

**A STUDY ON RACISM IN LOUANNE JOHNSON'S *DANGEROUS MINDS* USING RICARD DELGADO'S AND JEAN STEFANCIC'S *CRITICAL RACE THEORY***  
**(STUDI RASISME DALAM NOVEL *DANGEROUS MINDS* KARYA LOUANNE JOHNSON MENGGUNAKAN *CRITICAL RACE THEORY* OLEH RICARD DELGADO DAN JEAN STEFANCIC)**

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**Abstrak**

*Dangerous Minds* adalah sebuah novel yang ditulis oleh LouAnne Johnson pada tahun 1992. Penelitian ini berfokus pada isu rasisme di dalam novel yang dipengaruhi oleh kondisi-kondisi sosial yang terjadi pada masyarakat Amerika di abad ke-20. Seorang guru kulit putih dengan murid yang berasal dari berbagai ras membuat rasisme lebih menonjol di dalam novel tersebut. Ada dua permasalahan yang akan didiskusikan dalam penelitian ini. Permasalahan yang pertama adalah tindak rasis dalam novel *Dangerous Minds* yang di tulis oleh LouAnne Johnson. Permasalahan yang ke dua adalah rasisme yang secara sosial terkonstruksi di abad ke-20 pada masyarakat Amerika di dalam novel *Dangerous Minds* yang di tulis oleh LouAnne Johnson. Penelitian ini menggunakan metode penelitian kualitatif untuk menganalisis dan mengidentifikasi. Data yang dianalisis dalam penelitian ini berupa kutipan. Kutipan tersebut bisa berupa kutipan langsung, kutipan tidak langsung, atau parafrase. Penelitian ini menggunakan pendekatan sosiologi sastra yang digagas oleh Allan Swingwood untuk menganalisis kondisi sosial di U.S.A di abad ke-20 dan kondisi sosial di dalam novel. Untuk menganalisis data tentang rasisme, kami menggunakan *Critical Race Theory* oleh Ricard Delgado and Jean Stefancic untuk menganalisis isu rasisme di dalam novel tersebut. Hasil dari penelitian ini menunjukkan bahwa *Dangerous Minds* adalah gambaran dari kondisi sosial yang terjadi di abad ke-20 di U.S.A. Rasisme masih terjadi di the U.S.A dan hal ini sulit untuk dihilangkan. Johnson sebagai seorang penulis ingin mengkritisi tentang kondisi di the U.S.A yang berhubungan dengan rasisme dan ingin menginformasikan kepada pembaca bahwa rasisme masih menjadi permasalahan yang sangat umum terjadi di the U.S.A di abad ke-20. Tetapi novel tersebut masih mengandung bias. Johnson seagai seorang guru kulit putih selalu menjadi orang yang selalu baik dalam novel tersebut. Di akhir cerita, orang kulit putih di gambarkan seagai orang yang selalu baik.

**Kata Kunci:** Rasisme, *Critical Race Theory*, *Sociological approach*, Kondisi Sosial di U.S.A di abad ke-20, *Dangerous Minds*.

**Abstract**

*Dangerous Minds* is a novel written by LouAnne Johnson in 1992. This research is focused on racism issues in the novel that is influenced by social condition in 20<sup>th</sup> century American society in the 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 20<sup>th</sup> century American society in LouAnne Johnson *Dangerous Minds*. This research uses qualitative research to analyse and identify. The data are written in the research in form of quotation, it can be direct quotation, indirect quotation and paraphrasing. This research use Allan Swingwood's *Sociology of Literature* as theoretical approach to analyse the social conditions in 20<sup>th</sup> century of the U.S.A and the social condition in the novel. We choose Richard Delgado's 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 20<sup>th</sup> century of the U.S.A. Racism still happen in the U.S.A and it is difficult to cure. Johnson as the writer wants to criticize about the condition of the U.S.A relates to racism and to inform the readers that racism is still going on in the U.S.A 20<sup>th</sup> century. However, the novel is still biased. Johnson as a white woman teacher always becomes a good person in the novel. At the end of story, the white is represented as a good one.

**Keywords:** Racism, *Critical Race Theory*, *Sociological approach*, Social Condition in the U.S.A at 20<sup>th</sup> Century, *Dangerous Minds*.

### Introduction

*Dangerous Minds* is one of the novels written by LouAnne Johnson and published in 1992. The novel is inspired based on her 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.

We am interested in LouAnne Johnson's *Dangerous Minds* as my object of discussion because *Dangerous Minds* represents racism issues in 20<sup>th</sup> century of the U.S.A.

In 1903, W.E.B. Dubois (Daniel, 1997:8) said that “the problem of the U.S.A in 20<sup>th</sup> 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 colour 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 people view the world is influenced by colour and race. Racist activities occur in many forms in society such as in institution especially in education. Walter (1985:1) states that before emancipation, African American was forbidden to get the higher education. Different status that grows in society makes minority group or the coloured and the black 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.

This research is conducted to know racism issues that is socially constructed in 20<sup>th</sup> century american society as represented in Louanne Johnson's *Dangerous Minds*. The problems analyzed using Allan Swingewood's *Sociology of Literature* as approach to break the analysis about racism issues in *Dangerous Minds* that is influenced by the social conditions in 20<sup>th</sup> century of the U.S.A. Furthermore, I choose *Critical Race Theory* from Richard Delgado and Jean Stefancic to analyse racism issues that is socially constructed in 20<sup>th</sup> century American society as represented in LouAnne Johnson's *Dangerous Minds*. This theory is applicable to the topic of discussion because it is a theory about human behavior and social procesess relevant to racial group catergorization.

### Research Methodology

The type of data applied in analysing *Dangerous Minds* is qualitative data since the data are in the form of sentences or words. The term of qualitative data is a type of data that deals with collecting and analysing information in a form of non-numeric (Blaxter, et al, 1996:60). The data will be written in the research as quotations. It can be direct quotation, indirect quotation or paraphrasing. There are two kinds of data used in this thesis. First is the primary data. The primary data in this thesis are all information dealing with racism taken from the novel in form of sentences, clauses, phrases, and words stating about racism. We also support the information with the secondary data. The secondary data are all information dealing with racism

issues in 20<sup>th</sup> century of the U.S.A taken from internet sources such as journal articles and books. All of the data from the novel and social condition at that time will be categorized in order to understand the novel better. Then, all the data are processed using critical race theory. The theory is used to analyse and identify the racism issues in 20<sup>th</sup> century American society that is represented in *Dangerous Minds*.

### Result

Based on the data which have been analysed in this research, it is found that racism still happens especially in the U.S.A. *Dangerous Minds* is the representation of social condition when the novel was created. Social condition at that time has influenced the writer 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 made racist activities more prominent in the novel. Johnson is a white writer, she does not care with race and tries to bridges the gap between the white and the coloured 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. At the ending of the story, the good person is still the white.

### Discussion

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. Racial problems between the coloured and the black and the whites is shown in LouAnne Johnson's *Dangrous Minds*. She tries to describe racial injustice between the coloured and the black and the whites in the U.S.A at 20<sup>th</sup> century which happens in her surrounding. 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*. Racist attitude itself means that a way of thinking toward people based on race, customs, values, religion, physical appearance, and social status.

Racism is ordinary experience for people of color. In LouAnne Johnson's *Dangerous Minds*, some students get different treatment in school. This example shows physical or verbal attacks against people of colour:

“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 Johnsons says. 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 happen because they always get bad treatment from the white. This is verbal racist which is done by the coloured and the black to the white in everyday life.

Racist attitude also can happen because the different social status in society. This condition shows in the novel:

"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 'white'—kids have the most money, their kids usually have the most potential."

(Johnson, 1992:46)

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. This is discrimination related to social status or financial. This condition is called material determinism.

Sometimes, someone gets discrimination more than one reasons such as race, sex, gender, national origin, sexual orientation, class, and social status. For example, 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 overlapping discrimination. This condition calls intersectionality because intersectionality is discrimination that overlaps.

Many racist activities happen in every society. One of the main problem is the point of view of society in judging something that is influenced by their mindset. This condition is called social construction. Delgado and Steffancic (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. In dangerous minds, social condition in the U.S.A at 20<sup>th</sup> century have influence toward racism issues that is socially constructed in the novel when the novel creates.

Solorzano (1997:7-8) states that in 20<sup>th</sup> century, the problem of the U.S.A is the problem of color 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 America gives many bad effects especially to minority group. For instance in getting a job; if there are white and the coloured and the black who apply for a job, 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 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.

Poverty is one of social conditions that have influence how racism is socially constructed in the novel. Walter (1985:1) has identified many students of the colour and the black come from poor family. Different status makes the coloured and the black get fewer jobs than white people. 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 presented 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 that come from different races such as Mexican, Hispanic/Latino, Spanish, White and Black. Almost all of coloured people such as Latino, Mexican, Spanish and Black come from lower class. Some of them must study and go to school in the morning and work in the night to earn money. Raul Chacon is one of Mexican's students who comes 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)

From this quotation, it shows that people who have money are more powerful. Furthermore, it shows that the coloured and the black do not have much choice. The choice sometimes looks easy for white people but it is difficult for people of color. Raul does not have much choice except to do it because he needs the money and it is difficult choice for him. 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 like that because she is white people who thinks study 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 represented in the novel. Raul is non white student who is dependent and responsible of his life. He works to help his family.

Besides that, social condition such as poverty is one reason that causes broken home. Many families get divorce because of financial problems. Fagan (1999:1) states 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 child. One of the bad effect of divorce is children get difficult to handle conflict when they have problem. 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 below 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.

Broken home is not only the problems. Today, promiscuity is rife in the U.S.A. In 1992, there are many teenagers who get early pregnancy without married. Prater (cited in Codrington and Fairchild, 2012:12) states 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. Shamica get pregnant before married and she must be transfer to school mother program.

"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. That is discrimination toward pregnant students.

Besides early pregnancy, other social problem that make racism issues more prominent in the novel is drug addict. Drug addict is also one of social problem in the novel. Griffith (2012:10) states that some reasons of teenagers who use drugs because of peer influence, stress or frustration, and family problems such as a broken home. Related to drug issues in America, the Mental Health Services Administration estimated 76% of the illicit drug users in the US were white, 14 % were African American, and 15,9% were Hispanic. However, white people seemed to be absent from the prison population with drug charge. 37% of people arrested for drug violations were African American. This condition shows that the criminal justice system is racist.

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. Drug addict needs support from their family or people who close to them. One of the bad effect of drug addict to students is they cannot focus on their study. This condition is the reasons why students who consume drug get bad grade in their education.

From these some examples of social condition problems that influence how racism is socially constructed. It shows

that society valued 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 who comes from broken home, and Danny is a 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 social conditions.

It is been a long time when minority group is forbidden to get education. Today, minority group is free to get education however in school racism issues still become a big problem. This changes is influenced by the changes of time. Delgado and Steffanic (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, this condition 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.

Many books tell about racism issues are written by minority writer because minority writer is better in writing and speaking about race and racism than white because

they experience racism directly and it is called Voice of color as six basic tenets of critical race theories. For instance, minority writers such as black, Indian, Asian, and Latino are more talented to tell about racism because they experience oppression directly. Thus, 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 Steffanic, 2001:9).

*Dangerous Minds* is inspired from true story. Johnson as the main character is also as the writer of *Dangerous Minds*. Johnson wants to tell about racism that happens around her because this novel is inspired from her true story. Although she is white and not directly get discrimination or oppression like the coloured and the black. However, she writes other racial injustice that happens around her. In the novel, Johnson bridges the gap between the coloured and the black and white people.

Although Johnson is white woman, she does not care about 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 quotation below in the novel how she is always in side of her students.

“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 care about 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 as 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.

From some explanations above, it can be concluded that the writer tries to tell the social condition in her surrounding. Although she is white people, she does not

care about race. Johnson bridges the gap between white people and the coloured and the black. Nevertheless Johnson as white writer sometime does not realize that her mindset also works as 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 white people but it is difficult for the coloured and the black. 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 a white person 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 racism 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 person is still the white.

### Conclusion

In *Dangerous Minds*, Johnson describes racist attitude represented in her surrounding especially in her class with some students that come from different races. Moreover, the students that come from different races have some social problems which give influence to do racist attitude. Some of her students are the coloured and the black and they are poor. These conditions make the coloured students in Johnson’s class get discrimination from others. Most of people who have money and power (ordinarily coming from white) are more prominent doing racism. As Johnson represents in the novel, racism happens because of the different social status. It is represented in the novel, when the coloured 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 and the black) is more prominent getting racism. These problems are also represented in the novel, people get discrimination more than one reason such as less of power and the coloured and the black. 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, financial, and gender are some problems that influence how racism is socially constructed

in the novel related to the conditions of 20<sup>th</sup> century American's society. Social condition in 20<sup>th</sup> century America 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 20<sup>th</sup> century American's society that happens around her and influences her in writing the novel.

In *Dangerous Minds*, Johnson informs the readers that racism was occurred in 20<sup>th</sup> 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 person is still the white.

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