated, and she often ponders her place in the world.

The researcher found several studies using the same object but with different theories. First, Prof. Dr. Wening Udasmoro and Ni Luh Gede Ayu Jelantik Padma Sanjaya (2023), in the novel *Red at The Bone* by Jacqueline

Woodson, analyze the redefinition of *Femme Fatale*. Second, Evi Yulianti (2023) analyzes the existentialism in the novel *Red at The Bone* by Jacqueline Woodson. Lastly, Fanny Immazuddin (2021) analyzes the psychosocial development of Melody's and Iris's characters in Jacqueline Woodson's *Red at The Bone*.

In addition, the researcher found studies that used the same focus on racial discrimination. First, Ana Lutfiana and Farida (2021) analyzed the racial discrimination portrayed in Nic Stone's *Dear Martin*. Second, R. Kiambang Prakasa (2020) analyzed the racial discrimination portrayed in *Green Book*. Third, Dipo Haris Halimi (2022) analyzed the racial discrimination portrayed in *12 Years a Slave (2013)* Film by Steve McQueen. Fourth, Yuliana Indri Yanti (2021) analyzed the portrayed of racial discrimination againts black American people in Angie Thomas' *the Hate U Give*. Fifth, Ritma and Leni Marlina (2021) analyzed the racial discrimination in novel *We Cast a Shadow (2019)* by Maurice Ruffin. Sixth, Diyah Fitri Wulandari and Fitri Wijayanti (2020) analyzed the negative impact of racial discrimination experienced by African-American people reflected in Angie Thomas' *the Hate U Give*. Lastly, Dezelin Brigitha Julan, Satyawati Surya and Nita Maya Valiantien (2021) analyzed the racial discrimination issues as shown by Solomon and Patsey in *12 Years a Slave* movie.

The previous research has focused on *femme fatale* characters who are portrayed as manipulative women, such as in the case of Iris, who is stereotyped as a *femme fatale* because of her aggressiveness and her choice to pursue an education that causes suffering for her family, especially her husband and children. Iris is also considered a bad mother for neglecting her role in the family.

In addition, the study also highlighted the protagonist's resistance to Iris' existential struggle using Simone De Beauvoir's (1949) theory of existentialist feminism, and analyzed the psychosocial development of Melody and Iris' characters through John Bowlby's theory of psychosocial development and attachment. However, my research will take a different focus by examining the factors that caused to racial discrimination by Melody and how does Melody fights against racial discrimination. This research use a sociological approach and Critical Race theory by Kimberley Crenshaw, as well as qualitative methods to analyzed this phenomenon.

B. Problem of The Study

Based on the background explained by the researcher, the research questions are formulated as follows:

1. What kind of factors caused racial discrimination by Melody in Jacquelline Woodson's *Red At The Bone*?
2. How does Melody fight against the racial discrimination in Jacquelline Woodson's *Red At The Bone*?

C. Significance of The Study

The results of this study focus on racial discrimination suffered by Melody. It's hoped that the readers will be able to understand what kind of factors caused racial discrimination by Melody and how does Melody fight against racial discrimination. Apart from that, the readers can also find out about the relationship between parents and children, loss of identity, and the views of other

researchers through the lens of sociology. Moreover, the readers will be able to fill in the story, meaning, thoughts, or ideas that the author wants to convey to the reader. This research can be used as a reference for other similar research. Furthermore, the results of this research can be used as teaching material in literary studies.

D. Scope and Limitation

To support this research topic, the researchers must have scope and limitations. There are several problems that occur in *Red At The Bone* novel by Jacqueline Woodson. However, the researchers only focus on finding the factors that caused racial discrimination by Melody and finding on how does Melody fight against racial discrimination.

E. Definition of Key Terms

In this section, the researcher provides more information to explain what is discussed in this study. The researcher provides explanations related to these terms, such as:

1. **Discrimination:** Discrimination is the unfair or unequal treatment of individuals or groups based on characteristics such as, gender, race, social class or other identities (Crenshaw, 1989).
2. **Race:** Race is a social and political category constructed through a history of oppression and domination. He emphasizes that race is not just about skin color, but also about the social structures that create and maintain inequality

(Crenshaw, 1989).

3. Racism: Racism is the belief that humans are categorized into races, combined with the belief that these races have different intrinsic values (Alleyne, 2006).

CHAPTER II

LITERATURE REVIEW

This chapter deals with the discussion about related to the literature and theory. The discussion is about the sociology approach, critical race theory, discrimination, and black againts discrimination.

A. Sociological Approach

The sociological approach is a strategy or method for finding literary works that are relevant to people's lives (Damono, 2002). A sociological approach requires researchers to consider and embrace literary works in the cultural context of their environment. According to Swingewood and Laurenson (1972), literary works cannot be separated from real life. For example, in everyday life, society cannot be separated from social problems and ethnic, religious, racial and inter-group elements, namely the phenomenon of differences that still occur in the past, present, and future. Therefore, it is important to study and know what happened in the past so that learning can be provided in historical form through a sociological approach (Swingewood & Laurenson, 1972).

Swingewood and Laurenson (1972) stated that sociology is the objective study of people in society. A social process is then carried out to determine their location and work patterns. Another term for the sociological approach refers to a method of literary study that reflects the interrelated attitudes and situations of society. Sociology is an expression of human life that cannot be separated from

the roots of society (Rich and Swingewood, 1986). Even though there are differences in the sociology of literature itself, it can explain the meanings contained in literary texts. According to Swingewood and Laurenson (1972), literary sociology must be able to express three things: race, current life, and the environment.

Sociology makes a significant contribution to the understanding of all human life and social aspects (Swingewood & Laurenson, 1972). Furthermore, sociology shows how questions regarding forms of race still exist in the human environment. Therefore, the sociological approach influences the attitudes of society as a whole. The relationship between sociology and literature has the main aim of studying humans (Rich and Swingewood, 1986). Sociology and literature have noble values, including norms and patterns of behavior. This must be accepted so that individuals can behave well and evaluate their social lives well, and these values are created by society and realized socially. In addition, they reflect norms and attitudes regarding gender and the working class. This may also reflect the author's intended values and indicate that this level of evaluation enriches and enlightens purely sociological material (Swingewood & Laurenson, 1972).

Literary works can contain values about the author's literary situation and the social conditions of society. This means that society and literature have the same object, namely, society itself. Literary sociology is a branch of literary science that studies social production in literary works and the reflection of society in literary works themselves. Endraswara (2004) states that literature

cannot be separated from the environment and culture of the civilization that produces it. These are conventions and norms that can only be created within society.

The relationship between the two can occur through the sociological conditions of the author. As stated by Swingewood and Laurenson (1972), one sociological approach is to focus on the literary work itself from a production point of view, especially the social context of the author. Therefore, most literary works are based on the social and cultural situation of the author. Swingewood and Laurenson provide in-depth knowledge and explanations from researchers to understand social literature more deeply. This makes the sociological approach the right approach to use in research. Through this research, the researcher aims to reveal the fact that *Red At The Bone* novel by Jacqueline Woodson is not just a fictional story but rather a reflection of real-life social phenomena.

B. Critical Race Theory

According to Kimberle Crenshaw (1995), critical race theory is a theory that discusses the influence of race and ethnicity on social roles and positions in society. This theory pays attention to the systemic oppression that occurs against different minority groups. Critical Race Theory (CRT) is a theoretical framework that emerged in the United States in the late 1970s and early 1980s, especially in the field of law. Intersectionality refers to how different social identities (e.g., race, gender, and sexuality) interact and intersect, thereby creating unique experiences of oppression for individuals with various marginalized identities.

Critical race theory (CRT), which emerged in the late 1970s and early 1980s, is a social and political theory that states that race is not only an individual issue but also a social and political issue that plays an important role in determining the power structure in society. One of the key figures in the development of CRT was Kimberlé Crenshaw (1989), who enriched her theory with an intersectional approach. CRT believes that public policies, laws, and social institutions can create and reinforce racial disparities. Key concepts of CRT include the idea that laws are not neutral but reflect particular interests and values, and that race is a socially constructed concept that persists over time, including the understanding that such laws will be periodically updated.

Critical race theory is a critical view of the role of racial separation and hierarchy in the formation of power, law, and culture in society. Crenshaw (1989) argues that societal concepts of identity that are based solely on one aspect of identity, such as race, fail to see other ways in which those identities intersect and influence one another. In this context, critical race theory is an important tool in fighting all forms of discrimination and racial injustice that occur in society. Crenshaw also shares several important elements contained in critical race theory, such as:

1. Intersectionality of Identity

According to Kimberlé Crenshaw (1991), intersectionality of identity is

a term used to describe the way our social identities (such as race, gender, social class, and so on) interact and influence each other in shaping our experiences and social position in society. Crenshaw (1991) underscores that a person's social identities cannot be separated from each other and influence the way a person is seen, judged, and treated by society as a whole. In intersectionality theory, Crenshaw proposes that the experiences and injustices experienced by a person cannot be understood separately from different social identities. For example, a black woman is not only subject to racial discrimination but also to sexism related to gender and inequality related to social class.

Crenshaw (1991) argues that the importance of recognizing the intersectionality of identity lies in its application to various fields, such as law, policy, and public politics. This helps us understand how discrimination does not only arise from one particular identity but can occur in groups that experience multiple forms of discrimination. Recognizing the intersectionality of identities can help us improve a social justice system that is fairer and more equitable for all groups in society.

2. Understanding Structural Discrimination

According to Kimberle Crenshaw (2016), understanding structural discrimination refers to discrimination that is not only individual in nature but rather a system that has influenced a person in their life experiences and social position in society. This understanding finds that discrimination or injustice is not only carried out by certain individuals or institutions but occurs because of

the social system that is built and run by society. Crenshaw (2016) shows that, even though there are laws and policies that actually protect the rights of minority groups, discrimination against these groups still often occurs. This is due to the existence of a structure of discrimination that has been embedded in society since previous history, which makes this group experience systemic injustice.

In the critical race theory developed by Crenshaw (2016), structural discrimination is an important part of understanding power relations in society. In this context, discrimination is not only considered a social problem that can be overcome with individual solutions but must also be solved by improving the systems embedded in society.

3. Concept of Intersectional Epistemology

The concept of intersectional epistemology, according to Kimberle Crenshaw (2015), refers to an approach that pays attention to how social identities interact with each other to form knowledge in the social sciences and humanities. In the intersectional theory he developed, Crenshaw emphasized that human knowledge and experience cannot be understood separately from different social identities. In his thinking, Crenshaw proposed that a paradigm that recognizes and accepts the diversity of human identities will enrich knowledge and help us understand a problem. According to him, local wisdom, high-level technology, spiritual guidance, and experience fall into the category of knowledge produced through interactions within social identities.

Crenshaw (2015) argues that if scientists or academics do not understand the complex interactions of social identities, they will likely not produce complete and appropriate knowledge. Therefore, the concept of intersectional epistemology can help us see social phenomena from a more complete and diverse perspective. By understanding intersectional epistemology correctly, scientists and academics are expected to be able to evaluate how knowledge is influenced by certain social identities and recognize the diversity of needs in producing higher-quality and more effective knowledge.

4. Critical Analysis of Power and Domination

Critical analysis of power and dominance, according to Kimberle Crenshaw (2016), is a theoretical approach that emphasizes the importance of identifying and analyzing social, political, and economic structures that cause injustice, dominance, and oppression. This approach tries to explore all forms of power or dominance that occur in society to find the root of the problem and provide solutions to the sources of social injustice that occur in society. Crenshaw (2016) emphasized that power must be seen as one of the main factors in political, economic, and social decisions that affect society as a whole.

This power is often associated with domination, where certain groups or individuals have complete control over resources and hold power in society. Therefore, critical analysis of power and dominance through an intersectional approach involves conducting studies and evaluations of the background, structure, and influence of this power, both at the individual and

system levels. A critical analysis approach to power and domination also pays attention to how power and domination affect minority or marginalized groups in society, so that it can produce injustice and inequality. This approach has an important role in identifying and overcoming social injustice, oppression, and discrimination in society.

5. Resistance to Systematic Discrimination

Resistance against systematic discrimination is a social and political movement that aims to fight the system of discrimination and injustice that exists in society. According to Kimberle Crenshaw (2016), this resistance movement is important to overcome all forms of discrimination that occur in society. Crenshaw stated that resistance to systematic discrimination involves organizing and mobilizing society to confront and fight systemic discrimination. This movement involves many people from various backgrounds who advocate for the rights of marginalized people, including the rights of minority groups.

Fighting against systematic discrimination covers many aspects, from movements in society to legal struggles to improve the rights of people who are marginalized, discriminated against, and oppressed. This movement often involves campaigns, protests, and demonstrations aimed at fighting for rights in society. In the context of the critical race theory he developed, Crenshaw (2016) shows that resistance movements like this are very important in fighting for social and political change to achieve more equal justice for all of society.

C. Racial Discrimination

Racial discrimination is an experienced by a group of people due to certain factors, including separation, marginalization, and more (Crenshaw, 1989). He created the concept of intersectionality to explain the impact of discrimination on individuals that is felt through the interaction of different identities, not just one identity. For example, black women experience discrimination differently than black men and white women because they have difficulty finding jobs not only because they are women but also because they are black.

According to Kimberle Crenshaw (1991), discrimination often results from the intersection of various forms of injustice and oppression in a social system. Crenshaw calls this phenomenon “intersectionality.” Crenshaw writes that women of color often face discrimination that current laws do not address because they only treat them as part of a homogenous group (such as women's organizations or black groups). Crenshaw (1991) says we need to consider intersectionality when understanding the real impact of discrimination and oppression. Therefore, we need to examine more closely how individual identities and experiences interact in complex ways to create injustice in society. In addition, Crenshaw (1991) explained that there are several factors that cause discrimination, including:

1. Race

According to Kimberle Crenshaw (1991), race is not only an individual's biological or physical identity but also a social concept that has been constructed and passed down through society's history and culture. This social concept of

race gives rise to various forms of discrimination, thereby exacerbating separation between certain groups that different based on skin color, language, religion, etc. Crenshaw explained that the experiences of non-normative groups, such as black women, are experiences that are ignored by mainstream views on discrimination. This means that black women are not only discriminated against because of their gender but also because of the color of their skin.

Crenshaw (1991), also highlighted that racial disparities are often ignored or forgotten in the development of anti-discrimination policies and laws. Racism can manifest in a variety of ways, including racial profiling, harassment, and disparities in access to education, employment, and health care. Therefore, Kimberl Crenshaw (1991) emphasized that the impact of racism is also felt by black women, especially in terms of equal access and opportunities with other groups. They had to fight as women and black people to gain equal recognition and opportunity. Without recognition, experiences of discrimination will continue to occur and undermine efforts to build a more just and inclusive society for all. There are four elements in the race, such as:

a. Stereotype

According to Kimberley Crenshaw (1991), stereotypes are social constructs that impose certain attributes on individuals or groups based on characteristics such as race, gender or social class. These stereotypes are often based on prejudice and can lead to discrimination and injustice. Crenshaw expressed this concept in the context of intersectionality, which highlights how different forms of discrimination (such as racial and gender)

are interrelated and reinforce each other.

b. Violence

According to Kimberley Crenshaw (1991), violence is a physical or non-physical act that harms certain individuals or groups, especially those in marginalized positions, such as women of color. This violence can be direct, structural, or symbolic, and is often linked to various forms of intersectional discrimination that exacerbate the victim's vulnerability.

c. Marginalization

According to Kimberley Crenshaw (1991) marginalization is a process in which certain individuals or groups are marginalized and placed in a subordinate or less powerful position in society. Marginalization occurs due to the interaction of various forms of discrimination and injustice, such as race, gender, social class, and others, which cause the group to have less access to resources, rights, and opportunities.

d. Prejudice

According to Kimberley Crenshaw (1991) prejudice is an unfair negative attitude or view towards an individual or group based on characteristics such as race, gender or social class. These prejudices are often based on inaccurate stereotypes and lead to discrimination and marginalization of the individual or group.

2. Gender

According to Crenshaw (1991), gender is an important factor that influences discrimination in society. Gender discrimination occurs when gender norms are used to limit and restrain individuals or groups based on gender identity. This discrimination occurs in many ways, including in the workplace, educational institutions, homes, and public places. For example, if women are hired at lower salaries or have fewer job opportunities than their male colleagues, then this is a form of sex discrimination. Additionally, Crenshaw emphasized that women who identify as black women experience greater injustice than white women. Her experiences are often overlooked in feminist discussions, which are usually dominated by white women. Crenshaw calls the idea of discrimination as a problem limited to gender or race “perspective poverty.”

According to Crenshaw (1991), gender discrimination occurs when gender norms are applied unfairly and have a negative impact on society. This often hinders social and economic development and progress and is also detrimental to their well-being. Attention to this perspective through an intersectional orientation allows us to understand how sexism and other factors influence each other and how this will continue to negatively impact society if good solutions to this discrimination are not found. In various regions and subsequent social life. Therefore, gender is an important factor that contributes to discrimination in society, which is often applied unfairly and has a negative impact on certain people and groups.

3. Social Class

According to Kimberle Crenshaw (1991), social class can be a source of injustice and exclusion for some people. According to him, certain groups who are economically disadvantaged (such as lower-class people) often experience various forms of discrimination, ranging from job opportunities to access to health facilities to access to education. Furthermore, Crenshaw argues that social class experiences need to be taken into account when discussing intersectionality. Certain groups may experience discrimination along several dimensions, such as race or gender, as they seek to escape their social class position.

Kimberle Crenshaw (1991) believes that social class can influence a person's experience as an individual in a variety of ways. Economic factors such as salary and wealth can also influence health, access to education, employment opportunities, and treatment in the criminal justice system. Crenshaw explains that people from lower social classes often experience double or even triple discrimination because they may also belong to a certain racial or gender group. Therefore, according to Crenshaw (1991), social belonging influences personal and social experiences and can lead to discrimination.

4. Sex Orientation

Kimberlé Crenshaw (1991) explains the importance of including sexual orientation in understanding discrimination through the lens of intersectionality.

In this concept, Crenshaw emphasized that discrimination based on sexual orientation cannot be separated from other factors such as race, social class, and gender. Crenshaw emphasizes the need to understand the complexity of interconnected identities when analyzing disparities experienced by LGBTQ+ (lesbian, gay, bisexual, transgender, queer, or questioning) people. Crenshaw also believes that sexual orientation needs to be considered in discussions about the complexities of discrimination and intersectionality. He also argued that discrimination between heteronormativity (prejudice and stereotypes against heterosexual people) and heterosexism (discrimination against sexual orientations other than heterosexual people) also occurred at the same time.

In his book “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”, Crenshaw (1991) explores the unique and often interrelated nature of individuals who identify as LGBTQ+. This book discusses how people may face various forms of discrimination. These include social stigma, gaps in employment and health services, and a high risk of violence. By incorporating sexual orientation into understanding intersectionality, Crenshaw emphasizes the need for political and social change that recognizes and accommodates the diverse nature of identities. This will help advance efforts to build a more inclusive society where people are not only respected and recognized based on their sexual orientation but are also treated fairly and equally in all aspects of life.

D. Black People's Struggled Against Racial Discriminatin

The struggle of the black community against racial discrimination is a long story of challenge and courage, etched into the history of the United States and other parts of the world. This history dates back to the days of slavery, when millions of Africans were kidnapped, enslaved and treated inhumanely in lands far from their origins. After the end of slavery through the Emancipation Proclamation in 1863 and the Thirteenth Amendment in 1865, black communities continued to face systematic discrimination, particularly through Jim Crow laws that prevailed in the southern United States until the mid-20th century. The challenges faced by the black community in the struggle against racial discrimination were diverse and complex. In addition to legal and social discrimination, they also faced physical violence, intimidation and institutionalized segregation. For example, violent incidents such as the murder of Emmett Till in 1955 and the church bombing in Birmingham, Alabama, in 1963, show how real the threats they faced were. This discrimination did not only occur in the public sphere, but also extended to education, employment, housing and voting rights.

Despite the enormous challenges faced, the black community found various ways to resist racial discrimination. The Civil Rights Movement of the 1950s and 1960s was one of the most significant periods in the history of this resistance. Figures such as Martin Luther King Jr, Malcolm X, Rosa Parks and many other activists led peaceful protests, campaigns and litigation to demand equal rights. These resistance strategies included boycotts, such as the

Montgomery Bus Boycott of 1955-1956, sit-ins, marches, and legal advocacy that led to landmark legislation such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965. In addition, the concept of intersectionality introduced by Kimberley Crenshaw in the late 20th century brought a new understanding of how racial discrimination often overlaps with other forms of discrimination such as gender, class and sexual orientation. This helped broaden the fight against racial discrimination to encompass multiple, intertwined aspects of identity.

The struggle against racial discrimination continues to this day, with contemporary movements such as Black Lives Matter emerging in response to police violence and systemic injustice. Through demonstrations, policy advocacy and awareness campaigns, black communities and their allies continue to demand systemic change and social justice. While much progress has been made, these struggles show that hard work and solidarity are still needed to achieve a truly just and equal society.

As Kimberley Crenshaw (1991) explains, today's society is faced with complex challenges that include physical violence, social segregation and institutionalized prejudice in many aspects of life. This discrimination has far-reaching effects, hindering access to education, employment and decent housing, and creating entrenched systemic injustices. Crenshaw also emphasized the need for a more comprehensive approach to combating injustice.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the method used in this research. These include research design, data sources, data collection, and data analysis. Therefore, the reader can find out the process by the researcher in conducting this research.

A. Research Design

The research design used the literary criticism. Literary criticism means that the researchers analyze the building blocks in the literary work itself and analyze them that using literary theory. The literary theory used a Critical Race Theory by Kimberle Crenshaw. It is hoped that the used of this theory can direct this research into literary criticism because the researcher analyzes the factors caused racial discrimination experienced by the main characters that is Melody and how she's fight againts that racial discrimination in the novel. The researcher used a sosiological approach for analysis. By analyzing the paragraphs and dialogue of the main character in the novel *Red at The Bone*.

B. Data Sources

The data source for this The data source for this research is *Red At The Bone* novel by Jacqueline Woodson and published in 2019 by Riverhead Books, a subsidiary of Penguin Random House, United States.

C. Data Collection

This research is literary research, and the object of study is the literary work *Red at The Bone* by Jacqueline Woodson. The data collection was carried out using reading and writing techniques, which included three stages, as follows: The researcher read it carefully, the researcher collected data by matching the data with the theory and elements that I listed in the previous chapter. Last, analyzed it one by one.

D. Data Analysis

In this research, the researcher used a sociological analysis approach. The data were analyzed using critical race theory by Kimberle Crenshaw. The data that has been collected is carried on analyzed through the steps as follows: reading and then re-reading the novel by underlining sentences or paragraphs that indicate the factors caused racial discrimination and the how does Melody fight against racial discrimination. Then categorized into the types of research data and make the conclusions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents analysis of racial discrimination experienced by Melody in Jacqueline Woodson's *Red at The Bone* with regard to answer the problem of the study, i.e., kinds of factors caused racial discrimination depicted in the novel and Melody struggle fight against the discrimination.

A. Kinds of Factors Cause Racial Discrimination by Melody In *Red At The Bone*

Melody is a young Afro-American girl growing up in Brooklyn, New York. Despite living in a cosmopolitan and diverse city, Melody still often experiences racial discrimination from her neighborhood because it is dominated by one majority ethnic group. Melody's family background, which comes from an ethnic minority, makes her a frequent target of racial discrimination from her surroundings. Since childhood, Melody has felt the difference in treatment just because her skin color and culture are different from the majority of the population in her area. She was often ridiculed with racist nicknames by her schoolmates, even by some teachers who were supposed to be role models in appreciating diversity.

The factors that led to Melody's racial discrimination include the negative stereotypes developed in society. Many people in Melody's neighborhood have a narrow view of ethnic minorities, seeing them as an inferior and unequal group.

These stereotypes are exacerbated by the lack of knowledge and positive interactions between ethnic groups, so unfounded prejudices and fears are maintained and passed on. In addition, verbal and sometimes physical violence became a tangible form of discrimination that Melody experienced. Bullying at school, harassment in public places, and social exclusion are part of the daily life she has to face. All of this reflects the depth of racial problems in a society that has not been able to fully accept differences as cultural and social wealth.

There are some factors cause racial discrimination by Melody in *Red At The Bone* novel such as: race, stereotype and violence.

1. Race

According to Crenshaw (1989), race is a social and political category constructed through a history of oppression and domination. He emphasizes that race is not just about skin color, but also about the social structures that create and maintain inequality. Factors that lead to racial discrimination, according to Crenshaw, include entrenched stereotypes and violence targeted at individuals based on their racial identity. Such stereotypes can create negative narratives about certain racial groups, which are then used to justify unfair treatment.

Crenshaw also reveals that violence against individuals based on race is often reinforced by social and legal institutions that fail to recognize the complexity of their experiences. In her analysis, Crenshaw (1989) shows how legal systems and public policies often ignore the specific experiences of those at the intersection of multiple oppressed identities, such as black women, who face

forms of discrimination that are not fully captured by existing anti-discrimination policies.

Those white folks came with their torches and their rages. They circles in their cars, hollered out, called them niggers like they were calling them by their names. Turned my people's lives and dreams to ash. So, my mama taught me all I know about holding on to what's yours. I know you hold on to your dreams and you hold on to your money. And I know that paper money burns, so you put it into rolls of quarters and nickels and dimes. (Woodson, 2019, c. 7)

Based on the sentence above, it is told that this incident occurred in Melody's house, an environment that should be a safe and comfortable place for every individual. The house that is expected to be a place of refuge instead turns into a silent witness to a painful act of racial discrimination. Melody is a victim of severe racial discrimination. Based on the data, groups of white people came with torches and anger, surrounded their homes with cars, shouted, and called them derogatory names. They called black people "nigger" as if it were their name, an act that is extremely insulting and dehumanizing. This act was not only physically damaging but also destroyed the dreams and hopes of Melody's family, turning them into ashes.

The factors that led to the racial discrimination against Melody were complex and profound. Race was a major factor in this incident, where stereotypes and deep-seated hatred of black people are entrenched in society. The group of white people who came reflected racial hatred that has been passed down from generation to generation, reinforced by negative stereotypes and feelings of racial superiority. This incident indicates how social and cultural

systems can shape discriminatory behavior that disadvantages certain groups, in this case, black people like Melody and her family. This incident deeply shook Melody. In the novel, it is described that her mother always taught her to survive and keep what was hers. Her mother taught her to take good care of their dreams and money. This shows the resilience and perseverance that Melody and her family must have in the face of discrimination and racial hatred that continues to haunt them. They learn to adapt and protect themselves from all forms of threats, both physical and emotional. Through this data and story, we can see how racial discrimination not only hurts physically but also damages victims mentally and emotionally. This incident emphasizes the importance of education and awareness about the dangers of racial discrimination and the need for concrete action to address it.

a. Stereotype

According to Crenshaw (1989), stereotype is an oversimplified and often incorrect description or perception of the characteristics, attributes or behaviors of a group of people. These stereotypes are not only based on individual prejudices, but are also reinforced by broader social and cultural structures. Stereotypes about certain races are often deeply rooted in culture and institutions, creating and reinforcing social hierarchies that discriminate against individuals based on their racial identity. Crenshaw also explains that racial discrimination is not only caused by individual prejudices but also by social and legal structures that reinforce stereotypes. Therefore, to overcome racial

discrimination, it is important to recognize and challenge deep-rooted stereotypes in society and understand how they interact with other forms of oppression.

I hid you from them, you know, she said - like she was looking into my head finally. Seeing something there. That's how you got here. They were hella good Catholics back then, but you would have been dust.

From who?

Whom, Melody. It's whom.

I was starting to sweat beneath to the corset.

Your grandparents. Your beloved grandparents.

You didn't know. You told me you didn't know.

I never said I didn't know. I said I didn't know what to do.

She stopped talking suddenly and looked at me. Hard.

Is your period regular?

What..yeah! What the heck, Irish ?

She exhaled. Shook her head. Okay, so if you have a regular period and then it just stops and it's not stopping because you are suddenly a super athlete or something - then you're probably pregnant. I'm just saying that to you in case no one else does -

I covered my ears. I'm good. Don't need to hear this. Not today. Not from you.

Thanks. (Woodson, 2019, c. 1)

Based on the data above, it is explained that the situation occurs at Melody's house, when she is talking to someone called Irish. The conversation appears to be private and quite intense, focusing on family issues and Melody's personal health. The stereotypical factors that led to Melody's racial discrimination can be seen in the way Irish talks about Melody's family, specifically about her grandparents who are described as very devout "Catholics back then". This stereotype reflects the view that certain groups in society, especially those who hold to certain religious values, may have strong prejudices against people of different races or backgrounds. The form of stereotyping seen here is the assumption that Melody's grandparents, being very religious people, would be very unaccepting of their granddaughter who may have mixed-race ancestry, so Melody could "end up in the dust" if not protected by the person

who hid her from them.

In the novel, this situation illustrates the immense pressure by Melody faces because of her racial identity and how stereotypes and prejudices in the family can cause fear and anxiety. In addition, conversations about Melody's unwanted and anxious pregnancy and reproductive health add a layer of complexity to her problems, showing a lack of support and understanding from her family who are stuck in traditional values and old stereotypes. This story illustrates how racial stereotypes and discrimination are still significant issues in family relationships and how individuals have to fight against harmful prejudices from those closest to them.

I heard it was two boys at once. And that now she's got two babies in her belly.

No, that's not it at all. I heard it was her own daddy that did it.

You lie!

Nope. It's true.

I heard there's another in she house. That she had when she was just eleven years old!

Impossible. It can't happen at eleven. Not to anybody.

Does she look like an anybody? If she got that one in her belly, she could have had another, I'm telling you. You don't even know how she got that one in there, do you? You don't know anything.

But did any of them know anything? She had wanted to jump into the center of their circles, belly and all, and tell them everything. (Woodson, 2019, c. 1)

Based on the data above, it is explained that this situation occurs at school, precisely in the canteen, where students often gather and chat during breaks. Among the chatter, there is a conversation involving Melody, a student who is a victim of racial stereotypes and discrimination. The stereotypes that fuel

discrimination against Melody are rooted in prejudice and unfounded rumors. For example, rumors that Melody was pregnant by two men at once or even by her own father. These stories are not only unfounded but also extremely damaging to Melody's reputation and self-esteem. This kind of stereotyping is often associated with a negative view of a particular race or ethnicity, where a person is considered more likely to engage in moral behavior that is looked down upon by society.

Melody's stereotypes include the assumption that because she comes from a particular racial background, she is more prone to behaviors that are considered deviant. For example, there were claims that Melody had already given birth to a child at the age of eleven, something that was considered impossible and defamatory. This conversation shows how misinformation and prejudice can create negative narratives that damage individuals. The novel also depicts how Melody overhears these conversations and feels a strong desire to set the record straight. She wanted to jump into the middle of the circle of speakers, with her pregnant belly, and explain everything. However, her reluctance and inability to do so shows how much pressure and pain she feels from this discrimination. Melody feels trapped inside an unfair and destructive stereotype, showing how destructive rumors and prejudices against someone based solely on race and false assumptions can be.

b. Violence

According to Crenshaw (1989), the violent factors that lead to racial discrimination are complex and interrelated. He argues that structural and

institutional violence, reflected in public policies, laws and social practices, reinforce and perpetuate racial injustice. For example, differential treatment in the justice system, unequal access to education and employment, and negative representations in the media are examples of violence experienced by racial minorities. Crenshaw also emphasizes that intersectionality plays an important role in understanding how different forms of discrimination and violence interact, especially for women of color who are often at the intersection of multiple forms of oppression. Hence, to effectively address racial discrimination, it is important to acknowledge and address the diversity of experiences and understand how various factors of violence contribute to marginalization and social exclusion.

And we laugh. Loud. Watch the ballplayers sit at their own black table and the white girls blend back into their white worlds, tossing their hair over their shoulders. Tearing their chicken away from the bone with forks and delicate fingers. Eating it past the point where any of us eat it - where it's not cooked all the way through near the bone.

And when they ask us shyly-because they always do - if we are prep for prep or A better Chance, we roll our eyes, smirk at each other in that way that brings color to their cheeks.

Nah, I say. I got the same thing you got - grandparents paying cash money for me to go here.

We say, they think we all getting educated on layaway. (Woodson, 2019, c. 10)

Based on the narrative above, this incident occurred in the school cafeteria, a place where all students should feel comfortable and accepted regardless of race. However, the reality faced by Melody and her friends is far from that. In this cafeteria, racial differences are clearly seen and felt, creating invisible but very real social boundaries. Melody experiences racial discrimination that is reinforced by social violence in her school environment. This violence is not always physical, but more often psychological and

emotional. The data shows that the black soccer players sat at their own table, while the white girls returned to their own world, segregating themselves in a very conspicuous way. This violence is also seen in the way they consume food, where the white girls eat chicken in a delicate and rather unhygienic manner. They eat down to the parts that are not perfectly cooked, an act that shows ignorance and indifference to the standards that other groups consider important.

When white girls shyly ask if Melody and her friends are part of special programs such as "Prep for Prep" or "A Better Chance," this shows another form of discrimination. They assume that black students can only attend elite schools through financial aid or special programs, not because of their own abilities or family support. This is a form of symbolic violence that demeans and puts them in an inferior position. In the novel, Melody and her friends' reaction to the question is to roll their eyes and smile sarcastically at each other, a reaction that makes the white girls feel embarrassed. Melody firmly answers that she is there in the same way as them, namely because her grandparents paid the school fees in cash. This answer shows Melody's resilience and pride in her identity and family background.

From here we can see how racial discrimination and violence that comes with it affect in daily lives of Melody and her friends. Although they are often faced with prejudice and stereotypes, they still show resilience and pride, refusing to be bullied or looked down upon. Through this data and story, we can also see how racial discrimination in the form of psychological and social

violence can create a divisive and harmful environment. This emphasizes the importance of awareness and action to overcome discrimination and build an inclusive environment that values diversity.

B. Melody's Struggled Fight Against Racial Discrimination

In Jacqueline Woodson's *Red At The Bone* novel, Melody appears as a symbol of strength and courage in the face of racial discrimination. As a black woman, Melody not only faces challenges from her surrounding environment, which is often full of prejudice, but also challenges existing norms. She dared to speak out, not allowing herself to be silenced by the injustice she experienced. In her every action, Melody shows her pride as a black woman, celebrating her identity with passion. She does not let the negative views of others determine her worth. Instead, she uses her voice and presence to inspire those around her, showing that even if society tries to limit or demean her because of the color of her skin, she still stands firm in the belief that she is valuable and worthy of respect. Melody, with all her courage, is a role model for many in the fight for equality and against discrimination.

Sitting at the Black Breakfast Table that becomes the Black Lunch Table at noon. Sitting between Malcolm and Leonard. Across from Clariss and Tenessa. Down from May and Nettie, whose real name is Wynett - how can a sister be given such a fucked - up name? Wynett. After some corny-ass country singer and it's not like I'm trying to trash Wynett or her parents who I haven't met but I would like to see because I want to know what people who name a chocolate sister Wynett are thinking. And she's m girl so I don't mean any disrespect whatsoever cuz we all laugh at it. (Woodson, 2019, c. 10)

Based on the sentence above, one day at school, Melody sits at the black students' breakfast table which during the day turns into a lunch table. She sits between Malcolm and Leonard, while across from her are Clariss and Tenessa. At the end of the table are May and Nettie, whose name is actually Wynett. Wynett's

name was often a laughing stock among them because it sounded like a strange country singer's name, not one that would normally be given to a black woman. Although they often joked about the name, they still respected Wynett and her parents, showing the closeness and solidarity between them.

The racial discrimination by Melody and her friends experienced at this school was often subtle but hurtful. They are placed at separate desks, as if there is an invisible boundary separating them from the white students. Cynical glances and slanted comments were frequent, suggesting that they didn't belong at the elite school. However, Melody fought back against this discrimination in a powerful and dignified way. She and her friends formed a solid community, supporting each other and laughing together. They turned a situation that should have made them feel isolated into a moment of togetherness that strengthened their identity as black students.

In Jacqueline Woodson's *Red At The Bone* novel, the struggle against racial discrimination is prominent. The characters in the novel including Melody face similar challenges in finding their identity and place in an often unjust world. They learn to stand strong, embrace their culture and history, and not let discrimination undermine their confidence. That's why Melody and her friends are sitting together at the breakfast and lunch tables, showing their resistance to discrimination. They build a strong community and support each other, showing that they deserve to be there and enjoy equal rights. With laughter and togetherness, they fight racial discrimination and celebrate their identity without fear.

And we laugh loud. At everything. And give no dumns that the white kids be looking at us like we don't even belong at that school, in their lunchroom, sticking tongs into their salad bars. So we laugh loud, jump first in line on Fried Chicken Fridays, and eat it with our hands, even though I'm not allowed to eat it this way at home. I'm not at home, thank you very much. I am at this damn Country Day School that's not in the country and duh on the Day part. (Woodson, 2019, c. 10)

Based on the sentence above, it is explained that one day in the magnificent school cafeteria, Melody and her friends were enjoying their break time. This school is the Country Day School, an elite school that despite its name indicating a rural location, is actually located in the city center. Here, racial discrimination still occurs, albeit covertly. White students often look down on black students, as if they don't belong there, let alone being in the same dining hall and touching their salad bar. Melody often felt these condescending looks, especially when she and her friends were laughing, talking loudly, and enjoying their freedom. On Fridays, when the cafeteria menu is fried chicken, Melody and her friends are always the first in line. They enjoy the fried chicken with their hands, even though Melody is forbidden to eat like that at home. In this school, Melody feels free and refuses to submit to the norms that seek to limit her freedom.

The racial discrimination by Melody experienced was not just in the form of cynical looks or rumors in the background. It is a subtle form of rejection from the majority group who feel entitled to all the facilities. Melody fights this discrimination by showing that she and her friends are also entitled to the same happiness and freedom. They laugh loudly, don't care about the condescending looks from white students, and enjoy their rights in the way they choose. In the novel red at the bone, the struggle against discrimination and the search for self-

identity is very strong, which is now experienced by Melody. Melody and her friends are symbols of resistance to racial discrimination in an environment that is supposed to support inclusivity. With their loud laughter and uncaring attitude, they show that they deserve to be there, enjoying the same rights as other students.

We play Tupac loud, blast Jay-Z, Snoop Dogg, and Outkast as we walk in a black in a black group away from the building at the end of the day, step into ol'-school dances like the wop and cabbage patch. We cheer on Malcolm voguing, his body moving like water. We laugh and curse loud on the train and watch folks choose another car and act like we don't give a shit that they're afraid of our Black Group.

But that morning in September, as we run from the Black Breakfast Table to the television in our homeroom, we blend into a single child crying as newscasters tell us how much we don't yet know.

Shit, we say out loud.

They're bombing us.

Jesus fucking Christ. (Woodson, 2019, c. 10)

From the data above, it is told that one day at school, Melody and her friends enjoyed their togetherness in a unique way. At the end of the day, they walked together in a large group while playing Tupac, Jay-Z, Snoop Dogg, and Outkast songs loudly. They danced to old-school styles like wop and cabbage patch, and cheered Malcolm's voguing. On the train, they laughed and talked loudly, not caring about the people who were scared and chose to move to another carriage because of their blackness. The racial discrimination that befalls Melody and her friends often takes the form of fear and ostracization from the surrounding community. People avoid them, treating them as if they are a threat simply because of their skin color and the way they express themselves. Melody fights this discrimination by showing a strong sense of togetherness and confidence. They don't let fear or stereotypes get in the way of their freedom to have fun and be themselves.

However, in September morning, the situation changed drastically. Melody and her friends, who usually ran from the breakfast table to the classroom to watch television, were united in sadness this time when they saw the news on the screen. They heard the news that there had been a bombing, and uncertainty overcame them. "Shit," they said out loud. "They're bombing us." In the novel, characters including Melody face tragedy and uncertainty in their lives. Melody and her friends face racial discrimination with courage and solidarity. They show that although the world is often unjust, they will continue to stand together, celebrate their culture, and fight injustice with the power of togetherness. When tragedy strikes, they unite in grief and strength, showing that they are stronger than the discrimination that tries to tear them down.

BAB V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. The conclusion is recaps the kind of factors caused racial discrimination experienced by Melody and how Melody fights against the racial discrimination as depicted in *Red At The Bone* novel by Jacquelline Woodson. The suggestions are extended to relevant readers and researchers.

A. Conclusion

Based on the finding and discussion that have been discussed in the previous chapter there are four main factors that cause the racial discrimination by Melody such as, race, gender, social class and sexual orientation. However, the researcher only focus on the race with two elements such as, stereotype and violence. First, this analysis shows how Melody's experience, who is often the victim of negative stereotypes and violence from her environment. The stereotypes attached to Melody as a black woman who illustrate how society tends to judge and treat individuals based on unfair prejudices. The violence who she's experiences, both physical and psychological, reflects another form of racial discrimination that exacerbates the marginalization she faced.

Second, Melody shows how she's fight against that racial discrimination by asserting her pride in her identity as a black woman and challenge the dominant norms around her. Melody's actions and attitudes reflect resilience and

courage in facing racial discrimination. By refusing to submit to stereotypes and violence and by showing pride in her identity, Melody succeeded in providing an example of how discriminated individuals can fight the racial discrimination.

B. Suggestion

The researcher puts forward the following suggestions. First, the readers can take the positive side or value that exists in Melody's character to be practiced in everyday life. Melody's courage in asserting her identity and pride in her identity, as well as her firmness in fighting racial discrimination, are examples of attitudes that should be emulated. Second, *Red At The Bone* novel by Jacqueline Woodson can be used as a valuable reference for readers because it contains many moral values that are relevant to real life. The novel provides deep insights into the struggle against discrimination and the importance of accepting and appreciating differences. Finally, the further research to complement existing shortcomings, both in terms of methodology and scope of analysis, so that understanding of the issue of racial discrimination in literary works can be more comprehensive and in-depth.

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CURRICULUM VITAE



Muhammad Riadi was born in Pasuruan, on December 16, 2001. He graduated from SMA Excellent Al-Yasini in 2020. While studying at the Senior High School, he actively participated in various competition, especially in the field of English, and won several awards.

He started his higher education at the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang in 2020 and finished in 2024. During his study at the University, he showed a strong interest in art, language, and communication science. Riadi is also active in various competitions, ranging from campus to international. In addition, he was also involved in several community service organizations in 3T areas and the Advanced Debate Community. After graduation, Riadi aspires to enter the world of aviation or hospitality, realizing his dream and passion in these fields.