## Chapter 5. Conclusion and Suggestion

This chapter presents the conclusion and suggestion of this research. The conclusion is provides as the result of the issue regarding the abolishing racial discrimination by white people reflected in the novel using genetic structuralism. Moreover, researcher makes suggestions for the next researchers who have the interest in similar research ground.

## Conclusion

After analyzing the data of abolishing racial discrimination by white people reflected in *To Kill a Mockingbird* novel, the researcher reaches the conclusion of the result. The researcher draws a conclusion to answer the research question of this study.

The abolishing racial discrimination by white people reflected in the novel is divided into two types of racial discrimination that are interpersonal and institutional discrimination. Interpersonal racial discrimination refers to individual behavior towards the racial group to harm the group. Meanwhile, institutional racial discrimination refers to the policies or practices of institutional that harm a racial group, such as law, government, or other institutions' policies.

In interpersonal racial discrimination, the researcher found four data on racial discrimination and the abolishment effort of white people. The first data of interpersonal racial discrimination showed the act of Atticus Finch as white people defending the black maid Calpurnia. This included the interpersonal racial discrimination in the workplace against the black woman. Atticus refused his

**82** 

sister's request to fire Calpurnia and give Calpurnia freedom as black people to decide what she wants. Additionally, Atticus treated Calpurnia as a family and asked his sister to accept her existence and the way they are. The second data showed the act of Atticus in protecting Tom Robinson from the white gang who want to harm the black man in the jailhouse. It described how Atticus Finch bravely faces the angry white gang just to save the black man. He managed to prevent racial violence that would be carried out by white gangs. The third data showed the action of Link Deas in protecting Helen from the racial violence from a white man happens in public road. Link Deas warned the white man to not bother the black woman again and gave him a warning about assault and Ladies' Law. The last data explained the effort of Atticus to reduce the risk of racial discrimination in the future life by having an understanding to his children about the cruelty of racial discrimination.

In institutional racial discrimination, the researcher uncovered some data on racial discrimination and the abolishment effort of white people. The first data showed the ugly fact of the court system which present disadvantages for black people when they against white people in a case. This described the institutional racial discrimination of the law policy and practice by the people in the institution. The second data showed Atticus Finch's seriousness in helping Tom Robinson from the crime accused to him. Atticus knows that it will be hard togo against the societal code, but he tried to give equal opportunity to the black man. The third data showed Atticus Finch consciousness to do the right thing by helping the black man. He was not being racist as the other white people and showed that he was support equality. The fourth data showed the action of Atticus in defending

83

Tom Robinson in his trial. Atticus revealed the truth that the black man is not guilty and the accusation is just an evil assumption made by the plaintiff to take advantage of the black man. He tried to clear the name of black people by revealing that the bad people are not just in the black group, but also in the white group. The fifth data showed Atticus effort to reveal the equality of all human, so no one should be treated badly from the other. He cited Thomas Jefferson's statement in the declaration of independence that all men are equal to make the jury instead ofmaking a racist decision against the black man. The sixth data showed Atticus effort to raise the jury awareness to decide the verdict based on the truth and not based on racism belief of white people. He tried to convince the jury to make a fair decision and free the innocent black man. The seventh data showed the fair-minded of Atticus in defending the black. He proved that white people could treat black people in the same way as white people. The eight data showed some white people who were standing on Tom Robinson's side but it could not directly be perceived. Among of the white people, there was Judge Taylor who appointed Atticus Finch to defend the black man. Taylor's reason behind the appointment of Atticus Finch is because Atticus is a fair-minded person who can hold the all-white jury member longer in determining the verdict of the defendant. In some similar cases, the jury member would immediately give a guilty verdict to blacks even though the defendant was innocent. The next data showed the Atticus' desire to change the societal codes in their society. He thought the better way to fix the injustice in their court was by changing the law so that all people could get a fair verdict. The last data showed the effort of Mr. Underwood in revealing the injustice court system of Tom Robinson in the local newspaper.

This data also revealed the effort of Atticus who did his best to get the black man free, but actually Atticus never had the case because of the black man already dead when the Mayella Ewell accused him. Mr. Underwood showed that the due law process of Tom Robinson was just a formality of the institution's policies and practice.

Since this study uses genetic structuralism, the researcher also analyzes the collective unites of the literary work and the social condition of America in the 1930s. The intrinsic and extrinsic element has shown the relation of the novel and American society at the time. The novel presents the Alabama social condition in the 1930s with segregation and racial discrimination. The researcher sees that the author reveals the inequity of the legal justice system of Alabama in the nineteenthirties by reflecting the phenomenal case of Scottsboro Boys in the story.

Through the novel, the researcher reveals the author's world view of the racist belief in American society. It can be seen in the meaning of the title *To Kill a Mockingbird* which according to the author it is a sin to kill a mockingbird. The mockingbird is an innocent creature that is likened to black people in America who are powerless. Hence, it is a sin to harm or take advantage of black people's ignorance just like a sin to kill a mockingbird. However, the author pictured a group of white people who have effort in helping the black people in the novel which is not only the imagination of the author but also can be found in American society in 1930s. With this relation, the researcher sees that the world view that the author wants to convey is not all white people are racist and discriminate against black people. There are also white people who have the consciousness to uphold justice and treat the black people equally as pictured in her novel.

Therefore, the researcher concludes that genetic structuralism has achieved the objective of this research.

## Suggestion

Analyzing a literary work is not as easy as the others. It has a critical outlook to understand and to get into arguments to answer the problem that will be analyzed. Literary works as a representative of human life that was made in an art form. Some literary works are purely based on the author's imagination and some are based on the reality that happens in a society in our world. Many aspects can be analyzed from it and many approaches can be used to analyze literary works, for instance, the sociological approach. A sociological approach is an approach used to analyze the relationship between literary works and social life. Even though literary works consist of fiction and non-fiction, they have social elements, such as moral values and social values that can be investigated by using a sociological approach. Many theories can be used in the sociological approach. One of them is genetic structuralism which used a method of historical and dialectical materialism.

Since this research was focused on the racial discrimination issue that often be found in society and used genetic structuralism as the approach, the researcher has some suggestions for further researcher. The suggestion for those who interested in and intend to research similar ground, it will be better to use a great literary work that raise possibility and had a relation with historical materialism. It is due to that genetic structuralism deals with great philosophical and literary work. Increasing the source and information relates to the study by

using many trusted references and much better use the original sources. The most important thing is reading the references as much as possible and re-read it again and again to support the arguments of the research. The researcher is aware that this research might not be perfect as expected because many things are needed to develop. Hopefully, this research couldbring benefits as a reference to analyze similar topics for the further researcher.

## References

- Adler, J. S. (2015). Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America. *The Journal of American History*, Oxford University Press
- Bellamy, J. (2014). *The Scottsboro Boys Injustice in Alabama*. Retrieved from https://www.archives.gov/files/publications/prologue/2014/spring/scottsboro.pdf
- Bond, J, and Dess, M. (2011). *Ku Klux Klan A History of Racism and Violence*.

  Alabama: The Southern Poverty Law Center
- Boston, T. (2010). Who was Atticus Finch?. Texas Bar Journal, Vol. 73 No.6.
- Coney, J.F, Tran, M, and Sjostrom, S. (2012). A guide to the United States

  Constitution. Minnesota: United States Attorney's Office
- Coombs, N. (1972). The black experience in America: The Immigrant Heritage of America. Woodbridge: Twayne Publishers
- Dovidio, J.F, Hewstone, M, Glick, P, and Esses, V.M. (2010). *Prejudice,*Stereotyping, and Discrimination: Theoretical and Empirical Overview.

  London: SAGE Publication Ltd.
- Encyclopedia.com. (n.d). *Black Americans* 1929-1941. Retrieved from https://www.encyclopedia.com/education/news-and-education-magazines/black-americans-1929-1941

- Equality and Human Rights Commission. (2017). Equality Act 2010 Handbook for advisors. Scotland. Retrieved from https://www.equalityhumanrights.com/sites/default/files/equality\_act\_2010\_handbook\_for\_advisorsweb.pdf
- Foner, E. (2017). The Reconstruction Amendments:

  Official Documents as Social History.

  The Gilder Lehrman Institute of American History.
- Goldmann, L. (1975). *Towards a Sociology of the Novel*. Great Britain: Tavistock Publications Limited
- History.com. (2017). *Ku Klux Klan*. Retrieved from http://www.history.com/topics/ku-klux-klan/print
- International Labour Office, International Organization for Migration, and Office of the United Nations High Commissioner for Human Rights. (2001).

  International Migration, Racism, Discrimination and Xenophobia. Geneva, Switzerland.
- Jefferson, T. (1952). Declaration of Independence: In Congress July 4, 1776: the

  Unanimous Declaration of the Thirteen United States of America. Retrieved

  from https://www.constitution.org/us\_doi.pdf
- Karlsen, S and Nazroo, J. Y. (2002). Relation between racial discrimination, social class, and health among ethnic minority groups. *American Journal of Public Health Vol* 92, No. 4
- Lee, H. (1960). TO KILL A MOCKINGBIRD. New York: McIntosh and Otis, Inc.

- Library of Congress.(n.d). *Great Depression and World War II, 1929-1945*.

  Retrieved from

  http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/p
  resentations/timeline/depwwii/race/
- Mays, J.E and Jaffe, R.S. (2014). History Corrected The Scottsboro Boys Are Officially Innocent. *The Champion Journal*. Retrieved from www.nacdl.org
- NAACP. (2016). *NAACP: 100 YEARS OF HISTORY*. Retrieved from http://www.naacp.org/pages/naacp-history
- Neuman, W.L. (2014). Social research methods: qualitative and quantitative approaches. Edinburg: Pearson
- Pager, D and Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. New Jersey: Princeton University.
- Penner, L.A, Dovidio, J.F, Hewstone, M and Ramiah, A.A. (2010). The social psychology of discrimination: Theory, measurement, and consequences.

  Retrieved from https://www.researchgate.net/publication/292811039\_The\_social\_psycholog y\_of\_discrimination\_theory\_measurement\_and\_consequences/download
- Pinckney, S. (2002). Communism in Washington State History and Memory;

  chapter 6 Race and Civil Rights: the 30's and 40's. University of

  Washington. Retrieved from

  http://depts.washington.edu/labhist/cpproject/pinckney.shtml

- Pincus, F. L. (1996). Discrimination comes in many forms: Individual, institutional, and structural. *The American Behavioral Scientist, Vol. 40*, No.2
- Rosich, K. J. (2007). *Race, Ethnicity, and the Criminal Justice System*. Washington, DC: American Sociological Association
- Swingewood, A. and Laurenson, D. (1972). *The Sociology of Literature*. London: Paladin
- United Nations.(2015). *Universal Declaration of Human Rights*. Retrieved from https://www.un.org/en/udhrbook/pdf/udhr\_booklet\_en\_web.pdf
- Viegut, B. (2016). *To kill a mockingbird: Dramaturgy & Glossary*. Retrieved from http://www.brookeviegut.com/uploads/7/4/9/6/74963513/to\_kill\_a\_mocking bird\_repstl\_dramaturgy.pdf
- Zoom in on America. (2016). Rosa Parks A woman of courage. *Journal of U.S.*Consulate Krakow, Vol. XII. Issue 135.