



**THE RELATION BETWEEN SOCIAL IDENTITY AND
INTERGROUP CONFLICT PORTRAYED IN ANGIE
THOMAS' NOVEL *THE HATE U GIVE***

A THESIS

**In Partial Fulfillment of the Requirements
for S-1 Degree Majoring American Studies in the English
Department, Faculty of Humanities Diponegoro University**

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PRONOUNCEMENT

I honestly state that this thesis is written by myself without taking any works from other researchers in any university, in diploma degree, S-1, S-2, and S-3 degree. I also ascertain that I do not take any material from other works except from the references mentioned.

Semarang, 3 August 2021

A handwritten signature in black ink, appearing to read 'Maria Imanuel Prawoto', written in a cursive style.

Maria Imanuel Prawoto

MOTTO AND DEDICATION

Every life must be given the chance to realize its full potential – that every life matters.

Barrack Obama

Progress lies not in enhancing what is, but in advancing toward what will be.

Khalil Gibran

*This thesis is dedicated to
My beloved family
and those who I love the most*

APPROVAL

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This thesis, of course, still needs to be improved since I realize that this is far from being perfect. Therefore, any recommendation and constructive suggestion would always be welcomed and appreciated. I hope that this thesis would be useful for everyone who wants to learn about social identity or any related field in general.

Semarang, 3rd August 2021

A handwritten signature in black ink, appearing to read 'Maria Imanuel Prawoto', written in a cursive style.

Maria Imanuel Prawoto

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ABSTRACT

Everyone's life matters. No matter who they are, where they come from, and what colour they are, people's lives matter. However, the Blacks sometimes are still being discriminated like what George Floyd was facing in 2020. People feel the sympathy and give their empathy by doing a demonstration. The feeling they have is because of the same identity as a social being. Social identity means the way people see themselves based on characteristics or values of the group they belong to. The novel "The Hate U Give" also shows that the unjust of Khalil's death causes many groups, especially the Blacks, upset and disappointed. The feeling of being in a group of American minorities raises protests, riots, and even conflicts with the police. The writer then would like to analyse the novel through social identity theory to identify how it affects intergroup conflict. As presented in the novel, some intergroup conflicts are happening in the life of African Americans, whether it comes from the Whites or the other Black gangs. Therefore, the writer would analyse the intrinsic elements of the novel and use literary approach theory by M. H. Abrams to get the data.

Keywords: social identity, intergroup conflict, Blacks, American minorities

ABSTRAK

Hidup setiap orang penting. Tidak peduli siapa mereka, dari mana asalnya, dan apa warna kulitnya, kehidupan orang itu penting. Namun, kaum kulit hitam terkadang masih mengalami diskriminasi seperti yang dialami George Floyd di tahun 2020. Orang-orang merasakan simpati dan memberikan empati mereka dengan melakukan demonstrasi. Perasaan yang mereka miliki adalah karena identitas yang sama sebagai makhluk sosial. Identitas sosial berarti cara orang melihat diri mereka berdasarkan karakteristik atau nilai-nilai dari kelompok yang mereka ikuti. Novel "The Hate U Give" menunjukkan bahwa kematian Khalil yang tidak adil menyebabkan banyak kelompok, terutama orang kulit hitam, kesal dan kecewa. Perasaan menjadi bagian dari kelompok minoritas Amerika menimbulkan protes, kerusuhan, bahkan konflik dengan polisi. Penulis kemudian ingin menganalisis novel melalui teori identitas sosial untuk mengidentifikasi bagaimana hal itu mempengaruhi konflik antarkelompok. Seperti yang disajikan dalam novel, beberapa konflik antarkelompok terjadi dalam kehidupan orang Afrika-Amerika, baik berasal dari kulit putih atau geng kulit hitam lainnya. Oleh karena itu, penulis akan menganalisis unsur intrinsik novel dan menggunakan teori pendekatan sastra oleh M. H. Abrams untuk mendapatkan data.

Kata kunci: *identitas sosial, konflik antar kelompok, kulit hitam, minoritas Amerika*

CHAPTER 1

INTRODUCTION

1.1. Background of The Study

It was the year of 2013, on July 13th, when Alicia Garza posted the slogan “Black Lives Matter” on her Facebook post in response to Trayvon Martin case; an African American who was shot by the White. The shooter was acquitted and it brought outrage to everyone. One of Garza’s friends, Patrice Cullors, commented #BlackLivesMatter and the hashtag then became popular and trending on Facebook and Twitter. It is used by activists and protesters as a symbol of their justice movements.

The slogan was once again voiced and echoed by the Blacks throughout America. It was because one of the African American named George Floyd was treated unfairly by the White officers until his last breath. It was started when he was accused for forgery on May 25th, 2020. The officers then were called to arrest him. They tried to lock him up by handcuffed him and it ended up with one of the officers kneeled on his neck. Floyd said that he could not breathe but the officer just ignored him. He was in the unresponsive stage and died at the hospital.

The unfair treatment received by George Floyd, which led to his death, became a momentum for the emergence of protests. People, who feel like they have something in common, whether it is their skin color, occupation, ideology, or even the feeling of being a part of American minorities, gathered and voiced their

opinion. The crowds then turned into riots involving the police. This tension between the people and the police is what we called as the intergroup conflict.

Coser explains that intergroup conflict is “a struggle over values or claims to status, power, and scarce resources, in which the aims of the conflict groups are not only to gain the desired values, but also to neutralize, injure, or eliminate rivals” (1967: 232). It can be simply stated that, it is the disagreement or confrontation that happens between two or more groups. The crowds want to uphold the justice for Floyd and they want to change the system that discriminate Black people in America.

The social phenomenon of intergroup conflict which happens in the society is reflected in literatures as well. According to Hudson in *An Introduction to Study of Literature*, literature is the expression of life through the medium of language. It portrays real life, people, thought, and their feeling about life (1958: 10). One of the literary works is a novel from Angie Thomas entitled *The Hate U Give*. The novel tells about Starr Carter, a black teen, who tried to bring justice for her Black friend named Khalil. He was shot by the white officer just because he is black. Starr, together with the other Blacks, staged protest and demonstration to voice this injustice. However, the demonstrations then change into chaotic riots.

It is interesting to see how Angie Thomas creates the story with both intrinsic and extrinsic elements and then wraps it into something that represents the real world. Therefore, this thesis would analyze how intergroup conflict is related to social identity.

1.2. Research Problems

From the background above, the writer then issues three problems that can be discussed in this thesis, they are:

- 1.2.1. What are the characters' social identities in *The Hate U Give*?
- 1.2.2. What are the intergroup conflicts happen in *The Hate U Give*?
- 1.2.3. How does social identity relate to intergroup conflict?

1.3. Objectives of The Study

According to the research problem that has been mentioned above, the objectives of the study in this essay are stated as follows:

- 1.3.1. To identify the characters' social identity in *The Hate U Give*.
- 1.3.2. To identify the intergroup conflicts happen in *The Hate U Give*.
- 1.3.3. To analyze the relation between social identity and intergroup conflict.

1.4. Previous Study

There are some scholars who analyzed the novel through several theories. First, it has been analyzed through racism theory by Suryaningrum Ayu Irawati from Diponegoro University. In her thesis entitled *The Struggle of Black People to Avoid Stereotypes in Angie Thomas' "The Hate U Give"*, she analyses how racism happened towards black people as well as the root causes and the impacts. She also explains how actually the Blacks fight against the racist behavior they got throughout the story by analyzing the characters, conflict, and the setting.

As presented in the thesis title *The Influence Of Racial Prejudice On The Law Enforcement In Angie Thomas' "The Hate U Give" (2017): A Sociology Of Literature*, Qurnia Nurhayati from Muhammadiyah University explains about

how racial prejudice influences law enforcement in the novel. The writer manages to analyze the racial prejudice indicators through character, setting, and theme of the novel.

Yessy Christanti from Airlangga University, in her thesis *Double Consciousness of Starr Carter in Angie Thomas' Novel "The Hate U Give"*, explains how racism in America causes personality crisis such as double consciousness. She uses the theory from W. E. B. Dubois to analyze how Starr manages her double consciousness when she is placed in two different cultures and environments.

From those previous studies, the writer finds out that the novel can be further analyzed through social identity theory.

1.5. Scope of The Study

The scope of this study focuses on how social identity is related to intergroup conflict which happens within African American in the novel *The Hate U Give* by Angie Thomas.

1.6. Writing Organization

The thesis consists of four chapters. Some of them are divided into several subchapters. The four chapters are listed as follow:

CHAPTER 1 : INTRODUCTION

It consists of background of the study, research problems, objective of the study, previous study, scope of the study, and organization of the study.

CHAPTER 2 : THEORY AND METHOD

It contains the explanation of the theories and method which are used to analyze the novel. The writer applies possible theory to analyze the intrinsic and extrinsic elements of the story. As for the extrinsic elements, the writer uses social identity theory to explain about its relation towards intergroup conflict.

CHAPTER 3 : RESULT AND DICUSSION

It contains the analysis of the novel, both from intrinsic and extrinsic elements, which refers to the theoretical framework.

CHAPTER 4 : CONCLUSION

It contains the deduction of the analysis. The writer concludes the analysis into some paragraphs.

CHAPTER 2

THEORY AND METHOD

2.1. Theoretical Framework

In the process of creating literary works, authors have made careful observations of human life in the real world and then make reflections before pouring into their works. A literary work is essentially an author's response to their surrounding situation. Hudson, in *An Introduction to Study of Literature*, explains that literature is the expression of life through the medium of language. It portrays real life, people, thought, and their feeling about life (1958: 10). Therefore, the writer uses some theories and literature approach to analyze the novel.

2.1.1. Intrinsic Aspect

A literary work cannot be separated from its intrinsic elements. It is the element or aspects in the literary work that build the story (Wellek and Warren, 1989: 283). It does include characters, characterization, theme, plot, setting, and point of view. Those are the elements that make literary works lively and enjoyable. Similar to other works, *The Hate U Give* has some interesting intrinsic elements to be analyzed.

2.1.1.1. Character

A character is an imagined person who fills up the story (Kenney, 1966: 27). It is the representation of a person in narrative work of art. As a representation, the characters have motives in every of their deeds. Their motives are affected by three factors, such as physiology, sociology, and psychology (Egri, 1946: 8).

Physiology factor is related to a character's physical make up like age, sex, race, appearance, health, etc. For instance, the way an old man feels and thinks about youth will be different from a young boy. As for sociology factor, the characters' motives are affected by their social relationship, in terms of the people who give them birth, influence and shape their growth. It also includes the books they read, songs they listen to, religion they practice, and the language they speak. The thought of family will be delivered differently by the orphan and a child who has parents. Last, the psychology factor which is affected by both physiological and sociological dimensions. It involves a unique character living in a unique social situation to get a grip on how the two affect each other and how the resulting action will be.

2.1.1.2. Characterization

Characterization is the process by which the writer reveals the personality of a character (Foster, 1954: 70). There are two methods used by a writer to develop a character, they are telling and showing (Abrams, 1999: 33-34). Telling relies on direct commentary by the author. Through the author description and explanation, the nature and personality of the characters, including the thought and feeling are revealed directly. On the other hand, showing allows the characters to reveal themselves through their own dialogue and their actions.

2.1.1.3. Plot

Plot is a literary term defined as the events that make up the story. Those events particularly relate to one another in a pattern, in a sequence, through cause and effect, or by coincidence (Kenney, 1966: 13-14). Plot is the most important

element in the literary works because without plot the works will only consist of random events (Kenney, 1966: 23). It is the plot that arranges and rearranges the story according to the narrative mode. By using plot, authors create well-pattern events to accomplish some artistic or emotional effects to the readers. To form well-pattern events, Freytag had developed the plot into five stages; they are exposition, rising action, climax, falling action, and denouement (Abrams, 1999: 267-268).

From those five stages of the plot, there always be conflicts that become the key points in the story. The existence of the plot itself depends on the occurrence of the conflict. Conflict as the dramatic thing livens up the story. It shows the contradiction between two or more opposing forces. There are two kinds of conflicts, including internal and external conflict. Internal conflict happens between man and his self, while external conflict happens between man against man, man against society, and man against nature (Wellek, 1989: 224-225).

2.1.1.4. Setting

Setting is the physical or sometimes the spiritual surrounding environment in which an event takes place (Meyer, 1990: 107). There are two kinds of setting; they are social and material setting (Hudson, 1958: 158). Material setting provides information about placement and time. For example, one fine day in Garden Heights, I look at the sky. “One fine day” shows the time setting and “Garden Heights” shows the place setting. In addition, social setting describes the

condition of the society, like upper classes, lower classes, industrial life, commercial life, artistic life, clerical life, military life, and so on (1958: 159).

2.1.1.5. Point of View

The perspective from which a story is narrated is what we usually called point of view in literature (Abrams, 1999: 142). It is the perception through which author depicts the characters, controls the actions and relates the events. It directs and leads how much the readers are able to know a story at any given moment. There are two kinds of point of view. The story can be in first person narration where the narrators reports the incidents with “I” which represent that it is he who has been a spectator to the events of life. Meanwhile, in third person narration, the narrator mentions the characters by their names or third person pronouns (Martin, 1994: 101). The narrator acts as he knows everything in the story.

2.1.1.6. Theme

Theme is the main idea or underlying meaning of a work which might be stated directly or indirectly throughout the story (Kenny, 1966: 91). It explains what is discussed and questioned in the literary work. It also could be defined as author’s attitude towards the art, people, and life (Roberts, 1977: 109).

2.1.2. Extrinsic Aspect

To support the analysis discussion on this thesis, the writer also uses extrinsic aspect which appears to be correlated with the novel. Unlike intrinsic element, extrinsic element refers to any aspect which can be found outside the literary works and indirectly influence the structure of the literary works (Semi, 1988: 35). It includes social culture, history, philosophy, psychology, religion, economy,

world view, and other aspect that could affect literary works. Therefore, the extrinsic elements that will be discussed in this thesis are social identity theory by Tajfel and Turner.

2.1.2.1. Social Identity

An individual does not only have one self, but multiple selves and identities associate with their affiliate groups. Turner claims that “social identity is the cognitive mechanism which makes group behavior possible” (1982: 21). People might think differently in various social contexts according to their groups they belong to. The theory, which was first developed by Henri Tajfel, aims to find out the circumstances where a person views himself as individual or group member. It explains how people define their place in the society. According to Tajfel, social identity is a part of a person’s self-concept that comes from their membership knowledge in a social group along with the value and emotional significance of the membership (1981: 255). It can be simply stated that social identity is the way people see themselves based on characteristics or values of the group they belong to.

Groups give people the sense of belonging to the social world. The social world seen by the group members is then divided into “us” (in-group) and “them” (out-group) according to a process of social categorization (Ashmore, 2001: 22). In-group refers to someone who perceives themselves as part of the group (Neuliep, 2015: 218), while other groups which the person does not identify with is called out-groups. People who are in the same group will be treated nicely with such empathy. It is because they have sense of belonging as a group. However,

they will see the out-group differently, even giving bad prejudices or attitudes (Klyukanov, 2005: 45). Those are what the sociologist called as in-group or out-group mentality. Tajfel and Turner (1979: 33-47) explained that there are three processes which lead to in-group or out-group mentality, they are:

2.1.2.1.1. Social Categorization

It is the first process as people start to classify or generalize something. The classification or grouping is usually used to make people easily understand and identify something or, even someone. Turner then defines this group as “a collection of people who share the same social identification or define themselves in terms of the same social category membership” (1984: 530). For examples, people are classified based on their skin color, like black, white, yellow; or their nationality, such as American, African, Indian; or it can be their profession, like student, professor, bus driver, or their religion, such as Muslim, Christian, etc. Similarly, people also used the categorization to understand themselves more and identify themselves to which categories or group they belong to. This categorization involves an assimilation of the self to the in-group and increases similarity to other in-group members (Ashmore, 2001: 21). From that, people might act accordingly and behave properly to their groups references. Self-categorization is the first step toward in-group bias and discrimination (Ashmore, 2001: 20).

2.1.2.1.2. Social Identification

The group identity that the member perceives effectively affects one's acts and behaviors. For instance, a Muslim will try to behave accordingly to his believe. A

student will act based on how the students normally act and conform the norms. Identification is defined as “involvement based on a desire for affiliation” (Kelman, 1961: 493). As consequences of the identification, there will be affective and emotional significance between the self and the in-group and an increase in self-esteem to bind up with the group members (Ashmore, 2001: 21). At this point, members will have positive regard, empathy, and cooperation towards others in the same group but not towards the out-group.

2.1.2.1.3. Social Comparison

In the last stage, people will try to compare their in-group to the out-group to maintain their pride and existence. “Comparison can be undertaken for purposes of objective self-appraisal or to motivate self-correction and improvement” (Ashmore, 2001: 24). Members will tend to favor their in-group over the out-group and view out-group negatively to increase their self-esteem.

2.1.2.2. Social Background

In this 21st century where many social media platforms flooded with many users, like Twitter with its 36 million users (2020) and

Year	United States	Rest of World
2017	25 million	85 million
2018	26 million	96 million
2019	29 million	110 million
2020	36 million	150 million

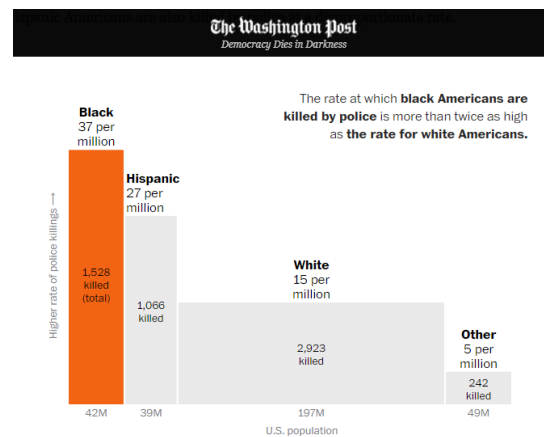
Source: Twitter

Picture 1. Twitter Users by Region

Tumblr with its 16.74 million users (2019), racial inequality still happens. More than 240 years have passed since America declared its independence. It is said that all men are equal. It also has been more than 150 years after the 13th amendment which states about slavery abolishment. Slavery, leaching, and other brutal treatment towards Blacks indeed have passed. However, in fact, the Black

is being treated unfairly in a more modern way. They are being treated differently in terms of education, justice system, social life, and so on. There are gaps and disparities between Blacks and Whites in America.

According to the data taken on July 19, 2021 from washingtonpost.com, a real-time database, more black Americans are killed by police and it is more than twice high compare to the rate for white Americans. From 1,528 Blacks

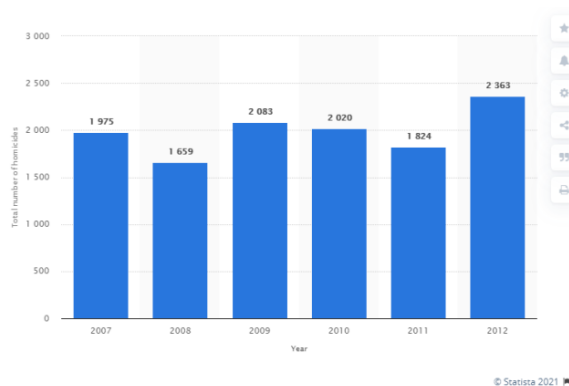


Picture 2. The Rate of People killed by Police

that killed by the police, around 137 of them were unarmed. The African American population is only less than 13% from the total population of Americans and they are killed more.

In terms of education, less than a one third of Black students have a bachelor degree or higher compared to almost half of White students. Even after graduation, Black undergraduate students owe about \$7,000 more in students loans than their White friends. Only 15% of Black children could attend and get high-quality education according to National Institute for Early Education Research. The inequality of education the Black received has caused more disadvantages in social and economic matters. It is hard for them to fulfill their basic needs because they do not have enough money.

Not only get systemic discrimination, the Black people also experience homicide from the gang fights. The total number of homicides that caused by youth gang in



Picture 3. Homicides caused by Youth Gang

2012 is 2,363. It is undeniable that African Americans get unfair treatment from both the Whites and the other Blacks.

2.2. Research Method

2.2.1. Data and Data Source

The primary data is taken from the novel of Angie Thomas entitled *The Hate U Give* (2017). It was published by Harper Collins Publisher Inc. New York. The novel contains of five parts and has twenty six chapters in total. With young adult fiction as its genre, the novel has won Goodreads Choice Awards Best of The Best in 2018. In addition, to support this primary data, secondary data is taken from other books and journals.

2.2.2. Method of Collecting Data

The method used in collecting the data is library research. Library research is a research which uses library sources to get the data (Zeid, 2004: 1). It is a method used for developing intensive research by identifying and finding out relevant information from books, journals, magazines, and other written texts, or even from the internet. By analyzing the information from those sources, the writer then develops and expresses the ideas easily regarding the research issues.

2.2.3. Method of Analyzing Data

In analyzing the novel, the writer uses mimetic approach. Mimetic approach is a kind of view which departs from the idea that literature is a reflection of real life (Abrams, 1971: 8). This study will mainly discuss about intergroup conflict through social identity theory by Tajfel and Turner.

CHAPTER 3

RESULT AND DISCUSSION

3.1. Literature as The Representation of Real Life

The novel tells about the life of a 16-year-old African American named Starr who saw her friends shot in her neighborhood, Garden Heights. The first one is Natasha. She was shot by the black gang members because of trivial gang matters. Later on, her friend Khalil also shot by the white police just because he is black.

These two cases from the novel are similar to what happening nowadays within African American. Gang fights in America happens and it also causes people to be killed (see Picture 3, p 14). Gang fight is not the only problem faced by the African American. They are also treated unfairly by the police (See Picture 2, p. 13). What happened to both Natasha and Khalil in the novel therefore is used to portray the real life of being an African American (see Chapter 2, p. 6).

Beside the two cases that happened to Starr's friends, another intrinsic and extrinsic element could also be analyzed through mimetic approach to know how a literature, especially the novel, represents the real life.

3.1.1. Settings

The story and events occur mostly in Garden Heights and Williamson Prep School. Both of the place settings are described as a very different world. There is a big disparity between those settings. The novel tells that Garden Heights is a neighborhood where the Black community lives with all those gang things, violence, drugs, and police brutality. "Uncle Carlos was always uneasy about

Nana living by herself in Garden Heights, especially since break-ins and robberies seem to happen more to older folks than anybody” (2017: 29). From the quote, Garden Heights is described, as an unsafe place due to break-ins and robberies. Carlos prefers his mother to live together with him rather than keeps her in Garden Heights.

In contrast, Williamson is the school for the Whites where you can get good education, no drugs nor threats, and better facilities. The author wants to emphasize those two settings as she wants to show how different the Blacks and the Whites really are in terms of social life, public facilities, education, justice system, and wealth. “My parents got scared, and although they didn’t send me to my aunt and uncle in a rich neighborhood, they sent me to a bougie private school” (2017: 32). To get a good education and avoid negative influences from the neighborhood, Starr’s parents take their children to the Whites’ school.

Another place setting where the story takes places is the court. A court, which should be a place where justice is upright, is described in the novel experiencing inequality. The jury sided with the Whites even after they had Starr's testimony as a witness and the evidence found. At this point, the author wants to show how the system actually works towards the Blacks.

The story also sets in the 21st century where Twitter and Tumblr became the most social media used (see Picture 1, p. 12). Based on the picture data, it proves that the setting of the novel sets in this century. Many people are using those social media and surf the internet online. After Starr has her interview, it trends online. “The interview trended online. When I looked this morning, people

were still talking about it. Black Twitter and Tumblr have my back. Some assholes want me dead” (2017: 238). What happen to Khalil and the social media used in the novel show that the injustice experienced by the Blacks is still happening today.

3.1.2. Point of View

The novel uses first person point of view. It is proven by the use of the words “I”, “my”, and “me” throughout the novel. The story is also limited to what Starr knows as the narrator.

Something’s bugging me. I wanted to ask Uncle Carlos, but I couldn’t for some reason. Daddy’s different though. While Uncle Carlos somehow keeps impossible promises, Daddy keeps it real with me. “You think the cops want Khalil to have justice?” I ask. (2017: 52).

Like when she is discussing with her Dad about Khalil and the cops, she describes what she knows and questions what she does not. Using the first point of view, the author wants the reader to see and understand from Starr’s, the main character, perspective as a black teen who deals with her life. It reveals her thought about friendship, family, thug life, unfair system, and the Black lives matter.

3.1.3. Characters and Their Social Identities

Characters are the representation of a person in a work of art. As the representation of a person, a character also has many traits, roles, or identities. Those are usually described by the author through characterization and they are affected by these factors: the physical appearance, social environment, and psychological aspect (see Chapter 2, p. 6-7). The characters and their social identities are then explained below:

3.1.3.1. Starr Carter

Starr, a 16-year-old black teen, is the main character of the novel. She has medium-brown complexion. She looks half like her mother with wide forehead and big brown eyes and half like her father with eyebrows and long eyelashes.

“As for me, it's as if God mixed my parents' skin tones in a paint bucket to get my medium-brown complexion. I did inherit Daddy's eyelashes — and I'm cursed with his eyebrows too. Otherwise I'm mostly my mom, with big brown eyes and a little too much forehead” (2017: 30).

She is born in an African American family who lived in Garden Heights. Looking at her background, her physical appearance and the social environment she is into, Starr categorizes herself as a Black. However, when she goes to Williamson, school for the Whites, she experiences that it is hard to identify herself, whether as a black teen or a student from white school.

It is interesting to see how she is positioned in those two contrary groups. When she is at school, she will try to blend herself. She categorizes herself as a cool Black because only a few Blacks goes to her school. She restrains herself from doing what Black people do. “I choose every word carefully and make sure I pronounce them well. I can never, ever let anyone think I'm ghetto” (2017: 81). Whereas, when she is with her Black neighbor and friends, they sometimes look at her differently because she goes to the Whites school. Even when Starr is trying to blend in the Big D's party, people never call by her name. “The guy squints as he gives me a quick once-over. He frowns for a hot second, but I notice it. Ain't you Big Mav's daughter who work in the store?” (2017: 11). The people in the neighborhood only knew her as Big Mav's daughter.

Throughout the story, she is described as a character who experiences worry and confusion in how to act accordingly to the group she belongs to. As a student who has white friends, she tries to defend when her black friends underestimate them and it happens vice versa when her White friend mocks the Blacks. She feels exhausted because she needs to pretend in front of everyone else. She never becomes herself when she is with the Whites. “God. Being two different people is so exhausting. I've taught myself to speak with two different voices and only say certain things around certain people. I've mastered it.” (2017: 245). Since she is a member of two groups, it is hard for her to categorize and identify herself. Her decisions, thoughts, and deeds change every time she tries to blend into both groups.

3.1.3.2. Khalil

In the novel, Starr tries to bring justice for Khalil who was shot by Officer Brian. She witnesses her childhood best friend die because of Brian's groundless assumption. As a friend who had known each other for a long time, Starr wants to help Khalil to voice the truth. At this point, Starr could identify herself as a Black girl who has an attachment towards her Black friend.

Both Starr and Khalil are friends since they were babies. “We knew each other since we were babies. If he were here, he'd point out that he was five months, two weeks, and three days older than me. We both chuckle at that. But that's who Khalil is-was” (2017: 233-234). He is a jokester and a little bit nosy sometimes. He is a good and dutiful child. This was proven when he had to sell drugs to pay off his mother's debt. His mother is a drug addict and she has had

stolen from King. “Look, his momma stole some shit from King. King wanted her dead. Khalil found out and started selling to pay the debt” (2017: 195). He knows that King will kill his mother so he works for King instead.

Being a drug dealer is never his choice. It is because the psychology factor which affects and influence his decision and motives (see Chapter 2, p. 6-7). A black teen who live in poverty with his grandmother and sister makes Khalil chooses to be a dealer. He needs money and he is striving to live a life in the environment where gang violence, police brutality, racism, and drugs are surrounding. He could not enjoy the life as a kid his age should have. Living as a black is not easy, especially when it couples with debts and drugs.

At this point, Khalil is able to identify himself as a family member or a friend. As he belongs to that group, he tries to hide the truth from everyone that he is a dealer. He does not want to disappoint his family and the people, including Starr, who know him well. He will always try to make them happy and help them. He holds his family value and pride. He also values his friendship with Starr.

3.1.3.3. Uncle Carlos

After Khalil’s death, Starr does not have the courage to speak for the truth. She and her family are afraid that they might get death threats, cops target them (Thomas, 2017: 32), and her words might be twisted once she tells the truth. Therefore, they decide to remain silent and not let anyone know that Starr is the witness. However, Carlos, Starr’s uncle, assures Starr and her family that it is okay to talks to the detectives about Khalil’s death. “I get that, but I assure you she’ll be protected. If you don’t trust the system, can you at least trust me?”

(Thomas, 2017: 48). He wants his family to believe in him as a Black family member who becomes a police.

As a police, he has values and rules that he must uphold as a police. Police certainly have an ethic code that they must adhere to. In spite of his blackness, he defends Officer Brian, the white officer who shot Khalil, because they work together as a police. “He’s a colleague, yes and a good guy, believe it or not. I’m sure this is hard on him. Who knows what he was thinking at the time?” (2017: 46). He feels that fellow detectives should support and defend each other. The group he belongs to affect his attitude towards the other Black. He is trying to find reasons in the perspective of a police why an officer shot someone.

However, once when he knows the truth about Brian pointing a gun at Starr, Carlos is mad. In this case, Carlos acts as a family of Starr which indicates that he has more groups that he identifies himself as, which are a police and as a family member. His attitude and behavior change towards his colleague. “You mean your fist talked to his eye. Did he say something about me?” “He pointed his gun at you. That was more than enough” (2017: 209). His family is more important than the current police group he belongs to. He is also mad because Brian shot Khalil because he only opened the car door and asked whether Starr was okay (2017: 210). He regrets that he badmouthed Khalil and had a mind-set to rationalize his death.

3.1.3.4. The Black Gangs

Starr’s father, Maverick, was a former King Lord and her grandfather was also a King Lord named Adonis Carter, the biggest drug dealer in the city. Although

Mav is no longer a King Lord, Starr's life in Garden Heights could not be separated from black gangs. It is proven when Khalil, her best friend, actually works for King. It is also described in the novel that Starr's family tries to help DeVante out from the gang. Unless people stop living in Garden Heights, it is not easy to escape from the gang life.

There are other black gangs that are also described in the novel. They are all living in Garden Heights but they have their own territory, their own rules, their stuffs, and unique identities that make them distinct from the other gangs. In the novel, the gangs are described and identified by different colors. The first one has been mentioned before which is King Lords with a grey color on their outfit. They wear a grey bandana and has a tradition "... they crown their fallen comrades by putting a folded bandana on the body, as if to say they're going into heaven repping their set" (2017: 110). On the west side, Cedar Grove King Lords rules the territory. They have a lighter gray color compare to King Lords. Another gang that appears in the story is Garden Disciples or the GD. This gang rules the East side of Garden Heights and has green as their identity color.

All of the gangs have different color to identify themselves. The gang members act accordingly to their group. They have rules and they do not mess each other. "Rule of the Garden — if it doesn't involve you, it doesn't have shit to do with you. Period" (2017: 121). It is like an unwritten rule between the gangs and the neighborhood, if it does not involve their members or their territory then it is not their business.

Even though they are divided into different gangs, having the same skin color and the same neighborhood as their place to live, make them unite. When the riot is happening, they protect their neighborhood. No matters from which gang they are from, they work together as Garden Heights' citizens. They identify themselves as the Black.

“Y'all gotta come together somehow, man,” Daddy says “For the sake of the Garden. The last thing they'd ever expect is some unity around here. A'ight?” Daddy slaps palms with Goon and the Garden Disciple. Then Goon and the Garden Disciple slap palms with each other (2017: 281).

It shows that even the black gangs who exclusively have their own rules and things, they are bound to their Black group who live in the neighborhood.

3.1.3.5. April Ofrah

She is a member of Just Us for Justice. She identifies herself as a part of a small organization that advocates for police accountability (2017: 107). She is the one who drives and motivates Starr to speak up about the unjust of Khalil's death. She helps Starr and becomes her attorney. She also arranges an interview for her with one of the national news program so everyone could know the truth. She assists and encourages Starr when she testifies for the grand jury (2017: 270).

Moreover, she is described as a brave and powerful activist. When the decision is announced that, “... the grand jury has decided not to indict Officer Brian Cruise Jr, in the death of Khalil Harris. Our thoughts and prayers are with the Harris family. Stay safe out there, y'all” (2017: 311), all the black people is disappointed and so does Ms. Ofrah. She marches along the street together with the other people to speak and ask for a change.

As she identifies herself as both an activist and an attorney, she knows how to put herself when facing problems. She will act according to her social group that she belongs to. It is like when she meets Starr during the protest. She has the attorney ethic codes that she needs to advice and protect Starr as her client. She tells Starr to fire her, so she is no longer her attorney. “As of now I’m not your attorney. So if your parents find out about this, I didn’t do it as your attorney but as an activist” (2017: 330). She will not be responsible and blamed about Starr joining the demonstration.

3.1.4. Plot and The Intergroup Conflict

As the author creates sequence events in the story, the writer would analyze the plot using Freytag five stages. The story begins from the exposition stage where characters and setting are introduced. Starr acts as the narrator of the story and one-by-one introduce the other characters. She is a 16-year-old black teen living in Garden Heights and goes to Williamson, school for the Whites. Her father is a former gang leader and her mother works as a nurse. She has a friend named Kenya whom she shared her brother, Seven.

The story moves to rising action stage when Khalil is shot by the white police. She meets him at Big D’s party and goes home with Khalil due to sudden gunshots at the party. On the way, they are stopped by the white police with badge number one-fifteen because of broken taillight. One-Fifteen asks him to get out of the car and searches him. He commands Khalil not to move while he is heading back to his patrol car. When Khalil opens the door to ask if Starr was okay, the

police suddenly shoots and kills him. Starr is shocked as she sees her old friend whom she just has met died.

Not only Khalil's death, but also there are several other events in the rising stage that happen before it reaches to its climax. After Khalil's death, it is hard for Starr to get rid and forget about what happen to her friend. His dead brought her nightmares. It reminds her to Natasha, her childhood friend, who was also shot in the crossfire of a gang shooting. She witnesses her friend being shot. It takes some times for Starr to finally speak the truth and tells everyone about the unjust of her friend's death. Khalil's case will be brought to a grand jury and she is preparing for that. She and her parents meet April O'fray to help Starr in facing the trial.

Seven weeks after Starr testified, the grand jury decided that Officer Brian would not be indicted. This is the climax of this novel where Starr's effort and the other black people are in vain. After a long process of struggle, the grand jury still sided with the White to set the police free. It is no use to fight legally and people start to protesting and rioting in the neighborhood. Starr and her friends tried to escape from the riots until they meet April O'fray who also leads the protest for Khalil. Starr asks to give her the megaphone and she does speak for Khalil. She introduces herself as the witness and invited the crowd to fight the injustice. The police then start to throw a can of tear gas and the protesters started to run away.

Starr and her friends could escape and headed to Carter family store to get milk for their eyes. But, unfortunately, someone set the store on fire and locked them. This event is considered as the falling action because once the readers think the story might ends, there is another conflict appears. Maverick came just in time

to help them get out of the store. King showed up to taunt them and was proud for getting his revenge.

The story reaches its denouement stage when King was arrested. At the end of the story, although the decision made by the grand jury cannot be changed, Starr promises to always stand up for Khalil's justice and for all the people. She believes that her struggles along with the other people can change something.

In addition, the story of the novel could not be separated from conflicts. Conflict acts as the dramatic thing that livens up the story. It shows the contradiction between two or more opposing forces. As mentioned in the previous chapter, there are two types of conflict; they are internal and external conflict (see Chapter 2, p. 8). Within the scope of theory, intergroup conflict belongs to the external conflict. Therefore, the writer will discuss more about man against man and man against society throughout the novel to analyze the intergroup conflicts.

3.1.4.1. School Fight

In Williamson, Starr has two best friends named Hailey and Maya. Hailey is white and Maya is Chinese. Starr and Hailey are friends since they were in the fifth grade, two years before Maya came along. Starr and Hailey started to become friends when they were facing the grievance. "Me because of Natasha, and Hailey because she lost her mom to cancer. We rode the waves of grief together" (2017: 68). They are getting along because of the same feeling they were facing.

However, Starr starts to experience a man against man conflict when Hailey starts to unfollow Starr's Tumblr. There is a disagreement between them. It

is because Hailey does not want to see those Black people that Starr posts on her dashboard. Hailey even said something racist to Starr when they are playing basketball. She said, “Pretend the ball is some fried chicken. Bet you’ll stay on it then” (2017: 95). This fried chicken comment is considered as racist towards the Blacks. Not only Starr, but Maya also get the same racist comment. Back then in the freshman year, Hailey was asking whether Maya’s family ate a cat just because they are Chinese (2017: 207).

The worst thing that could happen between Starr and Hailey is they are fighting at school because Hailey does not want to apologize for her racist comment and keeps being racist by saying that Khalil deserved to be killed. Starr slams her face and they started to fight.

“She goes straight for my hair like girls usually do, but my ponytail is real. She’s not pulling it out. I hit at Hailey with my fists, and she slaps and claws me upside my head. I push her off, and she hits the floor” (2017: 277).

The fight then involves Remy, Hailey’s brother, and also Seven because both of them are defending their sisters. It is no longer a personal conflict between Starr and Hailey but it becomes inter-siblings fight.

3.1.4.2. Starr Family VS King Lords

Another example of man against man happens between Starr and the Black gang, King Lord. The conflict starts when King knows that Starr is the witness. King is afraid that Starr might snitch about drugs and his black gang. Moreover, the conflict gets bigger when Starr’s family wants to help DeVante get out of the gang. DeVante is a member of King Lords who steals some stuff from King and

tries to sneak away. “I stole ‘bout five Gs from King” (2017: 183). He needs money because he wants to protect his family and move them out of Garden Heights. King will never let DeVante out and he will try to kill him. In Garden Heights, people should not mess with King Lords or the other gangs.

King knows that Maverick hides DeVante and he threatens Mav. They argue to mind each other’s business and Mav gets another threat to not let a word out from Starr as Khalil’s witness.

“They already saying Khalil sold drugs. That could mean problems for anybody who may have been involved in his hustle. So people gotta be careful when they talking to the DA. Wouldn’t want them to be in danger ‘cause they ran their mouth” (2017: 224).

Not only getting a verbal threat, Starr family is also threatened by the gunshots pointed at their house (2017: 259). It is because Starr snitches to the media saying that there is this biggest drug dealer and gang leader in the neighborhood. King even burns Mav’s store when Starr, Seven, Chris, and DeVante are inside. He tries to kill people who mess with his businesses and his members.

3.1.4.3. Protesters VS Police

The novel also presents man against society as the external conflict that happen between Starr and the police. She and the other Blacks start to confront the police when they know that the police department has no intention in arresting Brian who has killed Khalil. “I was informed that, despite a credible eyewitness account, the police department has no intentions of arresting the officer who murdered this young man” (2017: 108). The people then hold a peaceful march to voice Khalil’s unjust death. The march continues. At night, hundreds of people are gathered on

Magnolia Avenue. They hold signs and chant justice for the black. The police certainly did not remain silent, in order to keep the order and security in the area, they tried to disperse the crowd by spraying tear gas. After the police did that, the demonstration changes into looting and riots. Garden Heights turns into a war zone. The media even announces and confirms that the police will not arrest the officer after taking into consideration the evidence and witness.

Another bigger protest is hold after several weeks waiting for the grand jury decision. They have decided not to indict Officer Brian in the death of Khalil (2017: 311). Everyone in the neighborhood is disappointed and pissed because of this decision. Protests and riots are spread everywhere throughout Garden Heights. They are protesting so they might be heard. The black gangs start to break the windows, flip the car, throw Molotov, and chant “Justice for Khalil!” In the other block, people loot and burn McDonalds and the drugstores next to it (2017: 317). The riots get bigger and wider. A lot of people join to have their justice.

The police then come and again try to disperse the protests. They line up and are followed by two tanks. Even though the police already reminded them to stop the protests since it is not a peaceful assembly anymore, people are not listening. They throw rocks and glass bottles at the police. They keep yelling “Fuck the police!” Looking at that situation, it might get worse and Starr is afraid that their family store might as well destroyed. However, Starr could not let herself do nothing.

“Who said talking isn’t doing something?” she says. “It’s more productive than silence. Remember what I told you about your

voice?” “You said it’s my biggest weapon. “And I mean that.” She stares at me a second, then sighs out her nose. “You want to fight the system tonight?” I nod. “C’mon then” (2017: 329-330).

She wants to express her disappointment and do everything to change the system. When Starr is giving her speech about Khalil in front of the crowds, the police throw a can of tear gas asking them to disperse. She takes the can, throw it back to the police, and it explodes (2017: 332).

The conflict between the police and the protesters happens because they have different goals and interests. The protesters are pissed with the decision which always result the same and they want it to change. They are tired of this discrimination towards minority things and would break everything to express their anger. In contrast, the police must maintain security by guarding and calming the anger of the mass. They even used tear gas to forcibly disperse the protesters.

3.1.5. Theme

With a forward well-organized plot and challenging conflicts, the story revolves around Whites racists and discriminated Blacks. The author manages to issue some themes which represent the real world problems. The main theme of the novel is about racism. The African Americans are being discriminated in terms of justice, education, and job opportunity. The Whites tend to treat Blacks differently because they have different social identity and groups. This racism as the main theme also has minor themes that support it.

The first minor theme is police brutality. The Blacks receive unfair treatment even from the police who should have kept and protected people. It is told in the story that Khalil is shot by a white officer just because he is black. The

police assume that Khalil brings a gun but, in fact, it is his hairbrush (2017: 179). With his only assumption, the police shoot Khalil like he is a threat. Another event that proof this theme happens in the novel is when the police questions and grounds Maverick.

The black officer looks at him. “Get on the ground, hands behind your back.”
 “But—”
 “On the ground, face-down!” he yells. “Now!” (2017: 158-159).

After Mav shows his ID, the police still search him assuming that he might have something. The prejudice towards black could not be avoided when it comes to any violence or even just a small argument like in the novel.

In terms of job opportunities and education, there has been a huge gap or disparity between the Blacks and Whites. The novel explains why someone being a drug dealer and why the black could not escape from their poor life. It is because they lack of opportunities. “Corporate America don’t bring jobs to our communities, and they damn sure ain’t quick to hire us” (2017: 140). It is hard to get a proper job for black people. They could not afford good education and better resources or facilities. While education still need to be concerned, drugs come in time to make the Blacks go to work. They could get money without any higher education background. Some people think that drugs help them survive. However, it destroys the neighborhood. It is a designed system against the Blacks.

“... The Brendas can’t get jobs unless they’re clean, and they can’t pay for rehab unless they got jobs. When the Khalils get arrested for selling drugs, they either spend most of their life in prison, another billion-dollar industry, or they have a hard time getting a real job and probably start selling drugs again. That’s the hate they’re giving us, baby, a system designed against us. That’s Thug Life.” (2017: 140).

It will be harder for people like Brenda, who become a drug addict, to get a proper life. Whereas, Khalil and the other black teens will keep working as a drug dealer even after they got arrested. The poverty and crime cycle that the Blacks face remain there alongside with racism, discrimination, violence, and drugs.

The Blacks who feel they are being treated unfairly try to speak their thoughts by doing protests or demonstrations. This is the third minor theme that depicts the real world issue. Khalil's unjust death raises many protests and riots because the grand jury does not give what the people want, which is justice. In Khalil's case, it is clear that there are witness and the evidence that lead to the possibility of getting the white officer indicted. However, the decision never been made. This is what makes the black people and the other who support Black Lives Matter upset and disappointed.

3.2. Social Identities Causes Intergroup Conflict

In this last point of discussion, the writer will explain in details why the unfair and injustice treatment could raise social action or demonstrations. It is related to the social identity and intergroup conflict happened within African American in the novel. There are some intergroup conflicts that happen because of the social identity each of the character has in the novel. When people identified themselves as a member of particular group, they will most likely see the out-group member differently. Self-categorization provides the cognitive substrate for attachment to in-groups and differentiation from out-groups (see Chapter 2, p. 11). As the novel described, Khalil receives different treatment from the white police and it sparks

hatred for those who identify themselves as the same group. When Starr has a deep talk with his father, they are discussed about the people and the group they belong to. They identify themselves as one same group which is the oppressed.

“I think it's about more than youth though. I think it's about us, period.” “Us who?” he asks. “Black people, minorities, poor people. Everybody at the bottom in society.” “The oppressed,” says Daddy (2017: 139).

From the quote, it is true that there is oppressed group that have black people, minorities, and poor people as its member. The feeling of being in the same group, affects Starr’s decisions, behaviors, and thoughts about the society she is living.

Starr wants to help Khalil by telling the truth to everyone. Not only Starr, but also the other Blacks and the oppressed people want the justice to be upheld. As in-group members who feel and experience the same things, having an attachment to the group, members tend to have what the sociologists called as in-group favoritism. It is positive attitudes, sympathy, empathy, cooperation, and other good behaviors which are given and limited to the in-group members. They will, of course, defend their in-group member and appreciate each other.

“This is about Us with a capital U; everybody who looks like us, feels like us and is experiencing this pain with us despite not knowing me or Khalil. My silence isn't helping Us” (2017: 141).

Starr convinces herself that the Blacks are no longer an object of hatred just because they are considered as out-group by the Whites. The word “Us” indicates that they want to be treated as a subject, people who have their own freedom and rights to live.

CHAPTER 4

CONCLUSION

To sum up, the characters in the novel have more than one social identity. They have more roles and characterization. They are not only being a member of a group but also some other groups. For examples, Starr is a student in Williamson and also a daughter of the Black. Khalil, who was shot by the police, is a kid and also a drug dealer. Uncle Carlos acts as a police and a black family member. April O'fray has more roles as she is Starr's attorney as well as an activist. Moreover, the black gangs are clear examples showing that each group has its own rule, value, and identity.

The social identity they have then could actually cause intergroup conflict. Several conflicts that happen in the novel are the school fight between Black Starr and White Hailey, King Lords as the drug dealers and Starr family, and also conflict between the police and the protesters. Those conflicts happen because they are having different social identity. They are all coming from different groups. Their attitude and behavior are affected by the social categorization, identification, and social comparison. Therefore, they will see other people out of their group differently.

When one of their members is being threatened or treated unfairly, the in-group member will defend and support them. Their positive behaviors are only given to the in-group member and in contrast they confront the out-groups. What

happened to Khalil and the demonstrations followed is the example that social identity causes intergroup conflict.

In addition, the novel has more things to explore. The writer suggests that the novel could be analyzed through several other theories. First is the fear theory. There are several events that show how the Blacks actually fear of the police and prefer to avoid rather than approach them. They are afraid and worried that they might involve and get killed just because they are black. Second, the writer also suggests using majority and minority theory to analyze the majority domination and the minority struggle happen in the novel. Last, mass communication theory could also be used in analyzing the novel. The media, like TV, in the novel has a significant role in affecting the people's view.

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