



**A STUDY ON RACISM IN LOUANNE JOHNSON'S *DANGEROUS MINDS*
USING RICARD DELGADO'S AND JEAN STEFANCIC'S *CRITICAL RACE*
*THEORY***

THESIS

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY**

2015



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Faculty of Letters, Jember University,
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the Award of Sarjana Sastra Degree
in English Studies

Written by:

Evi Milatul Ulya

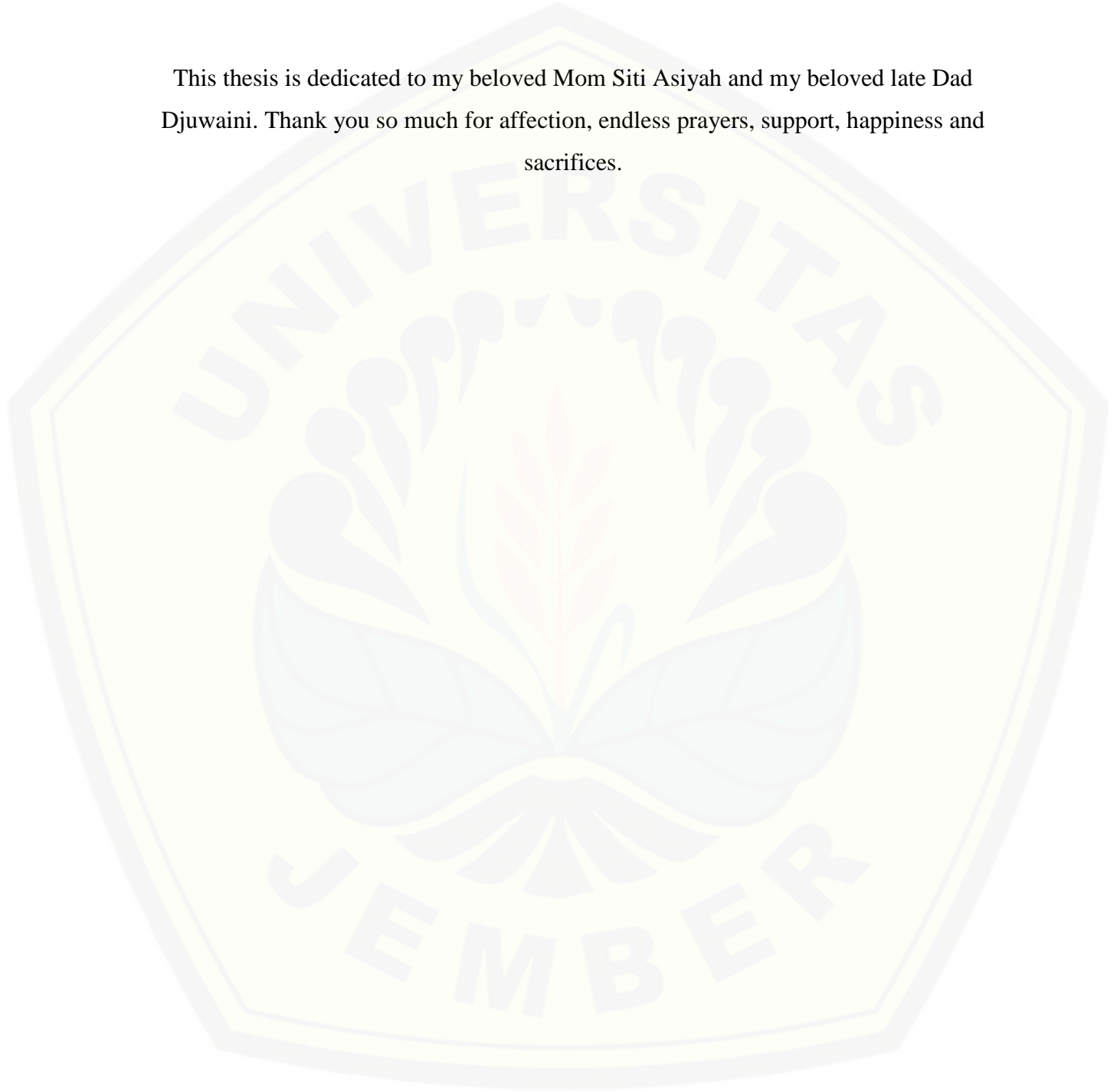
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2015

DEDICATION

This thesis is dedicated to my beloved Mom Siti Asiyah and my beloved late Dad Djuwaini. Thank you so much for affection, endless prayers, support, happiness and sacrifices.



MOTTO

“Don’t judge a book by its cover”

(George Eliot)¹



¹ <http://www.goodreads.com/quotes/tag/judge>

DECLARATION PAGE

I hereby state that this thesis entitled **A Study on Racism in Louanne Johnson's *Dangerous Minds* Using Ricard Delgado and Jean Stefancic's *Critical Race Theory*** is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degrees or any publications. I certify to the best of my knowledge that all sources used and any helps received in the preparation of this thesis have been acknowledged.

Jember, June 30, 2015

The writer,

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SUMMARY

A Study on Racism in LouAnne Johnson's *Dangerous Minds* Using Ricard Delgado and Jean Steffancic's *Critical Race Theory*; Evi Milatul Ulya, 080110191014; 42 Pages, English Department, Faculty of Letters, Jember University.

Dangerous Minds is a novel written by LouAnne Johnson published in 1992. The novel is inspired from true story of the writer. This research is focused on racism issues in the novel that is influenced by social condition in 20th century of American society as represented in her novel. A white woman teacher with students of different races makes the racial tension run high in the novel.

There are two problems to discuss in this research. The first is the racist attitude in LouAnne Johnson's *Dangerous Minds*. The second problem is racism socially constructed in 20th century of American society as represented in LouAnne Johnson *Dangerous Minds*.

The type of research in this research is qualitative. Furthermore, there are two kinds of data used in this research. There are primary and secondary data. The primary data in this research are all information dealing with racism taken from the novel in form of sentences, clauses, phrases, and words stating about racism. The secondary data are all information dealing with racism issues of the U.S.A in 20th century taken from internet sources such as journal articles and books such as *Critical Race Theory*, *Critical Race Theory Today*, *Sociology of Literature*, and anything may help and support the analysis. In collecting data, this research takes data from library, books, and internet sources. This research use Allan Swingwood's sociology of literature as approach to analyse the social conditions in 20th century of the U.S.A and the social condition in the novel. Furthermore, I use Richard Delgado and Jean Stefancic's *Critical Race Theory* to analyse racism issues in the novel.

The result finds that *Dangerous Minds* is the representation of social condition that happens in 20th century of the U.S.A when the novel is created. Racism still happen in the U.S.A and it is difficult to cure. Social conditions at that time have influenced her in writing the novel. Poverty, class conflict and broken home in the novel are representation of the social condition at that time. These social conditions have influence racist activities run high in the novel. Although Johnson is a white writer, she does not care about race. She bridges between the white and the coloured and the black. Johnson as a white writer represents the social conditions of the U.S.A in her surrounding relates to racism issues and informs the readers that racism is still going on in 20th century of the U.S.A. However, Johnson as a white writer is still biased in writing the novel. Johnson as the writer and also as the main character of the novel always becomes a hero in the novel. Her students who hate her at the first time finally love her at the end of the story. In the novel the white is represented as a good one. The voice of the writer is not objective because there is not the voice of the black and the coloured. Although Johnson can inform racism issues surrounding her, she still biased in writing the novel because in the ending, the good one is still the white.

Keywords: Racism, *Critical Race Theory*, *Sociological Approach*, Social Condition in 20th Century of U.S.A, *Dangerous Minds*.

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CHAPTER 1. INTRODUCTION

1.1 The Background of the Study

Racism is an issue that is still going on today. The issues of racism still happen everywhere for example in the United States of America. Racism still becomes an interesting topic to discuss. Many people think racism is discrimination by the white to the coloured and the black. However, it is not as simple as that. Racism does not always happen to the white toward the coloured and the black but also by the coloured and the black to the same race. It means that racism can also happen among people in the same race. Racism can appear in various forms, depending on the culture or context in which it occur and the period of history.

In 1903, W.E.B. Dubois (Daniel, 1997:8) said that “the problem of the U.S.A in 20th century is the problem of the colour or race”. Dalton and Duster (Daniel, 1997:8) state in dealing with issue of colour or race, the U.S.A is conscious with color and it makes American point of view based on colour. This statement shows that the U.S.A is a country that still has problem with racism. The way of American view the world is influenced by colour and race. Racist activities occur in many forms in society. Racist activities occur in society such as in institution especially in education. One example before emancipation, African American was forbidden to get the higher education. Different status that grows in society makes minority group forbidden to get education. However, after emancipation, black American struggled to educate themselves and their children. Some studies show that mostly black American come from poor family. However, they are still struggling for getting education. This condition makes black students more dependent because they work to fund their education fee (Walter, 1985:1).

Literature and society are closely related. De Bonald cited in Wellek and Warren (1977:95) state that “literature is an expression of society”. Wellek and Warren (1977:105) also state that “literature occurs only in social context as a part of

culture, in a certain milieu". From those previous explanations, it means that literature expresses general truth of life which is constructed and shown clearly through literature. Furthermore, Scott (1962:126) states that the relation between literature and society is reciprocal. Literature is not only the effect of social causes; it is also the cause of social effect. There is strong relationship between literature and society. That is why, literature and society are closely related. Literature cannot be separated from the real life because literature is an expression of society. Dealing with the same social, economic, and political textures, a novel is one of literature which represents social life. Sometimes, some authors create novel from a true story of themselves and the novel which come from their true story. Almost all of novel which comes from their true story tells about the social conditions in their surroundings. It happens because the author wants to express and to reveal the certain society with its phenomenon and problem as the reflection of social condition when the novel is created.

Dangerous Minds is inspired based on a true story of the author. *Dangerous minds* is a novel written by LouAnne Johnson was published in 1992. LouAnne gives her real name to the main character in the novel because *Dangerous Minds* is written inspired based on her true story. *Dangerous Minds* tells a story of a white woman teacher named LouAnne Johnson. She teaches a class with different races such as Latino, Mexican, the white, the black and the coloured. Some problems found in the novel are still the prominent issue in our society today. The different races and ethnicities between the students and a white woman teacher become one of the problems in this class.

The selection of *Dangerous Minds* as the object matter is based on several reasons. The first is from some statements of readers. One of statements comes from Lizzy who says *Dangerous Minds* is an entertaining piece of literary work. She likes the novel because the novel is Johnson's personal experience as a white teacher with students mixed races and ethnic groups (http://teenink.com/reviews/book_reviews

/article/196576/Dangerous-Minds-by-Louanne-Johnson/). The second reason, I choose LouAnne Johnson's *Dangerous Minds* as my object research because *Dangerous Minds* represents racism issues in the United States of America at that time. Many racist activities still happen everywhere today for example in 20th century of the U.S.A. Moreover, racism also happens in institutions such as in education. Today, many junior high schools construct category of level for a class from the favorite class to the standard class and it depends on their ability. This situation creates the gap between the students and this condition that sometimes becomes the cause of discrimination. This condition is also presented in the novel. In the novel, there is ACL class consists of diligent students and P class consists of bad and naughty students. In addition, I want to know the social conditions of the U.S.A in 20th century such as poverty, broken home, drug addict, and early pregnancy that influenced how racism is socially constructed in the novel.

Critical Race Theory is applied in this research because this theory is applicable to the topic of discussion. *Critical Race Theory* is a theory about human behavior and social processes that is relevant to racial group categorization. This theory has some tenets that are appropriate in analyzing this research. These tenets are everyday racism, material determinism, social construction, differential racialization, intersectionality, and voice of color. These tenets are used to know the issues of racism that is socially constructed in 20th century American society as represented in *Dangerous Minds*.

The novel consists of many problems that can be analyzed from several perspectives. However, in this research I focus on the discussion of racism that is portrayed in the novel to limit the discussion. I hope this research inspires other researchers to analyze LouAnne Johnson's works, since the novel has never been analyzed before in English Department, Faculty of Letters, Jember University.

1.2 The Problems to Discuss

Racism becomes the prominent issue that is still going on today. For instance, racism which happened in 20th century of the U.S.A as represented in *Dangerous Minds*. I choose *Dangerous Minds* as the research object. In doing this research, problems are the most important thing to elaborate the topic that will be discussed. There are two problems to discuss, those are:

1. How is racist attitude represented in LouAnne Johnson's *Dangerous Minds*?
2. How is racism socially constructed in 20th century of American society as represented in LouAnne Johnson's *Dangerous Minds*?

1.3 The Goals of Study

Some goals are decided in writing this research. The first, this research is aimed to know more about LouAnne Johnson's works, especially *Dangerous Minds* as it concerns with racism. The second is to represent the issues of racism revealed in the novel related to the social conditions in the U.S.A. In addition, moral message intended by the writer to the readers becomes the third goal of this study. Therefore, I hope that these discussions can give understanding to the reader about the racism constructed in the novel.

The significances of this research are to provide clear information concerning issues of racisms that are represented in the novel. The next, it is purposed to provide some knowledge for the readers who want to do research on novel as one of literary works. This research may make meaningful contribution for other reserchers who want to develop this research further in the future. The last, the readers may grasp more insight and knowledge from the case of racism presented in this novel.

CHAPTER 2. THEORETICAL FRAMEWORK

In analyzing racism in *Dangerous Minds*, I need to choose a theory from some experts and review some works made by other researchers to make comparison, and to find the differences my research from others. In relation to the topic of discussion, this chapter discusses about the previous researches that are written by other researchers. Furthermore, sociological approach is explained for understanding and analyzing the social condition of the U.S.A in 20th century. Afterward, the definition of racism is explained to get clear understanding about racism. The last, the theory of *Critical Race Theory* is also explained to limit the discussion. Each subchapter is explained more detail in the following subchapters.

2.1 Previous Researches

Previous research is important for choosing the topic in a new research. From the previous researches, I acknowledge that my research is different from others. In writing this research, I get some contributions from two previous researches related to the chosen topic. In relation to the topic of discussion, this subchapter will discuss about the previous researches and the theories that are used for analyze the topic. The first previous research is related to racism issues. The research is written by Kathleen Walter Hadford entitled “Dangerous Discourse: Deconstructing ‘Diversity’ in The Film *Dangerous Minds*. The second previous research is related to the theory that is written by Stanly Reza Andhika entitled “The Impacts of Ku Klux Klan as The White Supremacist Group in John Grisham’s *The Chamber*”. Each of them is explained more detail in the following paragraph.

The first previous research concerning issues of racism is written by Kathleen Walter Hadford entitled “Dangerous Discourse: Deconstructing ‘Diversity’ in The Film *Dangerous Minds*” (2001). Her research aimed to deconstruct and to analyze the racial way and ethnic diversity which are represented as a problem for a white teacher in the popular film *Dangerous Minds*. In *Dangerous Minds* film, the

problem arises from interactions between the white teacher and her African American and Latino students. Her analysis aims to show how the discourse of diversity is constructed in one popular cultural as an example of diversity as a problem for a white teacher with her students of different races.

She uses a semiotic analyzes of Leslie Roman (1998) to recognise the socially and historically situated interpretation in the process of making the meaning of signs. Her semiotic analysis examines the film's visual images, organization of shots, music, narrative, characters, emotional effects, and other elements that produce meaning, in an attempt to determine the social codes the film privileges. The film establishes various codes and subcodes trough stereotyping, genre, convention, and iconography (object, settings, gesture, expressions, clothes, sounds, and music). Her research identified and focused on three codes. These codes are difference, authority/control, and white knight redemption. The purpose of analysing codes in the film is to show how these codes describe the progress notion of need fulfilment, cultural deficit, and meritocracy because this thesis politicises the film's representation of diversity.

It shows that Hardford's previous research is different from my research. The previous researcher uses a semiotic analysis of Leslie Roman (1998) to recognise the socially and historically situated. However, my research uses sociological approach to analyze the social and historical condition. I also use *Critical Race Theory* to analyze racism issues in the novel. Furthermore, we use different media in analyzed *Dangerous Minds*. Hardford analyses the film of *Dangerous Minds* and I analyse the novel of *Dangerous Minds*. The similarities of these researches are both of them discuss the issues of racism in *Dangerous Minds*.

The second research is written by Stanly Reza Andhika entitled "The Impacts of Ku Klux Klan as The White Supremacist Group in John Grisham's *The Chamber*" (2011). His research is related to the analysing of racism. He analyses racism that is established in United States of America. His research focuses on the group which is named Ku Klux Klan that has White Supremacist as their ideology

and the impacts of their racist activities, especially toward the African Americans and the Jewish. Furthermore, this thesis uses a sociological approach to analyze the social condition related to the novel and the reality. Sociological approach discusses about the social reflection, since the novel is based on a true story.

From the previous explanation, it shows that my research and Andhika are different. Andhika's research uses different novel and different author. He uses John Grisham's novel entitled *The Chamber*. Meanwhile, in my research, I use LouAnne Johnson's novel entitled *Dangerous Minds*. However, both of them use sociological approach and *Critical Race Theory* of Delgado and Stefancic. Based on the explanation above, it can be concluded that my research is originally different from the previous research.

2.2 Sociological Approach

Sociological approach is necessary used in this research in order to get a clear discussion. According to Swingewood (1971:11-12) "Sociology is essentially the scientific, objective study of man in society, the study of social institution and of social processes". Furthermore, Allan Swingewood (1971:13) states that literature is "a direct reflection of various facets of social structure, family relationships, class conflict, and possibly divorce trends and population composition". Pospelove (cited in Lengyel) also states that the relationship between literature and sociology are:

Literature is an art that develops in human society throughout the ages quite independently of sociology, whereas sociology is a science whose purpose is to discover the objective laws of social life in all its manifestations including creative art. (pospelove, 1967:534)

Based on some explanations above, it shows that literature cannot be separated from the real society because literature represents a social life while sociology is study of human life in a society. Furthermore, holding the similar social, economic, and political textures as real human life, a novel is one of literary forms that represent human social life.

LouAnne Johnson's *Dangerous Minds* is inspired based on a true story. Her novel has implied the racism that happens in the U.S.A. Social conditions such as poverty, class conflict, discrimination which happen of each her students have influence her in writing the novel. In her novel, LouAnne represents these social conditions that make racism run high in the novel. Furthermore, by writing the novel, LouAnne Johnson tries to give the readers illustration of racism in the U.S.A at 20th century. Moreover, sociological approach is appropriate to analyse social condition in the novel.

2.3 The Definition of Racism

Racism is derived from the term race. The definition of race and racism according to some scientists and dictionaries will be explained in order to give clear understanding to the readers before explaining racism deeper. According to Delgado and Stefancic (2001:153) race is "notion of a distinct biological type of human being, usually based on skin color or other physical characteristics". In *Oxford Advanced Learner's Dictionary fifth edition* (2007:956) race is "any of groups into which humans can be divided according to their physical characteristics. For examples color of skin, type of hair, shape of eyes, and nose". From the previous explanations, it means that race is a group of people that have similarity such as physical characteristic, color of skin, type of hair, and shape of eyes and nose.

Furthermore, the definition of racism in *Oxford Advanced Learner's Dictionary fifth edition* is "the belief that some races are superior to others". Perry (2007:3) states that racism is "the grouping of people on the basis of social discrimination". Lois Tyson in his book *Critical Theory Today* also has his own definition about Racism. He states that:

"Racism refers to the unequal power relations that grow from the sociopolitical domination of one race by another and that result in systematic discriminatory practices (for example, segregation, domination, and persecution). Therefore, although anyone can be realist, in order to be a racist--in order to be in a position to

segregate, dominate or persecute-one has to be in position of power as a member of the politically dominant group, which in America usually that one has to be white.”(Tyson, 2006:360)

Based on some of previous explanations about racism, it can be concluded that racism the belief that some races are superior to others. This belief makes people view the world based on the basis of social discrimination such as poverty, race, gender, financial, and social status. It happens because the different power in society. People who have money have more power. This different power in society that makes ones more powerful than others and it creates discrimination. Furthermore, in order to have power, they have to be white because mostly the white has important position in many sectors.

2.4 Ricard Delgado’s and Jean Stefancic’s *Critical Race Theory*

Ricard Delgado and Jean Stefancic (2001:3) state that *Critical Race Theory* appears in the mid 1970s. In *Critical Race Theory*, Delgado and Stefancic (2001:17) state that racism is a mean by which society allocates privilege and status to determine who gets tangible benefits, including the best jobs, the best schools, and invitations to parties in people’s homes. Delgado and Stefancic state that:

The prison population is largely black and brown; chief executive officers, surgeons, and university presidents are almost all white. Poverty, however, has a black or brown face: black families have, on the average, about one-tenth of the assets of their white counterparts. They pay more for many products and services, including cars. People of color lead shorter lives, receive worse medical care, complete fewer years of school, and occupy more menial jobs than do the white. (2001:10-11)

From the quotation above, it shows that discrimination toward the coloured and the black exists in the U.S.A. It can be seen in the quotation above that the prison is dominated by the coloured and the black. The coloured and the black are always identical with crime while the white always have power in society. There is also discrimination position in society. The coloured and the black are always less job

opportunity while the white always have high position in every sector. This is discrimination toward the coloured and the black in getting job. Delgado and Stefancic (2001:75) also argued that in the semantics of popular culture, the white is often associated with innocence and goodness, while the coloured and the black often carry connotation of evil and menace.

In *Critical Race Theory Today* (2006:367), Lois Tyson states that many Americans of all color know, however, racism has not disappeared. It is just gone underground. Racial injustice in the U.S.A at 20th century is still major and pressing problem. Since racial discrimination of that group still remains and becomes a serious problem. Furthermore, Delgado and Stefancic in *Critical Race Theory* (2001:17) state that racism and discrimination are “matters of thinking, mental categorization, attitude, and discourse... Race is a social construction, not a biological reality.” It means that racism comes from the mindset of people in view the world that is influenced by social conditions in society and it is not related as biological however it was created by the mindset of society.

There are six basic tenets of *Critical Race Theory* that Delgado and Stefancic identified. The six basic tenets are:

1. Everyday racism.
2. Material determinism.
3. Social construction.
4. Differential racialization.
5. Intersectionality.
6. Voice of colour. (2001:7-9)

The brief definitions of six basic tenets are explained in the following sub chapters.

2.4.1 Everyday Racism

Richard Delgado and Jean Stefancic stated that Everyday racism is a common, ordinary experience for the coloured and the black in the U.S.A. Ordinarity itself means that racism is difficult to cure or address. It was everyday experience by most of the coloured and the black in this country. For instance,

mortgage is employed a white high school dropout rather than a black Ph.D. (2001:7). This shows that racism still happens in the world and it does not make it easier to cure. The quotation shows the white high school dropout is more appreciated than the black Ph.D. It shows that people valued something based on colour. Furthermore, in the U.S.A, many white Americans still think that the word racism applies only to very visible forms of racism. The statement of Lois Tyson states in the following quotation:

“Many white Americans still think that the word racism applies only to very visible forms of racism, for example, physical or verbal attacks against people of color; the activities of white supremacist groups; the deliberate and overt exclusion of racial minorities from particular housing, restaurants and social organizations open to the public; and the like. However, in many ways the most emotionally draining, stress-provoking forms of racism are the kinds that happen to people of color every day, and these forms of racism are the rule, not the exception. For instance, white store clerk or security personnel often watch, or even follow, African Americans who come into their stores. And members of minority groups frequently encounter a lack of common civility from their white fellow Americans—they’re ignored, they see the white grimace or roll their eyes, they overhear sarcastic comments made at their expense—in the most mundane situations: while waiting in line at the supermarket or pharmacy, while paying for gas at gas station, while asking for information at the bank, and so forth.”(2006:369)

This quotation shows that racism is not simple like many white Americans think such as physical or verbal attacks against the coloured and the black. However, it can be in the form of racist behavior or activity in everyday life. Consciously or unconsciously, every activity that contains of violence such verbal or physical are racist. Moreover, from the quotation above, the white always underestimate the ability of the coloured and the black. It shows that minority group always becomes victims that always have less power. While, dominant group always becomes more powerful than minority group which always do discrimination to minority group. Unfortunately, the form of everyday racism is built by the white. However they

always deny that racism still occurs in some particular events. The white does not realize what they have done is surely racist.

2.4.2 Material Determinism

Lois Tyson cited in Derrick Bell's states that racism is common in his country because it often covers, or overlaps, with the interest, with something needed or desired of the white individual or group. Furthermore Tyson also state that:

Racism is in the financial interest of upper class the white who exploit black laborers by paying them less than their white counterparts, and it's in the psychological interest of working class white whose own experience of being underpaid and an exploit by wealthy the white makes them need to feel superior to someone else. In other words, racism has well paid off for the white. This is why interest convergence is sometimes referred to as *material determinism*. (Tyson, 2006:371)

“racism is much more than having an unfavorable impression of members of other groups. For realist, racism means by which society allocates privilege and status. Racial hierarchies determine who gets tangible benefits, including the best jobs, the best schools, and invitations to parties in people's homes. Members of this group point out that prejudice sprang up with slavery.”(Delgado and Stefancic, 2001:17)

This is the reason why Delgado and Stefancic refer the interest convergence as material determinism. From the quotation above, it shows that material determinism is discrimination of dominant toward minority group related to the financial. People who have power are people who have money. That is why, the white exploit minority group because the white always think more powerful than minority group. Furthermore, the next example shows to determine the ways of dominance race or society that practice racism.

2.4.3 Social Construction

The third tenet of critical race is social construction. Delgado and Stefancic (2001:7) state that race and races are products of social thought and relations. Not objective, inherent, or fixed, they correspond to no biological or genetic reality. As biologically, people in same race share certain physical characters, such as skin color, physique, and hair texture. However, this character just have small portion. Society frequently chooses to ignore these scientific facts and creates races. Society frequently chooses to create a group based on financial, gender, race, and economy categorization. In society, the white is often associated with innocence and goodness, while the black and the coloured often carry connotation of evil and violence. That is why, Delgado and Stefancic (2001:155) state that social construction is a process of endowing a group or concept with a delineation, name, or reality.

2.4.4 Differential Racialization

Differential Racialization is the fourth of six basic tenets in *Critical Race Theory*. Delgado and Stefancic (2001:145) state that differential racialization is “process by which racial and ethnic groups are viewed and treated differently by mainstream society.” It means that society frequently viewed and treated according to race or ethnic of group which is influenced by their mainstream. Delgado and Stefancic also state that:

“Differential racialization refers to the fact that dominant society racializes different minority groups at different times, in response to shifting needs such as the labor market...for example, society may have had little use for blacks, but much need for Mexican or Japanese agriculture workers...a group of color may be depicted as happy-go-lucky, simpleminded, and content to serve white folks.”(2001:8)

This quotation shows that the point of view of dominant society toward minority group see the world in different ways at different times. The coloured and the black are always in position as labor for the white. This stereotypes help to justify the

belief of the white toward their enslavement of Africans or minority of group. However, the stereotypes are often illogical because they grow from prejudice rather than from reality. For example, minority of groups is always identical with evil, menace and arrogant while the white is always identical with innocent and goodness. This is one of the stereotypes based on the prejudice of society. In fact, not all minority groups are evil, violence and arrogant.

2.4.5 Intersectionality

Intersectionality is the fifth of six basic tenets in *Critical Race Theory*. Tyson, 376 states that “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.” Delgado and Stefancic (2001:51) also state that intersectionality is discrimination that overlapping. From these previous explanations, it means that intersectionality is overlapping discrimination. Someone will get discrimination because more than one sources such as race, sex, class, national origin, and sexual orientation.

2.4.6 Voice of Color

Many critical race theorists believe that minority writers are better in writing and speaking about race and racism than the white writers because they experience racism directly. Delgado and Stefancic (2001:9) state that:

“...The voice-of-color and thesis holds that because of their different histories and experiences with oppression, black, Indian, Asian, and Latino/a writers and thinkers may be able to communicate to their white counterparts matters that the white are unlikely to know. Minority status in other words, brings with it a presumed competence to speak about race and racism.”

From the quotation above, it means that voice of color is about the way of writer presents their mindset in their work. According to Delgado and Stefancic as

stated before, minority writer such as the black, Indian, Asian, and Latino are more appropriate to tell about racism because they experience oppression all the time.



CHAPTER 3. RESEARCH DESIGN AND METHOD

Research method is the essential aspect for researcher to start a research. The research method guides the researcher how the research is conducted. I choose a certain method that is considered to be an appropriate way to solve the research problems. This subchapter deals with the type of research, data collection, data processing and data analysis. Each of them is explained more detail in each subchapter.

3.1 The Type of Research

The type of research in this research is qualitative research. Blaxter, *et al* (2006: 64) state that qualitative research is concern with collecting and analysing information in many forms, non-numeric, and it focuses on exploring as much detail as possible and aims to achieve depth meaning. The qualitative research is used in this research because the object of the research is novel which is not dealing with number but verbal or words description. This research is conducted to dig out the deep interpretation of the meaning of literary work and describes the deepest meaning. The data can be in form of sentences or words. The data are written in the research in form of quotation. It can be direct quotation, indirect quotation or paraphrasing. In addition, it is appropriate to analyse my research by using qualitative research. Following the conceptual statements above, I choose qualitative research for my research.

3.2 Data Collection

In collecting the data, all data are obtained from library, books, some personal collection and internet sources. According to Blaxter, *et al* (2006: 65) library research is the process of research that does not need to enter to the field. Moreover, those things can be done while we are sitting at the desk. The data can be taken from books, journal, dictionaries, papers articles and internet sources.

The novel is primary source in this research. Furthermore, there are two kinds of data used in this research. There are primary and secondary data. The primary and secondary data are collected to answer the problems to discuss in this research. The primary data in this research are all information dealing with racism taken from the novel in form of sentences, clauses, phrases, and words stating about racism. I also support the information with the secondary data. The secondary data are all information dealing with racism in the U.S.A in 20th century taken from internet sources such as journal articles and books.

3.3 Data Processing and Data Analysis

The data processing is done by categorizing the information acquired. Categorizing is a process of selection or classification. Categorizing all of the data from the novel and social condition in the U.S.A in 20th century is done in order to understand the novel better. The data are categorized to build the deep understanding of the novel and to answer the problems to discuss.

The first categorical data are taken from the novel. The data information is data dealing with racism. The second categorical data taken from books and internet sources discussing racism issues of the U.S.A in 20th century and other source such as bibliography of the author, article and so on dealing with racism.

After selecting and classifying the data collected, this analysis begins with analysing the social condition in the novel and the social condition of the U.S.A in 20th century using sociological approach. I use Allan Swingewood's *Sociology of Literature* as approach to analyse the social conditions of the U.S.A in 20th century and the social condition in the novel. According to swingewood (1971: 11-13) states that sociology is essentially the scientific, objective study of man in society, the study of social institution and of social processes. While, literature is a direct reflection of various facets of social structure, family relationship, class conflict, and possibly divorce trends and population. I apply swingewood's sociology of literature to break the analysis about racism issues in *Dangerous Minds* which is influenced by the

social conditions of the U.S.A in 20th century. Furthermore, to analyse racist attitude in *Dangerous minds*, I apply three basic tenets of Delgado's and Stefancic's *Critical Race Theory*. The three basic tenets are everyday racism, intersectionality and material determinism. Delgado and Stefancic state everyday racism is a common, ordinary experience for the coloured and the black in the U.S.A. in *Dangerous Minds*, some Johnson's students experience racist attitude in their daily life. I apply Delgado's and Stefancic's everyday racism to break the analysis about racist attitude in *Dangerous Minds* which is experienced by some Johnson's students in their daily life. Besides that, Delgado and Stefancic state that intersectionality is discrimination that overlapping. One of Johnson's students named Raul in *Dangerous Minds* get discrimination more than one reason. He gets overlapping discrimination. That is why, I apply Delgado's and Stefancic's intersectionality to break the analysis about racist attitude in *Dangerous Minds* which is overlapping discrimination. The last tenet that I apply in analysing racist attitude is Delgado's and Stefancic's Differential materialism. In differential materialism, Delgado and Stefancic state racism is much more than having an unfavorable impression of members of other groups. For realist, racism means by which society allocates privilege and status. Racial hierarchies determine who gets tangible benefits, including the best jobs, the best schools, and invitations to parties in people's homes. In *Dangerous Minds*, some Johnson's students get discrimination because of different social status in society. That is why, I apply Delgado's and Stefancic's differential materialism to break the analysis. After the racist attitude covered, the further analysis is analysing racism socially constructed in 20th century of American society as represented in LouAnne Johnson *Dangerous Minds*. To analyse the racism socially constructed in 20th century of American society as represented in LouAnne Johnson's *Dangerous Minds*, I apply Delgado's and Stefancic's social construction. Delgado and Stefancic state that race is products of social thought and relations. Not objective, inherent, or fixed, the correspond to no biological or genetic reality. In *Dangerous Minds*, some students get discrimination not only because their race however they get discrimination because

some social problem such as poverty, broken home, early pregnancy and drug addict. I apply social construction in *Dangerous Minds* to break the analysis about racism socially constructed in 20th century of American society as represented in *Dangerous Minds*. The last, I apply Delgado's and Stefancic's voice of colour. Delgado and Stefancic state that minority writers are better in writing and speaking about race and racism than the white writers because they experience racism directly. Johnson as the writer of *Dangerou Minds* is a white. However she writes novel about racism. I apply Delgado's and Stefancic's voice of colour to break the analysis about the position of the writer in *Dangerous Minds*.

CHAPTER 4. DISCUSSION

The goal of this chapter is to answer the problems raised in initial section. In the organization of this chapter, the discussion of racism is started by analysing racist attitude that represents in the novel using some tenets of Delgado's and Stefancic's *Critical Race Theory*. Furthermore, the analysis is focused on racism socially constructed in 20th century of American society as represented in the novel using social construction of third tenet of *Critical Race Theory*. At last the step is to analyse the influence of social conditions of the U.S.A in 20th century toward the position of the writer using voice of color one of *Critical Race Theory*'s tenets. The detail explanation will be explained in the following subchapters.

4.1 The Racist Attitude in LouAnne Johnson's *Dangerous Minds*

Racism is still alive in every society, country and region of the world. It can appear in variety of forms depending on the culture or context in which it occurs and the period of history when it happens.

Racism itself according to Delgado and Stefancic (2001:154) is "any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in race or ethnic group." In this research, I use six basic tenets of critical race theory of Delgado and Stefancic to know racism issues in the novel. The six basic tenets are: everyday racism, interest convergence or material determinism, socially construction, differential racialitation, intersectionality, and voice of color. For the first discussion, racist attitude is discussed using some of six basic tenets such as everyday racism, interest convergence, and intersectionality to know how racist attitude socially constructed in the novel.

The meaning of attitude is explained before the discussion of racist attitude that happens in LouAnne Johnson's *Dangerous Minds*. According to *Oxford Advanced Learner's Dictionary Fifth Edition* (1995:66), attitude is a way of thinking about something or behaving toward something. It means that attitude is the thinking

or behaving of people in viewing something. Furthermore, racist attitude itself means that a way of thinking toward people based on race, customs, values, religion, physical appearance, and social status. Further discussion will discuss about racist attitude that happens in some characters in LouAnne Johnson's *Dangerous Minds* that is analysed using some tenets of Delgado's and Stefancic's *Critical Race Theory*.

4.1.1 Everyday Racism

Richard Delgado and Jean Stefancic (2001:7) state that "Everyday racism is a common, ordinary experience for the coloured in this country. Ordinarity itself means that racism is difficult to cure or address." Moreover, Delgado and Stefancic (cited in Tyson, 369,370: 4,1-2) state that racism is not simple such as physical or verbal attacks against the coloured. However, in many ways the most emotional form of racism is kinds that happen to the coloured and the black every day. For example, the white store clerks or security personnel often watch, or even follow African Americans who come into their stores. Other common examples of everyday racist behaviour who are done by the white include being patronizing, talking down, assuming lack of confidence and contact avoidance (keeping a physical distance from a person of colour or avoiding touch). The white rarely see acts of blatant racism, while minority people experience them all the time.

This example shows that they do racism and do not realize it. The example of the white store clerk above, they do not realize that they are doing racism. However, the minority people such as African American, Latino, and Mexican are very sensitive with this situation because they experience them all the time.

In LouAnne Johnson's *Dangerous Minds*, it happens in some students who get different treatment in school. Two examples bellow show physical or verbal attacks against the coloured:

"That bullshit!" one boy muttered. "That chicken shit rule don't tell us nothing." He raised his voice. (Johnson, 1992:27)

This quotation shows one of LouAnne Johnson's coloured students named Roderick J. Home who does not believe in Johnson's rules. He says that Johnson's rules are bullshit. He doesn't believe in what Johnson says. He calls Johnson chicken. This example shows that the coloured and the black never believe of the white. For the coloured, it is impossible that the white will do good thing for them. This happens because they always get bad treatment from the white. This is verbal racism which is done by the coloured and the black to the white in everyday life.

Stacy Wilson, a pretty black girl who agrees with Johnson's rules, wants Roderick to stay quiet. She gets mad with Roderick's act. She calls him a stupid nigger.

"You acting like a stupid nigger," she said jovially. "Shut your face." The class broke up. (Johnson, 1992:28)

It shows the verbal attacks which is done by the black to the same race. The two examples above show the verbal attacks that happen in the novel. The first example is the protest of Johnson's student who does not believe in Johnson's rules. Roderick calls Johnson chicken, the black call the white as the white chicken. Second example is the protest of one of another student who agrees with Johnson's rule. She calls Roderick stupid nigger of his action.

Another example of everyday racism that happens in *Dangerous Minds* comes from Mexican's student named Raul:

He was jokester of his pose, a group of four Hispanic boys who lived on the side and banded together for protection and courage during the daily bus trip to the alien Caucasian planet of Parkmonth. (Johnson, 1992:8)

This quotation shows that the coloured and the black always feel unsafe. When they are out of their safe zone of their community, they need to be together with the same race to protect them. It also shows that the coloured and the black are lack of confidence. It can be seen in the quotation, they make their friends become a Jokester to make them safe. That is racist although they do not realise that they racist. What

Raul's friends do to him is racist. That is racist attitude that happen in daily lives without or with our conscious, so it calls everyday racism.

4.1.2 Material Determinism

The other of six basic tenets *Critical Race Theory* is material determinism. Material relates to financial while determinism itself is oppression. Oppression here means as discrimination. In conclusion, material determinism is discrimination related to social or financial status. This condition also happens in the novel:

He lowered his voice and pretended to whisper conspiratorially to me. "It's a simple matter of logistics. There isn't enough room in the ACL classes for every kid who might have potential, so we only expect success from as many seats as we have available. And since the parents of the local—translate 'the white'—kids have the most money, their kids usually have the most potential."

"But that's not fair," I said. "The minority kids who are bused in should have an equal chance. It's been proven that children meet the expectations of their teachers, however high or low." (Johnson, 1992:46)

The quotation above is when Hall Gray, Johnson's friend who is also a teacher in Parkmon High school, whispers to Johnson. He says that students who have money are more potential to go in ACL "Accelerated Class". Nevertheless, Johnson protests to Hall. That is rule from school's committee. They just follow the rule from the school and cannot do anything. The quotation shows that student from benefit family or who has money can study in excellent class. It means that if they have money they will get good treatment while people who have not money must accept it because they do not have power to oppose it. Like the statement of Delgado and Stefancic, the quotation shows the desire to advance oneself financial or to feel better psychologically.

As a result, people who have power are those who have money. The white have money so they have power. That is social status discrimination. This is racist that happens to school's institution. Students who have money get more special

condition from school. What school is done is material determinism. It is discrimination to students who come from poor family that do not get equal treatment.

4.1.3 Intersectionality

Intersectionality is the fifth of six basic tenets in *Critical Race Theory*. Delgado and Stefancic (2001:51) state that intersectionality is discrimination that overlaps. Someone gets discrimination more than one reasons such as race, sex, gender, national origin, sexual orientation, class, and social status.

In *Dangerous Minds*, intersectionality is also presented in the novel. Raul gets discrimination more than one reason.

I don't got no time to do it anyway because I have to work almost every day after school. But I'm gonna try to do my own homework only don't be surprised if I flunk everything because I never did it before. Before, whenever my teachers asked me for my homework, I always told them my dog ate it, but I don't got no dog so I won't tell you that lie because you trust me. And I don't know nobody else who would give \$100 to a Mexican kid on a handshake. (Johnson, 1992:7)

Raul is Mexican student who comes from poor family. Johnson gives him money to pay his jacket without any condition. It makes him like and respect her because he never thinks before that person will give him money and trust him. It shows that the coloured and the black never get trust from society. When they get trust from other they will keep their trust and when they promise, they will keep their promise. Distrust itself is discrimination. Raul never gets trust before because he is poor and Mexican. Mexican or minority group is always identical with poverty. Distrust, poor, and Mexican are intersectionality because it is overlapping. This is intersectionality that happens to Raul. Furthermore, the quotation bellow is another example of Intersectionality.

“I know you kids are angry,” I yelled, “because the world isn't fair. Well, get over it, because it's never going to be fair. The the white

boys have all the money and all power and that's the way it is. And they aren't going to give it up—to you or to me. And you can't blame them for it because if you had it, you wouldn't give it to them, either. But fighting each other isn't going to fix anything. All it's going to do is let everybody go on insisting that black and Hispanic kids are ignorant and violent. That's perfect. It's easy. If you're ignorant and violent, people who don't like you can kick you out of school or put you in jail. (Johnson, 1992:230)

Johnson is angry with her students who always fight each other. She knows that her students always think that the world is not fair for them and it makes them hate their life and hate each other. However, that is not the solution to fight each other because fighting cannot solve the problem. It makes the problem bad. In the quotation Johnson says that if everybody goes on insisting that black and Hispanic kids are ignorant and violent, it was their choice to make it true or false. This explanation shows that people who have money have a power. The white always have power because they have money. Meanwhile, the coloured and the black always become discriminated because they do not have power. Since, the coloured and the black such as Hispanic always identical with poverty and bad image such as ignorant and violent. The point of this explanation is the mindset of people. People always think that black and Hispanic kids are ignorant and violent. The black, Hispanic, ignorant and violent are discrimination that overlaps.

From the two examples above, it can be concluded that intersectionality is discrimination that overlaps. As it was explained before, Raul gets discrimination because he is poor and Mexican which makes people do not trusts him. He gets discrimination more than one reason such us Mexican, poor, and distrust. Furthermore, the second example above shows that the coloured and the black always violent and ignorant. The two examples above show that they get overlapping discrimination.

4.2 Racism Socially Constructed in 20th Century of American Society as Represented in LouAnne Johnson's *Dangerous Minds*.

In this chapter, the discussion is focused on racism socially constructed in *Dangerous Minds* using one of six basic tenets of Delgado's and Stefancic's social construction.

Delgado and Stefancic (2001:7,155) state that social construction is process of grouping according to race, social status, gender, economy, and sex. The signification of race in social construction is product of social thought and relations. Race does not biological heritage, it was constructed by social thought. Biologically, people with common origins share certain physical characters, such as skin color, physique, and hair texture. However, these characters are just small portion. Society frequently chooses to ignore these scientific facts and create races. They create gap of class or group according to their intersectionality such as economy, financial, social status, gender and race. For example, in society, the white is often known as innocence and goodness. Moreover, the coloured and the black often have connotation of evil and menace.

Before the further discussion of racism that is socially constructed in the novel, social conditions in the U.S.A are explained to know the conditions of the U.S.A in 20th century especially in 1992 when the novel was written to know how racism is socially constructed. In 20th century, Solorzano (1997:7-8) states that the problem in the U.S.A is the problem of colour or race. American is very conscious about color or race and color affects the way how people view their differences. Different position in many sectors in the U.S.A gives many bad effects especially to minority group. For instance in getting a job; if there are the white and the coloured and the black who apply for a job, the white has big chance than the coloured and the black. The coloured and the black are identical with poverty because the coloured and the black get less income than the white. This explanation shows how racism is socially constructed in the U.S.A and this condition affects the social problem in the U.S.A such as poverty, broken home, drugs addict, and early pregnancy. The

following discussion shows some examples of social condition that influences how racism is socially constructed in the novel related to the reality when the novel was created.

First example is poverty. Poverty is one of social conditions that have influence how racism is socially constructed in the novel. Walter (1985:1) has identified many minority students come from poor family. Different status makes the coloured and the black get fewer jobs than the white. That is why, most of the coloured and the black come from the lower income families. This condition makes minority students more dependent and most of minority students work after school to support their college education.

This condition is also represented in the novel. Some minority students in LouAnne Johnson's *Dangerous Minds* come from lower class. They must work to support their family. In the novel there are many students of different races such as Mexican, Hispanic/Latino, Spanish, The white and Black. Almost all of the coloured and the black such as Latino, Mexican, Spanish and the black come from lower class. Some of them must study and go to school in the morning and work in night to earn money. Raul Chacon is one of Mexican's students who come from poor family. The gap between Raul and his friend are presented clearly from social status in the novel.

“Hi! Miss of Ms. or Mrs. Johnson, I know your probably thinking it was pretty stupid what I was doing but I don't care if I got wet because Julio gave me \$20 to stand outside in the middle of the parking lot for 20 minutes while it was raining and I did it. He gave me the money as soon as I walked into class all soaked wet and dripping all over the floor—sorry. I stayed out there all those twenty minutes and I wasn't even cold because I knew I would get the money. No matter how fast the wind was blowing or how hard the water was falling I stayed out there until my time was done. I was thinking about the \$20. And I would do it again. I would do just about anything you can think of for \$20 even if everybody thinks I'm a dum ass. ” (Johnson, 1992: 4-5)

“I don’t go no time to do it anyway because I have to work almost every day after school” (Johnson, 1992:7)

Julio will give Raul money if he stands outside in the middle of the parking for 20 minutes while it was raining. Because Raul needs money to pay his jacket, he follows Julio’s order. The gap between rich and poor are clearly presented. From this quotation, it shows that people who have money are more powerful. Furthermore, it shows that the coloured do not have much choice. The choice sometimes looks easy for the white but it is difficult for the coloured. Raul does not have choices except to do it because he needs the money and it is a difficult choice for him. The coloured think that money is more important than studying. Moreover according to Johnson, that is a stupid thing to do. Johnson thinks like that because she is the white who thinks that studying is more important than money. The explanation shows the gap between rich and poor. This is how racism is socially constructed between poor and rich people. This example shows that what happens in the U.S.A is also presented in the novel. Raul is non the white student who is dependent and responsible for his life. He works to help his family. This condition that makes him getting discrimination from his friend.

Secondly is broken home. Social condition such as poverty is one reason that causes broken home. Many families get divorce because of financial problems. Fagan (1999) state that broken families earn less and experience lower levels of educational achievement. It shows that one condition always has relation over another. Family has big influence in shaping child's attitude. Most of naughty child comes from broken family or broken home. For instance divorce, most of divorce gives bad effect to their children. In the U.S.A, divorce is hurting American children very bad. Each year over a million children suffers the divorce of their parents and half of all American children reaching their eighteenth birthday and who were born to married parents will have experienced the divorce of their parents. For instance the bad effect of divorce, divorce diminishes the capacity of children to handle conflict. The

difference between marriages that stays intact and those that end in divorce lies primarily in the couple's ability to handle marital conflict and moves towards agreement. Children of divorced parents acquire the same incapacity through the modeling of their parents. For instance, compared to students from intact families, college students from divorced families use violence more frequently to resolve conflict, and are more likely to be aggressive and physically violent with their friends, male or female. These explanations show that family has very big part in shaping child's attitude. Most of children from broken home are more prominent in doing delinquency. Since children who come from broken home sometimes get less of parental absence and supervision.

Some students in *Dangerous Minds* come from broken home and it affects their attitude in school. Emilio is one of Johnson's students who comes from broken home.

There was a lot of fighting in his country, some military, some political. One by one, the adult male in his family-father, brother, cousin, uncle-disappeared, some to jail, some to military service from which they did not returns; some simply disappeared. Emilio was the only male left, so friends of his family smuggled him out of the country and arranged for his passage to Mexico, where he was stashed into the trunk of a car for the trip to San Diego. He was adopted by a Salvadoran couple and his life began. (Johnson, 1992:229)

Emilio lives in environment which is full of fighting. One by one his male family left him. He was the only male left. Since he is the only man left, his family's friend sent him out to Mexico to get good education. Furthermore, he was adopted by Salvadoran couple and began with his new life. This quotation shows that environment is very important in shaping children attitude. Furthermore, children who live in broken home always get bad impact of this condition. Emilio lives in bad environment and his broken family make him cold hearted and he always uses violence to solve problem. This quotation bellow is the example when Emilio solve his problem.

“Because it feel good when I hit him in the face. I got him good.”

“You like to hit people?”

“Yeah,” Emilio said, drawing out the word into two syllables. “I like to hit people.” (Johnson, 1992:226)

The quotation shows the conversation between Johnson and Emilio. Emilio gets fight with two Mexican boys Raul and Gusmaro. This quotation shows how Emilio always solves problem with violence. His bad environment and broken family are the big factor of his bad attitude. Emilio comes from broken home and it influences his personality. His environment is full of fighting when he was young and it affects his attitude such as hitting his friend when he has problem. Less supervision and parental absence make him become cold hearted. He always thinks that this world is unfair for him.

Another example comes from Nikki Anderson who also comes from broken home. Divorced parent makes Nikki hate his life.

Nikki Anderson took two pages to list all the reasons why she hated her life. Her mother had gotten pregnant with Nikki when she was sixteen, but stayed in school to graduate and did not marry Nikki’s father. Later, Nikki’s mother got married, but her husband refused to have a “bastard” child in his house, so Nikki was shipped off to live with her grandmother. Her father also married, but Nikki’s mother wouldn’t let a strange woman raise her daughter. (Johnson, 1992:138-139)

Nikki Anderson is from broken family. Her mother who gets early pregnancy decided to continue with her study without marrying Nikki’s father. After she is adult, her mother gets married but her step father does not want Nikki to stay with them. Her real father also got married, but her real mother forbids Nikki to stay with her real father. Furthermore, Nikki must stay with her grandmother. That is the reasons why Nikki is always thinking that the world is not fair for her. This quotation shows that most of teenager from broken home needs affection of her parent.

From two previous examples of broken home, it can be concluded that most of characters in *Dangerous Minds* have problem with their family. Emilio and Nikki are raised in broken families that make them hate their life. Less affection of their

family influences in shaping their attitude, such as Emilio who comes from broken home and lives in bad environment when he was young. His bad environment that full of fighting influences his attitude to do racist. Emilio frequently uses violence to solve his problem. His environment which is full of fighting makes him easy hit his friends when he has problem. This shows how bad environment influences his attitude to do racist.

The third is early pregnancy. In 1992, there are many teenagers who get early pregnancy without married. Prater (cited in Codrington and Fairchild, 2012:12) state that many female students especially African American who gets early pregnancy always has problems in completing their school. Most of school does not want to have pregnant student. That is way, school's committee always recommended them transfer to mother school program that is special school for female who is pregnant.

In *Dangerous Minds*, this condition also happens in one of Johnson's students named Shamica Stanton.

"I want to in your class," Shamica said. Her voice trembled.

"But my mother thinks I should transfer."

"Why?" There was another long pause before she answered.

"I'm going to have a baby"

"Well, lots of women have babies," I said brightly, to cover my dismay. "It shouldn't affect your brain. You can still go to school."

"Well, they told me not to come."

"Who?"

"The people at the office. I called them and they told me not to come."

"stay right where you are." I said. "I'll call you back in a few minutes." When I hung up, I asked Marge Wilson, the head of the guidance office, if pregnant girls were allowed to go to school.

"We prefer that they go to SAMP," Marge said.

"SAMP?"

"School Aged Mother Program. It's state funded. They teach the kids things like nutrition and child care. Then they come back to regular school after they have their babies." (Johnson, 1992:245)

Shamica is one of Johnson's students who gets early pregnancy. She is smart student. However, school's committee recommended her to transfer in school aged mother program. Unfortunately she doesn't want to transfer but she must do that because school does not want to have pregnant student. This quotation shows that students who are pregnant always do not have choice. Although when they want to stay, it will be difficult to them. This racist is done by school's committee toward the girl who is pregnant.

This example shows early pregnancy that happens in 20th century is also presented in the novel. It is true that girls who get early pregnancy get difficulty to complete their school. Students who get pregnant must transfer to School Mother Program because that program is more appropriate to girls who are pregnant. However, it is just motive of the school's committee to kick them out from the school because schools do not want to have pregnant students. That is discrimination toward pregnant students.

The last is drug addict. Drug is a substance that modifies one or more of the body's functions when it is consumed. Therefore, many common foods are qualified as drugs such as tea and coffee, cola are also drugs as well. However, this research focuses on drugs which are abused by teenagers. There are many reasons why teenagers use drug. Some reasons of teenagers who use drugs because of peer influence and family problems such as a broken home, and just a way of dealing with stress, anger or frustration. Related to drug issues in America, the Mental Health Services Administration estimated 76% of the illicit drug users in the U.S.A were the white, 14% were African American, and 15,9% were Hispanic. However, the white seemed to be absent from the prison population with drug charge. 37% of people arrested for drug violations were Afro-American. This condition shows that the criminal justice system is racist (Griffith, 2012:10).

This condition is also presented in *Dangerous Minds*, there is one of Johnson's students named Danny Morton who uses drug.

“You were the only teacher I ever had who really cared about me. If it hadn’t been for you, I’d still be taking drugs and messing up my life, and I bet there are a lot more kids like me that you helped. Please don’t give up on us.” (Johnson, 1992:108)

The example above shows Danny Morton, one of Johnson’s students who consumes drug. This quotation shows that teenagers who consume drug are less of affection. The need of drug addict is support from their family or people who close to them. The bad effect of drug addict to students, they cannot focus on their school. This condition is the reasons why drug addict students get bad grade in their education.

From these some examples of social condition problems that have influence how racism is socially constructed, it shows that society judging something according to their thought which was constructed in their minds. This thought happens because there is condition that influences the way they view something or value something such as black people are always identical with ignorant and violent. Moreover, society is always creating gap of class or group according to economy, financial and race, such as Raul who comes from poor family, Emilio and Nikki who are from broken home, and Danny is drug addict. These categories such as poverty, broken home, early pregnancy, drug addict, ignorant, and violent are called social construction and it is constructed by society mindset which is influenced by condition.

Furthermore, Delgado and Stefancic (2001:8,145) state that Differential Racialization is process by which dominant groups are viewed and treated minority group differently at different ways in different times.

In the novel it happens in the main character LouAnne Johnson. She thinks that her students are arrogant, out of control and dangerous at the first time she comes to the school.

Each time the bell rang, the kids raced out the room, and were immediately replaced by an identical group of loud, ill-mannered, tacky dress. (Johnson, 1992:16)

“I’m not stupid. I know they’re out of control and I have to act fast to take control,” I snapped. “But nobody has told me how to do that.” (Johnson, 1992:23)

The quotation above is when the first time Johnson comes to the school. When she was observing the school, she shows the students of the school is ill-manner and out of control. That is the first assumption of Johnson. This quotation shows Johnson’s assumption when the first time she comes to the class. Furthermore, Johnson gets bad treatments when the first time she introduces herself as a new teacher. A large dictionary is almost missed her head. One biggest of six boys throws the dictionary to her. She is not pleased by the class; her students do not respect her. They are all ill-mannered, tacky dress and out of control. However, when she begins teaching and knowing her students personally she has different assumption to them. There are some reasons why they act like that. Each student has problem personally. Some problems which make them act arrogant, ignorant, ill mannered and out of control which is explained before in social construction. Some social problem such as Raul who comes from poor family, Emilio and Nikki that come from broken home, Shamica that gets early pregnancy and Dany that is drug addict. These are the reasons behind their bad attitude. That is why, social construction influences differential racialitation.

From some examples and the explanation above, it can be concluded that the reasons why Johnson’s students arrogant, ill mannered and out of control are because of the personal problem of every students. The social problems such as poverty, early pregnancy, broken home and drug addict are the reasons. And when Johnson knows the reasons of each her students personally, she has different assumption about them. She feels sorry about their condition. The change of Johnson assumption toward her students is called differential racialitation. The following example shows the change of Johnson’s assumption in viewing her students.

It had taken months to convince Raul that he was intelligent, that he could learn as well as the next person if only he would try. (Johnson, 1992:8)

For a few weeks after our deal and Raul's vow to start doing his own work, his grades slide downhill, especially in math. Instead of copying his homework during the few minutes prior to class, he actually tried to do it at home. (Johnson, 1992:8)

Our patience paid off. Just two months after he started doing his own work, Raul got the highest grade in the class on a math test. (Johnson, 1992:8)

They show that Raul was jokester, ill-mannered, and out of control who becomes diligent student if he wants to try. He changes from lazy person who does not want to his homework to a smart student and he gets high score in his math class. It also means that if he wants try, he can do it. It depends on his desire and his effort. For the result, differential racialitation is the changes of society's mindset in viewing in world at different way and in different time. Johnson's assumption or thinking that changes about her student itself is differential racialitation.

4.3 The Influence of Social Condition in the United States of America in 20th Century toward the Position of the Writer of *Dangerous Minds*.

Voice of color as six basic tenets of critical race theories believes that minority writer is better in writing and speaking about race and racism than the white because they experience racism directly. For instance, minority writers such as black, Indian, Asian, and Latino are more talented to tell about racism because they experience oppression directly. Thus, the white writers just tell what they see or happen around them. They are informing others racial injustice that happens around them but it will not as same as minority group experiencing oppression all the time. It means that voice of color is about the way of writer presents their minds in their work (Delgado and Stefancic , 2001:9).

Dangerous Minds is inspired based on true story. Johnson as the writer of *Dangerous Minds* is represented in the main character in the novel. The main character in the novel has the same name. Johnson writes about racism that occurred around her because this novel is her true story. Although she is a white who does not directly get discrimination or oppression such as the coloured, however she writes other racial injustice that happens in her surroundings.

In *Dangerous minds*, Johnson bridges the gap between the coloured and the black and the white. Because the novel is inspired based on true story of the writer, it is important to know the social condition of the writer. When the novel was created, poverty is one social condition that influenced how racism is socially constructed in the novel. Walter (1985) has identified many minority students coming from poor family. Different status made the coloured and the black get fewer jobs than the white. That is why, most of the coloured and the black came from the lower income families. This condition made minority students are more dependent and most of minority students works after school to support their college education.

Poverty also influenced the other social condition such as broken home. Fagan (1999) state that many families get divorce because of financial problems. Broken families earn less money and experience lower levels of educational achievement. Family has big influence in shaping child's attitude. Most of naughty children come from broken family or broken home. For instance divorce, most of divorce gives bad effect to their children. For instance, compared to students from intact families, college students from divorced families use violence more frequent to resolve conflict, and are more likely to be aggressive and physically violent with their friends, male or female.

The previous explanations show that family has very big part in shaping child's attitude. Most of children from broken home are more prominent in doing delinquency. Since children who come from broken home sometimes get less of parental absence and supervision. These two examples such as poverty and broken home are some social conditions in America that influence the creative process of the

writer. Although, Johnson is the white who does not directly gets discrimination or oppression such as the coloured. She tries to write other racial injustice that happens around her.

This social condition which happens in America is also presented by some characters in the novel. Raul one of Johnson's Student who comes from poor family and another Johnson's student Emilio who comes from broken home. It shows that social condition in America when the novel was created also presented in the novel. Furthermore, the writer wants to tell the other racial injustice around her in her novel.

Although Johnson is the white woman, she does not take care of race. Johnson is always in side of her students and always helps her students without seeing their race, social status and gender. It can be seen in the quotation below in the novel how she is always in side of her students.

And I don't know nobody else who would give \$100 to a Mexican kid on a handshake. (Johnson, 1992:7)

Johnson asks each of students to write a personal journal of the nicest thing that anybody has ever done for them. Raul thinks what Johnson does for him is the nicest thing for him because nobody has ever done nice thing for him. Johnson gives Raul money to pay his Jacket. She just wants his handshake and wants Raul graduate. Because Johnson believes that when his handshake is important to their race, he will keep his promise because that is their pride. Johnson helps Raul although he is Mexican. It shows that she does not take care of race. She never discriminates their student from their color, social status, and gender. She sincerely wants to help her student. It also shows that her students also like her and respect her. The following quotation shows more that Johnson does not take care for race.

"I will not tolerate any racial, ethnic, or sexual slurs in this classroom. It is not fair to erase someone's face. In this room, everyone is entitled to equal dignity as a human being." (Johnson, 1992:28)

The quotation is when the first time she introduces herself in her class. She will not tolerate any racial, ethnic or sexual slurs in her classroom. Everyone has the same right. This quotation shows that she is as a bridge between minority group and dominant group. She does not take side with minority group or dominant group. It shows how she does not take care of race. Johnson also gets discrimination from school institution and another teacher in Parkmonth High school.

My job was to babysit. My job was to keep the NEP kids from making life difficult for the other teachers. If they had two Japanese students, or five Mexicans, or one Tongan, or two Nicaraguans in their classrooms, they'd have deal with them. (Johnson, 1992:163)

Johnson teaches NEP class that contains of thirty-six students. This class is for students who do not speak English well. The students come from all over the world such us Philippines, Tonga, Japan, Central America, and Mexico. Most of them speak Spanish. Johnson realizes that her job is not to teach them well. However, she is just to babysit them from making trouble in another class. This explanation shows that Johnson also gets discrimination from her same race although it is not as same as experienced by minority group.

Another discrimination Johnson gets bad treatment from her friends and school's constitution.

"He was really yelling. He told Mr. Simms that you have no discipline in your classroom at all and that you give A's to all the kids you like," (Johnson, 1992:172)

Johnson feels irritated with the rumors surround her. Burd Bartkus one of teacher in Parkmont high school says Johnson is too easy in her class and give all of her class good grade. This is verbal racist faced by Johnson. This condition makes Johnson mad and uncomfortable.

From some explanations above, it can be concluded that the writer writes racism issues in her surroundings. Although she is the white, she does not care about race. Johnson bridges the gap between the white, the black, and the coloured. Nevertheless Johnson as the white sometime does not realize that her mindset also

works as the white, for example when Raul needs money to pay his jacket, he takes Julio's order. Raul does not have much choice to take Julio's order because he needs the money and passes Johnson's class. The choice sometimes looks easy for the white but it is difficult for the coloured. The coloured and the black think that money is more important than study. Moreover according to Johnson, that is stupid thing to do. Johnson thinks so because she is the white who thinks study is more important than money.

Johnson as a white writer is still biased in writing the novel. Johnson as the writer and also as the main character of the novel always becomes a hero in the novel. Her students who hate her at the first time finally love her at the end of the story. In the novel the white is represented as a good one. In this novel, the voice of the writer is not objective because there is not the voice of the black and the coloured. It means that Delgado and Stefancic statement about voice of color is true. As they state that the coloured and the black writer is better in writing and speaking about race and racisms than white, it is because the coloured and the black experience racism directly. Although Johnson can inform racism issues surrounding her, she still biased in writing the novel because in the ending, the good one is still the white.

CHAPTER.5 CONCLUSION

Literature and society are closely related. Literature cannot be separated from the social life because literature is an expression of society. *Dangerous minds* is a novel inspired from Johnson's true story that represents racist activities in her surrounding when the novel created. Social conditions in the United States of America in 20th century have influence in her novel. *Dangerous Minds* tells a story of a white woman teacher named LouAnne Johnson who has problems with her class. Students in her class come from some different races while Johnson is the white. The different races and ethnicities between the students and the white woman teacher make the racial tension run high in the novel.

In *Dangerous Minds*, Johnson represents racist attitude in her surrounding especially in her class. Moreover, Johnson's students of different races have some social problems that influence them to do racist attitude. Furthermore, these social problems are the reasons they get bad treatment or discrimination. Some of her students are the coloured and the black. They come from poor family. These conditions make the coloured and the black students in Johnson's class discriminated. Most of people who have money and power (ordinarily coming from white) frequently conduct racial discrimination. As represented in the novel, Johnson wants to describe the negative impact of racism. Racism happens because of the different social status. It is represented in the novel, when the coloured and the black students who have potential cannot go to ACL class because the white students have more money and they also have potential. This condition belongs to material determinism as one of tenet in Delgado and Stefancic. Whereas, people who have less power (ordinary come from the coloured people) is more frequent getting racism. These problems are also represented in the novel, people get discrimination more than one reason such as less of power and they are minority. Those problems are related to Delgado and Stefancic about intersectionality, because intersectionality is

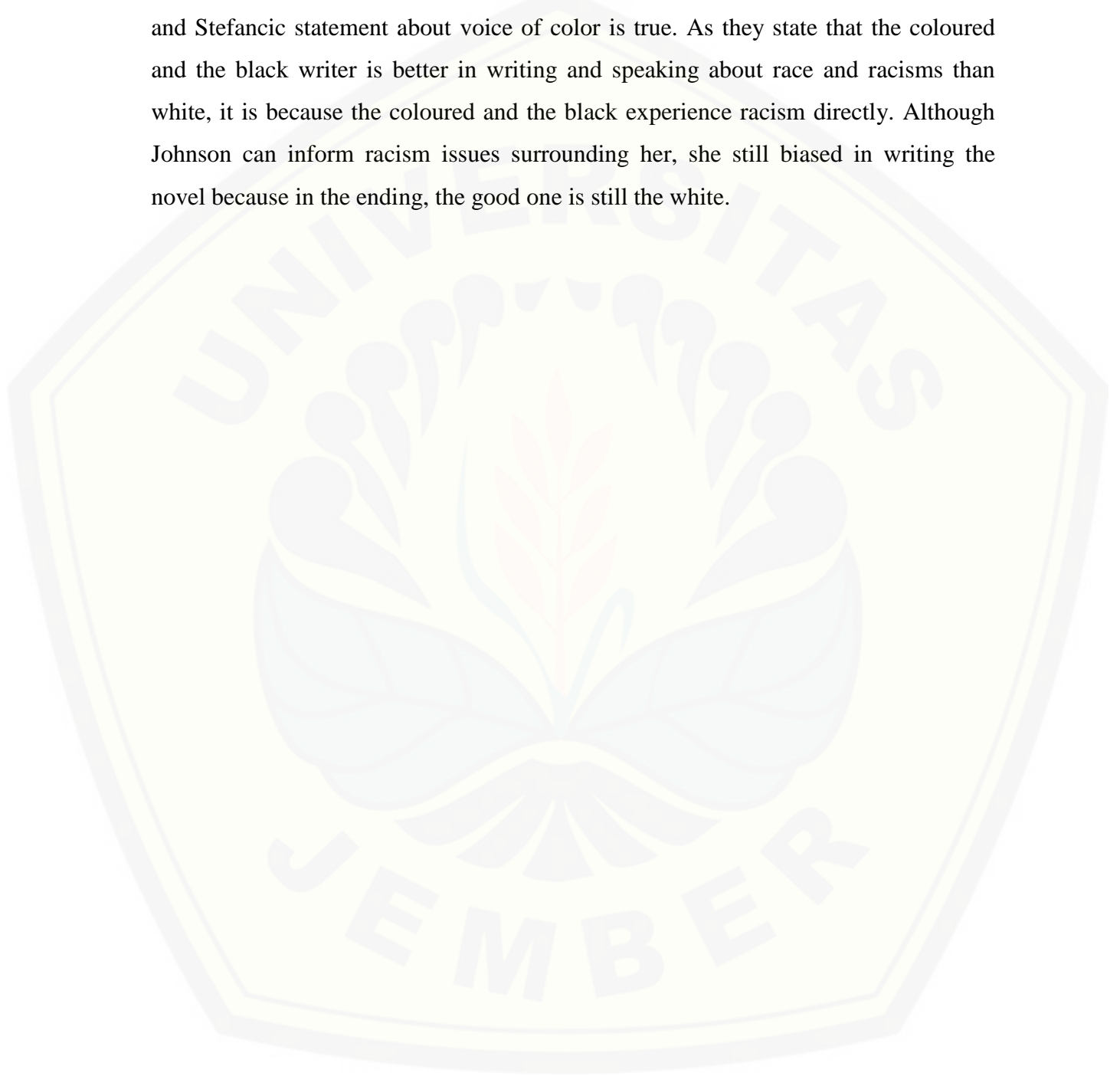
overlapping discrimination. Furthermore, these conditions ordinarily happen in everyday life. That is why, Delgado and Stefancic said it belongs to everyday racism.

Social status, race, power, money, and gender are some of the reasons that influence how racism is socially constructed in the novel related to the conditions of 20th century American's society. Social condition in 20th century American's society such as poverty, broken home, drug addict, and early pregnancy also influence Johnson's mind in writing the novel. Racism is socially constructed in the novel because of these social conditions and problems in 20th century American's society that happens in her surrounded and influences her in writing the novel.

From some explanation above, it can be concluded that *Dangerous Minds* is the representation of the social condition at that time when the novel was created. In the novel, the racist attitude happens to some Johnson's students such as Raul, Morton, and Shamica. They get racist attitude because they are the coloured, the black, poor, and less of power. Furthermore, Johnson's student who is racist is Emilio. He comes from broken home. His broken life always makes him think that the world is unfair for him. He is Salvadoran. He discriminates his friend Raul who is Mexican and poor. From the point of view of his teacher and others, he is arrogant and ill manner. He likes fighting against his friends. Besides that, Johnson as a white women teacher is a person who is antiracist in the novel. She always becomes a bridge between the white and the coloured and the black. She does not care about races. From the point of view of her students, she is very loveable and always cares for her students regardless of race.

In *Dangerous Minds*, Johnson informs the readers that racism occurred in 20th century of the U.S.A. As a white writer, Johnson does not care about race. Through her novel, she informs racism that occurred in her surroundings. She bridges the gap between the white, the colored, and the black. However, Johnson as a white writer is still biased in writing the novel. Johnson as the writer and also as the main character of the novel always becomes a hero in the novel. Her students who hate her at the first time finally love her at the end of the story. In the novel the white is

represented as a good one. In this novel, the voice of the writer is not objective because there is not the voice of the black and the coloured. It means that Delgado and Stefancic statement about voice of color is true. As they state that the coloured and the black writer is better in writing and speaking about race and racisms than white, it is because the coloured and the black experience racism directly. Although Johnson can inform racism issues surrounding her, she still biased in writing the novel because in the ending, the good one is still the white.



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