

Racial Prejudice in Lee's *To Kill A Mockingbird*

THESIS

**Presented in partial fulfillment of the requirements
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MOTTO

- Education is not a preparation for life, education is life itself by John Dewey
- Education is what remains after one has forgotten everything he learned in school by Albert Einstein

DEDICATION

For

My beloved Mother and Father

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Alhamdulillahirobbil'alamin, thanks to Allah the Almighty, the owner of the universe who gave me strength, and this happiest moment I wish a prayer to the Almighty who blessed me during the writing.

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Finally, I realize that my thesis is far from being perfect, therefore I welcome any comments, suggestions and critique.

Semarang, 31 Januari 2012

Siti Faizah

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ABSTRACT

This thesis presents Harper Lee's view about prejudice, race and racism of the social life of *To Kill A Mockingbird*. The aim of the thesis is to analyze deeply about the concept of prejudice and racism of Harper Lee from the point of view of Scout as the main character in this novel.

The discussion began by analyzing intrinsic and extrinsic elements. The intrinsic elements novel such as character and characterization, conflict and setting and the extrinsic element taken from the social conflict America at glance in 1930s. From the intrinsic and extrinsic elements, the reflection of Harper Lee's view a struggle of a white man who defend a nigger which is in that time defending nigger such a disgrace for white people from the social judgments.

The methods used are library research method and approach. The library research method is to gain information related to discussion. The approaches used here are structural and sociological approach. Structural approach is used to analyze character and characterization, setting, conflict, while sociological approach was applied to analyze Racial Prejudice in this novel.

The result of the analysis shows that Scout as the main character is described as a person who is naïve, understanding girl, smart, emotional, lovely. She experiences the internal conflict, person against herself. The external conflict overwhelm Scout against some others characters and the society. In this novel Harper Lee's shows her point of view on prejudice and racism. She tries to tell people in the novel if Alabama in 1930s was full of prejudice and racism action from white people to black people. So, because of the prejudice black people always become the victim or person that blamed as a criminal when there was a case between white and black before or after the court.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature represents a language or a people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience (http://classiclitt.about.com/od/literaryterms/g/aa_whatisliter.htm).

Literary works are reflection of human life contain situation, interaction, and conflict which are happened in the Society (Taylor, 1981:5). Literary works have many function for readers, besides as an entertainment they help us to see and gives information about the other side of human life in a period because it has reflection the social reality about norms and other elements that are connected each other that expressed by human's experiences.

Literature is classified into several forms, such as drama, short story, poem, novel etc. Every classification has strength it self but it seem novel is the most popular work than the others.

The American College Dictionary (Tarigan, 1984 : 164) novel is a fiction story of prose in certain length, which depicting the actors, movements while the real representative scenes inside of the rule or a mess and complicated situation.

In this thesis, the writer choose Lee's novel *To Kill A Mockingbird* as the first source research. In this novel the writer choose Jean Louise Finch who called Scout as the main character to analyze.

Scout was eight years old little girl who lived in Maycomb county, Alabama states of America in 1930s. Besides as the main character Scout also the narrator in the novel, *To Kill A Mockingbird*. Her brother's name is Jem and her father's name Atticus. Most of the time she acted like tomboy and little aggressive. Jem sometimes had teased her by saying she acted like a girl. Scout could be very tough. On the other hand, she could be very proper around the neighborhood ladies. Once, during one of the Missionary circles Scout attended, she acted like a whole different person because she was on her best behavior. Scout was the youngest and the only girl in her family. She also loved to join in on the daily routine of tormenting Boo Radley with her brother and her friend Dill. She was very brave and determined. Scout and Jem's life changed when their father becomes black man's lawyer in a case. When her father defended someone who considered by people as trash, he was exposed to strong censure for his action from all the people of the town. In the middle of her family's problem Scout learn about life. Her pure heart tried to find what she didn't know about the circumstance, why black and white must be separate and different, why the people became rude and gave unfair judgment because of colors skin that made someone trap in the black hole.

The writer sees if the action of Maycomb's people in the novel *To Kill A Mockingbird* who became racist caused by the time and the period (Alabama, states of America, 1930s) where the setting of the novel written has close relationship with the real social condition in that period. Sociology it self has a correlation with the history how the social condition build.

Analyzing a literary work which use sociological approach, we will understanding about elements of the social condition who has any relation with the character who play in the novel who passing their life in the story.

Based on the explanation, the correlation between the condition, character and also the conflict the writer considered the subtitle of this thesis proposal is *Racial Prejudice in Lee's To Kill A Mockingbird*.

1.2 Statement of the Problem

With the regard to the background of the Study, the statements of the problem are as the followings:

1. How is the character of Scout as the main character?
2. What is the setting and conflict that happened in the novel?
3. What is the racism aspects in the novel and how they influence the characters that showed in the novel?

1.3 Scope of the Study

The discussion in this thesis is limited. The Limitations of this study will cover the analysis about the racial prejudice in *To Kill A Mockingbird* which uses intrinsic and extrinsic elements to analyze. Especially character, characterization, setting and conflict for the intrinsic elements and racial aspect of America in 1930s as the extrinsic element . It also focuses on how the elements are related one to another.

1.4 Objective of the Study

Related to the problem of the study above, the writer decides the purpose of the study are as follows :

1. To describe general description of Scout as the main character in the novel.
2. To find out the conflict and the setting, experienced by Scout in Lee's To Kill A Mockingbird.
3. To describe the racism prejudice around of Scout life.

1.5 Significance of the Study

It is hoped that the result of the thesis can give a valuable contributions to Dian Nuswantoro University and whoever reads this thesis. In details, the result of this study is expected to be significant for :

1. The Writer

The significance that will be gotten by the writer is increasing knowledge about literature and its analysis, especially in sociological aspect.

2. The reader

Reference to the reader who wants to know more about sociological approach may be this will be useful.

3. The University

Distribute to university as an references especially to library of Dian Nuswantoro University. The writer hopes this reference will be useful for the English Department who are going to study about sociological elements of literat

1.6 Method of the Study

In a research, a method is needed to get a valid result. In this case, the writer explains the research method that will be used to conduct the research. This part discusses about research design, unit of analysis, source data, technique of data collection and technique of data analysis.

1.6.1 Research Design

In this thesis proposal the writer will use *To Kill A Mockingbird* by Harper Lee as the object of the analysis. Based on the analysis the writer will used qualitative descriptive method to analyze *To Kill A Mockingbird*. Azwar and Harsono (1999:15) state :

In qualitative research the descriptive analysis has an important role. Descriptive data analysis is aimed to give a description about the research subject base on data from variable obtained from the subject group that is examined and does not have any attention for hypothesis testing.

By using this method the writer will describe systematically the analysis of the thesis accurately.

1.6.2 Source of Data

The data of this study are written data. They have two sources, primary and secondary. The Primary source is the novel *To Kill A Mockingbird* by Harper lee and the secondary were taken from some books and the internet.

1.6.3 Unit of Analysis

This study focuses on the social conflict of Scout in *To Kill A Mockingbird* by Harper lee to analyze. A kind of analysis, sociological approach such a character and characterization, setting, conflict, and American at glance in 1930s

1.6.4 Technique of Data Collection

The writer uses library research in collecting data. According to Semi (1993:8) Library research is a method which is done by researcher in the library, to get information about the object of research through some books. By using the library research, the writer can get the data and the information about the object of the research from books.

By using this method, this writer will get the data and information about the object of research from some books, internet, and audiovisual element related to the top

The data is taken from Harper Lee's *To Kill A Mockingbird*. The writer uses the method of definition to get more information about this research. The writer will use following procedures:

1. Reading the novel of Harper Lee's *To Kill A Mockingbird*.
2. Finding the major character and characterization of Scout
4. Finding all the main character's conflict.
5. Finding what's Prejudice mean and how it's work on the novel
6. Finding the social condition based on the novel.

1.6.5 Technique of Data Analysis

There are some methods of approaches that can be used in analyzing a novel. The writer uses the theory of sociological approach. According to Wikipedia:

Sociological Criticism is literary criticism directed to understanding (or placing) literature in its larger social context; it codifies the literary strategies that are employed to represent social constructs through a sociological methodology. Sociological criticism analyzes both how the

social functions in literature and how literature works in society.

From the statement above, it is clear that sociological criticism showed to analyze the social life in a novel the writer needs the social constructs. Analyzing the literary work using the sociological approach means to analyze the sociological aspect of literature work. Based on the writer adds the consensus theory to analyze more detail. Theory suggested by Pip Jones. Pip Jones states:

Consensus theory argues that people behave as they do because they have been socialized into cultural rules (2009 : 12).

Consensus theory is based on the primary of the influence of culture-what learn we learn to want as a result of socialization (2009:14)

Based on the theory that refers to the social condition to analyze the novel the writer use *America at glance* in 1930s which has any relation with the text story of Harper Lee's *To Kill Mockingbird*.

By using the methods the writer gets the data and information to analyze which easier and really help the writer to analyze.

1.7 Thesis Organization

In this thesis the writer explains each chapter which is divided into five chapter. They are follows :

Chapter I is Introduction. It contains about Background of the Study, Statement of the Problem, Scope of the Study, Objective of the Study, Significant of the Study, Methodology and Thesis Organization.

Chapter II is The Author and Synopsis of the Story. It covers biography of Nelle Harper Lee and Her work. It also covers the Synopsis of To Kill A Mockingbird

Chapter III is the Review of Related Literature. This chapter consist of the intinsic elements such as character and characterization, Setting and conflict. It also represent the extrinsic element in sociological aspect such as America at glance and consensus theory.

Chapter IV is Discussion. It covers general description of Scout, Scout's internal conflicts and external conflict, Setting in the novel To Kill A Mockingbird and also Scout's social conflict.

The last chapter is Chapter V. This chapter consist of conclusion and suggestion.

CHAPTER II

AUTHOR AND SYNOPSIS OF THE STORY

2.1 Biography of Nelle Harper Lee and her Works

Biography of Nelle Harper Lee and her works taken from http://en.wikipedia.org/wiki/Harper_Lee and several addition from the other sources. Nelle Harper Lee was born in Monroeville, Alabama on April 28, 1926, the youngest of four children of Amasa Coleman Lee and Frances Cunningham Finch. Her father, a former newspaper editor and proprietor, was a lawyer who served in the Alabama State Legislature from 1926 to 1938. As a child, Lee was a tomboy and a precocious reader, and was best friends with her schoolmate and neighbor, the young Truman Capote.

In 1944, Lee graduated from Monroe County High School in Monroeville, and enrolled at the all-female Huntingdon College in Montgomery for one year, and pursued a law degree at the University of Alabama from 1945 to 1949, pledging the Chi Omega sorority. Lee wrote for several student publications and spent a year as editor of the campus humor magazine, *Rammer Jammer*. Though she did not complete the law degree, she studied for a summer in Oxford, England, before moving to New York City in 1950, where she worked as a reservation clerk with Eastern Air Lines and BOAC.

Lee continued as a reservation clerk until 1958, when she devoted herself to writing. She lived a frugal life, traveling between her cold-water-only apartment in New York City and her family home in south-central Alabama to

care for her father.

When Lee attended the 1983 Alabama History and Heritage Festival in Eufaula, Alabama, she presented the essay "Romance and High Adventure."

Lee has been known to split time between an apartment in New York and her sister's home in Monroeville. She has accepted honorary degrees but has declined to make speeches. In March 2005, she arrived in Philadelphia — her first trip to the city since signing with publisher Lippincott in 1960 — to receive the inaugural ATTY Award for positive depictions of attorneys in the arts from the Spector Gadon & Rosen Foundation. At the urging of Peck's widow Veronique, Lee traveled by train from Monroeville to Los Angeles in 2005 to accept the Los Angeles Public Library Literary Award. She has also attended luncheons for students who have written essays based on her work, held annually at the University of Alabama. On May 21, 2006, she accepted an honorary degree from the University of Notre Dame. To honor her, the graduating seniors were given copies of *Mockingbird* before the ceremony and held them up when she received her degree.

On May 7, 2006, Lee wrote a letter to Oprah Winfrey (published in *O* in July 2006). Lee wrote about her love of books as a child and her dedication to the written word: "Now, 75 years later in an abundant society where people have laptops, cell phones, iPods and minds like empty rooms, I still plod along with books."

While attending an August 20, 2007 ceremony inducting four members

into the Alabama Academy of Honor, Lee responded to an invitation to address the audience with "Well, it's better to be silent than to be a fool.

Presidential Medal of Freedom recipient :

President George W. Bush presents Harper Lee with the Presidential Medal of Freedom at the White House on November 5, 2007

On November 5, 2007, Lee was presented with the Presidential Medal of Freedom by President George W. Bush at a White House Ceremony. The Presidential Medal of Freedom is the highest civilian award in the United States and recognizes individuals who have made "an especially meritorious contribution to the security or national interests of the United States, world peace, cultural or other significant public or private endeavors."

Fictional portrayals : Harper Lee was portrayed by Catherine Keener in the film *Capote* (2005), by Sandra Bullock in the film *Infamous* (2006), and by Tracey Hoyt in the TV movie *Scandalous Me: The Jacqueline Susann Story* (1998). In the adaptation of Capote's *Other Voices, Other Rooms* (1995), the character of Idabell Thompkins, who was inspired by Truman Capote's memories of Harper Lee as a child, was played by Aubrey Dollar. Lee's writings : *To Kill A Mockingbird* (1960), *Love In Other Words* 1961, *Christmas to Me* (1961), *When Children Discover America* (1965).

2.2 Synopsis of *To Kill A Mockingbird*

The Synopsis of *To Kill A Mockingbird* was taken from <http://www.gradesaver.com/to-kill-a-mockingbird/study-guide/short-summary/> and several addition from the writer of thesis.

To Kill a Mockingbird takes place in Alabama during the Depression, and is narrated by the main character, a little girl named Jean Louise "Scout" Finch. Her father, Atticus Finch, is a lawyer with high moral standards. Scout, her brother Jem, and their friend Dill are intrigued by the local rumors about a man named Boo Radley, who lives in their neighborhood but never leaves his house. Legend has it that he once stabbed his father in the leg with a pair of scissors, and he is made out to be a kind of monster.

The children are curious to know more about Boo. The children begin moving closer to the Radley house, which is said to be haunted. They try leaving notes for Boo on his windowsill with a fishing pole, but are caught by Atticus, who firmly reprimands them for making fun of a sad man's life. Other mysterious things happen to the Finch children. A certain tree near the Radley house has a hole in which little presents are often left for them, such as pennies, chewing gum, and soap carved figures of a little boy and girl who bear a striking resemblance to Scout and Jem. The children don't know where these gifts are coming from, and when they go to leave a note for the mystery giver, they find that Boo's brother has plugged up the hole with cement.

Atticus decides to take on a case involving a black man named Tom Robinson who has been accused of raping a very poor white girl named Mayella

Ewell, a member of the notorious Ewell family, who belong to the layer of Maycomb society that people refer to as "trash". The Finch family faces harsh criticism in the heavily racist Maycomb because of Atticus's decision to defend Tom. But, Atticus insists on going through with the case because his conscience could not let him do otherwise. He knows Tom is innocent, and also that he has almost no chance at being acquitted, because the white jury will never believe a black man over a white woman. Despite this, Atticus wants to reveal the truth to his fellow townspeople, expose their bigotry, and encourage them to imagine the possibility of racial equality.

Because Atticus is defending a black man, Scout and Jem find themselves whispered at and taunted, and have trouble keeping their tempers. At a family Christmas gathering, Scout beats up her cloying relative Francis when he accuses Atticus of ruining the family name by being a "nigger-lover". Jem cuts off the tops of an old neighbor's flower bushes after she derides Atticus, and as punishment, has to read out loud to her every day. Jem does not realize until after she dies that he is helping her break her morphine addiction. When revealing this to Jem and Scout, Atticus holds this old woman up as an example of true courage: the will to keep fighting even when you know you can't win.

The trial pits the evidence of the white Ewell family against Tom's evidence. According to the Ewells, Mayella asked Tom to do some work for her while her father was out, and Tom came into their house and forcibly beat and raped Mayella until her father appeared and scared him away. Tom's version is that Mayella invited him inside, then threw her arms around him and began to kiss

him. Tom tried to push her away. When Bob Ewell arrived, he flew into a rage and beat her, while Tom ran away in fright. According to the sheriff's testimony, Mayella's bruises were on the right side of her face, which means she was most likely punched with a left hand. Tom Robinson's left arm is useless due to an old accident, whereas Mr. Ewell leads with his left. Given the evidence of reasonable doubt, Tom should go free, but after hours of deliberation, the jury pronounces him guilty. Scout, Jem and Dill sneak into the courthouse to see the trial and sit in the balcony with Maycomb's black population. They are stunned at the verdict because to them, the evidence was so clearly in Tom's favor.

Though the verdict is unfortunate, Atticus feels some satisfaction that the jury took so long deciding. Usually, the decision would be made in minutes, because a black man's word would not be trusted. .

Meanwhile, Mr. Ewell threatens Atticus and other people connected with the trial because he feels he was humiliated. He gets his revenge one night while Jem and Scout are walking home from the Halloween play at their school. He follows them home in the dark, then runs at them and attempts to kill them. The elusive Boo Radley stabs Mr. Ewell and saves the children. Finally, Scout has a chance to meet the shy and nervous Boo. At the end of this fateful night, the sheriff declares that Mr. Ewell fell on his own knife so Boo, the hero of the situation, won't have to be tried for murder. Scout walks Boo home and imagines how he has viewed the town and observed her, Jem and Dill over the years from inside his home. Boo goes inside, closes the door, and she never sees him again.

CHAPTER III

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about the related literature in this study. It consist of the theorist which are used in the next chapter. The writer uses several sources to support in explaining the subject matter. This chapter is divided into the sub-chapters. There are intrinsic elements and extrinsic elements.

The intrinsic elements theorist to be reviewed here are those that is related to character, characterization, setting and conflict. To support that elements, the writer uses sociological approach that based of the racism of South America in 1930s.

3.1 Intrinsic Elements

Intrinsic elements is called formalism as the critic's basic interest is in the form of the text.

3.1.1 Character and Characterization

Every fiction employs characters to serve it's story. The story will not interesting or it can be dead if there are no character. Character itself has the meaning Any of the persons involved in a story or play, or the distinguishing moral qualities and personal traits of a character. Character is a basic element in much imaginative literature, and therefore they merit the considerable attention paid to him. When critics speak of character, they mean any person who figures in a literary work, not particularly or eccentric one; sometimes a character does not

actually appear but it is merely talked about (Potter 1967:1)

Character in this fiction novel are not real people, they only imagination created by the authors. A character in a novel or play is not real human being and has no life outside the literary composition, however well the illusion of reality has been created by the author (Taylor, 1981 : 62).

There are the classification of character :

1. Major character

Major character is the main actors / actresses in the story.

2. Minor character

Minor character is the supporting actors / actresses in the story.

Character cannot be separated from characterization. There are support each other. Characterization makes the appearance of the character clear because characterization is a description in fiction. Kenney (1996 : 34-36) stated :

Characterization is the way an author portrays the character. He classifies the characterization as follows:

1. Discursive Method

It is method that the writer uses to describe the character by his / her words

2. Dramatic Method

The way the writer describes the personality of the characters through their dialogues

3. Contextual Method

The readers know the personality of the character from another character. It sometimes subjective.

4. First Person Narration

The story that tell by the own writer.

3.1.2. Setting

3.1.2.1 Setting of time

Setting of time will show us when the novel was written. Time has a great influence in a literary works, because setting of the time show a culture, not all culture but the time must be has something different that we will cannot find in the other time.

3.1.2.2 Setting of Place

One place and the other place in the world is very different although they have same time. The writer saw from the background of the place, the history and also the culture which influence the story and automatically the character.

3.1.2.3 Setting of Social

In a novel the social condition has an important functions to support the story. The social condition will influence how the story will run out. Setting of class divided by three parts :

1. High class

is the group of people at the top of a social hierarchy. Members of an **upper class** may have great power over the allocation of resources and governmental policy in their area.

2. Middle – high class

is any class of people in the middle of a societal hierarchy. In Weberian socio-economic terms, the middle class is the broad group

of people in contemporary society who fall socio-economically between the working class and upper class.

3. Lower class.

is a term used in the social sciences and in ordinary conversation to describe those employed in lower tier jobs (as measured by skill, education and lower incomes), often extending to those in unemployment or otherwise possessing below-average incomes. Working classes are mainly found in industrialized economies and in urban areas of non-industrialized economies.

3.1.3 Conflict

Just like in real life, character in the novel also have problem. Starting from the problem the character will lead to conflict. Wellek and Warren, quoted by Nurgiyantoro (2002:122) states:

“Conflict is something dramatic, which refers to a struggle of two equal powers and caused any action and reaction”.

Perrine (1993:42) also states :

“The conflict may be physical, mental, emotional, or moral. In physical conflict, usually there will be a physical fight, such as fistfight of gunfight. Just like in action stories. More than of physical combat, there is also moral conflict, such as good versus bad man. Perrine (1956; 42) state : Conflict is a clash of actions, ideas, desires or wills.

Conflict is divided into three parts :

- i. Person against person; characters may be pitted against some

other person or a group of person.

- ii. Person against her/himself; They may be in conflict with some external forces—physical nature, society, or “fate”
- iii. Person against environment; They may be in conflict with some elements in their own natures. The conflict may be physical, mental, emotional, or moral.

3.2 Extrinsic Elements

Extrinsic Elements is an approach that makes the critic give more importance to the context of a text. It means that he/she is mainly interested in the background, history, social conditions, and biography of the author. He judges the text in relation to the author and his life.

3.2.1. Sociological Aspect

3.2.1.1 America at Glance (In Early 20th in South America)

In the 1930s, America was in a great depression after World War I. For most, it is difficult to imagine life during the Great Depression. While the Depression began at the end of the 1920s, the entire nation suffered most dramatically during the period 1929–1933. To obtain an eyewitness account of this era, we must listen to “the voices” -- the voices of those courageous children -- now in their 80’s and 90’s. This is their life during the Great Depression.

Country schools went through hard times in the 1930s. The value of farmland plummeted, and that meant that property taxes that supported schools fell as well. During the Great Depression, some school districts couldn't pay their

teachers. One-room grade schools were still common in York County, Nebraska, and other Great Plains states. Children from several grades sat in one room, often led by a teacher not much older than the students. The dust and heat or snow and cold sometimes made it hard for children to learn and for teachers to teach. Teenagers sometimes had to quit school to work full time on the family farm. \

3.2.1.2 Prejudice of South America in 1930s

A **prejudice** is a prejudgment, an assumption made about someone or something before having adequate knowledge to be able to do so with guaranteed accuracy. The word *prejudice* is most commonly used to refer to preconceived judgments toward a people or a person because of race, social class, gender, ethnicity, homelessness, age, disability, obesity, religion, sexual orientation or other personal characteristics. It also means beliefs without knowledge of the facts and may include "any unreasonable attitude that is unusually resistant to rational influence.

After World War I, however, as Western colonial rule was increasingly challenged and a black civil rights movement emerged in the United States, the idea of the inferiority of other "races" came to be rejected, at least by intellectual elites and social scientists. This stimulated a dramatic reversal in the way in which racist attitudes were conceptualized, from natural responses to the inferiority of other races to race prejudice—that is, as unjustified, unfair, and irrational negative intergroup attitudes. The dominant explanation of prejudice that emerged during this period was the psychoanalytically derived frustration-displacement theory.

This approach saw prejudice as an unconscious defense through which social stress and frustrations were displaced through the scapegoating of out-groups and minorities. This seemed to explain both the irrationality and unfairness of prejudice and its social pervasiveness. This explanation of prejudice had its logical expression in the social policy of assimilation. The typical targets of prejudice and scapegoating were those viewed as different from and "less developed" (socioeconomically, culturally, ethnically) than the dominant majority. Thus assimilation of these minorities and colonial peoples would "civilize" or "uplift" them socially and economically, and with this, prejudice and discrimination against them should gradually erode.

3.2.1.3 Racial Actions of South America in 1930s

Up till now we always heard about America how this country always hold high the democraton and human basic right in the world. Even with proud this country become polices for spread democraton and human basic right for the world but beside of that this country had a black note of history about racism.

According to dictionary.com racism is a faith or doctrines which say if the differences of biology that adheres in human race determine the achievement of culture or individual, stated a certain race is more superior and get right to arrange the others. The term of "racism" often we use to render hostility and negative mind set in one ethnic to the others.

In the beginning when South America was still new country, this country stand to fight individualism and avenge the under oppression people. Than, appears judicature and vigilance of people in the border of United stated. Before

slavery deleted, a group of watchman always patrol in farm's area of their skipper. They had purpose prohibited rebellion from the slaves. They lashed and kill slave if they caught broke the night time. After the rebellion of black people, white people lost. Felt would lost their fortune which got cheap or even free those white people revenged, it's the things violence by Ku Klux Kan

Ku Klux Kan was start in the winter of 1863 by six man ex member of confederation in a small town Pulaski, Tennessee. At the beginning they only group on bullies and drinkers. When this group bigger, so the black people lived in a great misery. In the night this group went out and they burned black people's houses. Even they got resistances from the black people but Ku Klux Kan never stopped to kill those ex slave. In 1871, Congress of America forbid Ku Klux Kan to ride in the night, if they fight they are till to do that, they assumed broke of the law.

The hatred had spread becoming white people had many reason that their race higher than the black people and they had any right to treat black people as slave. Law is not fair at time, it always gave white people of advantages and misery for the black people. That's why the black people lived in scared and had no courage to fight when they are in case. Lived in paranoid and better run than to fight their right, even they really was right. The influenced of Ku Klux Kan make white people as hate black people became major in a socialization in that period.

After World War I, America and Alabama experienced an economic boom. Large segments of the Alabama economy enjoyed the same boom, the war needs of the country having stimulated manufacturing in the state. A relatively

diversified industrial sector featuring textile mills, coal mines, iron and steel furnaces, and timber saw mills produced treasured resources for the needs of World War I and after. As Alabama's population grew in the 1920s, business and industry increasingly were attracted to the state where labor was abundant and cheap. The resulting boom was concentrated in urban areas but much of Alabama shared in the immediate post-war prosperity.

The economic disasters of the 1930s spelled the beginning of the end for farm tenancy which had for so long characterized the agricultural economy. They also introduced a new radicalism among workers who increasingly looked to labor unions and the weapon of the "strike" to defend and improve their positions in the industrial economy. Ultimately, the advent of World War II and its need for war-related production brought lasting relief from the Great Depression. Most characteristic of life during the Great Depression was the widening gap between the "haves" and "have-nots." Unemployment rose from a shocking 5 million in 1930 to an almost unbelievable 13 million by the end of 1932. It would be rural America that would suffer the greatest. Unemployed fathers saw children hired for sub-standard wages. In 1930, 2.25 million boys and girls ages 10–18 worked in factories, canneries, mines, and on farms. Children left school to support their families. During the time period preceding the American Civil War, three groups of white people emerged with three very different views on the social placement of African Americans in our 1930's society. Some called for never-ending discrimination against a lesser race, others wished for equal legal rights but no political rights, and an even smaller group hoped for total equality for all races

and colors. Black people also had three extremely different views on the role they should play in the social order. A large group of “low class” blacks just wanted to get by, the older generation was content with the current societal arrangement, while the majority desired equality but went after it in a peaceful manner.

A large majority of the white men in the South believe blacks needed to learn their place and remain there. Though whites never said just what this place was, they showed it to them by limiting education, by discrimination on the streets and railroads, by barring them from public parks, public libraries, and public amusements of all kinds, by insulting replies to courteous questions, by conviction for trivial offences, and, finally, by the shot gun and lynching. This group rears its ugly head with the creation of the Ku Klux Klan in late 1865 and is still going pretty strong during the Great Depression.¹ This is called the “rabble class.”

With three distinct white groups, there were also three distinct black groups. The first class is one composed chiefly of the illiterate and superstitious blacks. They usually worked on the railroads, steamboats, large sawmills, and farms for wages. They are basically a nomad people. This class was contented to be let alone, but would shoot an insult just as quickly as any white person would, however, they did not even care who the target of the insult was (black or white). Within this class, you would find the whiskey seller, the drunkard, the gambler, and the criminal of the lowest type. It is the low, degraded and depraved criminals of this class who stirred up and incited race hatred, which always resulted in race riots. The other two classes of blacks, as well as whites, want nothing more than to be rid of these people.

The second class of blacks was composed of the farm renters and owners, of preachers, teachers, students, professional and businessmen. Reverend Alex Crummel summed up group of blacks perfectly in his "A Thanksgiving Sermon."² The third class is composed almost completely of the ante-bellum blacks. They are well advanced in age and are contented with their present state of life.

CHAPTER IV

DISCUSSION

In this discussion the writer analyze the intrinsic and extrinsic elements that happened in the novel. The intrinsic elements in this novel consist of the general description of Scout as the main character, setting of the novel, conflict in the novel and America at glance in 1930s as the extrinsic elements. The writer analyze Scout as the main character that has related and involved from the beginning and the ending of the story in the novel. As an eight years old girl, the mind set and the point of view for society life of Scout influenced by others people that surrounded by her.

4.1 General Description of Scout

Scout is an eight year old girl. She is the daughter of Atticus Finch and the little sister of Jeremy “Jem” Finch. In this novel Scout is the narrator. She is the protagonist because she is the main character and she dominates the story from the beginning until the end.

Scout has some characteristics. She is naïve, understanding girl, smart, emotional like to fight and a lovely girl.

4.1.1 Naïve

Naïve means lack a experience and understanding, innocent. In this play, just like in her age, her actions show the reader that Scout is a naïve kid. It can be seen in the following quotation.

“Calpurnia always won, mainly because Atticus always took her side. She had been with us ever since Jem was born, and I had felt her tyrannical presence as long as I could remember.” (page 7)

In her home Scout always fought with Calpurnia. Calpurnia is the maid in her house. Because of her misunderstanding everything that Calpurnia did to her, Scout thought that Calpurnia hated her.

In addition to her misunderstanding of how people treated her, Scout also showed her naïve personality in other ways. She believed what people said, especially if Jem is the one who said it.

“Jem says I was. He read in a book where I was a Bullfinch instead of a Finch. Jem says my name’s really Jean Louise Bullfinch, that I got swapped when I was born and I’m really a—“ (Lee, 2001: 22)

In Maycomb, every family has their own characteristics. The Finch and Bullfinch families are different. Scout is unique, that she could read faster than other kids on her age. Jem lied to her, saying that Scout must be born from another family that has the capacity to read faster. Because of her naïve personality, she has a big question inside of her; is it true or not? Jem’s statement filled her with doubt and made her wonder if she was really a Bullfinch.

Another example of her naiveté is when Scout is just saying something that she knows.

“If I could have explained these things to Miss Caroline, I would have saved myself some inconvenience and Miss Caroline subsequent mortification, but it was beyond my ability to explain things as well as Atticus, so I said, ‘You’re shamin’s him, Miss Caroline. Walter hasn’t got a quarter at home to bring you, and you can’t use any stovewood.’ ” (Lee, 2001: 28)

Scout had no idea how her words could make someone feel. Her words were hurtful, even though she spoke the truth without any intention to harm. She

tried to explain to her new teacher, who doesn't know about Maycomb County, but the way she explained it was just to the point; so her teacher angry with her words. Another instance of speaking to the point that showed her naiveté was when she asked her father:

“Did you pay a bushel of potatoes for him?” I asked but Atticus shook his head at me.” (Lee, 2001: 32)

In condition, when his client had no money to pay him, Scout's father sometimes got something other than money for his work. Scout could have asked that when her father's client wasn't there. But because she's naïve she just asked that, and that's why Atticus shook his head; to warn her that it wasn't a good time to ask.

She further displayed her direct action when her friend came to her house.

“He would probably have poured it into his milk glass had I not asked what the sam hill he was doing.” (Lee, 2001: 32)

Scout wouldn't mock another person's nature, but when she saw something new to her she would overreact a bit. It shows how Scout had no idea how to react when people did something different with her.

Scout felt, her father forgot what happened in only the past few hours. It showed to the reader that her mind is still pure and always takes a positive side:

“Atticus seemed to have forgotten my noontime fall from grace; he was full of questions about school. My replies were monosyllabic and he did not press me.” (Lee, 2001: 38)

In fact, as a father, Atticus just wouldn't have long dispute with his daughter.

Her naiveté also showed at another time. Just like kid, she likes candy, especially gum.

“The gum looked fresh. I sniffed it and it smelled all right. I licked it and waited for a while. When I did not die I crammed it into my mouth: Wrigley’s Double-Mint.” (Lee, 2001: 44)

She was thinking, if she licks something and there is no change about her, if she does not die, then the stuff must be fine.

Jumping from one case there was another case that shows her personality. Talking about what people said, and how the naïve kid would react.

““See what you’ve done?” he said. ‘Hasn’t snowed in Maycomb since Appomattox. It’s bad children like you makes the season change.’

I wondered if Mr Avery knew how hopefully we had watched last summer for him to repeat his performance, and reflected that if this was our reward, there was something to say for sin.” (Lee, 2001: 87)

Scout believed what people said and just took it seriously. In reality, the weather was not affected by what kids did. So when kids became naughty that wouldn’t change the weather; it would not become hotter or colder.

As an eight year old girl, sometimes she didn’t understand what a mature man, her father, was doing.

“You don’t care what happens to him.” I said. “You just send him on to get shot at when all he was doin’ was standin’ up for you.” (Lee, 2001: 139)

In her mind, her father didn’t care what would happen to her brother because her father just sent her brother to a woman’s house, a woman believed to be evil. She is worried because she didn’t understand about the woman. In fact, Atticus is a wise man who knows if his son (Scout’s brother) would be safe.

4.1.2 Understanding girl

Scout has the nature to be an understanding girl. She knows how to analyze people around her. In many ways she always tried to understand where other people stood.

“I did not miss her, but I think Jem did. He remembered her clearly, and sometimes in the middle of a game he would sigh at length, then go off and play by himself behind the car-house. When he was like that, I knew better than to bother him.” (Lee, 2001: 7)

Scout’s mother died when she was very young. As a result, she didn’t remember her mother well. On the other hand her brother Jem knew their mother very well. In the above statement, Scout is showing us Jem’s sensitive condition and, as a good sister who understands her brother, Scout wouldn’t bother him.

There is another statement that supports how understanding a person Scout is to her bother.

“Jem stayed moody and silent for a week. As Atticus had once advised me to do, I tried to climb into Jem’s skin and walk around in it: if I had gone alone to Radley Place at two in the morning, my funeral would have been held the next afternoon. So I left Jem alone and tried not to bother him.” (Lee, 2001: 77)

Because of her understanding, Scout tried to be a good sister. She helped Jem and still kept her understanding mind. She viewed herself in his position. Scout realized that she better leave him be and respect his choices.

Scout keeps on her patience understanding her brother’s habits even if it happened again and again.

“Jem said nothing more about it until late afternoon. When we passed our tree he gave it a meditative pat on its cement, and remained deep in thought. He seemed to be working himself into a bad humor, so I kept my distance.” (Lee, 2001: 83)

As the only sister of Jem, Scout regularly understood when she should close her mouth or just take another step back to give Jem privacy. It happened when their secret hole in a tree was covered by a man next door. Jem looked so sad and Scout understood she should give him space again. And that's ok for her.

4.1.3 Smart

Being smart is a part of Scout's nature. She is smart in the way she treats and learns from her environment. Scout is always learning, studying not only from books but from her surroundings too.

“Looking over at the schoolyard, spying on multitudes of children through a two power telescope Jem had given me, learning their games, following Jem's red jacket through wriggling circles of blind man's buff.” (Lee, 2001: 20)

The way she took an experience from her environment and studied that activity is one example of how active and creative she was in learning. She could analyze and learn new things around her.

In addition to using her eyes, or direct point of view, Scout also was good using her feelings.

“I think some money changed hands in this transaction, for as we trotted around the corner past the Radley Place I heard an unfamiliar jingle in Jem's pocket.”(Lee, 2001: 21)

She was thinking when her brother took her to her first school. She knew, in daily life Jem was hard on her, yet he agreed take her to the school. There must be something good as paid for him. Scout heard an “unfamiliar jingle” in Jem's

pocket. That unfamiliar jingle meant money; money that might be a gift from Atticus to Jem for Jem's kindness because he wanted to take care of Scout.

Smart in action, feeling and analyzing, Scout also had a nature talent.

"Now that I was compelled to think about it, reading was something that just came to me, as learning to fasten the seat of my union suit without looking around, or achieving two bows from a snarl of shoelaces." (Lee, 2001: 23)

Many kids have to learn to read well, but for Scout reading is something that came to her naturally. Scout never knew when she could read or why. It just came naturally; in fact she enjoyed it so much. Just as people need to breathe all the time, Scout needed and loved to read all the time.

Apart from that, Scout was also good in discussion.

"You never went to school and you do all right, so I'll just stay home too. You can teach me like Granddaddy taught you 'n' Uncle Jack." (Lee, 2001: 39)

When Scout had trouble and didn't want to go to school she tried to persuade Atticus so she would not have to go to school anymore. She used a nice sentence that refers to Atticus' life in the past. She wanted to say that if Atticus is ok even though he never went to school, then she would be same. She is smart because she was using her dad's experience to support her request.

Except that, Scout good to catch what people want;

"What are you all playing?" he asked.

"Nothing," said Jem

Jem's evasion told me our game was a secret, so I kept quiet. (Lee, 2001: 53)

Scout understood about the right time and the right condition when she should closed her mouth to helped Jem out from the problem. When Jem told her

if the game was secret she couldn't tell to everyone especially Atticus because secret it means something forbidden to play. So Scout tells to Atticus, not only Jem who is going to get a problem but Scout does.

Talking about being smart to understand what people did, Scout also good in analyze and compare things with a smart point of view;

My confidence in pulpit Gospel in lessened at the vision of Miss Maudie stewing forever in various Protestant hells. True enough, she had an acid tongue in her head, and she did not go about the neighborhood doing good, as did Miss Stephanie Crawford. But while no one with a grain of sense trusted Miss Stephanie, Jem and I had considerable faith in Miss Maudie. She has ever told me on us, had never played cat- and-mouse with us, she was not at all interested in our private lives. She was our friend. How so reasonable creature could live in peril of everlasting torment was incomprehensible. (Lee, 2001: 59)

Most of children would not think about the religion's fair in justice or about the lesson in that religion seriously but Scout was different. She was so critical and full of curiosity, she wanted to know about something new, something that she didn't know before. From the statement above Scout compared Miss Stephanie's faith to other faith. She compared the situation how one faith will give a terrible punishment for a nice person. Even Scout didn't really know yet about what religion is but used her logic. What kind a sin? Or why people should entrance in hell?

Another things that made Scout decided become a smart girl is about her point of culture;

The sixth grade seemed to please him from the beginning: he went through a brief Egyptian Period that baffled me—he tried to walk flat a great deal, sticking one arm in front of him and one in back of him, putting one foot behind the other. He declared Egyptians walked that way; I said if they did I didn't see how they got anything done, (Lee, 2001: 79)

Realize about life, people should working to support their life, Scout compared the habits of Egyptian people that demonstrated by Jem. Her mind was working in that, she didn't just accept what people said but she compared that with reality.

Talking about reality, Scout also used this part to influence her purpose to influence people;

“From now on it'll be everybody less one—“
“Well if you don't want me to grow up talkin' that way, why do you send me to school?” (Lee, 2001: 99)

Scout showed to her father if in reality school gave her bad influence so she shouldn't be there. How the way she persuaded her father wasn't really directly like she wouldn't go to school again because she wouldn't come but she used the bad sides of school so she thought maybe Atticus would like to consider that. She was smart using that school's weakness to run away or set her free from that school.

Scout's memories also good, when the people came to her father and tried to corner her father she had idea to remind Mr Cunningham one of those people about Atticus' kindness to him and his family:

Atticus had said it was the polite thing to talk to people about what they were interested in, not about what you were interested in. Mr Cunningham displayed no interest in his son, so I tackled his entailment once more in a last-ditch effort to make him feel at home.

“Entailment are bad,” I was advising him, when I slowly awoke to the fact that I was addressing the entire aggregation. The men were all looking at me, some had their mouth half open. Atticus had stopped

poking at Jem: they were standing together beside Dill. Their attention amounted to fascination. (Lee, 2001: 205)

There was a big conflict when Atticus against people because of his job. Scout was coming there with her father, tried to safe Atticus. Scout remembered what Atticus' said about Mr Cunningham problem and Atticus helped him. Scout use Atticus' information or copied that words to get a sympathy. Scout looked smart, how the way she talked to Mr Cunningham that made the man felt guilty and end that beatings.

As a smart person Scout seems never loose an idea to kept what she wanted. After she failed persuade Atticus to make her stop going to school, Scout was going use her uncle as the second idea:

Uncle Jack raised his eyebrows and said nothing. I was proceeding on the dim theory, aside from the innate attractiveness of such words, that if Atticus discovered I had picked them up at school he wouldn't make me go. (Lee, 2001: 105)

When parents sent their kids to school or formal education they must be want their children will get the best education from school but how if the opposite condition happened like what Scout got. Scout started use bad words, and when Atticus knew if that bad words that she had she got from her school, Scout had a big hope if Atticus would give up to get the best education from school and might be allow Scout out from the school.

There is another prove if Scout memories is good and she used that in a good time too;

“Atticus says cheatin' a coloured man is ten times worse than cheatin' a white man” I muttered. “Says it's the worst thing you can do.”

Mr Raymond said, “I don’t reckon it’s –Miss Jean Louise, you don’t know your pa’s not a run-of-the mill man, it’ll take a few years for that to sink in—you haven’t seen enough of the world yet, you haven’t even seen this town, but all you gotta do is step back inside the courthouse.” (Lee, 2001: 269)

Except used that Atticus’ words Scout had used using the words to made her understand what they should do. She tried to dig what people say to her so that she would understand more about life.

4.1.4 Emotional girl

Scout was an emotional girl. She liked to fight when her emotion started under control;

Catching Walter Cunningham in the schoolyard gave me some pleasure, but when I was rubbing his nose in the dirt Jem came by and told me to stop. (Lee, 2001: 30)

It happened when Scout got a punishment because she explained about Cunningham’s characteristic to her teacher. Because of her teacher arrogance, she got a punishment and that made her emotional under control . She though that case happened because of Walter Cuningham. Then when she had an opportunity she caught Walter and fought him.

Her emotion made her always trapped her in one condition;

He staked me out, marked as his property, said I was the only girl he would ever love, then he neglected me. I beat him twice but it did no good, he only grew closer to Jem. (Lee, 2001: 55)

Scout liked to fight with people when she was getting upset. When Dill, a boy that he loved neglected her, she couldn’t accept that. Tried to get Dill back, she preferred fight with Dill than talked with him.

When her pride injured her, she also would defend that with a fight;

“You can just take that back, boy!”

This order, given by me to Cecil Jacobs, was the beginning of a rather thin time for Jem and me. My fists were clenched and I was ready to let fly. (Lee, 2011: 99)

It was happened when Cecil Jacob was mocking his father as nigger lover, Scout could not accept that and again she preferred to fight to solve the problem.

“Nigger-lover...”

This time, I split my knuckle to the bone on his front teeth. My left impaired, I sailed in with my right, but not for long. Uncle Jack pinned my arms to my sides and said, “Stand still!” (Lee, 2001: 112)

Nigger lover, is a bad words in that environment of Maycomb’s county, heard so rude. That’s why Scout burned because of that sentence. Felt her pride was felt down by the words, her emotion was coming up, Scout got angry and fought as the way to expressed how made she was.

Except from her action there is a statement from Atticus;

“...I’m not worried about Jem keeping his head, but Scout’d just as soon jump on someone as look at him if her pride’s at stake.... “ (Lee, 2001: 116)

From Atticus’ statement above the writer tells that Atticus knew better about his children’s nature such as how Jem could be more calm than Scout and he was worried about Scout more than worried about Jem.

I wouldn’t fight publicly for Atticus, but the family was private ground . I would fight anyone from a third cousin upwards tooth and nail. Francis Hancock, for example, knew that. (Lee, 2001: 119)

Scout cared to her family so much. Her pride would be disturbed if there were people tried to abused his family, in this case Francis Hancock underestimated her father so she got mad. Actually Francis was the member of her family too, but Francis attitude injured her because as a family member Francis didn't respect Scout's main family and there was no exception for Scout to be invited to fight even she was her family.

Scout also fight with people, not only person in her age;

"I'll send him home," a burly man said, and grabbed Jem roughly by the collar. He yanked Jem nearly off his feet.

"Don't you touch him!" I kicked the man swiftly.

Barefoot, I was surprised to see him fall back in real pain. I intended to kick his shin, but aimed too high.

"That'll do, Scout." Atticus put his hand on my shoulder. "Don't kick folks.No—"he said, as I was pleading justification.

"Ain't nobody gonna do Jem that way." I said.

"All right, Mr.Finch, get 'em outa here," someone growled. "You got fifteen seconds to get 'em outa here." (page 203-204)

When Jem got hurt by people she defended him by her power with act. She used that, she wouldn't accept when people hurted his brother. Scout had no afraid to fight with them.

4.1.5 Lovely girl

Jem was the only sibling that Scout had. So even she liked to tease him, she also love him a lot. When Jem in bad mood and would get his own time Scout take cared of he need;

Jem sat from after breakfast until sunset and would have remained overnight had not Atticus severed his supply lines. I had spent most of the day climbing up and down, running errands for him. Providing him with literature, nourishment and water, and was carrying him blankets for the night...(Lee, 2001: 42)

Because of her affection or love to Jem Scout “spends most of the day” to help Jem with climbing up and down to support things, or something that Jem needed. In the way how Scout gave Jem attention that showed us if Scout loved Jem.

From other Scout’s character we got an information if Scout was an emotional girl but beside of that nature actually Scout also a girl that had a lot of love:

I pulled him down beside me on the cot. I tried to reason with him. “Mr. Nathan’s gonna find ‘em in the morning, Jem. He knows you lost ‘em. When he shows ‘em to Atticus it’ll be pretty bad, that’s all there is to it. Go ‘n back to bed.” (Lee, 2001: 75)

Scout tried to persuade Jem so that Jem could take his decision back when Jem had decided to take his pants that were left in Mr Nathan yard. As Scout knew, Mr Nathan was a dangerous man, so she wouldn’t want something bad going to happen to her brother. Scout showed how worried she was about her brother.

Scout’s empathy showed in another case that made her as a lovely one;

We went to the livingroom. I picked up a football magazine, found a picture of Dixie Howell, showed it to Jem and said, “This looks like you.” That was the nicest thing I could think to say to him, but it was no help. He sat by the windows, hunched down in a rocking chair, scowling, waiting. (Lee, 2001: 137)

Scout had a good patient to handle Jem’s reaction when he is in bad emotion. She tried to entertain him with nice words.

Talking how lovely she was, she was also lovely not only with his brother. But it showed from her emotion with other people;

I wondered if Jem's activities had put her there, and for a moment I felt sorry for her. She was lying under a pile of quilts and looked almost friendly. (Lee, 2001: 141)

Even Scout thought the character of "she was lying under a pile.." as an evil woman, but when the woman was looked miserable Scout found her heart felt sorry about that. Sometime she showed her lovely with a soft action in another time she showed that with her another emotion;

"I'll send him home," a burly man said, and grabbed Jem roughly by the collar. He yanked Jem nearly off his feet.
"Don't you touch him!" I kicked the man swiftly.
Barefoot, I was surprised to see him fall back in real pain. I intended to kick his shin, but aimed too high.
"That'll do, Scout." Atticus put his hand on my shoulder. "Don't kick folks. No—" he said, as I was pleading justification.
"Ain't nobody gonna do Jem that way." I said.
"All right, Mr. Finch, get 'em outa here," someone growled. "You got fifteen seconds to get 'em outa here." (Lee, 2001: 203-204)

When she thought Jem would get hurt from people, her feeling as a sister who love her brother rebelled and try to protect him.

4.2 Setting

4.2.1 Setting of place

Maycomb County, Alabama.

The Story of the novel happened in Maycomb county, Alabama united of states which is the location is in south of America :

Being Southerners (Lee, 2001: 3)

It shows that location is in south, because the writer tells as the characterization who become the southerners.

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop. (Lee, 2001: 6)

Based on that statement, the writer showed us if Maycomb is an old county that had bad infrastructure.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty four hours but it seemed longer. There was no hurry for there was nowhere to go, nothing to buy and no money to but it with, nothing to see outside the boundaries of Maycomb County (Lee, 2001: 6)

As an old county Maycomb seemed as a lazy town that had no many activities and everything seems routine which is the routine make Maycomb people have their own assumption based on the story that happened in Maycomb.

The seasons of Alabama are no clearly;

There are no clearly defined seasons in South Alabama; summer drift into autumn is sometimes never followed by winter, but turns to a days-old spring that melts into summer again. (Lee, 2001: 79)

In South of Alabama weather would change anytime and unpredictable. In the setting of place in the novel took part of South Alabama that called Maycomb;

Maycomb was an ancient town. It was twenty miles east of Finch's Landing. Awkwardly inland for such an old town. (Lee, 2001: 173)

Maycomb was an ancient town in Alabama which is has ancient building and ancient civilization. In this old town there are some place that dominated the whole story as the setting of place.

4.2.1.1 Radley's Place

In *To Kill A Mockingbird* Radley's place pictured as a place where there are a lot of bad things happened that influence to people in Maycomb. People in

Maycomb judge if the house full of internal crime and people should beware about that place :

The Radley place jugged into a sharp curve beyond our house. Walking south, one faced it's porch; the sidewalk turned and ran beside the lot. The house was low, was once with white with a deep front porch and green shutters, but had long ago darkened to the color of the slate-gray yard around it. Rain-rotted shingles drooped over the eaves of the veranda; oak trees kept the sun away. The remains of a picket drunkenly guarded the front yard—a "swept" yard that was never swept—where Johnson grass and rabbit-tobacco grew in abundance.

Inside the house lived a malevolent phantom, people said he existed, but Jem and I had never seen him. (Lee, 2001: 10)

So people judge about the Radley place even they don't know yet about the truth in that place. Based on the public judgments if the place have a phantom so it is influenced to another people even the people absolutely have no idea. In this case Jem and Scout was two of person that believe about that rumors which based from a social prejudice that judge that house.

4.2.1.2 Court

One of the most important story in *To Kill Mockingbird* happened in a court where Atticus tried to defend nigger. There is only one court in Maycomb and when there is a case in Maycomb the court will be full of Maycomb people who want to attend that court.

The courthouse square was covered with picnic parties sitting on newspapers, washing down biscuit and syrup with warm milk from fruit jars. (Lee, 2001:214)

In the far on the corner of the square, the Negroes sat quietly in the sun, dining on sardines. (Lee, 2001:214)

The colored balcony ran along three walls of the courtroom like a second-story veranda, and from it we could see everything. (Lee, 2001:219)

In the court of Maycomb county people who want to attend in the court divided into two type person, white and black. White and black people have separated place to stay which is put the black people as the second place.

4.2.2 Setting of time

Basically the story of the novel of *To Kill A Mockingbird* happened in 1935 ;

“...There is a tendency in this year of grace, 1935,...” (Lee, 2001: 274)

In 1935 when the story tell there are some particularly time that has big portion in telling how the story going on. There was an early December when Scout activities started as a student:

Dill left us early in September, to return to Meridian. We saw him off on the five o'clock bus and I was miserable without him until it occurred to me that I would be starting to school in a week. (Lee, 2001:20)

Scout activities starting in September in school where she studies there and take a normal life, learning as a student and then her life is changed after her father defends a nigger that accused rape a white girl in the last spring:

“Mr Finch, it was way last spring. I remember it because it was choppin' time and I had my hoe with me.....” (Lee, 2001: 255)

So the case is started in last spring when Tom Robinson accused rape a white girl.

4.2.3 Setting of social

The setting social of the main character in the novel is middle class. In this novel the main character comes from an education family that worked in an

instansi, named lawyer. Lawyer must be an education person. As a middle class the family could support his family life but not luxury;

During the five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education. (Lee, 2001: 5)

As a middle class Atticus could effort one black maid in his house.

4.3 Conflict

Conflict Experienced by Scout

In this sub chapter the writer discusses about conflict that experienced by Scout as the main character in Harper Lee's *To Kill A Mockingbird*. The conflict is divided in two types; they are internal conflict and external conflict.

4.3.1 Internal conflict of Scout

Scout against Herself

Scout is the main character in novel, she plays as the narrator too. In the way how the story goes Scout gets some internal conflict;

Until I feared I would lose it, I never loved to read. One does not love breathing. (Lee, 2001: 23)

Scout started to worry when her teacher forbid her to read by her self at home. Scout was a smart kid, she could read since she was very young and there was called talent. She enjoyed reading and feel frustrated when she might had no chance to read again at home. According to her, reading just likes breathing. So it means, it was a premier need in her life and she couldn't live without that.

There was a reason why Scout liked to read a lot. In was the time when she stay with Calpurnia and the only one she could do without disturbing Calpurnia's job was only reading. That is why when she got a punishment from her teacher she blamed Calpurnia.

Scout was too afraid if she couldn't read anymore in home;

"No sir," I murmured, and made a final stand: "But if I keep on goin' to school, we can't ever read anymore..."

"That's really bothering you, isn't it?"

"Yes sir" (Lee, 2001: 41)

Couldn't read in home was really bothering Scout, refers to the previous statements that based on the novel, reading is premier need for Scout.

There was a conflict inside of Scout that had any realation with Jem;

I began to feel sick. Going back to that place by himself—I remembered Miss Stephanie: Mr Nathan had the other barrel waiting for the next sound he heard, be it nigger, dog... Jem knew better than I. (Lee, 2001: 75)

Scout loves Jem so much, that's why she got worry when Jem wanna coming back to Radly place by him self. It was danger and Scout afraid that could be something bad that could happened to him.

The anger of Scout is continuing when she went back home from Alexadra's house;

I climbed into the back seat of the car without saying good-bye to anyone, and at home I ran to my room and slammed the door. (Lee, 2001: 112)

Though she didn't deserve with Uncle Jack and got no protection from Atticus Scout flared up her emotion with slammed the door.

Same as Jem, Scout also got angry when Mrs Dubose mocked Atticus;

I wasn't sure what Jem resented most, but I took umbrage at Mrs. Dubose's assessment of the family's mental hygiene. I had become almost accustomed to hearing insults aimed at Atticus. But this was the first one coming from an adult (Lee, 2001: 136)

Scout used to get bad treatment about his father from kids, and Mrs Dubose was the first time who said about Atticus as lawyer of nigger and her heart was different. There was something inside of Scout. It didn't identify clearly but of course it was something bad feeling inside of her.

Jem and Scout did not like their aunt, Alexandra. One day she was coming without any information before;

“Well, your father and I decided it was time I came to stay with you for a while.”

“For a while” in May comb meant anything from three days to thirty years. Jem and I exchanged glances. (Lee, 2001: 168)

When Jem and Scout exchanged glance, it showed if he worried about how long his aunty would stay there. Unfortunately Atticus agreed with Alexandra plan;

Stunned, Jem and I looked at each other, then at Atticus, whose collar seemed to worry him. We didn't speak to him.

Presently I picked up a comb from Jem's dresser and ran its teeth along the edge. (Lee, 2001: 178)

Scout didn't yelling or kick somebody but the way she run leaving Jem and Atticus without permission or saying good bye it enough to say if she was in bad mood.

4.3.2 External conflict of Scout

Scout against people

As we knew from the the first analyze about Scout characterization which is one of them as an emotional girl in this part the writer will analyze about the conflict that has any relation with her characterization. There were some people that had conflict with Scout in this novel.

4.3.2.1 Scout against Francais

The reason why Scout had a fight with Francais because Francais mocked Scout's father :

“If Uncle Atticus lets you run around with stray dogs, that's his own business, like Grandma says, so it ain't your fault. I guess it ain't your fault if Uncle Atticus is a nigger-lover besides, but I'm here to tell you it certainly does mortify the rest of the family—“
“Francais, what the hell do you mean?”

In this condition Francais mocked Scout because he got the information about Scout's father did when he defended black man. As a kid Francais got the influence of hatred of the racial act that mature people does and then make him has the same reaction to hate black people also people who defended black man.

“Nigger-lover!” he yelled.
When stalking one's prey, it is best to take one's time. Say nothing, and as sure as eggs he will become curious and emerge. Francais appeared at the kitchen door. “You still mad, Jean Louise?” he asked tentatively.
“Nothing to speak of,” I said.
Francais came out on the catwalk.
“You gonna take it back, Fra—ancis?” (Lee, 2001: 110)

Scout were angry to Francais because Francis mocked her father as a nigger lover, even Scout didn't know what's the meaning of nigger lover but how

the way Francois said it was rude and the way Scout couldn't accept that, that's why Scout forced him to take his words back.

4.3.2.3 Scout against Alexandra

From the beginning of the story that told if Scout didn't like Alexandra. Alexandra always took Scout as a trouble girl and she was a pick side;

“What is all this, Jean Louise?”

I looked up at Aunt Alexandra.”I haven't got him in there, Aunty, I ain't holdin' him.”

“Yes she is,” shouted Francis, “she won't let me out!”

“Have you all been fussing?”

“Jean Louise got mad at me, Grandma,” called Francois.

“Francois, come out of there! Jean Louise, if I hear another word out of you I'll tell your father. Did I hear you say hell a while ago?”

“None.”

“I though I did. I'd better not hear it again.” (Lee, 2001: 111)

When Scout and Francois had a fight, Alexandra came. She only heard about Francois' explanation and without heard what Scout explanation she put Scout as the suspect. The chain of the fight between Alexandra and Scout about the racism that Francois did to Scout and Francois got the information about racism from Alexandra.

4.3.2.4 Scout against Society

Scout was angry when the people tried to hurt Jem. As Jem's sister she couldn't accept that;

“I'll send him home,” a burly man said, and grabbed Jem roughly by the collar. He yanked Jem nearly off his feet.

Don't you touch him!” I kicked the man swiftly.

Barefoot, I was surprised to see him fall back in real pain. I intended to kick his shin, but aimed too high.

“That'll do, Scout.” Atticus put his hand on my shoulder. “Don't kick folks.No—“he said, as I was pleading justification.

“Ain’t nobody gonna do Jem that way.” I said.

“All right, Mr. Finch, get ‘em outa here,” someone growled. “You got fifteen seconds to get ‘em outa here.” (Lee, 2001: 203-204)

Scout didn’t afraid at all when she had to fight with that people for defending his brother. The point of she said was, no body couldn’t hurt Jem in that way and she would fight the people who kept doing that. The fight happened because the people would like to kill or hurt Tom Robinson which was under Atticus protection and Jem, Scout’s brother tried to protect his father and Scout did the same to Jem.

4.4 Sociological Aspect

America at glance (In Early 20th in South America)

The writers chooses America at glance in early 20th in South America to help and understanding the contains of the novel how America at glance has important relation with the social life in that period. Social aspect that taken from America at glance such as Political influence, economy condition, environmental influences, Prejudice of South America in 1930s, the racial actions and what the influences of people even white who dedicate him self due to defend a nigger.

4.4.1 Political Influence

1930s was a time were Ku Klux kan, an organization that built by some white who hate black. Ku Klux kan had a method with how the way to dress and act to scare black:

“Ku Klux got after some Catholics one time.”

“Never heard of any Catholic in Maycomb either,” said Atticus, “you’re confusing with something else. Way back about nineteen-twenty there was a Klan, but it was a political organization more than anything. Besides they couldn’t find anybody to scare. They paraded by Mr. Sam Levy’s

house one night, but Sam just stood on his porch and told ‘em things had come to a pretty pass, he’d sold ‘em the very sheets on their backs. Sam made ‘em so ashamed of themselves they went away.” (Lee, 2001: 196)

Ku Klux Kan always tried to scare black people as their want to make black people life in afraid but they failed, as time pass away people didn’t afraid anymore with this rasis organization.

The political views showed if racism in south was stronger than in north. There were there parts of people, white, black and mix which was mix didn’t have any particulary place.

“They don’t belong anywhere. Coloured folks won’t have ‘em because they’re half white; white folks won’t have ‘em’ cause they’re coloured, so they ‘re just un betweens, don’t belong anywhere. But Mr. Dolphus, now, they say he’s shipped two of his up north. They don’t mind ‘em up north. Yonder’s one of ‘em.” (Lee, 2001: 215)

Became mix in that period has their own difficulties in life because both of the side between black and white wouldn’t take them and they were lived in minority.

4.4.2 Economy Condition / Depression Time

Depression time was a time where life so hard and it was showing how the kids performance look like:

Cat called the drugstore for an order of chocolate malted mice the class was wriggling like a bucketful of Catawba worms. Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature. (Lee, 2001: 23)

Walter Cunningham’s face told everybody in the first grade he had hookworms. His absence of shoes told us how he got them. People caught hookworms going barefooted in barnyards and hog wallows. If Walter had owned anyshoes he would have worn them the first day of school and then

discarded them until mid-winter. He did have on a clean shirt and neatly mended overalls. (Lee, 2001: 25)

From the lines, we can see in the depression time kids has a hard life, the wear a very simple and almost concern as a pity clothes because the ability of the family to support their need. Besides kids not only has a responsibility to study. Most of them should be working to support their family.

The influences of the great depression showed by the children life in that time, how they were perform, they looked unhealthy:

In the great depression most of the bad influences was happened to the country folks family. In this novel, Cunninham's is one of the family character that involved of that social class.

“Not exactly. The Cunninghams are country folks, farmers, and the crash hit them hardest.”

From the lines of Atticu's sentences, Cunninghams that part of country folks got harder life than them. Country folks had job like farmer or hunter. They weren't professional and uneducated.

But otherwise, even professional also got that crush:

Atticus said professional people were poor because the farmers were poor. As Maycomb County was farm country, nickels and dimes were hard to come by for doctors and dentist and lawyers. (Lee, 2001: 26)

Even the folks country runed into the hardest crush of the time in the great depression but actually the great depression also has bad influenced to a profetional like doctor and dentist.

4.4.3 Environmental Influences

The relation between people to another in 1930s was so tight because the life progress in that time was so slow and all communication was limited in one county.

So Jem received most of his information from Miss Stephanie Crawford, a neighborhood scold, who said she knew the whole thing. (Lee, 2001: 13) Nobody knew what form of intimidation Mr. Radley employed to keep Boo out of sight, but Jem figured that Mr. Radley kept him chained to the bed most of the time (Lee, 2001: 14)

As kids Jem and Scout have big curiosity about their environment, how's the environment going with all the problems but as kids they don't know the real fact yet in the city so they get the information from older people which is also haven't know about the real truth and something that they know just guessing that make those little kids have their own perception such as a prejudice.

That prejudice also influence with another kids, one of them is Cecil Jacobs:

Cecil Jacobs, who lived at the far end of our street next door to the post office, walked a total of one mile per school day to avoid the Redley place (Lee, 2001: 46)

The prejudice about Radley's place influenced to kids if they should try to avoid from that place because about something bad that they heard from people eventhough they don't know about Radley's place in fact, so people judgment if the place should be avoid even far from the fact condition make the kids believe if they should avoid that and kids prefer walk longer to get their destination because choose another street than should pass on Radley's place.

Except the prejudice of Radley's place the other prejudice that happened in this novel also the prejudice about black people:

“Scout,” said Atticus, “nigger-lover is just one of those terms that don't mean anything—like snot-note. It's hard to explain—ignorant, trashy people use it when they think somebody's favoring Negroes over and above themselves. It's slipped into usage with some people like ourselves, when they want a common, ugly term to label somebody.” (Lee, 2001: 144)

Most of white people and Maycomb have their own nick name for people who care about niger it's called nigger-lover. Because Scout's father defending niger so he's one of the person that people called as the nigger lover. As a kid, Scout doesn't really know about the truth meaning of that nick, something that she does know is if that nigger lover is something bad because how the way people mention that words while they are talking to her and that's why she feel uncomfortable and make her influenced from people action if people shouldn't be a nigger lover.

Except the kids, adult people also influenced of environment action :

“He might have hurt me a little,” Atticus conceded. “Vut son, you'll understand foks a little better when you're older. A mob's always made up of people, no matter what. Mr Cunningham was still a man. Every mob in every little southern town is always made up of people you know—doesn't say much for them, does it?” (Lee, 2001: 210)

In this case adult people who should can think more than kids also get bad influences because of the social condition that created from the culture and condition. They influence to others if they should act like the others because they wanna be part of the people who want to accept from the other in a group of people.

There is another bad treatment from people to black people that adopted from social structure:

“Well if we came out durin’ the Old Testament it’s too long ago to matter.”

“That’s what I though,” said Jem. “but around here once you have a drop of Negro blood, that makes you all black. Hey look—“ (Lee, 2001: 216)

In this case, people judge if all the people who has black blood line make them become all black and still unacceptable in sociality.

4.4.4 Prejudice of South America in 1930s

In this novel, prejudice is something that could not separated from Maycomb’s life. In this novel, the writer divided prejudice become two characteristic :

4.4.4.1 Social prejudice

In Maycomb everything that had any relation between people and social life was arranged, so most of the people had a same assumption in one case;

The Radley Place was inhaled by an unknown entity the mere description of whom was enough to make us behave for days on end; Mrs Dubose was plain hell (Lee, 2001: 7)

In Maycomb’s social life people judge if become a normal person they should have their social life as Maycomb people which is have their routine activity but a family who live in Radley’s place have different life with most of Maycomb people. In this case, because most of people don’t know about the people who live in Radley’s place regularly than they make their own assumption from irresponsible issues.

Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him. People said he went out at night when the moon was down, and peeped in window.(Lee, 2001: 10 & 11)

Above from the statement, something that people know about Radley's place is only "people said". There is no name who can be responsible with the real fact of that place that again the issues only created from irresponsible issues but because of the prejudice that people believe in Maycob they just believe about the "people said" even there is no name of these "people".

As a county that full of prejudice , Maycomb people has a big reason to feel as a good people :

The class murmured apprehensively, should she prove to harbour her share of the peculiarities indigenous to that region. (When Alabama seceded from the union on January 11, 1861, Winston County seceded from Alabama, and every child in Maycomb County knew it.) North Alabama was full of Liquor Interest, Big Mules, steel companies, Republicans, professors, and other persons of no background. (Lee, 2001: 21)

Maycomb people judge if as a Maycomb they have the better stuff from another states. The influence of social condition which was become a culture refers to almost of the citizen of Maycomb county. The issues of social condition made them trust in one condition that was believed by the others. So if the condition was formed by the environment that could automatically made the others would be follower to give the same judgement or may be some prejudice in some cases.

Cecil Jacobs, who lived at the far end of our street next door to the post office, walked a total of one mile per school day to avoid the Redley place and old Mrs Henry Lafayette Dubose. Mrs Dubose lived two doors up the street from us; neighborhood opinion was

unanimous that Mrs. Dubose was the meanest old woman who ever lived. Jem wouldn't go by her place without Atticus beside him (Lee, 2001: 46)

Less than two weeks later we found a whole package of chewing gum, which we enjoyed, the fact that everything on the Radley Place was poison having slipped Jem's memory. (Lee, 2001: 81)

The prejudice made a real worry for some people that took if the gossip was real. In the case, when people believe if Radley place was a dangerous place even they never got that place really hurted them but they keep away from that place, Cecil Jacob was the example.

Something bad or evil in the Maycomb had another metaphor too;

Every night-sound I heard from my cot on the back porch was magnified three-fold; every scratch of feet on gravel was Boo Radley seeking revenge, every passing Negro laughing in the night
w
as Boo Radley loose and after us; (Lee, 2001: 74)

So everything that has any relation with crime or something suspicious was called as a nigger even they never met them in real.

Judgement wasn't from the statement, proof or how the result of the lawyer tried to defend his client;

"Cal, I know Tom Robinson's in jail and he's done somethin' awful, but why won't folks hire Helen?" I asked. Calpurnia, in her navy voile dress and tub of a hat, walked between Jem and me. "It's because of what folks say Tom's done," she said. "Folks aren't anxious to—to have anything to do with any of his family." (Lee, 2001: 164)

Tom's wife got no job because of Tom's case. White won't have any relation even gave a job for a suspicion people especially black.

The prejudice was taken by the temporary sight when it was had any correlation with black people :

“Did you call a doctor sheriff? Did anybody call a doctor?” asked Atticus.

“No sir,” said Mr Tate.

“Didn't call a doctor?”

“No sir,” repeated Mr Tate.

“Why not?” There was an edge to Atticus's voice.

“Well I can tell you why I didn't. it wasn't necessary, Mr Finch. She was mighty banged up. Something sho' happened, it was obvious.” (Lee, 2001: 224)

When people got any harm and the victim or may be another person said it was because of black people so they will not try to figure out what's the real happened, they would just believe that.

4.4.4.2 Racial prejudice

In this novel we can find some bad action that happened always directed to nigger even they didn't know exactly who was the person who did that exactly.

“What happened?” asked Jem.

“Mr Radley shot a negro in his collard patch.”

“Oh, did he hit him?”

“No,” said Miss Stephanie. “Shot in the air, Scared him pale, though. Says if anybody sees a white nigger around, that's the one. Says he's got the other barrel for the next sound he hears in that patch, an' next time he won't aim high, be it dog, nigger, or—Jem Finch” (Lee, 2001: 72)

From the lines above, people just said if Mr Radley would like to shoot the niger who entrance his collar patch, in fact there was no nigger who entrance that

place. The real target of that shoot was Jem or most probably they know it was Jem but they make a metaphor if someone who did a criminal must be a negro.

The another prejudice can be find in another lines:

Every night-sound I heard from my cot on the back porch was magnified three-fold; every scratch of feet on gravel was Boo Radley seeking revenge, every passing Negro laughing in the night was Boo Radley loose and after us; (Lee, 2001: 74)

In the novel, we can see the frightened thing that people afraid for and made their own reason if everything suspicious always considered as niger.

4.4.5 Racial actions of South America in 1930s

4.4.5.1 The Racial in law :

On the case of the novel, law wasn't fair between white and black.

The sheriff hadn't the heart to put him in jail alongside Negroes, so Boo was locked in the courthouse basement. (Lee, page: 14)

We can see, how a sheriff had no heart to put a white man in jail alongside Negroes even he might be did something crush or breaking the law. So there was another punishment between black and white, if Boo was a black may be he was in jail already but because he was white so the punishment change, locked in the courthouse.

The action that refers to about racism in law was how the way people set up the place between black in white in the court:

The courthouse square was covered with picnic parties sitting on newspapers, washing down biscuit and syrup with warm milk from fruit

jars. Some people were gnawing on cold chicken and cold fried pork chops. The more affluent chased their food with drugstore coca-cola in bulb-shaped soda glasses. Greasy-faced children popped-the-whip through the crowd, and babies lunched at their mother's breasts. In a far corner of the square, the Negroes sat quietly in the sun, dining on sardines, crackers, and the more vivid flavors of Nehi Cola. Mr. Dolphus Raymond sat with them. (Lee, 2001: 214)

So, in the court there were two side of the place two sit. First for white and the other for black which was unfair because white got the strategic one and the black got the other side.

In other way, white who would defend a nigger so he would treat almost same like the Negro itself:

“.....thinks he knows what is he doing.” One said.
“Oh-h now, I wouldn't say that,” said another. “Atticus Finch deep reader, a mighty deep reader.”
“He read all right, that's all he does.” The club snickered.
“Lemme tell you somethin' now, Billy,” a third said, “you know the court appointed him to defend this nigger.”
“Yeah, but Atticus aims to defend him. That's what I don't like about it.”
(Lee, 2001: 218)

So when the nigger got a case some white though if the other white shouldn't defend them because they don't like it. It refers to how law was so rasist in that time because of the point of view from those people.

The Negroes, having waited for the white people to go upstairs, began to come in. “Whoa now, just a minute,” said a club member, holding up his walking stick. “Just don't start up them there stairs yet awhile.” (Lee, 2001: 218)

The coloured balcony ran along three walls of the courtroom like a second-story veranda, and from it we could see everything. (Lee, 2001: 219)

The black people always in the second list after white people in some activities in court, like when the Negroes waiting for the white people before they entrance. And the other proof was how the sitting place was arrange, which was the white people get in down stair and the black got in the upstairs it means they are separate and cannot mix in one condition or place even in a law area such a court.

From the law in that time, there was a particularly result in a court when there was a case that happened with black which was a judgment black always wrong;

“Tom Robinson’s a colored man, Jem. No jury in this part of the world’s going to say, ‘We think you’re guilty, but not very,’ on a charge like that. It was either a straight acquittal or nothing.” (Lee, 2001: 294)

In our courts, when it’s a white man’s word against a black man’s, the white man always wins. They’re ugly, but those are the facts of life.” (Lee, 2001: 295)

There was no secret when black people must be lost in a court and defending black could be something in vain. Even they knew the reality how was something impossible fought with white. They never loose a hope.

4.4.5.2 Racial in religion

The un proper action about religion also showed by white people to black which has no respect about the black’s church

First Purchase African M.E. Church was in the Quarters outside the southern town limits, across old sawmill tracks. It was an ancient paint-peeled frame building, the only church in Maycomb with a steeple and bell, called First Purchase because it was paid for from the first earnings of freed slaves. Negroes worship in it on Sunday and white gambled in it on weekdays. (Lee, 2001: 157)

There was kind a improper act that white did to black, they were using a church become a gambling place.

4.4.5.3 Racial in social life

The socialization of racism formed by some people, they were thinking or looked forward the black sheep for something that any relation with black wasn't good, it could say dangerous.

“Why, I run for Tate quick as I could. I knowed who it was, all right, lived down yonder in that nigger-nest passed the house everyday. Jedge, I've asked this county for fifteen years to clean out that nest down yonder, they're dangerous to live around 'sides devaluin' my property—“ (Lee, 2001: 234)

In that statement the person said “nigger-nest” nest used for animal not for human being place. So it was very rude, and talking about how dangerous the black were that make the white property had 'sides devaluin' that was only a reason how the man looked the excuses.

4.4.6 Due to defend Niger

In the novel, people who got bad treatment was not only the nigger but people who defended nigger always got almost the same treatment from the environment :

“You gotta make me first!” he yelled. “My folks said your daddy was a disgrace an' that nigger oughta hang from the water-tank!” (Lee, 2001: 102)

If uncle Atticus lets you run around with stray dogs, that's hos own business, like Granma says, so it ain't your fault. I guess it ain't your fault if uncle Atticus is a nigger-lover besides, but I'm here to tell you it certainly does mortify the rest of the family—“

“Francais, what the hell do you mean?”

“Just what I said. Grandma says it's bad enough he lets you all run wild, but now he's turned out a nigger-lover we'll never be able to walk the

streets of Maycomb again. He's ruinin' the family, that's what he's doin'." (Lee, 2001: 110)

So the prejudice that cause hatred for the black also influenced the children not only adult people. It was showed by Cecil who treated Scout so bad because her father defend a nigger. From the statement, actually the mind set of children was influenced a lot by adult so that they do have same perception about niger.

Most of the white though in the novel if people who has any relation with niger mean they should treated like a negro too. In this case, Atticus who defending negro:

With these attributes, however, he would not remain as inconspicuous as we wished him to : that year, the school buzzed with talk about him defending Tom Robinson, none of which was complimentary (Lee, 2001: 119)

Although we heard no more about the finch family from Aunt Alexandra, we heard plenty from the town. On Saturdays armed with our nickels, when Jem permitted me to accompany him (he was now positively allergic to my presence when in public), we would squirm our way through sweating sidewalks crowds and sometimes hear, "There's his chillum." Or, "Yonder's some Finches." Turning to face our accusers, we would see only a couple of fanners studying the enema bags in the Mayco Drugstore window. Or two dumpy countrywomen in straw hats sitting in a Hoover cart. (Lee, 2001: 180)

The effects of defending negro was got a lot of hatred which was expressed by unproper words from the environment. Complaint about the disagreement of Atticus' decision to defending negro at first came from his own family and when the main member family of Atticus went out they got same bad treatment from people.

Besides from the sinical reaction from the people who don't like if Atticus defending a negro, he also got a directly treatment. His life would be in danger if he wouldn't stop defending niger:

"'s matter?" I asked.

"Ain't you heard yet? It's all over town—"

At that moment Aunt Alexandra came to the door and called us, but she was too late. It was Miss Stephanie's pleasure to tell us: this morning Mr. Bob Ewell stopped Atticus on the post office corner, spat in his face, and told him he'd get him if it took the rest of his life. (Lee, 2001: 290)

"What has happened?"

"Nothing's happened. We're scared for you, and we think you oughta do something about him."

Atticus smiled wryly."Do what? Put him under a peace bond?"

"When a man says he's gonna get you, looks like means it." (Lee, 2001: 292)

Terror that came from people made the children of Atticus became afraid and worried about his father. So, even the terror was for Atticus the children also got the worry from that case.

CHAPTER V

CONCLUSION

After analyzing the sociological condition of *To Kill A Mockingbird* by Sociological approach preceded by intrinsic aspects such as character and characterization, setting and conflict and for the extrinsic aspects that focuses in sociological aspect which is take the America at glance (in early 20th in the south America), the writer concludes the analysis in chapter five as follows :

5.1 Conclusion

To Kill A Mockingbird presents some central character called, Atticus Finch, Scout Finch, Jem Finch and Dill Barker which was Scout Finch as the narrator of this novel.

In the 1930s of Maycomb, Alabama, South America was one of the most racist state, white people hated black people. In that year, Atticus defended a black man who called Tom Robinson that accused rape a white girl. Most of the white people point of view Tom Robinson got a direct judgment if he was wrong even the court didn't make any decision yet about the case. So because of the prejudice and life that was full of hatred to black people, those white people also didn't like about what Atticus did who defended a black man.

In the processed of the court, Scout, Atticus's 8 years daughter point of view will analyze the condition the cause and effect about what

happened and why the social condition didn't like about what father does to the suspect which was a black man.

As the main character Scout has five characterization, they are naïve, understanding girl, smart, emotional and lovely girl. Scout has internal and internal conflict, her internal conflict is Scout against her self and the external conflict is external conflict that contains, Scout against Francis, aunt Alexandra and also society. This novel setting is in Maycomb county, Alabama, US.

The racist action of white people to black people had made most of them blind because of prejudice. White people in that area had made their own assumption if black people were poor, uneducated and the source of the criminal. Unfortunately, the racist action is not only for black people but for all people who had defended the black people and this novel Atticus was a person in this condition. He defended Tom Robinson and he got a resistance from people and people judge if he is not even better than the black people that he defends about. The influence about defended black people was not only have consequences to Atticus as adult but also to Scout and Jem. Both of the child got bad treatment not only from adult from kids also. Kids had bad influence to hate black people from the adult. Racial prejudice to black people had influenced the mind side of Maycomb people and influenced each other from the social history that grown up with social communication if something that has any relation with black people they deem it wrong or negative.

The writer assumes that in *To Kill A Mockingbird*, the racial prejudice of people in Maycomb county was very strong and the social culture influenced by social condition which was black people always wrong even they cannot prove it yet.

5.2 Suggestion

After analyze this novel which is using sociological approach, the writer take a conclusion if *To Kill A Mockingbird* also available to analyze with another theory approach such as physiological and structural approach. The writer suggest the next researcher to analyze this novel with physiological approach because there are a lot of unique character that has many different characterization that build the story in this novel and the writer also suggest to another researcher to analyze this novel with structural approach because the structure in the novel is complete enough started from the exposition until the climax.

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