

RACIAL DISCRIMINATION ON LANGSTON

HUGHES POEM “NEGRO”

A THESIS

Submitted as Partical Fulfillment of The Requirements for The Sarjana Degree of
English Department Faculty of Letters and Humanities UIN Sunan Ampel
Surabaya.

PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA	
No. KLAS A H.2014 018 BSI	No. REG : H.2014/BSI/018 ASAL BUKU : TANGGAL :

By:

KIKI MALIKA PRIMADANI

Reg.Number: A03210033

ENGLISH DEPARTMENT

FACULTY OF LETTERS AND HUMANITIES

STATE ISLAMIC UNIVERSITY SUNAN AMPEL SURABAYA

2014

DECLARATION

This thesis entitled "*Racial Discrimination on Langston Hughes Poem Negro*" contains of material which has been accepted for the award of Bachelor Degree of English Letters Department of Letters and Humanities Faculty, State Islamic University Sunan Ampel Surabaya. And to the best of my knowledge and belief. It contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, June 2014

The writer



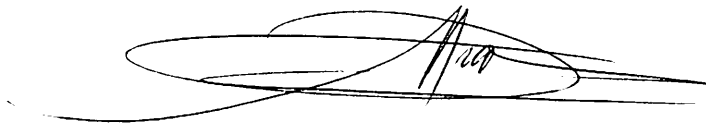
Kiki Malika Primadani
NIM. A03210033

APPROVAL SHEET

This thesis by Kiki Malika Primadani entitled *Racial Discrimination on Langston Hughes Poem "Negro"* has been approved by the thesis advisor for further examined by the board of Examiner.

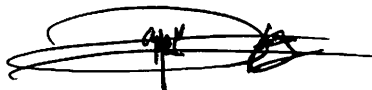
Surabaya. June 2014

The advisor



Dr. Mohammad Kurjum, MAg
NIP.19690251994031002

Head of English Department



Endratno Pili Swasono, M.Pd
NIP.197106072003121001

ENGLISH DEPARTMENT
FACULTY OF LETTERS AND HUMANITIES
STATE ISLAMIC UNIVERSITY SUNAN AMPEL SURABAYA

2014

EXAMINERS APPROVAL SHEET

Thesis Entitled

"RACIAL DISCRIMINATION ON LANGSTON HUGHES POEM "NEGRO"
Accepted and approved by the board of examiners, English Department, Letters
and Humanities faculty, UIN Sunan Ampel Surabaya 26th June 2014

Dean



Dr. H. Imam Ghozali, M.A
NIP.196002121990031002

The Board of Examiners

Head of Examination



Dr. Mohammad Kurjum, M.Ag

NIP.196909251994031002

Secretary



Abdulloh Ubed, M.Ag

NIP.196605071997031003

Examiner I



Itsna Shahadatud Dinurriyah, M.A

NIP.197604122011012003

Examiner II



Murni Fidiyanti, M.A

NIP.198305302011012011

TABLE OF CONTENT

Inside Cover Page i

Inside Title Page ii

Declaration Page iii

Dedication Page iv

Advisor’s Approval Page v

Examiner’s Approval Page..... vi

Motto vii

Acknowledgement viii

Table of Contents..... x

Abstract..... xii

Intisari..... xiii

CHAPTER I INTRODUCTION 1

1.1 Background of the Study 1

1.2 Statement of the Problems..... 7

1.3 Objective of Study 7

1.4 Scope and Limitation..... 7

1.5 Significance of the Study..... 7

1.6 Method of the Study 8

1.7 Definition of Key Term 10

CHAPTER II REVIEW OF RELATED LITERATURE..... 12

2.1. Expressive Approach..... 12

2.2 Theory of Race, Racism, and Racial Discrimination 16

2.3 Review of Related Study 24

CHAPTER III ANALYSIS 26

3.1 The Expression of Langston Hughes Tell in his Poem 26

3.2 Racial Discrimination Describes in This Poem..... 42

CHAPTER IV CONCLUSION 53

WORK CITED 55

SYNOPSIS..... 58

APPENDIX..... 62

ABSTRACT

Primadani, Kiki Malika. 2014. *"Racial Discrimination on Langston Hughes Poem Negro"*, Thesis : English Letters Department, Faculty of Letters and Humanities State Islamic University Sunan Ampel Surabaya.

Advisor: Dr. Mohammad Kurjum, M.Ag

Langston Hughes, is one of the central figures of Harlem Renaissance, tries to remain faithful to Africa-American roots in his creations. His poem *Negro* is one of example of that which written in early nineteenth century. In his poem, Hughes tells his community black American who treat unfairly because racism. The writer interested in finding out the expression of the author and kind of discrimination experiences by Black American in USA is describes in his poem.

The writer uses qualitative descriptive method is to get real and valid description about this poem. In this thesis, the writer uses expressive approach to finding the expressions of the author and racial discrimination theory to finding the kind of experiences of Black American at that time which is describes in his poem.

Through these approach, the writer concludes that, this poem reflects the expression of the author who keep his bitterness of black American experiences. Furthermore, Hughes describes himself and his community suffers discriminations in several different ways from several different people in several different places like in education, workplaces and public facilities.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Key Words: Racial Discrimination, Expression, History Black American

INTISARI

Primadani, Kiki Malika. 2014. "*Racial Discrimination on Langston Hughes Poem Negro*", Skripsi: Jurusan Sastra Inggris, Fakultas Sastra dan Humaniora Universitas Islam Negeri Sunan Ampel Surabaya.

Dosen Pembimbing : Dr. Mohammad Kurjum, M.Ag

Langston Hughes merupakan tokoh utama di Harlem Renaissance, Hughes tetap mengangkat tema Africa America dalam karya-karyanya. Puisinya *Negro* merupakan salah satu contoh yang ditulis di awal abad kedua puluh. Dalam puisi ini Hughes menceritakan komunitasnya orang kulit hitam yang diperlakukan tidak adil karena perbedaan warna kulit. Penulis tertarik untuk menemukan ekspresi pengarang dan berbagai macam perbedaan perlakuan yang dialami oleh orang kulit hitam di Amerika yang di gambarkan dalam puisi Hughes.

Untuk mendapatkan data yang valid dalam puisi ini penulis menggunakan metode kualitatif deskriptif. Di puisi ini, penulis menggunakan pendekatan expressive untuk mengetahui ekspresi pengarang dan menggunakan teori rasial diskriminasi untuk menemukan berbagai perbedaan perlakuan yang dialami orang kulit hitam yang digambarkan di dalam puisi Hughes.

Melalui pendekatan ini, penulis menyimpulkan bahwa puisi ini menggambarkan ekspresi pengarang yang menunjukan kebencian yang dialami orang kulit hitam. Selanjutnya, Hughes menggambarkan dirinya sekaligus komunitasnya mengalami penderitaan karena perbedaan ras yang dilakukan dengan berbagai cara dari berbagai orang di beberapa tempat seperti dalam aspek pendidikan, tempat kerja dan fasilitas umum.

Kata - kata Kunci : Perbedaan Ras, Ekspresi, Sejarah Orang Kulit Hitam

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Prof. A. Teeuw even said “Literature is not born without cultural studies”. In the other words, without culture impossible literature born, like culture of writing. Every human being has such an instinct to improve himself with create a literature. It is meaning that literature as one of art forms is assumption to represent the creation. According to Darma, creation is a man’s reach in art, while invention is in science and so discovery. Among those three, the purest one is creation. Creation has characteristic. It is very personal that nobody can replace it (qtd. in Muhsonati 1).

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

So literature is a work of human being called an author. Then the work of art is different from each author because literature is impossible born without the influence of the author’s feeling. If we are talking about literature it is impossible if we are not talking about the author. It means that, every literature always has correlation with the important things like relationship among the background, history, biography, environment, society, and personal experience of the author. Literature has correlation with human aspects such as the author’s historical, biographical, environmental, social and personal experience’s background (Prabu).

Based on the explanation above, literature is the expression of the author's feelings on his experience. Literature shows the author's soul. It becomes a media for his subjective experiences. The author expresses it in his work of literature. Furthermore, there must be known close relation between work and the era of the work written or published, because every literary works covers its own historical background based on its period

Matthew Arnold said, "... Literature is "criticism of life, the mission of critics is improving condition, and the will improving is a message or moral of poet" (qtd in Muhsonati 6). So, a literary works, either poetry, prose or even drama has a mission of critic which is written improving to better life. Each poet expresses their criticism or protest in many ways, like: invective, jeremiad or irony and satire. Of course, that is caused not suitable condition between one or more aspect which makes the poet write the poem.

Related to the expression of author's feelings about their social condition, there are many literary works produced by Black Americans. Such as Black American experienced racialism in USA. As soon as we heard Black American or Negro word, immediately in our thinking there is common description of them. Dipoyodo said, " Negro is a man with dark brown skin to dark black, a black and curling hair, a large and blunt nose and a big lips, they are varied in height, but commonly their height is above 1.5 m, ...".(20)

Here the writer chooses Langston Hughes as example of the author who has experience feeling or personal experience. Langston Hughes is one of

the authors who expresses his personal experience in work literature especially poem. Hughes was unashamedly black at a time. He stressed the theme of "black is beautiful" as he explored the black human condition in a variety of depths. His main concern was the uplift of his people, whose strengths, resiliency, courage, and humor he wanted to record as part of the general American experience (Kennedy and Gioia 430).

Langston Hughes is one of Black American poets who popular in Harlem Renaissance. His poetry and fiction portrayed his life of the working class blacks in America, lives he portrayed as full of struggle, joy, laughter, and music. Permeating his work is pride in the African-American identity and its diverse culture. "My seeking has been to explain and illuminate the Negro (Black American) condition in America and obliquely that of all human kind,"

Hughes is quoted as saying. He confronted racial stereotypes, protested social conditions, and expanded African America's image of itself (Rampersad 5).

In Harlem Renaissance Era predominantly African-American section of New York City in which it was born. In this era, many of artist, writer, poet, playwright, musician from African American community would achieve prominence not only in the arts but in many other areas of American society. Hughes is part of Harlem Renaissance, who writes many poems and one of them is poem entitled "Negro" which had written in 1922. (Worth 72)

In this poem, He tells the activity and the treatment of the Black community. They are treated unfairly. This may caused by racism. In the

United States has been much more successful for white ethnic groups than for nonwhite ethnic groups. Of the nonwhite ethnic groups, Americans of Africans descent have had the greatest difficulty in becoming assimilated into the larger culture (Edward 168).

Racial discrimination happened in Black American is taking apart from the fact that history of Black American arrives in America especially in South. They came from the rural region and since they were very poor. Africans Americans were brought to the United States against their will to be sold as slaves. When African slaves arrived in America, they were displayed and sold to their future owners at slave markets. To control their large black populations, some colonies passed slave codes, or laws, that greatly restricted the lives of Africans. According to the codes, slaves were not permitted to learn to read or write. To prevent them from planning a rebellion, they were digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id forbidden to assemble together (Worth 24). These laws locked most African Americans into lives of perpetual slavery. Finally, their owners had the power to treat their slaves as brutally as they wished. Black American often ran away to that condition, but because of their skin which easier to indentify they were found of coming back (Muhsonati 22).

Black American had no contact with White man, who always looked at Black man as animals. Then, the law said all of done by White man even that is wrong come to old slogan has is 'White is right'. Since it was impossible for them of becoming a White man, and since they knew how unfairly they were

treated by White people. It makes the experience of slavery has left a deep impression on the personality of the Black American. (23)

The law of their place is formulated in order to make it clear in society and to know the origin Black. In Virginia Law at 1662 the very first dark status for Blackman American was referred to as “SLAVES”. The law decided about the fate of children born to parents of different race, proclaiming them to be a slave or free in their status.

“Negro were treated with greater severity in court of laws than were white indentured servants Negro are referred are to as slaves for the first time in a Virginia Law of 1662. Another law the same year decided the fate of children born to parents of different race, proclaiming the child to be slaves or free in keeping with the second half on the seventeenth century, the laws and regulation promulgated in the most colonies. (Wagner 5-7).

Furthermore the African slaves escape from the South region to the North. When former slaves arrived in the North, they discovered that life there was not as they might have expected. Although slavery had been abolished, but it is not same with the real condition African Americans lived under a crushing burden of discrimination. Many whites disliked African Americans, believing that they were inferior and incapable of being responsible American citizens. (Worth 50)

Henry W. Grady said in Jim Crow Laws “The supremacy of the white race of the South must be maintained forever, and the domination of the Negro race resisted at all hazards because the white race is the superior race.” (qtd in Worth 64). Of course, under the Jim Crow laws, black and white

people in were kept separate. The Jim Crow laws were applied into many parts of Black society like they faced discrimination in railroad, school, public facilities and workplace.

All the experiences of the Black American then contributed a big influence to Hughes afford in keeping their bitterness through the art. The writer knows through his poem "Negro" Langston Hughes wants to erase racialism apartheid in all aspect like education, politics, public facilities, economic, segregate housing and social decision. He wanted people in the world to be aware of condition of Black American. It is clear in our entire mind the struggle of Blackman who Black minority in America. According to Dipoyodo:

"...They never have rights neither in economic and social as White have. That is apartheid politic attempt to keep and ensure race identity between Black and White. By the politics, they were separated into groups, based on race in any aspect of social and economic life. Apartheid means race discrimination, and unjust for majority people" (qtd in Muhsonati 9)

However, the expression of Langston Hughes in poem Negro which depicts the racial discrimination of African America in this era looks interesting enough to discuss. The writer want to describe the racial discrimination which happened in USA when the poem Negro written by Langston Hughes. Then, he expresses his emotional experiences with diction which uses in his poem make the reader think about what exactly it was like to live his life during that time.

Starting from this point, the writer is interested in discussing racial discrimination between Black and White American in USA which tells in poem “Negro” by Langston Hughes poem in early twentieth century. The writer intends from interpretation this poem will know the expression of the author who showed in his poem. Exactly, it will be interesting for us, as a literary teacher, student and all people to get more intellectual information about it.

1.2 The statement of the problems

Based on the background stated above, the problems are stated as follows:

1.2.1 What expressions used by Langston Hughes in this poem?

1.2.2 What kind of discrimination experiences by Black American in USA is described in this poem?

1.3 The Objective of study

Through this study, the writer tries to present the following aims:

1.3.1 Describing the expression by Langston Hughes in this poem.

1.3.2 Depicting kind of discrimination experienced by Black American in USA in the poem.

1.4 The significance of the study

The writer hopes this study will help students of literary class also a literary teacher and any readers who is interested in literature to understand

the discrimination of race in Black American which is described in Langston Hughes's poem "NEGRO". It is also expected that all reader will be able to catch the deep meaning and the morality of his poems. Also, the writer hopes this study can be a helpful reference for other researchers who are interested in conducting further research.

1.5 The Scope and Limitation

Langston Hughes created so many poems but only one poem from Hughes with the title 'NEGRO' will be analyzed in this thesis. This poem tells about racial discrimination between Black and White American which is written in early twentieth century. The writer limits kind of discrimination only on workplace, education and social life (segregate and public facilities) as expressed in the poem. The conflicts appear when Black American does not get freedom as White in all aspect of life. It makes Black American faced bitter lives in USA. Through this poem, the writer wants to show the author's expression about racial discrimination.

1.6 Method of The Study

Research method presents the ways of the thesis writer analysis her topic. Research method is the way how the writer conduct this study to answer the problems stated. First, I analyze the expressions and diction used by the author in his poem "NEGRO" and finds their meanings. Second, after analyzing and getting the meaning of the expressions used in the poem, I try to relate them with the social condition of USA when the poem was written. Third, draw a conclusion what the poem tries to tell the readers.

1.6.1 Research Design

This study is a library based research. It uses qualitative descriptions the purpose of qualitative description is to get real and valid description about the poem. The writer will use the expressive approach to explain that the poem is meaningful because it is the expression of the author about his suffers during racialism in USA. Then, the writer uses racial discrimination theory which then can be related with Hughes expressions.

1.6.2 Data Source

The main data are taken one of James Langston Hughes's poem entitle "Negro". It is taken from book entitled "The Collected Poems of James Langston Hughes". The poem Negro is one of Hughes poem which collected in 1921 – 1930. Whereas the supporting data are the references related to the digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id main data. Those are collecting poem and historical of Black American, discrimination of race in USA and author's biography from books, magazines, and journals. And the references from internet sources basically taken from website that in detail cited on bibliography and the video of Langston Hughes's poem entitle Negro in YouTube which edited by Edwin Maldonado.

1.6.3 Data collection

The data collection is method by using the qualitative descriptive method. The writer uses documentary analysis to collect the data. The writer collects some documents which have similarity in idea. Specifically, to

collect the data is done by closing reading, taking note, and discussing them.

After data collecting, the next step is analyzing them. The data analysis follows the following steps.

1.6.3.1 Finding and understanding the meaning of each expressions used in the poem

1. Investigating the biographical sketch of the author to see the relationship between his life and his works
2. Making use the historical approach, to see if there is any relationship between the societies, the period with Langston Hughes' poem.
3. Providing historical facts discrimination of race on Black American happens in struggling for equality.
4. Draw a conclusion of the study.

1.7 Definition of Key Terms

Racial discrimination : The separation of people through a process of social division into categories not necessarily related to races for purposes of differential treatment. (Wikipedia)

Racism : Racism involves the belief in racial differences, which acts as a justification for non-equal treatment (which some regard as "discrimination") of members of that race. (Wikipedia)

Expressive Form : concept of organic form and gave the view that it was not possible or desirable artistically to express or describe the disintegration of a belief or a civilization in a chaotic form. The fallacy of expressive form refers to the ideas that if a poet feels with sufficient intensity then this will be enough to create a successful poem. But, if a Poet depends only on inspiration, then this will not be adequate. He or she must also judge, compare, analyze. (J.A. Cuddon: 298)

CHAPTER II

REVIEW OF RELATED LITERATURE

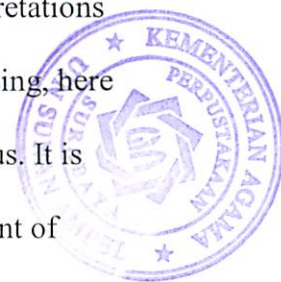
In this second chapter, the study will discuss some theories used to analyze the data. It clarifies the whole theory relating to issues in the statement of the problem. It includes the discussion of previous studies, expressive approach and theory racial discrimination. Those theories are explained as follows:

2.1 Expressive Approach

How is a poem born? To answer that question we have to notice is that actually every action there is must be a reaction. So does the poem itself. As individual and as member of society someone must have such a mental experience. Through it then he reacts. The way of reaction of each people is different and here the poet draws his reaction by creating poems, the creation has a very special characteristic. It means that the poet creates a poem just when he felt such a pressure in his soul. He has to set it free. Then it is called as individual that nobody can replace it but he by himself.

A cultured man and also a famous art critic of Indonesia: Ashadi Siregar said, "... An artist especially a scribe will only create his work of art if there is such a motivation and a pressure which comes from his soul and the characteristic of that motivation is very individual". (qtd in Muhsonati 14). So it is conclude that the characteristic of poem is very personal.

And just because of that personal characteristic, the matter of analyzing poem itself, basically that activity, it just to try come to the nearest meaning as poet means. The activity is only limited in touching, because to say that our analyzing is exactly same to the real meaning is impossible. The reasonable and logical answer is that there is nobody who can know exactly the same as like as the poets means. Whatever we do is just guessing. Prof. A. Teeuw even said "... it is possible in one poem there are many interpretations or poliinterpretations" (16). For the matter of interpretation or analyzing, here the writer takes expressive theory which is hoped that this will help us. It is important, especially when we face an unknown poem, and for student of literary class who do still need help for analyzing activities.



In analyzing the expression of Langston Hughes, the expressive theory is used to find the perception, feeling, and thought of the author depicted in it. Also, it is used to explore the life experiences of the author as found in the poem. By utilizing the expressive theory, the expression of the author in the poem can be analyzed and explained. In *The Mirror and the Lamp*, M.H. Abrams states that Wordsworth announced in his Preface to the *Lyrical Ballads* of 1800 that "poetry is the spontaneous overflow of powerful feelings."

Moreover, Abrams continues asserting that "Poetry is the overflow, utterance, or projection of the thought and feeling of the poet; or else (in the chief variant formulation) poetry is defined in terms of the imaginative process which modifies and synthesizes the images, thoughts, and feelings of the poet"

(21-22). Furthermore, M.H. Abrams summarizes the expressive theory in this way:

“A work of art is essentially the internal made external, resulting from a creative process operating under the impulse of feeling, and embodying the combined product of the poet’s perceptions, thoughts, and feelings” (22).

According to Merriam-Webster Dictionary Online, perception is “the way you think about or understand someone or something, and/or a result of perceiving.” Moreover, thought is “an idea, plan, opinion, picture, etc., that is formed in your mind, and/or the act of carefully thinking about the details of something.” Furthermore, feeling is “an emotional state or reaction” expressive theory, which centers on the feelings of the artist and the art resulting from the outpouring of those feelings; and last, the objective theory that calls for a work of art to be viewed as a closed system to be considered apart from the "externals" of object imitated, audience reaction, or artist intention.

Furthermore, it is show the impulse within the poet of feelings and desires seeking expressions or the compulsion of the creative imagination which has its internal source of motion. The propensity is to grade the arts by the extent to which their media are amenable to undistorted expression of the feeling or mental powers of the artist and to classify the species of an art, and evaluate their instances, by the qualities of mind of which they are a sign. Of the elements constituting a poem, the elements of diction, especially figures of speech, becomes primary and burning question is no longer, is it true to natural utterance of emotion and imagination of poetic conventions.

2.2 Theory of Race, Racism, and Racial Discrimination.

The main theory in this study is theory racial discrimination. To support this main theory the writer needs the other theories such as theory of race and racism. Theory of race and racism is supporting of racial discrimination theory. Without these both theories, the writer cannot catch the main theory, racial discrimination.

2.2.1 Theory of Race

Race is the world classification human based on the physical characteristic. Base on those classifications, those human join with the human who have same characteristic, they make group base on those characteristics.

“This establishment of the other as other as promoted by the initial drives to establish self-identity by identifying with the other. Negating other, denigrating them, becomes in part, thus, also self negation, and self effacement” (Goldberg 60)

2.2.2 Theory of Racism

Racism and racial discrimination as seemingly same, but actually these two terms that use the same word “race” are different. There are closed relations between racism and racial discrimination. Firstly, the researcher would like to define the racism. Rothenberg (12) said that racism is any policy, practice, belief or attitudes characteristics or status to individual based upon their race. She adds that racism is belief in the

inherent superiority of one race over all others and thereby the right to dominant (402).

This racism has two forms of racial relation; they are the form of acceptance and the form of rejection. The forms of acceptance are assimilation, accommodation, amalgamation, and pluralism. The forms of rejection are prejudice, segregation, and discrimination. (qtd. In Bintan 18)

Lincoln declared “My paramount object of struggle is to save the union, and it is not either to save or destroy slavery. If I could save the Union without freeing any slaves, I would do it”.

In fact, there were in which people who were apparently white were suddenly found to have a Negro ancestry and then became ostracized as racially inferior. This meant that someone defined as white in one state might be classified as Negro in another and could, therefore, dramatically change their status simply by crossing a state boundary. This repression depended on the Negroes being denied the vote, which meant that they were without any political influence. This way achieved by a multitude of tricks and deceptions. In some cases the vote was only available to people who could satisfy the local registrar that they understood the Constitution or were of good character and the local registrar always took care that no blacks were so qualified.

2.2.3 Theory of Racial Discrimination

Simple definition, racial discrimination refers to unequal treatment of persons or groups on the basis of their race or ethnicity.

According to Rothenberg (9-14), when an action limits opportunities available because of their race, sex, or rational origin the problem the discrimination arise. Thus, it can be said that discrimination means the prejudice treatment of different groups to the other group based on certain characteristics. It is supported by Stanfield that discrimination refers to differential treatment of otherwise equally qualified person (Stanfield 176).

Based on the explanation above, people often put race in wrong way. This term often makes a group of people feel higher than any other group. Discrimination appears when dominant and minority groups are created in the society. The dominant group will dominate and regulate the minority groups. According to Racial and Ethnic Groups by Scafer,

“discrimination is an unfavorable action toward people because they are members of a particular racial or ethnic group” (108). The dominant group becomes the superior class and hold the minority groups with their own ideas and regulations. The doctrine of White supremacy made by the “Whites” group says that “all members of the white race are superior to or “better than” all members of the nonwhite races” (qtd in Zuamah 17). The Whites claim their race as “higher” superiorities in the society and do not want to blend with others.

Furthermore, Martin N Marger (Marger 27) says that racism is a belief system, or ideology design to justify and rationalize racial and ethnic equality. Racism is structured around three basic ideas, there are:

“Human is divided naturally into different physical types. Such physical traits as they display are intrinsically related to their culture, personality, and intelligence. On the basis of their genetic inheritance, some groups are innately superior to others”.

He also adds that humans are subdivided into distinct hereditary groups that are innately different in their social behavior and mental capacities and that can therefore be ranked as superior or inferior. Those who are more powerful, more wealth are called the dominant or superior, while those who do not have a great power as the superior and do not have wealth as inferior do called the subordinate or inferior. It is supported by Rothenberg that dominant group usually impedes the development of the subordinates and blocks their freedom of expression and action. (22)

“If groups are effectively portrayed as inferior, they can be not only denied equal access to various life chances but in some cases enslaved, expelled, or even annihilated with justification”(Merger 29)

Rothenberg supported this statement by saying that once a group is defined as inferior; the superiors tend to label it as defective or substandard in various ways (22).

2.2.3.1 Types of Racial Discrimination

According to Jones (13-14), racism as one kinds of racial discrimination divided into three types:

First is *Individual racism* is the closest to race prejudice and suggest a belief in the superiority of one's own race over another and in the behavior enactment that maintain those superior and inferior positions.

Second is *Institutional racism* is the institutional extension of individual racist beliefs, consisting primarily of using and manipulating duly constituted institutions so as to maintain a racist advantage over others. It is also the product of certain institutional practices that operate to restriction on a racial basis the choices, rights, mobility and access of groups of individual.

Third is *Cultural racism* can generally be defined as the individual and intuition oppression of the superiority of race's cultural heritage over that of another race. The point of cultural racism is that, when one group enjoys the power to define the cultural values and the individual forms. Those values should take and to reward those who posses them and punish or ignore those who do not the extent that they claim cultural heritage and diverge from these care cultural beliefs.

The theory of racial discrimination brought by both Jones and

Marger has been explained above. But, Marger's theory of racial discrimination toward which says that "Native Americans are discriminated by their education, occupation or work place, employment, public facilities including health care, religion, law and housing, seems to be more specific to use in analysis, since it has represented Jone's theory. Yet, this study only focuses on discrimination on education, work places and public facilities.

2.2.3.2 Aspect of Racial Discrimination

Racial discrimination in this subject has some effects in life. Most of it happens in our ordinary activity, for example in work, in our society, or even in our family itself. According to some theories that related to it, racial discrimination is classified in to some aspects, at workplace, education, and social society.

2.2.3.2.1 Racial Discrimination in Workplace

The Journal of Economic Perspectives volume 12, No 2 (Spring 91-100 in Bintan 24) said that “racial discrimination in economic did with someone in their job” its mean that the economic is depend on people job.

That discrimination is against the law for an employer to discriminate against on grounds of race when choosing someone for a job and when

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

deciding which staff will be promoted, given benefits at work, such as training, disciplined, dismissed and made a redundant.

Racial discrimination is happen again when they are applying for a job. It is against the law for an employer to discriminate in the several cases, when deciding who should be offered a job. This includes the job description, the person specification that are description of the skills, experience and qualifications needed to do the job, the application form, the short-listing process, interviewing and final selection. Other terms about the employment contract, such as pay holidays or working condition and by deliberately not considering the applications.

The Race Relation Act protects employees and contract workers.

It also makes it unlawful for recruitment agencies, unions and partnerships to discriminate. Harassment at work could be happen in some case in other work. It is against the law for the employer or a colleague to racially harass other race people. If the people harassing, it does not stop after another people have asked them to, it's mean that you should complain to your employer. Many employers treat racial harassment by their staff as disciplinary offense, and they should discipline the person who harassing. If the employer does not do anything or does not do enough to prevent it, he can take claim against them to an employment section.

Discrimination or harassment after leaving the job in some case to related with employer. An employer must not racially discriminate against or harass after have left the job. An example of this might be refusing to give a reference when other employees of a different racial group are given such a reference. The Race Relations Act says employers are responsible for acts of racial discrimination or harassment by their employees and agents, unless they have taken reasonable measures to prevent it. It can take a case to an employment tribunal if suffer discrimination or harassment.

When an employer is allowed to discriminate there are a few cases when an employer is allowed to discriminate, when a person's race, color nationality or ethnic or national origin is a genuine requirement or qualification for the job and only a person from that group may do the job.

There is a rule that restricts employment to people of a particular nationality or national origin. This applies only to employment by the Crown or a public body, the matter is not covered by the Race Relations Act.

2.2.3.2.2 Racial Discrimination in Education

The division of schools according to the race of the students is one kind of racial discrimination in education. In more critical condition, they people can be discriminated in getting their right to education and training for racial reasons, whereas education is regarded as right of all people without any exception, even for the racial causes. It is against the law for a school or college to discriminate against or harass the student in the terms on which it offers to admit student and when deciding whether to exclude student. And some cases when in the way child is taught. The

school or college must deal with any racial harassments or abuse by staff.

Racial discrimination in education is also called academic racism was pushed by white supremacists during period when white people garnered great profits from slavery and ancestry from the victims of the profitable slave and colonial systems. It is also against the law for a local education authority to discriminate when assessing a child's special needs. If the people their child is facing racial discrimination, they should first try to discuss the problem with the teacher or head teacher. The Department for Education and Skills has information about dealing with this.

2.2.3.2.3 Racial Discrimination in Social Life

The black is minority occupies a low position in the stratification system. As minorities, they have some characteristics which the lower class has. Even they achieve higher socioeconomic levels still face various disadvantages and assaults on their dignity. The disadvantages are not always due to biased individuals. The term institutional racism was coined to refer to the fact established policies and practices so social institutional tend to perpetuate racial discrimination. It means whether or not the people involved are prejudiced or deliberate in their discriminatory behavior, the normal practice and policies themselves guarantee that minorities will be short changed.

The portrayal of minorities in the media has tended to perpetuate various negative stereotypes. The Black as minorities still does not receive equitable treatment in the media like television and radio. In Education, four primaries and secondary education practice that perpetuate discrimination are segregated school, so called IQ testing, ability grouping of children, and differential treatment of children based on racial identity. In economy, institutional racism has pervaded the economy in the tree ways; they are exploitation of minority labor, exclusion of minorities from full participation in the economy and exploitation of minority consumers. And the governments who are supposed to protect and help its citizens equally do not always give its advantages to the blacks as much as the white are given. The social structure has tended to create and perpetuate

superior and inferior partners of interaction because of the clustering of minorities in low status, low power roles in institutions. The minorities have lacked the power to exercise control over institutions and have failed to receive the full benefits to participation in that institutions.

The policies and practices of the economic institutions, like government, tend to maximize and persuade the well being of those who are dominant. Social psychological factor which support the racism becomes racial discrimination is prejudice. Prejudice is emotional attitude toward a human group (Simpson and Yinger in Laurer 227).

Prejudice legitimates different treatment of group members and helps to perpetuate white dominance. Prejudice is an individual characteristic, but it's causes lie outside the individual because no one is born with prejudiced person, they are on welfare which caused them do not want to work, they have more children than they can properly care for, therefore they show themselves to be immoral, they do not speak proper English, therefore they are intellectually inferior.

2.3 Review of Related Studies

This analysis is based on the previous analysis which has been done earlier. A study about the society in this poem with the title "*A sociological approach on Langston Hughes poem*" which has been written in 2009 by Ade Agung Sahida from The State Islamic University of Syarif Hidayatullah Jakarta. That previous research focuses on attempt to present of Langston Hughes correlate the poem to African American life in 1930

in America. The previous research uses qualitative method using sociological approach by Hippolyte Taine Theory. And the analysis unit of focus of this research is the poem entitled: Negro, Cross and I Too by Langston Hughes.

Whereas, in this research the writer focuses on expression of the author who is describes racial discrimination in this poem. Then, the writer intends to use expressive approach using elements of diction figures of speech and racial discrimination theory in this analysis. The difference between this research and the previous research is that this research not concern of social relationship between the author and society, but the writer analyze experiences of racial discrimination in Black American which depict by the author with using the diction which correlation with the era.

CHAPTER III

RACIAL DISCRIMINATION ON LANGSTON HUGHES POEM

“NEGRO”

This chapter attempts to analyze the expression of Langston Hughes tell in his poem. The main analyze about experiences of racial discrimination black American who describes in Langston Hughes poem “Negro” (kinds, how people discriminate, and the effect of that racial discrimination). Meanwhile, to answer statement of problem the writer uses expressive approach and racial discrimination theory.

3.1 The Expression of Langston Hughes Tell in his Poem

"Negro" by Langston Hughes (1922)

Expressions used by Langston Hughes in this poem:

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

I am a Negro:
Black as the night is black,
Black like the depths of my Africa. (Stanza 1)

I've been a slave:
Caesar told me to keep his door-steps clean.
I brushed the boots of Washington. (Stanza 2)

I've been a worker:
Under my hand the pyramids arose.
I made mortar for the Woolworth Building. (Stanza 3)

I've been a singer:
All the way from Africa to Georgia
I carried my sorrow songs.
I made ragtime. (Stanza 4)

I've been a victim:
The Belgians cut off my hands in the Congo.
They lynch me still in Mississippi. (Stanza 5)

I am a Negro:
Black as the night is black,
Black like the depths of my Africa. (Stanza 6)

As I told before that, in this analysis the expressive theory is used to find the perception, feeling, and thought of the author depicted in his poem. In expressive approach by M.H. Abrams summarizes the expressive theory in this way: "A work of art is essentially the internal made external, resulting from a creative process operating under the impulse of feeling, and embodying the combined product of the poet's perceptions, thoughts, and feelings"(20). In this explanation, the writer tries to describe each stanza with expressive approach

In stanza one, the author begins with telling his identity. In his poem, in line one (I am a Negro) he says that he is a Negro, its mean that the author wants to declare about himself and his people community is Blackman American (Negro). Hughes as Negroes or black poet tells about Negroes to show his identity. Hughes proud be Negro, he comes to speak for a whole group of individuals rather than just one person. It means Hughes want show to the reader his personal experiences about condition of his community.

The use of "black" and the invocation of Africa were defiant back in the days when many blacks described themselves as brown with "I am a Negro,

/ Black as the night is black, / Black like the depths of my Africa" ("Negro")

Hughes challenged the black middle class with his absorption in slave heritage.

He describes that the skin of Black American people is Black and their origin is from Africa. Black American is origin came from African continent. According to Robert Asher even said the story of Africans coming to America is not like that of any other immigrant group. Unlike other immigrant groups, most Africans did not come to America by choice. They were kidnapped, enslaved, and brought to North America against their will. The story of Africans in America is primarily the story of these involuntary immigrants and their descendants. (qtd in Worth12)

In this sentences in line 2 & 3 in the first stanza "*Black as the night is black, Black like the depths of my Africa*" The author could be using the image of Black color for sadness. Black's skin of Black American is being compared with the night which dark color. It is showing us what a dark of Black American. Perhaps through the night the same color as its surroundings with the Black American sadness. Then the black is being compared of the depths of Africa. The comparison of the Black with the depths of Africa creates a strong impression of darkness condition in Africa.

Many Africans were sold into slavery. More workers were needed in the colonies. The number of African slaves being brought to North America increased. Slaves were brought by African slave catchers who captured them, chained them together in long lines and marched them to the coast. The slaves brought from the interior of Africa. The African slave catchers exchanged their

captives for goods brought by the English and other Europeans. The Europeans, however, were shrewd traders and regularly tried to cheat the Africans by adding water to the brandy or shortening the bolts of cloth. One of the European slave traders said:

The broad linen [fabric] serves to adorn them. The copper basins to wash and shave from the iron bars the smiths forge out all their weapons and country and household tools and utensils. Muskets and cut laces [swords] they use in war. Brandy is most commonly spent at their feasts. (19)

Once a deal had been made, the slaves were kept at a factory until a ship was ready to leave for the New World. After a cargo of slaves was collected, they were packed aboard the Royal African Company's sailing ships and brought to English colonies in the Caribbean and North America. The slaves' journey across the Atlantic Ocean in a sailing ship was called the Middle Passage (19).

For the Africans, the journey from their homes was a brutal experience. Many of them were so upset at leaving Africa and at their dismal future that they jumped into the sea and drowned themselves. Others became so depressed that they refused to eat. They sometimes starved to death before reaching America. Some of the slaves caught diseases and died. Indeed, slaves who became sick might be murdered to prevent other Africans from being infected. Many slaves did die, however, both from disease and by jumping overboard and never reached America.

From this statement above, the writer argues why the author Langston Hughes writes *black like the depths of my Africa* because the author wants to express himself as a Negro and his community (Negroes) derived from the darkness of condition in interior Africa. "The Negro Artist and the Racial Mountain," provided a personal credo and statement of direction for the poets of his generation, who, he says, "intend to express our individual dark skinned selves without fear or shame . . . We know we are beautiful and ugly too." His forthright commitment to the Negro people led him to explore with great authenticity the frustrated dreams of the Black masses. (qtd in Kennedy1042). It is shows a value of expressive approach which the reader insights into the mind and heart of the poet himself. Then, by employing a person with multiple identities, Hughes shows the diversity of the black experience nationally and internationally like describes in the next stanza.

I've been a slaves

Caesar told me to keep his door-steps clean.

I brushed the boots of Washington.

In second stanza, line one the author says "*I've been a slave*" its mean that the author describes the history of African American people who have been a slave since the time of Julius Caesar. The author showed the status of Black American as slaves at the time. Of course as slave, their job was not a noble one, because many of them at the time worked as boots cleaner. Some slaves to be carpenters, blacksmiths, or coach drivers for their masters. Women often worked in the master's house as cooks and house cleaners. Not only that

but also slaves were necessary to the southern economy, which depended on the tobacco, rice, and indigo crops from large plantations. The demand for slaves continued to increase especially in the South as the number of plantations expanded. Slavery had become a part of everyday life. As a result, more and more Africans were brought to America as slaves.

In the huge plantation of South Carolina, George, Mississippi and Louisiana, they have been really dark they had no contact with White man, who always looked at Negro as animals. The condition of the slaves was almost barbaric. (Muhsonati 23)

It is mean that White Americans refused to work with African Americans. They did not want to compete with them for the same jobs. "When African Americans tried to obtain the same jobs as whites, they were often met by angry protests" (Worth 53). Black Americans are very close to the life like that working hard without any appreciation at all the part of their life. Black American often ran away to that condition, but because of their skin which easier to identify they were fond of coming back.

Then, in second stanza in lines 2 & 3, *Caesar told me to keep his door steps clean and I brushed the boots of Washington* " The author describes the era about history of Black American in the time of Julius Caesar until George Washington. Julius Caesar and George Washington which is in history books they are great leaders and their names will forever be recognized in history African Slave.

The history of George Washington is depicted by the author in his poem. Of slavery, George Washington is the first president of the United

States, wrote: "Among my first wishes is to see some plan adopted by which slavery in this country may be abolished" (Field 29). Then, George Washington is president of the Constitutional Convention held at Philadelphia in 1787 and establishing the rules including complete secrecy concerning its deliberations that would guides the proceedings. The delegates who met at Philadelphia to write new constitution for the new nation came to build a stronger and more united country, not to solve the question of slavery. And the results of that constitution divide three separate sections to retain the loyalty of slave holders and slave traders in the South and North. The decision by the delegates at the Constitutional Convention not to end the slave trade until 1808, the forced immigration of Africans continued. The three results are:

Firstly, they gave the small African slave trade 20 years in which to cease operations. After 1807 it would be illegal to import any further slaves into the country. Secondly, via passage of the Fugitive Slave act of 1793 they provided that all runaway slaves be return to their owners. Thirdly, because slave holders were to be taxed for their slaves, as property, they were permitted three votes for every five slaves they owned (29).

Here, the author wants to express the history of black American as a slave since in Julius Caesar until George Washington era. The slaves faced the discrimination because of their race at that time. Hughes shows as slave, Black American were forced to live, work, eat and travel separately from their white counterparts, had few civil or legal rights. Hughes describes are the real events and his ancestors experiences suffered in his poem. It is related with T.S Eliot (qtd Abrams 25) comments about the only way of expressing emotion in the form of art is by finding a set of objects, a situation, a chain of events which

shall be the formula of that particular emotion such that when the external facts, which must terminate in sensory experience, are given, the emotion is immediately evoked.

I've been a worker:

Under my hand the pyramids arose.

I made mortar for the Woolworth Building.

The next, in third stanza the author describes the Black American history as a worker, but they are still poor people. In line one in this stanza: "*I've been a worker*" the author shows the status of Black American as a worker. Black American learns another skill like be a Blacksmith to build the great building in the World.

In line 2 and 3 in third stanza "*Under my hand the pyramids arose, I made mortar for the Woolworth Building*" In the word "pyramids arose" and

"Woolworth Building" Hughes describes the time of Black American as worker from the era of pyramid arose until the Woolworth Building. Not only that, but also Hughes shows the large role of black American played through the history of the Era. In Landmark Preservation Commission, April 12 1983 explain that:

Woolworth building is one of New York's best known tall building, is among the most famous skyscrapers in the United States. The tallest building in the world on its completion in 1913 and become the most potent image of twentieth century urban America. According Philip Sutton and Schwartzman, Stephen said The Woolworth Building (1913) was the last of the great early skyscrapers built before the First World War. Construction of these tall buildings would not fully resume until

the 1920s, with the golden age of skyscrapers, culminating in the construction of the Chrysler Building, and the 102-story Empire State Building (1931).

In this poem, Hughes depicts the Black American take apart in built the Pyramid in Egypt and Woolworth building in New York. Hughes also tries to show the black American achievements through their works. Even though they were slaves, they were proud to be able to build pyramids in Egypt. And they are also proud for their skills and strength to build Woolworth Building.

Black American also faced types of discrimination in their society especially in job. Black American's job is not same with White position. White man refused work with Black American because White regards the slaves is inferior position. Thomas Bailey clearly described what whites wanted to accomplish by their treatment of African Americans: "The white race must dominant...The Negro is inferior and will remain so...No social equality" (qtd. digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id in Worth 67).

I've been a singer:

All the way from Africa to Georgia

I carried my sorrow songs.

I made ragtime.

Only in this stanza, it consists of four lines. All of those are related to each other, so it is like in a long sentence. It seems easy to understand for every readers that the author depict the Black American have contributed a lot in this music history while at the same time they faced hardships in that era.

“African Americans still faced discrimination that often prevented them from voting, holding well paying jobs, or getting an education that would help them compete in a white dominated society. Despite these hardships, African Americans made important cultural contributions, especially in the areas of music and literature.” (Worth 13)

In the first line said *I've been a singer* is means that the author depict the history of Black American's music. Then, in second and third lines “*All the way from Africa to Georgia I carried my sorrow songs*” is tells about the era when slaves' journey across the Atlantic Ocean in a sailing ship or Middle Passage. For the Africans, the journey from their homes (Africa) to United States (Georgia) was a brutal experience. African slaves were treated cruelly aboard slave ships and crowded into cramped, dirty quarters during the long voyage. They slaves sang very sad songs, recalling their lives in African villages” (21). It means that the author describes the struggle of slaves African American in middle Passage. They still can dance, sing and laugh to spend life in moroseness. Of course, they just want to set aside their bitterness.

The last line "*I made ragtime*" describes the author show us the origin music from Africa. The author and his community created ragtime music which is now becoming Jazz music. One of the few areas in which African Americans were able to freely express themselves was the arts. In New York City, which had a large African-American population, black musicians and artists began a cultural movement known as the Harlem Renaissance, named after the predominantly African-American section of New York City in which it was born. Langston Hughes and other African-American writers as well as actors were also part of the Harlem Renaissance. The cultural outburst of the Harlem Renaissance would be followed by descendants of the original Africans brought to the United States. In this era, they would achieve prominence not only in the arts but also in many other areas of American society.

"The African-American participant in the Harlem Renaissance inherited a legacy of expression from an earlier generation and, in using that legacy, transformed it into a powerful, relevant statement that would greatly influence succeeding generations." (Casement 160)

In Harlem Renaissance, Jazz music world thrived, with an important common trait being the influence they had on one another. Jazz arrived at a brilliant solution emphasizing independent but harmonically linked and simultaneous lines (Jeff 80). Jazz musicians such as Edward Kennedy "Duke" Ellington and singers such as Bessie Smith and Josephine Baker drew both white and black people by the thousands into clubs in Harlem to hear their music (Worth 72).

In this poem the author depicts the Black American expression with laughter and sings a song. We all know the tribulations of a Black

American very long time. And this poem shows us they should not morose all days. But Black Americans have soul to solve their sadness of racial discrimination in their society. With sing a song is makes their live was alive to turn away of suffer at the time. Then, the result of the creativity of Black American is ragtime or jazz music now. Jazz is origin music from Africa, which popular in Harlem Renaissance era. That is all describes by Hughes in this poem especially in the four stanzas.

I've been a victim:

The Belgians cut off my hands in the Congo.

They lynch me still in Mississippi.

In stanza five line one, the author depicts that the Black American is sometimes unlucky. Because they are often become victims in their

community. They are treated unfairly. This may be caused by racism. The

White man regards their own race is the superior race and Black American is an inferior position. "The supremacy of the white race of the South must be maintained forever, and the domination of the Negro race resisted at all hazards because the white race is the superior race." (Jim Crow laws in 19th century by a white performer named Thomas Rice in Worth 64)

Jim Crow laws were passed to ensure that African Americans would “know their place”. Under the Jim Crow laws, black and white people were kept separate. This law made the discrimination of race between Black and White American in all aspect, like in schools, transportation, workplace and social life.

"The Belgians cut off my hands in the Congo": During the rule of King Leopold of the Belgians as sovereign of the Congo Free State (1885-1908), a labor tax of 10 percent was instituted. According to F. Scott Babb (Historical Dictionary of Zaire [London and Metuchen in Rampersad 620), "Failure to pay the tax was punished by flogging, execution, and occasionally destruction of entire villages. Soldiers were required to produce the right hand of villagers who had been executed for not paying the tax and the procurement of hands became an end in itself, reportedly leaving thousands of maimed victims. Then, *"They lynch me still in Mississippi"*: It is tells about the history of Black American who lynching by Ku Klux Klan in Mississippi. Mississippi is the most notorious of killing Black American. (620).

According Richard Worth 70-71 said that actually African Americans who returned from World War, they found that little had changed for them in the United States. Although they had fought to defend the principles of democracy, these same principles did not seem to apply to them in their own country. In the South, African Americans still faced Jim Crow laws. In the North they faced resentment from whites, who saw African Americans competing for jobs and moving into white neighborhoods.

One organization that tried to prevent African Americans from improving their position in society was the Ku Klux Klan. They prevented them from voting, lynched black farmers, and burned their homes. To intimidate blacks, Klan members burned crosses in front of their homes and sometimes brutally beat them. In the summer of 1919, the Ku Klux Klan was responsible for several lynching and other acts of violence against African Americans in Mississippi.

Racial hatred toward African Americans reached the crisis point in 1919 when race riots occurred in both northern and southern cities. In these riots, fueled by racial prejudice, violent clashes occurred between whites and blacks and leaving 38 people dead and more than 500 injured. The Klan carried out 78 lynching of African Americans. James Weldon Johnson called the period the "Red Summer."

White lynch mobs continued to murder African Americans throughout the 1920s. Many African Americans during this time felt that the best way to avoid trouble was to keep them, so as not to invite the unwanted attention of racists, especially in the South. But this often meant missing out on opportunities for jobs or schooling.

From this history, the author writes "*They lynch me still in Mississippi*". In this sentence the author wants to show treat Black American from a violently racist organization "Ku Klux Klan". Ku Klux Klan lynches Black American in Mississippi. Furthermore, the author also shows the laws at the time makes the Black American is a victim. They faced the discrimination in their society, black and white were kept separate in all aspects.

I am a Negro:

Black as the night is black,

Black like the depths of my Africa.

In the last stanza, the author rephrases the first stanza. This means that he emphasizes about black experience history. Hughes describes himself and his race as having been a slave, worker, singer and victim who suffered discrimination in several different ways from several different people in several different places. Even though their hardship is lighter from year to year because of modernization but sometimes they still get unfair treatment in their community until now.

From the interpretation above, the writer reveals that the author wants to express his experience feeling. "When a poet successfully frames his or her personal experience so that the reader can feel an extreme emotion from the inside, the result can be powerful" (Kennedy 934). The reader knows the destiny of Negro at that time. Moreover, Hughes is Negro people and he is proud to be a Negro. The writer knows it when Hughes identified himself by saying "I am a Negro", then he describes himself and his race as having been a

slave, worker, singer and victim who suffered discrimination. They feel depressed and uncomfortable life in their community. This poem is well expressed poem and makes us touched with what Hughes describes all about Africa. He expresses his emotional experiences and makes the reader think about what exactly it was like to live his life during that time.

Black Americans got bad treatment of White American people. This poem contains a touch story of Negro. It is remembering us the case of discrimination between Africa and American, between blacks and whites. Through this poem, Hughes expresses his emotions to be poetry which content of his experiencing feeling. It seems like that “when the poet’s act of utterance is not itself, by the feelings he himself expresses, to work upon the feelings, or upon the belief or the will, of another... when the expression of his emotions is tinged also by that purpose, by that desire of making an impression upon another mind, then it ceases to be poetry” (Abrams 25).

By doing this poem Langston Hughes shows himself, one black man, as the entire black race throughout history. This poem resonated with African people because the events he describes are the real events black ancestors suffered, and enlightens me to how far African-Americans as a people have come. Finally, the reader can feel extreme pain suffering in Hughes words as he describes the different roles of a Negro. It reminds us where Black American came from and the things black’s ancestors had to face in their society, so that they could have the freedoms they have today.

3.2 Racial Discrimination Describes In This Poem

The topic of Langston Hughes' "Negro" deals with an extremely general description of the history of African Americans or blacks from the pre-1922 era until 1922. Hughes expresses his emotional experiences in this poem and makes the reader easy to understand what happened in Black American during that time. Hughes uses simple and understanding for diction in his poem such as Julius Caesar, George Washington, and Woolworth Building, Mississippi to show the history role of Black American at the time.

This poem describes the destiny of Black American "Negro" which they got treatment of White American at the time. Hughes describes himself and his community being discriminated in so many places and by so many people, and he shows how horribly he and their community have been treated

because racism as what Rothenberg said that an action limits opportunities available because of their race, sex, or rational origin the problem the discrimination arise (9-14). Hughes describes himself and his race "Negro" as having been a slave, worker, singer and victim who suffered discrimination in their society.

According Liliwery (219) said "Discrimination is an unfriendly attitude from majority group or its member of minority groups, racial discrimination is an attitude or acts certain race to people or group that came from another race". Meanwhile, it's happened in history discrimination between Black and White American in United States of America.

Black American as minority faced much discrimination in more aspects of their society. They are discriminated by their education, occupation, employment, public facilities including health care, religion, law and housing (Marger 167). It is portrayed when White American reaps considerable advantages when buying and selling a house, choosing a neighborhood in which to live, getting a job and moving up the corporate ladder, securing a first class education, and seeking medical care because of their Whiteness. Whites accumulate more property and earn more income than members of minority populations in society. Meanwhile, Whites have accumulated many opportunities due to racial domination people of color have suffered from dis-accumulation (Massey and Quillian in Desmond, Matthew and Emirbayer, Mustofa 345).

The Black American group faced discrimination that often prevented them from voting, holding well paying jobs, or getting an education that would help them compete in a white dominated society. Some African Americans were frustrated by the conditions they found there. Exactly, patterns of perceived discrimination are important findings in their own right, as research shows that those who perceive high levels of discrimination are more likely to experience depression, anxiety, and other negative health outcomes. Furthermore, perceived discrimination may lead to diminished effort or performance in education or the labor market, which itself gives rise to negative outcomes.

The experiencing of racial discrimination between Black and White American was expressed by Langston Hughes in his poem “Negro”. His poem depicts the history experiences of Black American at that time. Here, the writer wants to describe kinds of discrimination, how people discriminate, and what the effect these are expressed by the poet.

Like tells in poem “Negro” while at that time under the Jim Crow laws, black and white people were kept separate. In practice, “separate but equal” almost always meant separate and unequal. The Jim Crow laws were applied to many parts of Black American society (Worth.65). Not only have that but also in section of the Qur’an 26, Al-Hujurat versed 13 said:

Oh mankind! Surely we have created you from a single (pair) of a male and female and made you tribes and families that you may know each other. Surely the most honorable of you with Allah is the one among you most careful (of his duty). Surely, Allah knows aware.
But, in the real condition especially between Black and White

American the discrimination of race happened on Slavery era. These some examples of experiencing racial discrimination in America which expressed by Langston Hughes

3.2.1 Education

Education is one of important sectors in our social life. We need education for our better life in the future. Because of education, we can learn many things in our life. It makes our knowledge boarder than before. But in this case, there is no justice to black American as an inferior in the society. Like Marger said that “on the basis of their genetic inheritance, some groups

are innately superior to others”(27). They cannot get same opportunity to take good education like white as a superior in society. This explanation can be shown by the history of Black American who tells in meaning “Negro” poem.

When the status of Black American as a slave. Some colonies passed slave codes that greatly restricted the lives of Africans. According to the codes, slaves were not permitted to learn to read or write. To prevent them from planning a rebellion, they were forbidden to assemble together. Slaves had none of the human rights that white immigrants to America were likely to enjoy (Worth 24).

Under Jim Crow laws forced African-American children into separate schools that were usually inferior to white schools. In practice, “separate but equal” almost always meant separate and unequal. Furthermore, African-American children were prevented from attending the same schools as whites.

It includes in type of discrimination is *Individual racism* which closest to race prejudice and suggest a belief in the superiority of one’s own race over another and in the behavior enactment that maintain those superior and inferior positions (Jones 13-14).

Many politicians sincerely believed that African Americans were inferior to whites and that trying to educate them was a waste of time. Not only that, but also separate schools for African-American children were established, but the buildings were inadequate, the equipment and supplies inferior, and the teachers under qualified. According to historian Leon Litwack, white political

leaders did not want to educate African-American children for fear that they might no longer accept their inferior place in society (65).

It includes racial discrimination because in practice which puts people of a certain race at a disadvantage compare with other people. Like Black Americans had been disadvantageous with Jim Crow Laws, because Black cannot achieve the same position like white to get good education, good facilities. Education regarded as right of all people without any exception, even for the racial causes. Like the example of this case in history of Black American in education aspect (Ron Field 48-49):

The principle of “separate but equal” was extended to education following the closure of Ware High School by the Richmond County Board of education, in Georgia in 1897. Named after Edmund Asa Ware, a Freedman’s Bureau set up to assist former slaves began an effort to build schools for African Americans. In the face of protest that blacks students in the district were denied a high school education in the public sector following its closure, the board of education argued that it could educate more African American children at the primary level with the funds subsequently made available. In response three black citizens of Augusta, Georgia, J.W Cumming, James S. Harper and John C. Ladeveze brought a case against the board based upon 14th Amendment guarantee of equal protection under the law.

In this case of *Cumming v Broad of Education* of 1899, the plaintiffs claimed that the board was using the funds in its hands assist in maintaining a

high school for white children without providing a similar school for Blacks. As a result, they demanded that the white high school in Richmond County be closed as well. However, the Supreme Court ruled that closing a white school would not help black students, and allowed the Ware High School closing to stand.

Following the decision in *Cumming v Broad of Education*, the flood gates were open for school boards throughout the South to reduce the education of black students to a bare minimum. Governor James Vardaman of Mississippi insisted that education is ruining our Negroes. They are demanding equality. In 1912 a white school superintendent in the South observed:

There has never been any serious attempt to offer adequate educational facilities for the colored race (some school have) as many as 100 students to the teacher ; no attempt is made to do more than teach the children to read, write, and figure and these subjects are learned imperfectly.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

William Edward Burghardt DuBois In his book *The Souls of Black*

Folk, published in 1903, DuBois wrote: “Negroes must insist continually . . . that voting is necessary to modern manhood, that color discrimination is barbarism, and that black[s] . . . need education as well as white[s]”(68).

This racial discrimination in this subject has some effects in life. Most of it happens in our ordinary activity like in education. It is depicted by the author in his poem when he said “*I’ve been slave*” and “*I’ve been victims*”. The author wants to declare if Black American faced discrimination in their life for example in education.

2.3.2. Workplace

African Americans who returned from World War I found that little had changed for them in the United States. Although they had fought to defend the principles of democracy, these same principles did not seem to apply to them in their own country. In the South, African Americans still faced Jim Crow laws. In the North they faced resentment from whites, who saw African Americans competing for jobs and moving into white neighborhoods. They were frustrated by conditions in the United States that kept many of them from applying for good jobs, receiving the same education as whites, or living in the same communities.

Under the Black Codes, in some states, African Americans were not permitted to own land or to carry a weapon. They could not leave a farm and look for work somewhere else because any African American not currently working could be put in prison. These laws were extremely unfair, but they kept whites in control of African Americans throughout the South. Whereas, in the North, Some African Americans were frustrated by the conditions they found there. Black workers faced discrimination in labor unions, which had been formed to represent employees in the workplace. Many unions refused to admit black workers. It is includes in *Cultural racism* which defined as the individual and intuition oppression of the superiority of race's cultural heritage over that of another race (Jones 13-14).

Black Americans are exploitation of minority labor, exclusion of minorities from full participation in the economy and exploitation of minority consumers. And the governments who are supposed to protect and help its citizens equally do not always give its advantages to the blacks as much as the white are given. Although many African Americans had been trained as artisans on plantations in the South, they were forced to work at lower-paying, unskilled jobs upon reaching the northern states. White artisans refused to work with African Americans. They did not want to compete with them for the same jobs. As a result, African-American men were forced to work as porters, buggy drivers, barbers, and waiters, while women worked as cooks, dressmakers, and house cleaners. When African Americans tried to obtain the same jobs as whites, they were often met by angry protests.

One leading southerner, Thomas Bailey, clearly described what whites digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

wanted to accomplish by their treatment of African Americans: "The white race must dominate. . . . The Negro is inferior and will remain so. . . . No social equality. . . ." (qtd in Worth 67). This meant African American being second-class citizens and putting up with discrimination. It is suitable with Marger (22) statement "Those who are more powerful, more wealth are called the dominant or superior, while those who do not have a great power as the superior and do not have wealth as inferior do called the subordinate or inferior. It includes in harassment of racial discrimination. This occurs when a person feels intimidated, humiliated or offended by another person's conduct regarding their race. Harassment at work could be happen in some case in other

work. It is against the law for the employer or a colleague to racially harass other race people.

This discrimination describes in Hughes poem *Negro*, when Hughes said “*I’ve been a slaves*” and “*I’ve been worker*”. It shows us, Black American slave is not get noble job in their society. Black American also show the status as a worker is very dark although under their hand the great icon like Pyramid and Woolworth Building arose. The example is became Blacksmith or porter to build it. Black American faced discrimination in workplace because their race.

2.3.3. Public Place

As we know that Black people is as inferior to white, they always become part of society who cannot take a part in some social sectors in society. digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id Not only in education and workplaces, but also in public facilities such as in restaurants, hospital, toilets, segregate housing and transportations. That is all can be seen in this case. African Americans also faced other types of discrimination in the North. They were required to sit in separate cars on railroads and in separate sections on steamboats. They were prohibited from eating in most restaurants and from staying in most hotels. African Americans could not even be buried in white cemeteries.

The Jim Crow laws were applied to many parts of southern society. In railroad stations, there were separate entrances marked “For White Passengers” and “For Colored Passengers.” Parks, theaters, water fountains, and public

toilets were marked in the same way. Some hospitals would not accept African-American patients, no matter how sick they were.

Under the Jim Crow laws, black and white people were kept separate. “If groups are effectively portrayed as inferior, they can be not only denied equal access to various life chances but in some cases enslaved, expelled, or even annihilated with justification”(Merger 29). On trains, for example, African Americans were forced to sit in separate cars away from whites, who generally did not want to have any contact with them. Any African American who violated the Jim Crow laws was immediately corrected or punished. As a child in Memphis, Tennessee, in the 1870s, Mary Church Terrell, an African American, mistakenly sat in a railroad car reserved for whites. She was confronted by an angry conductor. “Whose little n_____ is this?” he asked crossly. Mary was immediately removed from the car and taken to the one reserved for African Americans. “I could think of nothing I had done wrong,” she later (64)

Although Jim Crow laws unfair, were upheld by the U.S. Supreme Court in a landmark decision in 1896. The case involved an African American named Homer Plessy, who had been forced to leave a railroad car for whites and sit in a black’s only car. The Supreme Court ruled that “separate but equal” facilities were legal for American citizens. As the Supreme Court explained, “If one race be inferior to the other socially, the Constitution of the United State cannot put them upon the same plane” or bring about “an enforced commingling of the two races.”(65)

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

It portrayal the Black as minorities still does not received a same position like white. For example in public facilities is includes type of discrimination because treating someone less favorably because their race or color. It also describes by the author in his poem. The author wants to show through his poem racial discrimination faced by Black American at that time.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER IV

CONCLUSION

Langston Hughes was a brilliant Negro poet. His poem is always full value of life. Primarily it described his humanity and his care of his social condition, as Negro or Black American. Most of his own poems are racial in theme and treatment, derived from his race and community experience especially in his poem "Negro". In this poem the writer knows the destiny of Black American condition at the time. They got bad treatment of White American who regard Black race is inferior status. Hughes expresses his emotional experiences and makes the reader think about what exactly it was like to live his life during that time. Hughes is Black poet proud to be a Negro. We can know it when we read this poem, Hughes identified himself by saying "I am a Negro", and then he describes himself and his race as having been a slave, worker, singer and victim who suffered discrimination.

This poem is well expressed poem and makes us touched with what he describes all about Africa. It is remembering us the case of discrimination between Africa and American, between blacks and whites. Black American faced discrimination in all aspect of their society at that time like in education, workplaces, and public facilities. Black American did not achieve same equality like White in all aspect of society. White American must dominate and Black is inferior and will remain no social equality in their life.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Then he uses simple and understanding words for the diction in his poem, so we can understand easily with the content such as Julius Caesar, George Washington, and the Woolworth Building to show the large role black people played throughout history. It is show us the period when the Black American slaves faced discrimination that often prevented them from public facilities, holding well paying jobs, or getting an education that would help them compete in a white dominated society.

Despite these hardships, African Americans made important cultural contributions, especially in the areas of music and literature. It is expressed by Langston Hughes in his poem "*I made ragtime*" origin music from Africa. Jazz has been dominated by the contributions of African Americans, but the list of white musicians who have played important roles in its development.

Finally, the writer concludes this poem is for all those people with African origins who know prejudice is still part of our days. In his poem, Langston Hughes expresses experiencing race discrimination of Black American in their society especially in education, workplaces, public facilities and judicature. This poem reminds us that those black people were also entitled to the same right. They feel depressed and uncomfortable life in their community.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

WORK CITED

Abrams, M.H. *A Glossary of Literary Term*. United State of America Thomson Learning Inc.1999.Print

Abrams, M.H. *The Mirror and The Lamp : Romantic Theory and The Critical Tradition*".USA: Oxford University Press. 1953

Banton, Michael. "*Racial Theory: Second Edition*". United Kingdom : Cambrigde University Press. 1998

Bennett, Andrew and Royle Nicholas. *An Introduction to Literature,Criticism and Theory*. United Kingdom: Longman.2004

Casement, Rose. "*Black History in the pages of Children's Literature*".United Kingdom: The Scarecrow Press, Inc.2008.Print

Cuddon, J.A. "*The Penguin Dictionary of Literary Terms and Literary Theory*".United State of Americca: Penguin Group. 1999

Desmond, Matthew and Emirbayer, Mustofa. *Social Science Research On Race*. Department of Sociology, University of Wisconsin Madison. 2009

Field, Ron. "*Civil Rights in America, 1865-1980*". UK: Cambridge University press.2002

Goldberg. D.T. "*Racist Culture: Philosophy and The Politics of Meaning*". Cambridge, Massachusetts and Oxford: UK Blackwell Print. 1993.

Hidayat, Rahmat. "*Module of Poetry*".2012

Http : //en.Wikipedia.org/wiki/Discrimination).20 December 2013

Jeff, Wallendfeldt. *The Black experience in America*. New York: Britannica Educational Press.2011

Jones, James M. "*Prejudice and Racism 2nd Ed*". New York: The Mc.Graw Hill Companies Inc.1997

Kearny, N. Edward. 2005. *American Ways: An introduction to American Culture*.USA: Pearson Education Press.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Kennedy, J.X and Giogia, Dana. *“Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Unites States: Coral Graphic Services, Inc. 2007

Lauer, Simpson and Yinger. *“Prejudice In Human Group of Race*. Lauer Inc. 2004

Martin, Merger N. *“Race and Ethnic Relation: American and Global Perspective Third Edition”* Belmont Belmont: Wadsworth Publishing Company. 1994

Moore, John Hartwell. *Encyclopedia Race and Racism*. Macmillan USA: Thomson Gale Group. 2002

Muhsonati, Lies. *“ Satire in Five Langston Hughes ”*. 1992.

Prabu, Rama. *“Magma Sastra Di Tangan Prof. A Teeuw”*. (Online)
(<http://oase.kompas.com/read/2012/05/28/14591749/Magma.Sastra.di.Tangan.Prof.A.Teeuw>). Web. access 12 December 2013

Rampersad, Arnold and Roessel, David. *The Collected Poems of Langston Hughes*. New York: Vintage Books A Division of Random House, Inc. 1994

Rothernberg, Paulas. *Race, Class and Gender in The United States and Integrated Study 2nd*. New York: St Martins Press Inc 1992

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Rowland, Sarah at all. *“The Collected Works of Langston Hughes Poem”*. Ed. Donna Akiba Sullivan Harper. Columbia and London :University of Missouri Press. 2002

Rudi, Brata. *Literature Planet : I am Negro A Poem Analysis*. Wednesday 3 Agustus 2011. Web. Access 12 December 2013

Sahida, Ade Agung. *“A Sociological Approach On Langston Hughes Poems : Negro, Cross, I Too”* UIN Syarif Hidayatullah Jakarta. 2009. Web. Access 23 April 2014

Setyawan, Arista Bintan. *“Racial Discrimination on Walter Lee Younger In Lorraine Hansberry’s a Raisin in the Sky*. 2012. Print

Stanfield, John H and Rutledge M. Dennis. *Race and Ethnicity in Research Methods*. California: Sage Publication Inc. 1993

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Sutton, Philips and Schwarzman, Stephen A. *Woolwort Building Milstein Division of United States History, Local History and Genealogy*. April 22, 2013 Web 14 Mei. 2014.

Tyson, Luis. *Critical Theory Today : A User Theory Friendly Guide Second Edition*. USA: Routledge .2006

Vera, Hernan and Feagin, Joe R. "*Handbook of the Sociology of Racial and Ethnic Relations*". New York : Spring .2007

Wagner, Jean. Translated By Kenneth Douglas. "*Black Poets of The United States: The Board of Trustees of The University of Illinois*".1973

Williams, Juan and Dixie, Quinton. "*This Far by Faith*". USA: Harper Collins Publishers.2003

Worth, Richard. "*Immigration to the United States Africans in America*". United States of America: Facts on File, Inc.2005

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id