



**RACIAL DISCRIMINATION AGAINST BLACK MAIN  
CHARACTER BIG BOY IN A SHORT STORY *BIG BOY LEAVES  
HOME* BY RICHARD WRIGHT**

A THESIS

In Partial Fulfillment of the Requirement for  
the Sarjana Degree Majoring America Cultural Study in English Department Faculty  
of Humanities Diponegoro University

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SEMARANG  
2011**

## **PRONOUNCEMENT**

The writer states truthfully that this thesis is compiled by himself without taking any result from other researches in S-1, S-2, S-3, and in diploma degree of any universities. In addition, the writer ascertains that he does not take the material from other thesis or someone's work except for references mentioned.

Semarang, 29 November 2011

Anugrah Hadi Susanto

## MOTTO AND DEDICATION

*Life happens wherever you are, whether you make it or not.*

**Iroh, Nickelodeon's animated television series Avatar: The Last Air bender**

*It is important to draw wisdom from different places. If you take it from only one place it become rigid and stale.*

**Iroh, Nickelodeon's animated television series Avatar: The Last Air bender**

*It's time for you to look inward and start asking yourself the big question: who are you and what do you want?*

**Iroh, Nickelodeon's animated television series Avatar: The Last Air bender**

*You are not the man you used to be. You are stronger and wiser and freer than you ever used to be. And now you have come at the crossroads of the destiny. It's time for you to choose. It's time for you to choose good.*

**Iroh, Nickelodeon's animated television series Avatar: The Last Air bender**

*This paper is dedicated to  
My Dad & Mom: Suharno & Sri Nurjiyati  
My Sister: Nasiatul Fadhillah  
“Thank you for supporting me, you are the best I ever had”*

## **APPROVAL**

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Semarang, 2 December 2011

Anugrah Hadi S

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>PRONCEMENT</b> .....	ii
<b>MOTTO AND DEDICATION</b> .....	iii
<b>APPROVAL</b> .....	iv
<b>VALIDATION</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>ABSTRACT</b> .....	xi
<b>CHAPTER I INRTODUCTION</b>	
I.1. Background of the Study .....	1
I.2. Purpose of the Study .....	2
I.3. Scope of the Study .....	3
I.4. Methods of the Study .....	4
I.5. Organization of the Study .....	6
<b>CHAPTER II SYNOPSIS</b>	
II.1. Biography of the Author .....	7
II.2. Summary of the Story .....	9
<b>CHAPTER III LITERARY REVIEW</b>	
III.1. INTRINSIC	
III.1.1. Theme .....	12
III.1.2. Characters .....	13



III.1.3. Setting .....	14
III.1.4. Conflicts .....	16
III.2. EXTRINSIC	
III.2.1. Majority and Minority Group .....	17
III.2.2. Mississippi in the late 19 <sup>th</sup> and the early 20 <sup>th</sup> .....	18
III.2.3. Jim Crow Law .....	21

## **CHAPTER IV ANALYSIS**

IV.1. INTRINSIC	
IV.1.1. Theme .....	25
IV.1.2. Characters .....	26
IV.1.2.1. Main Character Protagonist .....	26
IV.1.2.2. Minor Character Protagonist .....	28
IV.1.2.3. Main Character Antagonist .....	29
IV.1.3. Setting	
IV.1.3.1. Setting of Time .....	30
IV.1.3.2. Setting of Place .....	32
IV.1.3.3. Social Setting .....	35
IV.1.4. Conflicts	
IV.1.4.1. Internal Conflict .....	36
IV.1.4.2. External Conflicts .....	37
IV.2. Extrinsic	
IV.2.1. Majority and Minority Group .....	40
IV.2.2. Jim Crow Law .....	40

IV.2.3. Mississippi in the late 19 <sup>th</sup> and the early 20 <sup>th</sup> .....	43
<b>CHAPTER V CONCLUSION</b> .....	46
<b>BIBIOGRAPHY</b>	

## ABSTRACT

Masalah diskriminasi rasial memang sudah sering kita dengar karena hal ini berkaitan dengan hubungan antara manusia dengan manusia yang lain. Salah satu penyebab utama dari masalah rasialisme adalah migrasi, terlebih jika migrasi itu dilakukan dengan paksaan atau tidak secara suka rela. Dalam skripsi ini, penulis tertarik menganalisis tema diskriminasi rasial yang terjadi pada tokoh Big Boy dalam cerita pendek yang berjudul *Big Boy Leaves Home* karya Richard Wright sebagai bahan penelitian.

Dalam skripsi ini, penulis menggunakan metode kepustakaan untuk mengumpulkan data yang berkaitan atau mendukung sehingga dapat membantu penyelesaian skripsi ini. Pendekatan yang digunakan oleh penulis dalam skripsi ini adalah pendekatan struktural untuk menganalisis instrinsik elemen seperti tema, karakter, setting dan konflik dan juga pendekatan sosiologi untuk menganalisis keadaan sosial yang terjadi dalam cerita pendek ini.

Berdasarkan analisis penulis, penulis menemukan adanya perbedaan kelas berdasarkan warna kulit yang terjadi di daerah selatan Amerika dan perbatasan yang di dalamnya terdapat suatu peraturan yang membuat warga kulit hitam berada dalam kendali kulit putih. Terlebih adanya suatu hukuman yang sangat keras yang ditujukan kepada warga kulit hitam apabila mereka terlihat atau dipandang melanggar hukum. Hal itu dilakukan agar warga kulit hitam tetap berada di bawah kendali kulit putih. Mereka tidak bisa mendapatkan perlindungan hukum yang jelas dan nyata untuk menghindari aturan dan perlakuan warga kulit putih karena sistem pemerintahan dan administrasi yang ada di daerah selatan semuanya dikendalikan oleh kulit putih. Sebagai bentuk perlindungan diri, mereka lebih memilih menghindari konflik dengan warga kulit putih namun jika terjadi konflik di antara mereka, mereka lebih memilih melarikan diri daripada harus berurusan dengan kulit putih.

# CHAPTER I

## INTRODUCTION

### I.1. HISTORICAL BACKGROUND

The problem in the relationship among various human races will always exist. Racial strains and disputes often occur, even in the United State, which is highly considered as a country that respects human right. Until now we still see discriminations against colored people such as yellow, black, and red that are conducted by white people, especially whites upon blacks (because the writer will focus on black people). Problem in racialism cannot be separated from effects of the immigration. Thousands of blacks are brought to United State to become slaves. The effect of immigration closely related to the problem of racial discrimination that occurred in the community. White people at the time ignored human rights that blacks had brought since their births.

Colored people become minority group and subordinated in term of power and privilege to the majority, or dominant group. A minority is defined not by being outnumbered. Immigration, annexation, and colonialism are process that may create subordinated groups (Scaefar, 2000).

The subordinated groups become object of discrimination by white people because of the prejudice and stereotype. They assume that black people are stupid, rude, uneducated people and can be enslaved. It is called

Ethnocentrism. According to Hornby, Ethnocentric (adj) means making judgments about another race and culture using the standard of one's own (1995: 393). Thus, the writer can conclude that ethnocentrism is a human decision as a result of the culture that considers one's way life, class or group is better than other's.

The long history of blacks immigrant and how hard their life as a blacks slavery make people realize that there was a necessity to set some movements against discrimination and violence toward black people. Richard Wright, in *Uncle's Tom Children*, makes his description and critic about discrimination and violence toward black people. One of his short stories collections, *Big Boy Leaves Home* tells about the struggle of a black boy to survive from white people's anger. The white people want to kill the main character and his friends just because they had swum in white's people pool. There are many brutalities in the short story. The short story is not only for entertainment but also for a critic about the condition in America at that time.

## **I.2. PURPOSE OF THE STUDY**

The purpose of the study is useful for the writer to identify the implicit messages in the literature that the writer wants to deliver to the readers. Based on the title, in this section, the writer wants to give information about the main goals that the writer wants to reach.

**I. 2. 1.** To give a description about racial discrimination experienced by the main character “Big Boy” in *Big Boy Leaves Home* a short story by Richard Wright.

**I. 2. 2.** To analyze the themes of racial discrimination conducted by white against black in America as a reflection of social life in that period.

### **I.3. SCOPE OF THE STUDY**

The scope of the study is needed to limit the discussion in order to keep the writer’s focus on the purpose of the study. The writer needs to give a margin about what kinds of topic that will be analyzed. To appreciate literature, people are allowed to analyze a form of fiction based on elements that build a literature. Basically elements that created a literary work can be divided into two parts namely intrinsic aspect and extrinsic elements. The elements are building intrinsic in literary work such as theme, setting, characters, plot, style, point of view, atmosphere and others. In this thesis, the writer will use the theme, characters, setting, and conflict in *Big Boy Leaves Home* short story as study material.

And the extrinsic element of this thesis is Racial Discrimination act toward black people especially to the main character Big Boy. The writer also will discuss sociological aspects in the short story as reflection of the condition in America at that time.

#### **I. 4. METHOD OF THE STUDY**

To arrange this thesis; the writer uses the structural approach to explain about intrinsic aspect in the *Big Boy Leaves Home* short story such as: theme, characters, setting and conflict and sociological approach to analyze the social aspect in the short story.

**I. 4. 1. Method of Research:** In collecting data for this thesis, the writer uses Library Research Method. Library research method is the research in the library or researcher tries to get and collect data or information on the research object through books, journal, paper, and articles. As Wellek and Warren say, since the majority of student can find their source materials in libraries, a knowledge of most important libraries and familiarity with catalogues as well as other reference books is undoubtedly an important equipment of almost every student of literature (1977: 58). By using this technique, the writer can get the information to write this thesis. The writer uses *Big Boy Leaves Home* as the primary sources of research, related literatures as additional source and other sources are internet.

**I. 4. 2. Approach:** In analyzing the problem, the writer uses two approaches. They are structural approach and sociological approach. Structuralism approach is an approach that focuses on the intrinsic aspect on the analysis of literature. According to Guerin (1992: 237), structuralism deals with scientific and objective. It identifies structures, systems of relationships, which endow

signs or items with identities and meanings, and show us the ways in which we think. Structural approach describes implicit meanings in a literary text which is represented by the plot, character, setting, theme, tone, and the like. Whereas Sociological approach is a kind of literary approach that focuses on human problems and as a reflection of social life, the relationship between the networks and systems of values in society occurring in the social environment as Wellek and Warren say that Literature 'represent' 'life', and 'life' is, in large measure, a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literary 'imitation' (1977: 94).

The writer can conclude that sociological approach expresses the life of the author that is showed by creations and focus on human and social problems. Literary work not only accepts the social problems but also offer its influence to society.



## **I. 5. ORGANIZATION OF WRITING**

To make the thesis “*Racial Discrimination against Black Main Character Big Boy in a Short Story Big Boy Leaves Home by Richard Wright*”, the author arranges the contents into:

I.5.1. Chapter I: This chapter is an Introduction that contains: Background of the Study, Purpose of the Study, Scope of the Study, Method of the Study, and Organization of Writing.

I.5.2. Chapter II: This chapter is a Synopsis that contains the Biography of the author, and summary of the story of *Big Boy Leaves Home* short story.

I.5.3. Chapter III: this chapter is literary reviews and contains intrinsic elements of literature such as: Theme, Characters, Setting, and Conflict. And extrinsic elements such as: Minority and Majority Groups, Jim Crow Law, and the condition of African-American at that time. (Mississippi in the late 19<sup>th</sup> and the early 20<sup>th</sup> century).

I.5.4. Chapter IV: This chapter contains the Analysis of the Writer about the thesis.

I.5.5. Chapter V: This chapter contains the conclusion of the thesis.

Bibliography

## CHAPTER II

### SYNOPSIS

#### II. 1. BIOGRAPHY OF THE AUTHOR

According to Ann Rayson in *Modern American Poetry, Richard Wright's Life* 2001. Richard Wright was born 4 September 1908 on Rucker's Plantation, between Roxie and Natchez, Mississippi. His parents, Nathaniel Wright was a poor farmer and Ella Wilson was a teacher. His father left the family when Wright was five years old. Around 1920, his mother became paralytic and they moved to Jackson and lived with his grandparents. He graduated from the ninth grade at the Smith Robertson Junior High School. After graduated school, Wright attended Lanier High School but dropped out to work and moved to Chicago in December 1927 (Rayson, 2001).

In Chicago Wright worked at the post office and became involved with the John Reed Club and the Communist party. And by 1935, he worked with Federal Writers' Project and wrote some short stories and novels but was not published until 1977. In 1937 Wright moved to New York City, he helped New Challenge magazine where he wrote a guidebook to Harlem for the New York Writer's Project and reported for the Daily Worker. Here, he wrote some short stories and collected them in title *Uncle Tom's Children*. The successful publication of *Uncle Tom's Children* short story collections made Wright's

literary career was launched and allowed him to work on *Native Son* which published in 1940. It was immediately made Wright more popular than any previous black novelist. He married to a white woman, Ellen and living in the North. During 1940-1941, Wright collaborated with Paul Green to write a stage adaptation of *Native Son* and appeared on Broadway, and within a year Wright published his sociological-psychological *Twelve Million Black Voices: A Folk History of the Negro in the United States* with photographs collected by Edwin Rosskam. Wright turned to autobiography *Black Boy*. It was another critical success for him. Came out in 1945, it became the Month Club selection and bestseller Book (Rayson, 2001).

The racism and materialism problems made him decided to trip to Europe. He could no longer tolerate the racism he experienced even in New York City. He left the United States and established permanent residence in France and settled in Paris in 1947. Wright did not publish a book after *Black Boy* until 1953. His next novel, *The Outsider*, grew out of Wright's involvement and demonstrated the influence of his existential thinking (Rayson, 2001).

During the remaining years of his life, Wright published *Savage Holiday* in 1954, a novel with the main character white people. Wright traveled extensively to Africa, Asia, and Spain and wrote several nonfiction works on political and sociological topics during the mid-1950s. Throughout his international political activities, he published a book of his essay *Pagan*

*Spain* (1956) that exposes the dark side of violence and moral hypocrisy beneath the national adherence to Catholicism and *White Man, Listen!*, a collection of his lectures which includes “*The Literature of the Negro in the United States*” (Rayson, 2001).

The last work of Wright submitted for publication during his life time, *The Long Dream*, a novel, was released in 1958. During his last year and a half, Wright suffered from amoebic dysentery acquired during his travels to Africa or Asia. He died because of a heart attack at the Clinique Eugène Gibez in Paris on 28 November 1960. After his death, his wife Ellen submitted publication his collection of short stories *Eight men* (1961), *Lawd Today* (1963) his unpublished first novel, and *American Hunger* (1977) (Rayson, 2001).

## **II. 2. SUMMARY OF THE STORY**

This summary is based on *Uncle Tom’s Children* by Richard Wright. Vicksburg, Mississippi, there was a young black man named Big Boy. He was a strong and courageous boy. One day, he and his friends, Bobo, Buck, and Lester skipped the school and played in the field together. When the weather was getting hot, they decided to swim. Finally, they reached a pond owned by a white man named Old Bob Harvey. When they saw a sign that read "Dogs and Nigger not allowed ", they remembered the story about the death of Bob

(Black) who was shot by Old Bob Harvey because of swimming in the pond. Finally, they ignored the sign and swam in the pond.

Suddenly, Berta came. She was a white woman. She was screaming a name "Jim". After hearing Bertha voice, they were surprised and swam to the edge of the pond. They were very afraid because there was a white woman who knew their action. They began to panic when they knew that their clothes were under the feet of Bertha. Big Boy came closer to Bertha. He tried to calm the condition but Buck and Lester tried to take their clothes on naked. Looking them on naked, Bertha's scream became louder. Finally Jim came, he was husband of Bertha. A rifle shot and killed them both. With his fear, Bobo managed to take their clothes but the direction Jim's gun led to him. Bravely, Big Boy took Jim's rifle. A fight broke out between Big Boy and Jim. Big Boy accidentally shot Jim with Jim's gun. Finally Big Boy and Bobo survived and escaped into forest.

In the forest, they ran and thought what they should do. They thought to return home and hid. After arriving home, Big Boy met with his family and told them about his condition. Saul Morrison, Big Boy's father was very angry and asked Lisa to call Brother Sanders, Brother Jenkins and Brother Peters (his family) to solve this problem. They had an idea to send Big Boy to get out of the town to avoid the death penalty. Brother Sander decided Big Boy to go along with his son Will who would travel to Chicago by truck

Magnolia Express Comny in the next morning. They asked Big Boy to hide for one night. After that, Big Boy went to Bobo home to tell about his plans. Big Boy ran to the kilns and decided to hide into the hole in the left kilns. Suddenly a huge snake appeared. Finally, Big Boy can manage to kill that snake with a stick.

In the kiln, Big Boy waited for Bobo while he was lying in the mud. After a few hours, Bobo had not come. Very loud voice is heard. It is the voice of the white folks who were searching for them. They were looking for Big Boy and Bobo with sniffer dogs. Big Boy concerned about the fate of the Bobo since he had not come. Suddenly a dog was barking loudly. They managed to catch Bobo that was hiding. Big Boy looked out with fear. He saw Bobo was burnt. With a sense of sadness and weeping, Big Boy was back into hiding place.

After the assassination of Bobo, white folks continued for a Big Boy. Fortunately, there was heavy rain in the night, so they could not find Big Boy. Suddenly one of them found a dead snake near the kiln. He asked sniffer dogs to search him into kiln. With great courage, Big Boy attacked and killed the dog. At night, the weather was becoming worse. Thus, the sound of barking dog could not be heard by whites and white folks decided for searching him tomorrow morning. In the next morning, Boy Big is out of his hiding place. He meets Will and finally they get out the city safely.

## **CHAPTER III**

### **LITERARY REVIEW**

#### **III. 1. INTRINSIC ELEMENTS**

##### **III. 1. 1. Theme**

Every literary work has to have an essence or theme as the goal. Therefore theme is very important in fiction. The theme of a literary work is always connected with the meaning or experience of life. According to Meyer, Theme is the central idea or meaning of a story and provides a unifying point around which the plot, character, setting, point of view, symbol and other elements of a story are organized (1990:196).

In the theme, the author will offer the meaning of life and ask the readers to see, feel and understand certain matter from the author point of view. The choice of a certain themes in a literature is subjective. It depends on certain problems of life which are interesting to the author, so the author will be encouraged to work on that problem.

It should be noticed also that a theme is not a moral lesson in a theory but on the contrary, a moral lesson can be functioned as a theme. The moral lesson is a simply practical advice to the readers. Theme is possibly more complex than moral lesson and it doesn't possess the direct value. Through

theme, the author wants to tell something to the readers, it can be also in the form of author's observation toward life.

### **III. 1. 2. Character**

According to Laurence Perrine in her book *Fiction: the Elements of Fiction*, it states,

Authors may present their characters either directly or indirectly. In direct presentation they tell us straight out, by exposition or analysis, what the characters are like, or have someone else in the story tell us what they are like. In indirect presentation the authors show us the characters in action; we infer what they are like from what they think or say or do (1987: 66).

This is also supported by Potter, Character is used not to refer to a person in a literary work but to what he is like. It generally refers to his whole nature, his personality, his attitude toward life, his "spiritual" qualities, his intelligence, even his physical build, as well as his moral attribute (1967: 3).

So it can be concluded according to the above definition, character is a cast in the narrative who has a morality and certain characteristics that can be predicted by the reader through his/her utterance and action. Generally it has been formed as human but sometimes it can be formed an animal or animation. Characters hold an important role in the story because the characters determine how about the plot of the story. If the story does not have characters, the narrative work will never be created.

In characters development, characters can be distinguished into main and minor characters. The main character is a preferred character in the novel.



The main character is the character that frequently appears in fiction as character and subjects to problems. Meanwhile, the minor character is character in the overall appearance of the story a little extra, not overlooked, and its presence only if there is a correlation with the main character, directly or indirectly. If characters are seen from figures function of appearance, character can be distinguished into protagonist and antagonist. Protagonist is always the focal point of action of a story, the character that the story is most obviously about. It is usually in the force front of the action, and usually has the most to say, whether we like or approve of him or not. The antagonist is the main person or thing or force that opposes the protagonist (Potter, 1967: 7).

### **III. 1. 3. Setting**

Setting is places or conditions when the story is created by author that becomes the background of the story. In other word, setting is concerned to the location or place, time and the social condition where the story happens. In analyzing setting, the reader also will know how the character's conditions. Further, Foll (2002) divides setting as the following.

#### **III. 1. 3. 1. Setting of Place**

Setting of place shows the occurrence related in a work of fiction. Setting of place uses certain names, or not contrary to the nature and circumstances concerned geographical place. Each place must have their characteristic, which differentiate with the others. It is very important to

impress the reader, as if to say that it actually exists and happens. In the story which is undefined element of place, perhaps because it is not necessary for the logic of history emphasized the relationship.

### **III. 1 .3. 2. Setting of Time**

Setting of time is related to the problem of when the event happens in a story. The problem of when is usually connected with factual time, that has connection with historical events. Indication of historical elements in a work of fiction will make the time of the story to be typical, and very functional, so it cannot be replaced by another without affecting the development of the story. In a number of other works of fiction, setting of time might actually seem to be undefined, not clearly shown perhaps because it is not necessary for the logic of history emphasized the relationship.

### **III. 1. 3. 3. Social Setting**

Social setting is suggested on social view. It is relating to the conduct of social life of the community that describes in a work of fiction. It includes a variety of social life within the scope of the problem. Social setting directs to the problem which are related to the behavior of social life in certain place and certain time in a story. Social setting has connection with the system of social life that contains many problems in complex scope; it can be habits, costumes, religion, ideology, and the way of thinking.

### **III. 1. 4. Conflict**

According to Potter, conflict is an essential element in the development of the plot. It is the result of an opposition between at least two sides. It takes two opposing people or forces to produce the conflict basic to a plot. Without this opposing there is no conflict and without any conflict there is no plot (1967:25).

This is also supported by Meredith in Nurgiantoro that conflict refers to something unpleasant which is happening and or experience by the characters, and if these characters have the freedom to choose, they will not choose the events. Events and conflicts are usually closely related because each of them can cause one another. There are certain events that can lead to conflict. On the other hand, due to the conflict, other events may arise (2010: 122).

Forms of conflict can be divided into two categories: external conflict and internal conflict. Internal conflict is a conflict which exists inside the character. The character must struggle with morality, fate, desire and belief. This form of conflict is central to the character or characters and must be resolved by the character alone. External conflict is a conflict between a character with an outside the character, perhaps with the natural environment or the human environment, conflicts between humans, or problems arising from the relationship (Hammond, 2010).

Through the above explanation, it can be concluded that the conflict experienced by the protagonist is not only caused by the antagonist or individual that can be displayed clearly but it can also be caused by other things outside of one's individuality, such as natural disasters, accidents, social environment, social rules, moral values, power and higher power.

### **III. 2. EXTRINSIC ELEMENTS**

#### **III. 2. I. Majority and Minority Groups**

According to Scafer, majority and minority are not merely based on the number of people. Majority groups are groups that have a main control or power and domination to other groups and believe that their group is better and right so indirectly they have a power to manage other groups in many aspects of their life. Minority groups are subordinated groups whose members have significantly less control or power over their own lives than do the member of dominant or majority groups. Minority groups are created because there are three situations that lead to the formation: Migration, Annexation, and Colonialism while one of the results of the presence majority and minority occurring in Southern America in short stories is segregation (Scafer, 2000: 6).

Scafer also says, minority or subordinated groups has five characteristic unequal treatment, they are:

- a. Member of a minority experience unequal treatment and have less power over their lives than member of a dominant group have over theirs.
- b. Member of a minority group share physical or cultural characteristic that distinguish them from the dominant group.
- c. Member in a dominant or minority group is not voluntary: people are born into the group.
- d. Minority group members have a strong sense of group solidarity.
- e. Member of a minority generally marry others from the same group.

### **III. 2. 2. Mississippi in the late Nineteenth and the early Twentieth Century**

According to Scott in “The Antebellum Period”, On December 10, 1817, Mississippi became the 20th state to join the Union. During the first half of the 19th century, Mississippi became the largest cotton producers. Cotton became an important economic crop in the South region. After the cotton gin (cleaning cotton and the separation of the seed from the fiber) was found by Eli Whitney, demand by cotton was increasing. American cotton production soared from 156,000 bales in 1800 to more than 4,000,000 bales in 1860 (a bale is a compressed bundle of cotton weighing between 400 and 500 pounds). The growth of Mississippi’s population is distinctly correlated to the rise of cotton production. The higher demand American cotton cause

emergence demand black slaves in South America. The white population grew from 5,179 in 1800 to 353,901 in 1860. The slave population correspondingly expanded from 3,489 to 436,631. Cotton production in Mississippi exploded from nothing in 1800 to 535.1 million pounds in 1859. Cotton provoked a “gold rush” by attracting thousands of white men from the North and from older slave states along the Atlantic coast who came to make a quick fortune. Slaves were transported in a massive forced migration over land and by sea from the older slave states to the newer cotton states (Scott, 2001).

The history of the middle decades of the 1800s is dominated by the growing sectional conflict between the North and the South. The cause of that difference was slavery. The anti-slavery was led by Great Britain, which abolished it in its colonies and pressured other nations to cease practicing it. The British gradually eliminated it, doing so by compensating slave owners. There were slavery practicing in the South, but as anti-slavery sentiment grew in the North. This conflict was settled by compromises. These compromises were ultimately based on an understanding of a balance of power and compromise of interest between the North and the South. In 1860, the Southern press was aflame with intemperate articles that Lincoln proclaimed the emancipation proclamation, the south was afraid that he would end slavery in the south. South Carolina led a parade of states out of the Union. In 1861, Mississippi and other Southern agreed to secede or leave the union. They

formed the Confederate States of America so the civil war broke out. Many battles were fought on the Mississippi border. Battle of Vicksburg was the turning point in the war (Scott, 2001).

Taken from “Guide to Mississippi History” Battle of Vicksburg was the turning point union victory. For 47 days, the union forced against the Confederate Army. Both sides suffered many casualties. Finally in 4 July 1863, the Confederate surrendered. After that, union took control of the Mississippi. In December 1869, all slaves freed, the state passed a new constitution giving blacks the right to vote. On February 23, 1870, Mississippi allowed to return to the Union. For a time, blacks in southern states could vote and occupied government positions. But at the end, white minority could not accept biracial society based on equality of opportunity. Although blacks had the same rights from the government but there were still a group of white people who disagree on this. Such as the Ku Klux Klan who still treated blacks unfairly. And in 1890, the state wrote a new constitution that took voting rights of blacks. Separation occurred in the south. Generally, the dominant group imposed segregation on a subordinate group. Separation began in residential areas, schools, buses, workplaces and public places. Separation referred to the physical separation of the two groups and social functions. Segregation in the South was popular with Jim Crow laws.

The transportation revolution that played the most important role in economic development was the one which opened up the interior of the country, thus making possible the exploitation of its vast resources. This revolution matured after 1850, the most important and well known advance in transportation in the antebellum period was the development of the railroad, when the nation's regions began to be connected by railroads. The construction of railroads allowed access to forests in southeast Mississippi, creating lumber industry. State projects to drain many of the swampy areas in Mississippi provided more suitable land for farming (Scott, 2001).

### **III. 2. 3. Jim Crow Law**

According to Pilgrim, Jim Crow is the name of race-class system in South America and the Border, between 1877 and mid-1960s. Jim Crow is shaped by the belief system: whites are superior to blacks in every way such as intelligence, morality, and civilized behavior, sexual relations between blacks and whites and others. Jim Crow is more than a series of anti-black, it is way of life. In Jim Crow, African Americans become second-class citizens. Jim Crow represents the legitimacy of anti-Black racism. Many Christians and theologians' belief in whites are the chosen people while blacks are created for inferior or destined to be slaves. Equalizing the rights between blacks and whites consider going to destroy America. To prevent it happens, violence is allowed to blacks (Pilgrim, 2000).



Jim Crow is not only as laws, but also as etiquettes which required that whites should have priority and are treated better than the black, while Blacks are exception to the treatment in public transportation and facilities, bureaucracy, justice, employment and the environment, for examples: a black male could not offer his hand because it implied as being socially equal. Obviously, a black male could not offer his hand or any other part of his body to a white woman, because he risked being accused of rape, blacks and whites were not supposed to eat together, if black person rode in a car driven by a white person, the black person sat in the back seat, or the back of a truck, never assert or even intimate that a white person is lying, never lay claim or overly demonstrate, superior knowledge or intelligence to white (Pilgrim, 2000).

Labeling system and Jim Crow laws are based on violence, real and threatening. Blacks who disobey the Jim Crow Law, for example, drinking from the white water fountain or attempt to enter a vote will immediately be punished without mercy by whites. Blacks have no legal protection against the Jim Crow law because all white are members of the criminal justice system. Violence uses for Jim Crow because this is method of social control. The most extreme forms of Jim Crow violence are lynching (Pilgrim, 2000).

Black people are executed in public look sadistic. In this case the mob is often hanged, shot, burned, castrated, mutilated, beaten to death blacks

because of Jim Crow laws. They usually punish them without trial by reason of protecting white women from rape by black men. Black men are considered likely to have violent and often commit crimes, particularly rape to white women. Unfortunately for blacks, sometimes white people are not satisfied with a single murder. For continuous act, they often enter the black's area to crush and destroy their home. Lynch are committed for the purpose of cheap entertainment, unite their aspirations, and as a method to maintain white domination. The murder rarely captured. Although they are arrested they will not be punished. This is because at least half of lynching carried out by the police who participated (Pilgrim, 2000).

## **CHAPTER IV**

### **ANALYSIS**

After showing and explaining about the structural elements of literary work in literary review (Chapter III), in this chapter the writer is going to use these elements to analyze intrinsic and extrinsic aspects in the short story entitled *Big Boy Leaves Home* by Richard Wright. In the discussion of the intrinsic aspects, the writer will not use all the intrinsic elements, but only elements that have been previously described in Literary review (Chapter III), these are the four elements considered as important matters by the writer to analyze the short story that will be discussed in this thesis. Meanwhile, the writer will use sociological approach to analyze extrinsic aspect. The writer will analyze the Mississippi at the late of 19<sup>th</sup> and the beginning 20<sup>th</sup> century, Jim Crow Law, and Majority and Minority group as extrinsic aspects.

#### **IV.I. INTINSIC ELEMENTS**

As mentioned above, the writer will analyze four elements of the short story namely: themes, characters, setting, and conflict.

#### **IV. I.I. Theme**

The theme is the description of the principal point in the story. The short story *Big Boy Leaves Home* by Richard Wright adopts the theme of the struggle of a black boy. In the story, he is called Big Boy who tries to save his life by fleeing from the white people anger. The story tells that the main character lives in an environment where there is a condition that reflects the racial discrimination.

“Ah wish we had a bigger place to swim in”  
“The white folks got plenty swimming pools and we ain't got none”  
(Wright, 1963: 26).

The whole story also confirms the occurrence of conflict between blacks and whites. This story also develops the theme of violence. Violence is reflected in the treatment of whites against blacks when blacks violate or break against or deemed to break social rules made by white people. The story mentions that people who break the rules should get a cruel and inhuman punishment in the absence of justice or clear legal.

“We gotta get home, said Big Boy”  
“They's gonna lynch us, said Bobo, half-questioning”  
Big Boy did not answer (Wright, 1963: 30).

In this story, there are two important points that must be understood as follows. First, there is a rule or law made by whites who make unilateral separation and degrading the rights owned by black people in social life.

“whut it say?”  
“NO TRESPAIN,” read Lester”  
“know whut tha mean?”  
“mean ain no dogs n niggers erllowed,” said Buck” (Wright, 1963: 24).

The second, the punishment with the absence of justice or clear legal is carried out to blacks when blacks break the rules. It is intended to suppress blacks to remain second class citizens or a minority that can be controlled.

“yuh know ol man Harvey don erllow no niggers t swim in this hole”  
“N jus las year he took a shot at Bob fer swimming in here, said Lester” (Wright, 1963: 24).

#### **IV. I. 2. Character**

##### **IV. 1. 2. 1. Main Character Protagonist**

###### **Big Boy**

Big Boy is the main character protagonist in the *Big Boy Leaves Home* short story by Richard Wright. He is a black teenager who lives in the southern of America. The short story tells that Big Boy is strong and has a big body. He also has higher sense of courage compared with other children. It can be seen from:

Laughing easily four black boys came out of the woods into cleared pasture  
.....  
“Lissen, wes gonna doubt-team on yuh one of these days n beat yo ol ass good”  
(Wright, 1963: 18, 23).

Big Boy is also a brave and loyal boy. In the short story, to rescue his friend's life, Bobo, Big Boy shoots Jim (white) and escapes with Bobo to the woods.

“Then Ah hit im wid the gun. Then he started at me n Ah shot im. Then we run” (Wright, 1963: 33).

The short story tells that Big Boy and his friends live in racial discrimination area. The story also says that Big Boy has to fight to save himself and his own life because the white folks chase and want to kill him.

“Theys gonna lynch us, said Bobo, half-questioning”  
Big Boy did not answer.  
“Theys gonna lynch us, said Bobo again”  
Big Boy shuddered (Wright, 1963: 30).

The story also implies the existence of regulations prohibiting blacks of using public facilities.

“Ah wish we had a bigger place t swim in”  
“The white folks got plenty swimming pools n we ain got none”  
(Wright, 1963: 26).

At the end of the story, Big Boy is safe from raging white folks but Bobo, his friend was burnt by the whites. Big Boy has survived with Will's help.

“C mon, Will said, catching his arm.  
They struggled to the truck.  
“hurry up! Said Will, pushing him onto the running board”  
(Wright, 1963: 48).

#### IV. 1. 2. 2. Minor Character Protagonist

Bobo

Bobo is the minor character protagonist in *Big Boy Leaves Home* short story by Richard Wright. He is a young black boy. He is a friend of Big Boy, who skips school and goes to swim with Big Boy. The story tells that Bobo is the one that survive from Jim's anger while Buck and Lester are shot by Jim. Bobo manages to escape from Jim's next gun target with the help from Big Boy.

“The white man released the riffle, jerked Bobo to the Ground, and began to batter the naked boy with his fits. Then, Big Boy swung, striking the man in the mouth with the barrel. His teeth caved in, and he fell, .....” (Wright, 1963: 28).

Later on, after Big Boy successfully shoots Jim, Bobo also manages to escape with Big Boy to the woods. They (Big Boy and Bobo) walk home with horror and tears. Bobo insists to follow Big Boy anywhere he goes. Finally, Big Boy says to Bobo to come back home so they are not killed in the woods.

“Ahm goin on t mah home n yuh better go on t yos”  
Bobo's eyes grew round.  
“Ahm scared!”  
“Yuh better go on!”  
“Lemme go wid yuh; they'll ketch me ...”  
“Ef yuh kin git home mabbe yo folks kin hep yuh t git erway”  
(Wright, 1963:30).

The story goes on, after returning home, Big Boy tells to Bobo that they have to hide in a hole in the kiln, a hole that they have made. But unfortunately, Bobo is caught by the white folks and he is burnt alive by them.

“By Gawd, we got im!”  
“C mon!”  
“Where is he?”  
“theyre bringin im over the hill”  
“ah got a robe fer im!”  
.....  
“AH WANNA BE THE FIRS T PUT A ROPE ON THA BLACK  
BASTARDS NECK”  
“les start the fire!”  
“Heat the tar!”  
“Ah got some chains t chain im”  
“Bring im over this way!” (Wright, 1963: 45).

#### **IV. 1. 2. 3. Main Character Antagonist**

Jim

Jim is Main Character Antagonist in the *Big Boy Leaves Home* short story. He shoots Buck and Lester dead while they are swimming in his pool. He is a soldier who supposed to protect people but on the contrary he kills someone with the absence of justice. His reason in killing Buck and Lester is to Protect Bertha (his wife) because Jim considers they will rape or intrude Bertha.

CRACK

Lester grunted, stiffened, and pitches forward. His forehead struck a toe of the woman’s shoes.

CRACK

Buck stopped at the edge of the embankment, his head jerked backward, his body arched stiffly to one side .....

Big Boy and Bobo backed away, their eyes fastened fearfully on a white man who was running toward them. He had a rifle and wore an army officer’s uniform.

“You hurt Bertha, you hurt?”

She stared at him and did not answer (Wright, 1963: 28).



Big Boy and Jim fight each other. Big Boy manages to kill Jim with Jim's rifle. Finally, Big Boy and Bobo escape to the woods.

“Ahll kill yuh; Ahll kill yuh! Said Big Boy”

His finger fumbled for the trigger.

The man stop, blinked, spat blood. His eyes were bewildered. His face whitened. Suddently, he lunged for the rifle, his hands outstretched.

CRACK

He fell forward on his face (Wright, 1963: 29).

### **IV. 1. 3. Setting**

#### **IV. 1. 3. 1. Setting of Time**

The time setting in a short story *Big Boy Leaves Home* by Richard Wright is not shown in general, but when it is viewed implicitly after reading the whole of the story, it can be concluded that this story occurs in the late of 19<sup>th</sup> and the beginning of 20<sup>th</sup> century (1850s-1900s). This conclusion can be seen from:

“Ah wish we had a bigger place t swim in”

“The white folks got plenty swimming pools n we ain got none”  
(Wright, 1963: 26).

The story tells about 1877 in the Southern America and the border was the system or regulation which makes black citizens get racial discrimination. The regulation is called Jim Crow Law. The regulation is containing about a discrimination that restrict blacks to use and get ownership of public facilities such as swimming pools. It is also supported by the following lines;

“in the distance a train whistled mournfully”  
“there goes number fo”  
“hittin on all six”  
“highballin it down the line”  
“boun fer up Noth, Lawd, bound fer up Noth!” (Wright, 1963: 19)

The conversation above shows that this story set in the 1850s. Big Boy and his friends hear the sound of a locomotive. It means the existing railroad in the South. It can be concluded that this story takes place the late 19th century because the railroad was built in the south in 1850s.

For setting of time that experienced by the main character in the short story *Big Boy Leaves Home* by Richard Wright takes a single day, there are morning, noon, afternoon, evening and the next morning.

a. During the day in a swimming pool owned by white people.

“Laughing, Lester and Buck gave the two locked bodies a running push. Big Boy and Bobo splashed, sending up silver spray in the sunlight. When Big Boy’s head came up he yelled” (Wright, 1963: 25).

The story tells that they (Big Boy and his friends) go to the pool owned by white folk because the weather is hot. They decide to swim in the pool but there are serious prohibitions sign that black people are prohibited entering into the pool. There was a story a white man shot black people because he was swimming in it. Finally, they ignore the sign and swim in the pool.

b. At night, Big Boy hiding in the kiln.

“Every now and then a bird floated past, a spot of wheeling black printed against the sky”

.....  
“He looked over the field, there was nothing but dying sunlight. His mind drifted back to the kiln” (Wright, 1963: 40, 41).

The story tells that the Big Boy is hiding and waiting for Bobo’s arrival in the kiln. At night, Big Boy begins to worry because Bobo has not come in the kiln.

c. The next morning, Big Boy has survived from chasing of whites and waiting for the arrival of will.

“Morning found him still on his knee in a puddle of rainwater, staring at the stiff body of a dog. As the air brightened he came to himself slowly. He held still for a long time, as though waking from a dream, as though trying to remember” (Wright, 1963: 48).

Narrative above, it shows that Big Boy survives from chasing of white folks in the night before. He manages to kill a dog which knows his hiding place. Since it was raining very heavily, the sound of barking dog could not be heard by white folks. In the next morning, Big Boy can survive and manages to escape with Will to Chicago.

#### **IV. 1. 3. 2. Setting of Place**

Setting of place in this short story takes place in Vicksburg, Mississippi. It is located in Southern America, in the 1860s there is a system and the presence of racial discrimination and segregation based on violence. It

can be concluded because in the short story, the writer finds many acts of discrimination in social life and some violence act toward black. It can be seen from:

“ah useta swim in the ol Mississippi when we lived in Vicksburg”  
.....  
“see tha sign over yonder?”  
“yeah”  
“whut it say?”  
“NO TRESPAIN,” read Lester”  
“know whut tha mean?”  
“mean ain no dogs n niggers erllowed,” said Buck”  
.....  
“the white folks got plenty swimming pools n we ain got none.”  
(Wright, 1963: 24, 26).

There is a proof that black folks experience the discrimination and segregation. Blacks are prohibited from owning and using the facilities designated for whites. It also can be seen that the level of black people is inferior or in the same level with animals.

Meanwhile, setting of places which are experienced by the main character in this short story are:

- a. In the pool owned by White.

“yuh know ol man Harvey don erllow no niggers t swim in this hole”  
“n jus las year he took a shot at Bob fer swimming in here,” said Lester” (Wright, 1963: 24).

The story tells that Big Boy and his friends decide to swim in a pool owned by Harvey (white) but they remember the story about the death of Bob

(black) that was shot dead by Harvey because Bob swam in the pool. It happen because there is the system or regulation which makes black citizens get racial discrimination.

b. In the Big Boy House, it can be seen from:

“when he came to his back fence he heaved himself over. He landed among a flock of startled chickens. A bantam rooster tried to spur him. He slipped and fell in front of the kitchen steps, grunting heavily. The ground was slick with greasy dishwater (Wright, 1963: 31).

The story tells that Big Boy come to his house through the back door. The story tells that big boy is discussing with a member of his family to resolve the problem. It seems that black people have a sense of solidarities to other blacks to resolve the problems faced by big boy. Finally, they decide big boy immediately must go away from the city.

c. In the hole of a Kiln, it can be seen from:

“He went to the hole and peered. He longed for a match..... Then he got to his knees and backed slowly into the hole..... With elbows on ground and chin on palms, he settled. The clay was cold to his knees and thins, but his bosom was kept warm.....” (Wright, 1963: 40).

After hearing his family’s advise, Big Boy eventually choose to hide in a kiln for one night. Previously, Big Boy and his friends have played and make a hole in that kiln. Big Boy hides in these holes after successfully killing snakes who lodged there. Big Boy hides there and waits for Bobo’s arrival.

#### IV. 1. 3. 3. Social Setting

The social background in *Big Boy Leaves Home* short story by Richard Wright is the Black community's life in the southern America. In his social environment, Big Boy lives in a social and racial discrimination. It is described that the black community life is oppressed by regulations or laws that restrict the rights of blacks in Southern, the regulation includes the ownership and using of public facilities. And if they disobey the regulation, they (black) will get serious sanctions or penalties. This is reflected in:

“ah wish we had a bigger place to swim in”  
“the white folks got plenty swimming pools and we ain't got none”  
.....  
“yuh know ol man Harvey don't allow no niggers to swim in this hole”  
“N just last year he took a shot at Bob for swimming in here, said Lester”  
.....  
“we gotta get home, said Big Boy”  
“they's gonna lynch us, said Bobo, half-questioningly”  
Big Boy did not answer  
(Wright, 1963: 24, 26, 30).

Black people are living as second class citizens and they are oppressed by the existence of regulations that limit their access to public areas. They lived separately with white people even though they lived together in one city. On the other hand, black people in this story have a high sense of solidarity to solve problems faced by the other blacks but they are too weak. They do not have enough courage to fight injustice that places them on second class

citizen. That is because they have to obey the laws and regulations that exist in their environment. To solve the problem of racial discrimination in the short story, they have a form self-defense mechanism. They do not attack back to defend themselves but they prefer to avoid direct contact with whites.

It can be seen from:

"Do the white folks know yit?"

"Don know, Elder."

"Yuh-all better git this boy outta here right now," said Peters.

"Cause ef yuh don theres gonna be a lynchin. . ." (Wright, 1963: 36).

#### **IV. 1. 4. Conflicts**

It is already discussed in the literature review that conflict is divided into two categories, Internal and External conflict. In the short story *Big Boy Leaves Home*, there are some conflicts experienced by Big Boy (main character). These are:

##### **IV. 1. 4. 1. Internal conflict**

This conflict tells that Big Boy has a great deal of pressure in his life after he shoots Jim (white) and hears his family's advice to go out from Vicksburg. In this case, internal conflict experienced by the Big Boy is a sense of remorse or regret. Big Boy regrets for his actions because he is skipping school and playing with his friends (Bobo, Buck, Lester). He guesses if he had gone to school with her friends, the accident would have never happened.

“He shifted his body to ease the cold damp of the ground, and though back over the day. Yeah, hed been dam right erbout not wantin t go swimming. N ef hed followed his right min hed neverve gone n got inter all this trouble. At the first hed said naw. But shucks, somehow hed just went on wid the res. Yeah he shoulda went on t school tha mawnin, like ma told im t do” (Wright, 1963: 41).

Another internal conflict experienced by Big Boy in this story is the feeling of anger and frustration. Big Boy claims that he is innocent and all he did is white folk’s mistake. He thinks to oppose and fight whites who want to capture and kill him. He remembers his father's shotgun. He assumes if his father had allowed him to use weapons to kill white people, he would have become famous and gone to the main page of the newspaper. This can be seen from:

“Yeah, ef pa had only let im have tha shotgun! He could stan off a whole mob with shotgun.

.....  
N the newspapersd say: NIGGER KILLS DOZEN OF MOB BEFO LYNCHED! Er mabbe theyd say: TRAPPED NIGGER SLAYS TWENTY BEFO KILLED! He smiled a little” (Wright, 1963: 42).

#### **IV. 1. 4. 2. External conflict**

As mentioned above, Big Boy that must be fought in community environment in which there are racial discrimination between whites as the majority and blacks as the minority.



#### **IV. 1. 4. 2. 1. Big Boy Vs Jim**

In the beginning of the story, Big Boy and his friends are swimming in a pool owned by whites. The story tells that they swim there quietly but they are caught by Bertha (white). There is Jim who immediately shoots Buck and Lester dead because they are naked and approach toward Bertha to take their clothes. Meanwhile, to save Bobo, Big Boy has to fight Jim.

"You black sonsofbitches!"

The white man released the rifle, jerked Bobo to the ground, and began to batter the naked boy with his fists. Then Big Boy swung, striking the man in the mouth with the barrel. His teeth caved in, and he fell, dazed. Bobo was on his feet.

"C mon, Big Boy, les go!" (Wright, 1963: 28).

After a fight between Big Boy and Jim, Big Boy manages to shoot Jim and finally they (Big Boy and Bobo) run away into the woods.

He fell forward on his face.

"Jim!"

Big Boy and Bobo turned woman.

"Jim!" she screamed again, and fell weakly at the foot of the tree.

.....

Big Boy looked at the rifle, started to pick it up, but didn't. He seemed at a loss. He looked at Lester, then at the white man; his eyes followed a thin stream of blood that seeped to the ground.

"Yuh done killed im," mumbled Bobo.

"Les go home!" (Wright, 1963: 29).

#### **IV. 1. 4. 2. 2. Big Boy Vs White Folks**

In the story, Big Boy must struggle to escape toward white folk's anger because he is shooting Jim (white). White folks hunt for the Big Boy and Bobo to be killed.

He heard footsteps. Then voices came again, low and far away this time.

"Seen anybody?"

"Naw. Yuh?"

"Naw."

"Yuh reckon they got erway?"

"Ah dunno. Its hard t tell."

"Gawddam them sonofabitchin niggers!"

"We o'ughta kill ever black bastard in this country!"

(Wright, 1963: 43).

The story tells that white people hunt down Big Boy and Bobo to be killed. They are hunted by white citizens in groups. The reasons why they are hunting Big Boy and Bobo in groups are for entertainment, as an association between white citizens and for controlling black to remain below as second class citizen. The story tells that there is only Big Boy can survive while Bobo was murdered and burnt alive by white folks.

Big Boy saw the mob fall back, leaving a small knot of men about the fire. Then, for the first time, he had a full glimpse of Bobo. A black body flashed in the light. Bobo was struggling, twisting; they were binding his arms and legs.

When he saw them tilt the barrel he stiffened. A scream quivered. He knew the tar was on Bobo. The mob fell back. He saw a tar-drenched body glistening and turning (Wright, 1963: 46).

#### **IV.2. EXTRINSIC ELEMENTS**

As mentioned above, the writer will analyze some elements of the extrinsic aspect: majority and minority groups, Jim Crow Law, Mississippi in the end the eighteenth century.

#### **IV. 2. 1. Majority and Minority Group**

In this story, White folks as Majority and Black folks as Minority. The majority though their numbers are relatively small than minority but they have influence, power or control in all aspects of life of minorities.

The aspects also mention the inferior level of black in using phrases of greeting, it can see from:

"Lady, we wanna git our cloes," he said.  
"Don shoot me, Mistah, don shoot me . . ."  
.....  
"You black sonofabitch!"  
"Let go, you black bastard!"  
.....  
"How long fo the white man come up?"  
"Right erway."  
"Whut he say?"  
"Nothin. He jus cussed us." (Wright, 1963: 28, 34).

It can be concluded that black people are often called in a rude or inappropriate name. Whites often use abusive word such as "black bastard", condemn, and even insulted dignity "sonofbitch". It happens because black folks are minority group. Meanwhile, black people call white with a polite greeting such as "lady" and "mistah". It happens because white folks are majority group.

#### **IV. 2. 2. Jim Crow Law**

As the writer has been mentioned earlier, the story takes place and time settings in Vicksburg, Mississippi 1860-1900s. As explained in chapter

three, Jim Crow Law is the arrangement of using and ownership of public facilities. It is mentioned that, all white people in Vicksburg are permitted to have a pool or more. However, blacks are not allowed to have swimming pools. This condition is worsened by the strict regulations that prohibit blacks to enjoy this facility, but the white people can swim freely in their private or public pools. Black folks are allowed to swim in the river. If they disobey this rule then the white will give a very harsh punishment, even a capital punishment without trial to the black folks.

“whut it say?”  
“NO TRESPASSIN. Read Lester”  
“know whut tha mean?”  
“mean ain no dogs n niggers erllowed, said Buck”  
.....  
“ah wish we hada bigger place t swim in”  
“the white folks got plenty swimming pools n we ain got none”  
.....  
“Yuh know ol man Harvey don erllow no nigger t swim in this hole”  
“N jus las year he took a shoot at Bob fer swimming in here, said Lester (Wright, 1963: 24, 26).

In the Jim Crow laws there is the assumption that black men often rape white women. Therefore, the Jim Crow prohibits direct contact between black men against white women because this action is often seen as intimidation, threats or even actions that lead to rape. The story states that Bertha sees Big Boy and his friends (Bobo, Buck, Lester) swim in her pool. Buck and Lester try to approach or to get close to Bertha because their clothes are under Bertha’s foot. They approach Bertha on naked and make Bertha panic and

fear. Unexpectedly, she yelled “Jim”, Jim immediately shoot and kill them (Buck and Lester) because Jim thinks they will interfere Bertha. It can be seen from the following lines:

“Lady, we wanna git our cloes, he said”  
“Jim! The woman screamed Jim! Jim!  
Black and naked, Big Boy stopped three feet from her.  
We wanna git our cloes”, he said again, his words coming mechanically.  
He made a motion  
“You go away! You go away! I tell you, you go away!”  
Big Boy stopped again, afraid. Bobo ran and snatched the clothes.  
Buck and Lester tried to grab theirs out of his hands.  
“Les go!” said Bobo, running toward the woods.  
CRACK  
Lester grunted, stiffened, and pitches forward. His forehead struck a toe of the woman’s shoes (Wright, 1963: 28).

The Jim Crow laws also say that the violator will get a harsh and cruel punishment in the absence of a clear law. Blacks cannot do anything because of all social systems member (police, judges, prosecutors, and everything in it) are white people and blacks would not be able to get legal protection.

“Who shot Lester?”  
“The white man”  
“Whut white man?”  
“Ah dunno, pa. he wuz a soljer, n he had a rifle”  
“A soljer?”  
“Yessuh”  
“A soljer?”  
“Yessuh, Pa. A soljer” (Wright, 1963: 33).

The story mention, after Big Boy shoots Jim by a rifle, all white people look for and hunt Big Boy to get his dead by hanging and burning him alive.

Obviously this is sadistic because Big Boy does not getting the right to serve a clear legal process. In the contrary, Jim has killed two black boys without trial and freed from punishment even he is a member of the military. Clearly, it is the evidence of racial discrimination done by whites to blacks.

#### **IV. 2. 3. Mississippi at the End of the Nineteenth and the Beginning of the twentieth Century**

There is a big contrast between North and South. Blacks in the north at that time have gained the same rights and opportunities as whites. So that blacks who live in northern areas is better than the south. This condition make most blacks in the south want to move to the north.

Dis train bound fo Glory  
Dis train bound fo Glory Dis train, Oh Hallelujah  
Ef yuh ride no need fer fret er worry  
Dis train don carry no gambler  
No fo day creeper er midnight.rambler  
Dis train, Oh Hallelujah  
.....  
“Lawd, Ahm goin Noth someday”  
“Me too, man”  
“They say colored folks up Nort is got ekual right” (Wright, 1963: 20, 26).

The story tells that there are trains which go through Vicksburg. It tells that the train through Vicksburg nine times a day to the North. The theme song above is the train to glory. In the lyric "Dis train bound fo Glory Dis train, Oh Hallelujah" the sentence can be summed as the train to glory. "The

glory” means a condition where everything is turned into betterment. Perhaps, the glory is the equality between whites and blacks in many ways. So the word “Dis train bound for Glory” can be summed up this train headed north that upholds equality. There is also the expression “Ef yuh ride no need fer fret er worry” this could mean if someone on the train, they will not care about his life. This happens because in the north they no longer need to think about issues of social discrimination. Their life will change better in the north. Of course that does not happen, the rules of Jim Crow only allow certain people (in this case white) and the rich people to travel by train, especially to the north.

As minority, their lives are very bad. It is also caused by discrimination committed by whites against blacks. This is supported by the phrase “Dis train don carry no gambler” and “No fo day creeper er midnight.rambler” the intent of the sentence may this train is not intended for blacks who are minorities, this train is used only by certain people so there is no space for the minority. It is a satire to blacks who want to ride the train. They have no purpose in the north even north has a level of a better life for them. There is another song that describe the economic situation of blacks in the South is very bad.

Bye n bye  
Ah wanna piece of pie  
Pies too sweet  
Ah wanna piece of meat  
Meats too red

Ah wanna piece of bread  
Breads too brown  
Ah wanna go t town  
Towns too far (Wright, 1963: 22).

The song sung by the main character contains all the ironies. The lyric tells that Blacks also have the same desires to whites to enjoy “things”, but they know that it is impossible because they are the minority class. They seem not proper to get the “things” which are beauty, delicious, luxury that symbolized in the song above. They can only dream, imagine all of the “things” and in fact they cannot catch their dream.



## CHAPTER V

### CONCLUSION

The problem of racial discrimination has often been heard for a long time but it is still interesting to be discussed because it refers to relations between human beings which always contained conflict. The problem of racial discrimination revealed in a short story *Big Boy Leaves Home* by Richard Wright is the effect of involuntary black massive immigration in America.

The problem of racialism in South America revealed in a short story by Richard Wright's story is at least on the basis of three important factors which are related to each other. First, there is a segregation system in the South America. Segregation has led to differences and creates a class system. Second, the inferiority of blacks. In this case black is often seen as second class citizens, they assume that black people are stupid, rude, uneducated and can be enslaved so blacks often get discrimination. The third, the existence of regulations that control Blacks remain under pressure. These rules implicitly contain in this short story, which are often known as Jim Crow laws. In this case, whites make the rules for controlling blacks to remain below.

The practice of racism in the short story that has been discussed in this thesis reflects through a form of oppression and violence by Whites to Blacks.

Detail form of discrimination is the restriction of public access and ownership of some public facilities. This restriction is set in the Jim Crow laws and when Blacks have broken the rule they will get sanctions or cruel punishment. The most extreme punishment given to blacks is death penalty without trial.

The oppression committed by whites against blacks creates the feeling of frustration. Blacks are often haunted by feelings of anxiety and fear when there are problems associated with whites. They cannot do much because as a minority they cannot get a clear legal assistance because all members of administration in the social system are whites.

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