THE IMPACTS OF RACISM ON PECOLA BREEDLOVE’S WAYS OF SEEING HERSELF IN TONI MORRISON’S THE BLUEST EYE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Andi Lintang Pertiwi
Student Number: 121214143

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTEMEN OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
THE IMPACTS OF RACISM ON PECOLA BREEDLOVE'S WAY OF SEEING HERSELF IN TONI MORRISON'S THE BLUEST EYE

By
Andi Lintang Pertiwi
Student Number: 121214143

Approved by

Drs. L. Bambang Hendarto Y., M.Hum.  12 October 2016
A Sarjana Pendidikan Thesis on

THE IMPACTS OF RACISM ON PECOLA BREEDLOVE'S WAYS OF SEEING HERSELF IN TONI MORRISON'S
THE BLUEST EYE

By
Andi Lintang Pertiwi
Student Number: 121214143

Defended before the Board of Examiners
on 8 November 2016
and Declared Acceptable

Board of Examiners
Chairperson: Yohana Veniranda, M.Hum., M.A., Ph.D.
Secretary: Christia Lhaksmita Anandari, Ed.M.
Member: Drs. I. Bambang Hendaro Y., M.Hum.
Member: Concilinus Laeso M. Mato, M.A., Ed.D.
Member: Christina Lhaksmita Anandari, Ed.M.

Yogyakarta, 8 November 2016
Faculty of Teachers Training and Education
Sanata Dharma University

Dean
Rohandi, Ph.D.
“I CAN DO EVERYTHING THROUGH HIM WHO GIVES ME STRENGTH”

(Philippians 4:13)
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 12 October 2016

The writer

Andi Lintang Pertiwi

121214143
LEMBAR PERNYATAAN PERSETUJUAN

PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Andi Lintang Pertiwi
Nomor Mahasiswa : 121214143

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

THE IMPACTS OF RACISM ON PECOLA BREEDLOVE’S WAYS OF SEEING HERSELF IN TONI MORRISON’S THE BLUEST EYE

Beserta perangkat yang diperlukan. Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal 12 Oktober 2016

Yang menyatakan

[Signature]

(Andi Lintang Pertiwi)
ABSTRACT


This study discusses one of the Toni Morrison’s novels entitled *The Bluest Eye*. It is a story about an eleven-year-old girl, Pecola Breedlove. She is a black and ugly girl. She gets different and unfair treatment from people around her as the result of her ugliness. Therefore, on her suffering life she wants to look like white girls who have blue eyes to make her world better.

There are two problems formulated in this study. They are (1) “How is racism portrayed in Toni Morrison’s *The Bluest Eye*?” and (2) “What are the impacts of racism on Pecola Breedlove’s ways of seeing herself in Toni Morrison’s *The Bluest Eye*?”

This study applied library research to gain the data related to the topic of the study. The researcher used the novel by Toni Morrison entitled *The Bluest Eye* as the primary source and the secondary sources were printed and electronic books, journal, articles, and on-line references. This study also applied some theories to answer the questions. They were: theory of perception, theory of discrimination, and theory of racism. Socio-cultural historical approach and psychological approach were also conducted to analyze the novel.

Based on the result of the analysis, the researcher drew two conclusions. The first, racism in the novel is portrayed in three different things. They are physical appearances, financial condition, and the treatment from society. The Blacks are always described not as lucky as the Whites in those three things. Then, the second conclusion is the impacts of racism on Pecola’s ways of seeing herself. She describes herself as an ugly girl because of her black eyes and black skin. She also makes some efforts to look like a white girl.

The last part of this study provides suggestions for future researchers of the same novel to analyze the motivation behind the kindness of Frieda and Claudia to Pecola Breedlove. The other suggestion is for English teachers to implement this novel as one of the learning sources.

Keywords: racism, black people, perception.
**ABSTRAK**


Pada bagian terakhir dari skripsi ini terdapat saran untuk peneliti selanjutnya untuk meneliti motivasi dibalik kebaikan dari Frieda dan Claudia terhadap Pecola Breedlove. Saran yang lain ditujukan untuk guru Bahasa Inggris untuk menggunakan novel ini sebagai sumber belajar.

Keywords: racism, black people, perception.
ACKNOWLEDGMENTS

“Mission accomplished”

First of all, I would like to express my deepest gratitude to my best friend Jesus Christ for His never ending love. He blesses me with health and gives me strength so I can finish my study. I thank Him for His blessing, mercy, and love.

My big gratefulness is addressed to my beloved family, especially to my mother Nuryati, S.Pd and my father Dadik Handiyono who gave me everything life. They always take care of me with their love, provide me with great facilities and support me in every step to finish this thesis. I also thank my big brother Benedictus Handi Arta for always cheering me up whenever I am down. I thank them all for their prayer, encouragement, and belief in me to make my own decision in my study.

It is a great pleasure for me to express my gratitude to my thesis advisor, Drs. L. Bambang Hendarto Yuliwarsono, M.Hum. I thank him for his support, patience, advice, and willingness to guide me in the process of writing this thesis. I also thank my academic advisor, Laurentia Sumarni, M.Trans.St. and all PBI lecturers for teaching me the best knowledge and skills. I also thank all of the secretariat and librarian staff who have helped me spend their time and energy dealing with administration services.
I would also give my biggest appreciation to my beloved friend Danar Adi Saputra who always reminds me of finishing this thesis and has always been there for me through this hard time. I thank him for every moment and happiness we share together, his understanding, support, love, and prayer.

My special thanks also go to my classmates in PBI E batch 2012, especially Venny, Agnes, Elma, Reinildis, Chaco, and Adi for becoming my great motivation to finish this thesis as soon as possible. I thank them for helping me to solve all the problems and difficulties during the process of finishing this thesis. I also thank all of my friends at home, Ayuk, Nanda, Icha, Uly, Kurny, Ingga, Dika and Evans for the support, time, and prayer.

Last but not least, I would like to thank those whose names I cannot mention here who have directly or indirectly helped me in finishing this thesis. I thank God for sending them into my life.

Andi Lintang Pertiwi
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ................................................................. i</td>
</tr>
<tr>
<td>APPROVAL PAGES ............................................................ ii</td>
</tr>
<tr>
<td>DEDICATION PAGE ........................................................... iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY ................................... v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI ................................. vi</td>
</tr>
<tr>
<td>ABSTRACT .............................................................................. vii</td>
</tr>
<tr>
<td>ABSTRAK ................................................................................ viii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS .............................................................. ix</td>
</tr>
<tr>
<td>LIST OF APPENDICES ........................................................... xiv</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION .................................................... 1</td>
</tr>
<tr>
<td>A. Background of the Study ................................................. 1</td>
</tr>
<tr>
<td>B. Problem Formulation ....................................................... 3</td>
</tr>
<tr>
<td>C. Objectives of the Study .................................................... 3</td>
</tr>
<tr>
<td>D. Benefits of the Study ....................................................... 3</td>
</tr>
<tr>
<td>E. Definition of Terms ......................................................... 4</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF RELATED LITERATURE ....................... 6</td>
</tr>
<tr>
<td>A. Review of Related Studies ............................................... 6</td>
</tr>
<tr>
<td>B. Review of Related Theories .............................................. 7</td>
</tr>
<tr>
<td>1. Theory of Perception ...................................................... 8</td>
</tr>
</tbody>
</table>
2. Theory of Discrimination ........................................ 9
3. Theory of Racism ..................................................... 13
4. Social Indicator of Blacks ........................................... 20
C. Criticism on the Novel *The Bluest Eye* ................................. 21
D. Review on Historical-Biographical Background ....................... 23
E. Theoretical Framework .................................................. 24

**CHAPTER III METHODOLOGY** .................................................. 25
A. Object of the Study ......................................................... 25
B. Approach of the Study ..................................................... 26
C. Method of the Study ......................................................... 27

**CHAPTER IV ANALYSIS** .......................................................... 28
A. Racism as Portrayed in the Toni Morison’s *The Bluest Eye* .... 28
   1. Physical differences between black and white people .......... 38
   2. Financial position of white people and black people .......... 33
   3. The ways white people treat the black in the novel .......... 39
B. The Impact of Racism on Pecola Breedlove’s Ways of Seeing herself in Toni Morrison’s *The Bluest Eye* ......................... 43
   1. Pecola’s perceptions as the impacts of racism on the ways she sees herself as a black girl ........................................ 43
   2. Pecola’s efforts to be like a white girl and beautiful ........... 51

**CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION** 56
A. Conclusions ............................................................... 56
B. Implications .............................................................. 58
C. Suggestions .................................................................................. 59

REFERENCES .................................................................................. 61

APPENDICES .................................................................................. 64
### LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendices</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appendix I</strong> Biography of Toni Morrison</td>
<td>65</td>
</tr>
<tr>
<td><strong>Appendix II</strong> Summary of <em>The Bluest Eye</em></td>
<td>68</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This part consists of five sections. The first section is the background of the study that focuses on the reasons for choosing the topic. Then, the second section states the problem formulation as the research questions of this study. The third section provides the objectives of the study. In the next section, the researcher elaborates the benefits of conducting this research. The last section provides the definitions of some key words.

A. Background of the Study

All people who live in the world have the same right to live freely and equally. Everyone is supposed to live happily in their own ways. Fisher (1972) says that all human beings are born free and equal in dignity and rights. They are gifted with reason and conscience and should act towards one another in a spirit of brotherhood (p. 25). They have the equal right to choose what they want to do in order to make them happier.

These rights have existed since people were born. These are called human rights. For example, the right to have education, the right to get health service, the right to participate in the election, and many more. The rights are equal for all people especially the right to be treated well by other people. People have to respect other people’s rights.
However, in real life we have found some cases showing us that there is no equality among people. This is caused by races, religions, places of origin. We can easily find racism cases resulting in loss of human rights equality, for example the racism cases happening in the United States several decades ago. It happened between two different races: black and white people. Black people who came from Africa and lived in America or called Afro-Americans were discriminated by white people.

Several books and novels have revealed the Blacks in America who became victims of racism. One example of the novelists that has written about the racism in America is Toni Morrison. She has been hailed as “black America’s best novelist and one of America’s best”. In her own words, she wrote “village” or peasant literature about the American Black experience and culture. Her novel entitled The Bluest Eye published in 1969, is the first of Toni Morrison’s ten novels.

The Bluest Eye is a story of an eleven-years-old girl named Pecola Breedlove. Pecola is a black girl who wants to be a beautiful girl with blue eyes and blond hair as white girls. She believes that having blue eyes and blond hair can bury her ugliness. She prays for her eyes to turn into blue, so that she will be beautiful and people will look at her. Then, her world will be different. This is the story of the nightmare of yearning heart and the tragedy of its fulfillment.

The researcher was interested in knowing more about the ways of Pecola Breedlove seeing herself especially as the impacts of the racism. The racism described in the novel shows how the white people treat the Blacks unfaily. This
was important to the researcher to know how racism has changed Pecola Breedlove’s ways of seeing herself. She does not want to be ugly and she uses illogical ways to make herself beautiful. In real life it is possible to find the case similar to the novel.

B. Problem Formulation

Based on the explanation above, the researcher has formulated the problems to discuss as follow:

1. How is racism portrayed in Tony Morrison’s *The Bluest Eye*?

2. What are the impacts of racism on Pecola Breedlove’s ways of seeing herself in Toni Morrison’s *The Bluest Eye*?

C. Objectives of the Study

The objectives of the research are to find out how racism is portrayed in Tony Morrison’s *The Bluest Eye* and the impacts on Pecola Breedlove’s ways of seeing herself, as one of the characters in the novel.

D. Benefits of the Study

The first benefit of the study is for the readers. It is to enrich their knowledge of literary study and provide a reference to analyze Tony Morrison’s work. Then, the second benefit is that the readers will know more about the impact of racism on black people in America. The researcher also hopes that the reader will understand how the black people who lived in America in a certain
period time in the past had to survive in their suffering life. The researcher hopes that this study could give a useful contribution to other researchers who conduct a study on the same novel.

E. Definition of Terms

In this study there are several terms that need further elaboration in order to provide the same understanding about the context. They are:

1. Black People in America

In the book of *Theories of Race and Racism*, Banton (2000), defined the word black or Negro as a person having origin in any of the black racial groups of Africa (p. 60). Moreover, black is the way that people of African descent describe themselves in countries such as South Africa, the U.S. and parts of Europe. ([http://www.irr.org.uk/research/statistics/definitions/](http://www.irr.org.uk/research/statistics/definitions/)).

2. Race

Race concerns about physical differences among people that have been observed throughout human history. Race is also a concept that has rooted in a particular culture and a particular period of history that brings suggestions about how these differences are to be explained. It leads itself to use in a variety of contexts and gets elaborated into a whole style or special interpretation. Previously “race” meant descent at a time when people understood little of the biology of descent. In the nineteenth century “race” became an identification of a
controversial scientific theory that was found to be incorrect (Banton, 2000, p. 62).

3. Racism

According to Todorov (2000) in the book *Theories of Race and Racism*, racism is an ancient form of behavior that is probably found worldwide. The word “racism” refers to two very different things. They are a matter of behavior and a matter of ideology (p. 64). Moreover, Parrillo (1985) defines racism as linking the biological conditions of a human organism with its socio-cultural capabilities and behavior. Racist thinking is obtained when people believe one race is superior over another. The inferior group will experience prejudice and discrimination by the dominant group (p. 18).

4. Perception

Based on the book of *Organizational Behavior*, perception is a process that individuals organize and interpret their sensory opinions to give meaning to their environment (Robbins, 2001, p. 221). Daft (2015) adds that one more process that involve the perception is a process of selecting. So, there will be a process that individuals have to select the stimuli before it can be interpreted into the environment. In this research, perception is addressed to the ways of Pecola seeing herself as the impact of racism.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the literature review related to the topic. The theories that are provided here help the researcher to answer the research questions. This chapter is divided into five parts. They are review of related studies, theoretical review that focuses on theories to support the analysis in chapter IV, criticism on the novel by some experts and critics, the context of the novel that will describe the racism condition on black people in America, and then the last part is the theoretical framework.

A. Review of Related Studies

Four students of the English Language Education Study Program of Sanata Dharma University have conducted some researches on The Bluest Eyes by Toni Morrison. They are Yeny Cahyawati Purnomo, Thomas Bagus Budiyanto, Deborah Kartika Sari, and Winny.

The first researcher is Yeny Cahyawati Purnomo (2002) who wrote an undergraduate thesis entitled Self-esteem and Its Psychological Effect to Pecola, One of the Main Characters of Toni Morrison’s The Bluest Eye. She discussed the psychological changes of Pecola based on the theory of self-esteem. The second researcher is Thomas Bagus Budiyanto (2005). He wrote an undergraduate thesis entitled A Study of Pecola Breedlove’s Inferiority Feelings and Her Striving for Superiority as Seen in Toni Morrison’s The Bluest Eye. He analyzed the
inferiority feelings of Pecola and the way she strives for superiority caused by her physical appearance, family condition, and social milieu. The next researcher is Deborah Kartika Sari (2007). She wrote an undergraduate thesis entitled *African American’s Struggle for Self-identity and Its Psychological Effects in Tony Morrison’s The Bluest Eye*. She focused on the ways African American’s struggle to find self-identity. Winny in 2008 wrote an undergraduate thesis entitled *The Influence of Pecola’s Parents on Her Abnormal Behaviors as Reflected in Toni Morrison’s The Bluest Eye*. She analyzed the abnormal behaviors of Pecola influenced by the treatment from her parents.

Meanwhile, this study is different from the studies mentioned before. The researcher focused on how racism is portrayed in *The Bluest Eyes*. Besides, the researcher also analyzed the main character in the novel, Pecola Breedlove, and her ways of seeing herself as the impacts of racism that happened toward her. The researcher used socio-cultural historical approach and psychological approach in this study.

**B. Review of Related Theories**

The theoretical review consists of four theories from experts. First, the researcher provides the theory of perception. The second one is the theory related to discrimination. The next is a review of theories on race and racism. The last one is the theory related to social indicator of black people.
1. Theory of Perception

In this study, perception is the way of Pecola sees herself as a girl who comes from the black race. This theory helps the researcher to analyze how she looks at herself and how she can survive with her own perception in her suffering life.

Altman, Valenzi, and Hodgetts (1985) define perception as the way of how stimuli are selected and grouped by person so that they can be meaningfully interpreted. Moreover the way we perceive the stimuli that bring information depends on several factors. It includes the contributions and familiarity of the stimuli, our physical characteristics, our needs and values, knowledge, feeling, and also our past experience. Thus, someone’s perception can be influenced by four important factors. They are selection of stimuli, organization of stimuli, the situation, and the person self concept (pp. 85-86).

a. Selection of stimuli

There are many stimuli in our surrounding, but we must focus on the small number only. This process is called as selection. In the process of selection, people will select and filter some specific stimuli. The result of this process will be different from one another. That is why people will perceive things differently based on their process of selecting the specific stimuli.
b. Organization of stimuli

The stimuli that have been selected must be arranged into a screening process so they become meaningful. The perceptual organization of information helps us categorize sensory inputs and reduces all information into simpler categories. By that the arrangement of the stimuli can affect the perception.

c. The situation

The situation or past experience will affect what the person perceives about certain things. Moreover, the accurateness of perceiving situations are related to the way how well a person adapts his/her behavior to the situation.

d. Self-concept

Self concept is the way people see and perceive themselves. These ways also affect their perception on things in the world around them. In the other words, the way we see ourselves affect our perception of our own world.

2. Theory of Discrimination

According to Parrillo (1985), discrimination is an actual behavior, the practice of differential and unequal treatment of other groups of people, usually along racial, religious, or ethnic lines. He states that there are five levels of discrimination. The first level is verbal expression, a statement of dislike or to insult something. The next level is avoidance, in which the prejudiced person takes steps to avoid any social interaction with that group. At the third level,
exclusion from certain jobs, housing, education, or social organization would occur. The fourth level of discrimination is physical abuse, the beatings and attacks upon members of the disliked group, as was frequently done against Blacks and Chinese in the late nineteenth century. The last level is extermination, when massacres, genocide, or programs are conducted against people (p. 78).

Another dimension of discrimination according to Parrillo is social discrimination or the creation of a social distance between groups. In their main relationships, people tend to associate with those of a similar ethnic background and socioeconomic level. In the other words, the dominant group members thus usually exclude or limit the interaction of minority-group members from close relation with them (p. 80).

As Hubert Blalock believes that the dominant group will not hesitate to employ unfair actions if it thinks that this will be an effective means of undercutting the minority group as a social rival. The dominant group will also aggressively discriminate if it interprets minority variation from cultural norms as a form of social deviance threatening society’s sacred traditions (Parrillo, 1985, pp. 80-81).

Here the researcher also provides two theories that are related to discrimination. The first is theory of acceptance, and the second is theory of a negative self-image.
a. Acceptance

Parrilo (1985) says that many minority people accept the situation in which they find themselves. Some do it with their awareness, but others do not really agree to accept the situation for some personal reasons for example for personal security of economic necessity. Although this method maintains the superior position in society of the dominant group and the lower position of minority groups, it does simply open tensions and conflicts between the two groups (p. 90).

Parillo (1985) explains that Blacks had experienced in secondary position from generation to generation in the United States until the 1960s. A combination of structural discrimination, racial stratification, and a sense of powerlessness and the failure of trying to change things caused many to accommodate to the situation forced. Yet acceptance as a minority response is not as common in the United States as it once was. It is caused by being more aware of the alternative ways of living that are presented on television and in the movies. Perhaps televised news features and behavioral science courses have helped to heighten the public’s social awareness (p. 90).

b. Negative self-image

According to Parrillo (1985), a negative self-image is the result of carelessness and discrimination. A continual treatment as an inferior encourages a loss of self-confidence. If everything about a person’s position and experiences work to destroy pride and hope, that person may become unconcerned (p. 90).
Kurt Lewin as cited in Parrillo (1985) has observed that among minority-group members, development of a negative self-image was a fairy general tendency. According to this view, the popularity of dominant-group values and attitudes which include negative stereotypes of the minority group may cause the minority-group member to accept them. A person’s self image includes race, religion, and minority-group members begin to perceive themselves as negatively as the dominant group originally perceived them. (p.91)

Parillo (1985) explains that this negative self-image, or self-hatred, manifests itself in many ways. People may try to “pass” as members of the dominant group and deny membership in a subordinated group. They may fully agree with the dominant group’s judgments and accept their state. They may also engage in ego defense by blaming others within the group for their low status (p. 91).

Parrilo adds that a negative self-image can cause people to accept their fate passively and also a sense of personal shame of possessing undesired qualities. It also can create hatred toward other members of the group for possessing them. Minority-group members frequently attempt to sweep away their negative self-image by changing their name or religion, having cosmetic surgery, or moving into a locale where the stereotype is not as common. However, the insulation of living in an ethnic community, strong in group loyalty, or the determination to maintain their cultural heritage may prevent minority-group members from developing a negative self-image (p. 91).
3. **Theory of racism**

The researcher provides some theories related to the race and racism. It is divided into several parts. Those theories help the researcher to answer the second problem formulation. The theories support the analysis of racism portrayed in the novel.

**a. Theory of Racism**

Racism is an earliest form of behavior that is found worldwide. It is a movement of ideas born in the mid-eighteenth century to the mid-twentieth. Hooks (2000) explains that specifically in the case of black and white people, the term racism is usually seen as the discrimination or prejudice against black people by white people. She adds that racism as a social evil affected by discrimination white people that could be overcome through bonding between blacks and liberal whites, through militant protest, changing of laws or racial integration. Racism as a political ideology teaches us to accept racism in the form of white supremacy (pp. 373-374).

According to Todorov (2000) racism can be explained into two different things. The first is a matter of *behavior* that is usually an expression of hatred or dislike for individuals who have well-defined physical characteristics different from our own. Then, the second is a matter of *ideology* or a doctrine concerning human race. Todorov also presents five propositions of racialist doctrine (pp. 65-66), they are:
1) The existence of race

Race is human groupings whose members have common physical characteristics. We can make a first map of races from measuring the genetic characteristic, blood composition, skeletal system, and the epidermis. Furthermore, the properties to see perfectly well that the differences exist are from the visible ones such as skin color, body hair, and facial configuration.

2) Continuity between physical type and character

Races are not simply groups of individuals who look alike. The racialist assumes that physical and moral characteristic are supporting each other. In the other words, the segmentation of the world along racial lines has as its result an equally definitive segmentation along cultural lines. A single race may have more than one culture, but as soon as there is racial variation, there is a cultural change. The solidarity between race and culture is evoked to explain why the races tend to go to war with one another.

3) The action of the group on the individual

The behavior of an individual depends on the racio-cultural (or ethnic) group to which he or she belongs. Racialism is thus a doctrine of collective psychology, and it is hatred addicted to the individualist ideology.
4) Unique hierarchy of values

The racialist believes that some are superior to others. It is very rare that the ethnic group to which a racialist author belongs does not appear at the top of his own hierarchy. On the level of physical qualities, the judgment of preference usually takes the form of visual appreciation: my race is beautiful, the others are more or less ugly. On the level of the mind, the judgment concerns both intellectual and moral qualities.

5) Knowledge-based politic

The four propositions listed so far take the form of descriptions of the world or factual observations. They lead to a conclusion that constitutes the fifth and last doctrinal proposition, the need to get on upon a political course that brings the world into harmony with the description provided. Then there are the facts that the racialist draws from them a moral judgment and a political ideal. Thus, the subordination of inferior races or even their elimination can be justified by accumulated knowledge on the subject of race. Here is where racialism rejoins racism: the theory is put into practice.

b. Racism and its legacy

According to Parrillo (1985), Blacks were forcibly taken from their African homelands and sold into a lifetime of slavery in a land they did not choose and in which they had no opportunity to develop themselves because they were not free. They faced considerable discrimination in education, housing,
employment, and voting rights. The Blacks also had considerable difficulty achieving economic security (pp. 306-307).

Parrillo adds that as the dominant element of economy, plantation slavery affected the cultural life style and the shape of societal institution. As a result of the racial ideology, stereotyping, and social isolation that survived the end of slavery, Blacks in the US were more excluded from participation in the free community than the ex-slaves of Latin America. Being treated as if they were biologically inferior, the Blacks became socially inferior as the result of slavery and discrimination in jobs, housing, and education (p. 308).

Parrillo also says that although there are now many laws to protect people against discrimination, racist beliefs continue to exist. It can be seen in the reasons people give for moving out of racially changing neighborhoods or for the attitudes toward cities, crime, and welfare. While fear of crime, violence, and other evils of the inner city is necessary, some individuals attribute such problems to race (p. 309).

According to Parrillo (1985), there are two problems related to the racism, they are its legacy and its detail. Legacy refers not only to its institution in society, but also to its transmission from one generation to the next. Slavery may end, but some people still believe Blacks are inferior. This is part of the detail of racism, because people usually draw conclusions from their observation to the world. They are not aware that objective reality has been socially constructed over generations. The assumed inferiority is a myth, except as a social product. One sees primarily the effects of expanded racist attitudes and actions. Even one’s own
attitudes, actions and reactions may unconsciously contribute to the existence of racism (p. 309).

c. Racial beliefs in America

According to Szwed (1970) the course of racism in the United State has a continuous and lively story. Racism must be understood in terms of the group structures of those who have strong biases in terms of those against whom it is directed. The course of racism changes and becomes stronger, richer, or more powerful. It is almost always accompanied by changes in the other populations as well. The racist spirit of America as static and directed only toward Negroes is immature and negative. In particular contexts, it appears instead that racism will be constantly changing-becoming directed and redirected at groups who are perceived as somehow threatening at a given time (pp. 58-59).

Myrdal (2000) adds when the Negroes were first enslaved, it was not justified in terms of the biological inferiority. In Christian countries, the arguments were generally these; the Negro was a heathen and a barbarian, an outcast among the peoples of the earth, a descendant of Noah’s son Ham, cursed by God himself and doomed to be a servant forever on account of an ancient sin (p. 87).

According to Myrdal (2000) in the South the slaves were beneficial for the slave owners, and the agricultural economy was largely founded on slave labor. When the Constitution was written, slavery had to be taken as an economic and
political fact. However, indicative of the moral situation in America at that time that the words “slave” and “slavery” were avoided (p. 88).

Myrdal (2000) also explains that the two differences, the physical and the cultural, must have been associated in the minds of white people. He states when color differences match with differences in cultural levels then, color becomes symbolic and each individual is automatically classified by the racial uniform he wears. For examples darker color, woolly hair, and other physical Negro characteristics. Because of that, Black people became steadily associated with lower status, backward culture, low intelligence performance and lack of morals. All unfavorable reactions to Negroes became easily attributed to every Negro as a Negro, that is, to the race and to the individual only secondarily as a member of the race. Myrdal adds that the Negro race is said to be several hundreds of thousands of years behind the white man in “development”. Accordingly, the mind of the Negro race cannot be improved beyond a given level (pp. 95-96).

d. Effects of Jim Crow

According to United States History (2016), Jim Crow Laws which were statutes and ordinances established between 1874 and 1975 is to separate the white and black races in the American South. In theory, it was to create "separate but equal" treatment. In practice Jim Crow Laws drove black citizens to inferior treatment and facilities. Education was separated as were public facilities such as hotels and restaurants under Jim Crow Laws (http://www.u-s-history.com/pages/h1559.html). Parrilo (1985) explains that belief in white
superiority has existed for a long time in the United States. There have been, and still are, people who believe that Blacks are biologically inferior to Whites. He adds that belief of white superiority and Jim Crow law are the reason for many problems today (p.309). The existences of Jim Crow Laws that time make the conditions worse.

According to Parrillo (1985) the effects of Jim Crow law did not only happened in the South of the US but also happened in the North. For the six decades of the twentieth century, Jim Crow laws maintained racially separated society in the South. All aspects of public interaction were distinguished in use and accessibility by race. Some people accept a word of structural discrimination as “normal”. Since the white world of reality was one in which differential treatment was the norm, the inferior of Blacks was taken for granted (pp. 319-320).

Parrillo (1985) also explains that structural discrimination in the South was pervasive. As Blacks’ educations and job opportunities were limited, the end result of that action was to reinforce the attitude supporting the action. Thus, suffering the consequences of lack and limited opportunity only make worse Blacks’ situation. They were an easily identifiable group that did not hold better-paying jobs or become educated such as they lived under poverty, disease, crime, and violence, and they were not good enough to use the same facilities as Whites. This gave the Whites more reason for their hatred to Blacks and increased their discriminatory actions. When the North has few separation law exists, the large numbers of Blacks began to migrate to the Northern urban areas. Although there
was greater freedom in the North, the hatred led to majority patterns of avoidance and discrimination. So the effects of Jim Crow upon black assimilation into the mainstream of American society went beyond the South and lasted longer than just the first half of the twentieth century.

e. Language as prejudice

According to Parrilo words are symbols connoting meanings to the world about us. There are some words used to describe the two races, for example black and white. They usually express positive and negative meanings. The power of words can easily influence minds and attitudes. For example, when black has so many negative connotations, it is easy to see how language by itself can influence a white person’s mind against black people and can lead a black person’s mind into possible self-hatred (1985, pp. 316-317).

4. Social Indicators of Blacks

There are three social indicators to show the common social symbol of Blacks. Here are what make Blacks different from Whites in social indicator. The three indicators that are provided here might cause a gap between two races. They are education that the black people achieve, income that they got, and the occupation of the Blacks.

According to Parrillo (1985), Black family income has always been significantly lower than white family income. The year between 1980-1982 collapses caused high unemployment. It was a miserable year for black families
because their median income dropping to 55.3 percent. A significant factor has been the “feminization of poverty”, with the rise in female-headed families that cause the poverty rate rose to 35.6 percent for Blacks. Since many women lack of education and job skills, their poor in earning potential is limited further by unavailable or unaffordable child-care centers, making female-headed families the fastest growing segment of the population living in poverty (pp. 336-337).

For many Americans, occupation is a primary degree of status. Accordingly, comparisons of occupational distribution over a period of time reveal whether a group is achieving upward mobility. Because of the occupational structure has also been changing, we must consider changes not only within the group itself but also in comparison to other groups. A greater proportion of Blacks continue as operatives, service workers, and nonfarm laborers, most of which are low-pay and low-skill positions (p. 338).

Wilson as quoted in Parrillo (1985) says that Blacks actually can compete equally for better-paying job with Whites if they are educated. At the same time the increasing job qualifications in this high-technology age may keep the black underclass permanently trapped in economic subordination. Although race is significant, Wilson stresses that social class, not racial discrimination, denies upward mobility to the black poor (p. 339).

C. Criticism on the novel The Bluest Eye

The researcher found some criticism about Toni Morrison’s The Bluest Eye. It is possible because the novel is very popular and considered as one of the
best novels by Toni Morrison. In writing literary works, Tony has her own style to gain public attention.

Toni Morrison is a very talented Afro-American author who received a Nobel Prize for literature. With her all of the writing talents, revealing the ideas in the novels, and the dedication to the literary world she has, Tony Morrison succeeds in getting attention criticisms. There are many critics and literary experts who try to analyze her work. Her works have been seen not only about the struggle of a particular people, but also as illustrating the problems and emotions of all human beings (Winny, 2008, p. 34).

In the novel *The Bluest Eye*, Toni Morrison reveals the negative impacts the mainstream culture exerts on the black people through the portrayal of the tragedy of the Breedlove family. The Breedloves are always after their dreams of building an ideal ego in their self-pursuit, but the unpleasant circumstances in the white-dominated society give them nothing to project in their self-building, thus making their weak efforts all in unsuccessful. Under such an unfriendly environment, they are mentally forced to stay behind and this is just the reason for their self-splitting. The Breedloves are stuck in the permanent contradiction of the Mirror Stage, and the difficult conflict between their ideal ego and their real life sets the tone for their tragic life (Ding, Y. & Kong, X., 2010).

According to Smith (2012), Toni Morrison presents readers with a more complicated and ultimately deeper portrayal of the effects of racism via an emphasis on the way self-hatred plagues the black characters. In the narrator’s description, the Breedlove family is ugly. More importantly, the narrator suggests
that they accept this imposed feeling of ugliness and lack of self-worth without questioning its source and it is this accepting of self-hatred, a hatred that comes from outside the family is one of the biggest problem faced by the family. However, it is not just the family that suffers from this feeling of polarity caused by black self-hatred, it is the entire community; the Breedlove family, as the focus of the story, is but one story among a community of many similar ones. By presenting characters who hate themselves because of what they are told they are, which reinforces racism and the social hierarchy, Morrison attempts to work through what this self-hatred is, where it comes from, and how it has a devastating influence on the lives of people who, while physically free, are still bound by the society that keeps them hating themselves.

D. Review on Historical-Biographical Background

Historically, the principal attitude toward racial group membership in the United States has been that persons having any black African origin are considered to be African American. In some parts of the United States, for example in the Antebellum South, laws were written to define racial group membership. However, that origin and physical characteristics are only part of what has set black Americans apart as a different group (Drewry, 2015).

Slavery in America began when the first African slaves were brought to the North American colony of Jamestown, Virginia, in 1619. They work to help in the production of such profitable crops as tobacco. Slavery was practiced throughout the American colonies in the 17th and 18th centuries. African-
American slaves helped building the economic foundations of the new nation (http://www.history.com/topics/black-history/slavery).

**E. Theoretical Framework**

This study needs some theories to answer the problems which are proposed by the researcher in the previous chapter. There are four theories that are used in this research to answer the formulated problems.

The first one is theory of perception. This theory helps the researcher to see deeper about the Pecola’s perceptions on herself. By applying theory of perception from Altman, Valenzi, and Hodgetts, Pecola’s perceptions can be concluded.

Theory of discrimination by Parrillo is used to reveal the discrimination that portrayed in the novel as a part of racism. The researcher also uses theory of race and racism to analyze the racism portrayed in the novel. There, the researcher provides the definition of theory race and racism that will make the researcher and the reader understand about the differences between race and racism.

The social indicator of black people here is to analyze the social life of black people in the novel. Those all theories also help the researcher to analyze Pecola’s perceptions on seeing herself which are affected and related to race and racism.
CHAPTER III

METHODOLOGY

This chapter consists of three parts: the object of the study, approach, and method. The first is the object of the study, which explains about the novel used as the object of the study. The second is the approach of the study that states the approach used in the study. The last part is the method of the study which deals with the steps taken in concluding the analysis.

A. Object of the Study

The novel used in the research is *The Bluest Eye* by Toni Morrison. It was published by Rosetta Books, in 1970. It consists of 194 pages and it is divided into six parts. Each part of the novel also consists of some sections. The setting of place in the novel is in the United States. The novel is about a life story of Pecola Breedlove. She is a black girl who lives in America and is underestimated by other people because of her ugliness. She wants to be beautiful like white girls having white skin, blonde hair and she always prays to turn her eyes into blue. She is very obsessed with those things, and these make her do everything to make her beautiful even though it is irrational. Yet, all of her efforts to make herself more beautiful are actually useless because her ugliness cannot be changed.
B. Approach of the Study

A socio-cultural historical approach is employed to conduct the study. The social-cultural historical approach is applied to analyze the social condition, culture, historical background of Black American people who live in America in order to analyze the existence of racism as described in the novel. According to Rohrberger and Woods (1971), a socio-cultural historical is a study that puts the existence of the work of literature as a product of civilization (p. 9). They add that a literary work is not created in a vacuum time and history. It is indeed the society with its civilization that becomes the background of literary work. Literature mirrors the society. Therefore, it is necessary that the critics investigate the social milieu in which a work was created and which it necessary reflects. Meanwhile, Wilson (1948) says that an approach is considered with social, economic, and political aspects of work of art (p. 257). The socio-cultural historical approach will help the researcher to answer the first question on the problem formulations.

The researcher also uses the psychological approach because it helps the researcher understand the perception of Pecola Breedlove seeing herself. Barry (2002) defines psychological approach as a form of literary criticism which uses some techniques of psychoanalysis in the interpretation of literary. Moreover, according to Rohrberger and Woods (1971) psychological approach is an approach that involves the effort to locate and demonstrate certain recurrent patterns and which refers to a different body of knowledge, that is psychology (p. 13). It will help the researcher to understand the impact of the racism on Pecola.
Breedlove’s life more easily. This approach is applied in order to find out the answer of the second problem formulations.

C. Method of the Study

In this study, the method used in gathering the data was library research. The first step on the process of gaining information of the novel was by reading the novel several times. By reading the novel several times, the researcher would find the messages that existed in the novel as many as possible. Then, the researcher searched for the issue on the novel and also some cases related to the racism between black and white people. The researcher tried to focus on the character of Pecola Breedlove as the main character of the novel. The researcher gathered some information related to the racism and the impact of the racism on Pecola’s personality. After that the researcher started to make an outline so that the researcher poured out the idea more easily. The last step was analyzing the data that had been gathered to answer the formulated problems.
CHAPTER IV
ANALYSIS

This chapter presents the analysis of the novel. There are two main sections organized according to the problems formulation. The first part is about how racism is portrayed in the Tony Morrison’s *The Bluest Eye*. The second one is the impact of racism on Pecola Breedlove’s personality and the ways of seeing herself in Toni Morison’s *The Bluest Eye*.

A. Racism as Portrayed in the Toni Morison’s *The Bluest Eye*

In *The Bluest Eye*, there are some parts of the story that describe the racism experienced by black people in the U.S. Racism itself according to Todorov (2000) in its usual sense actually designates two different things. They are the matter of behaviour and the matter of ideology (p. 64).

This section is divided into three parts. The first part is about the racism illustrating the physical differences between black and white people. Then, the next part discusses more about the economic and social status. The last part talks about how white people treat the black in the novel.

1. Physical differences between black and white people

The difference of races is easily identified based on the physical appearance from one person to another. Todorov (2000) states that the existence of race obviously consists of human groupings whose members have common
physical characteristics or rather it consists in affirming the relevance and the significance of that notion. In his opinion, human being indeed differs from one another in their physical characteristics, blood composition, skeletal system, and the epidermis. He adds that the differences of race are visible to see in the skin color, body, hair, facial configuration (pp. 64-65).

In the beginning of the story in the novel, the author of the novel brings up the racism that shows the contrast images of white people and black people. In this novel white people are symbolized with something that are always good and perfect. For example, the first symbol of white people in the novel is in the Shirley Temple mug. It is described in the novel that the picture of Shirley Temple is full of sweetness and beauty that make people want to taste the sweet and beauty of it.

“Frieda bought her four graham crackers on a saucer and some milk in blue-and-white Shirley Temple cup. She was a long time with the milk, and gazed fondly at the silhouette of Shirley Temple’s dimpled face. Frieda and she had a loving conversation about how cute Shirley Temple was.” (p. 20)

The colors of the cup, white and blue, actually become a symbol of white skin and blue eyes of white people. Shirley Temple’s face with her dimples makes the face look so beautiful and cute. The silhouette of Shirley Temple is designed to make people adore that girl. It is the image of an ideal white girl that makes every girl wants to be like that. According to Szwed (1970), racist spirit of the U.S is immature and negative, and it is only directed toward Negroes (p. 58).

Another symbol of white people besides the picture of the girl on the mug is a baby doll whose eyes are blue.
“It had begun with Christmas and the gift dolls. The big, the special, the loving gift was always a big, blue-eyed Baby Doll. From the clucking sounds of adults I knew that the doll represented what they thought was my fondest wish.” (p. 21)

Again based on the quotation, somebody that is beautiful is identified by blue eyes. Adults consider that the cuteness of the doll with blue eyes is what all children want as a Christmas gift. Since the blue eyes are symbols of white people and only white people who have blue eyes, the doll that every child dreams of becomes a symbol of what white people always want in the society.

“And adults, older girls, shop, magazines, newspapers, window signs—all the world had agreed that a blue-eyed, yellow-haired, pink-skinned doll was what every girl child treasured. “Here,” they said, “this is beautiful, and if you are on this day ‘worthy’ you may have it.”” (p. 22)

According to adults, that doll is so lovable. It is cute and perfect as a gift on Christmas. With its blue eyes and yellow hair, the doll is a perfect characteristic of white people. The doll is a treasure for every girl and it means the white people define themselves as something precious as a treasure.

Another evidence that represents the symbol of white people in the novel is in the wrapper of a candy. A white girl is also the picture on a candy named Mary Jane. The picture on the candy is a picture of a beautiful girl with perfect appearance with blue eyes.

“Each pale yellow wrapper has a picture on it. A picture of little Mary Jane, for whom the candy is named. Smiling white face. Blond hair in gentle disarray, blue eyes looking at her out of a world of clean comfort. The eyes are petulant, mischievous.” (p. 49)

The author of this novel consistently describes white people with physical characteristics as having bright skin, blue eyes, and yellow and blonde hair. Considering the quotations above, the beauty symbolized by her petulant and
mischievous eyes is matched with the smiling white face and blond hair that make the picture of candy more interesting. It will attract people to eat the candy because of the beautiful Mary Jane.

On the other hand, black people are described in contrast with white people. While white people are always illustrated as the best one, here in this novel black people are always pictured as ugly. It can be seen in all of Breedloves family members who are described as very ugly. Black people as a race has their own special characteristics of appearance. They do not have blue eyes, white skin, and blonde hair like white people, but in the novel everything on their appearance is described definitely ugly. They do not even live in a storefront because they consider themselves as the ugliest people in the world because of their black skin.

“The Breedloves did not live in a storefront because they are having temporary difficulty adjusting to the cutbacks at the plant. They lived there because they were poor and black, and they stayed there because they believed they were ugly. Although their poverty was traditional and stultifying, it was not unique. But their ugliness was unique.” (p. 38)

No one knows what actually makes them so ugly. The novel states that their ugliness is unique. The father, Cholly Breedlove, is described that he has his ugliness as a result of their attitude besides of his skin color. It is because of his behavior and his hard life which is full of violence. Mrs. Breedlove, Sammy Breedlove, and Pecola Breedlove who are also the members of this family, are ugly too. Their appearances are ugly.

“The eyes, the small eyes set closely together under narrow foreheads. The low, irregular hairlines, which seemed even more irregular in contrast to the straight, heavy eyebrows which nearly meet. Keen but crooked noses, with insolent nostrils. They had high cheekbones, and their ears turned forward. Shapely lips which called attention not to themselves but to the rest of the face.” (p. 38)
Those all are the images of black people and their ugliness in the novel. This is in contrast to white people who are symbolized in many beautiful things there.

"You looked at them and wondered why they were so ugly; you looked closely and could not find the source. Then you realized that it came from conviction, their conviction. It was as though some mysterious all-knowing master had given each one a cloak of ugliness to wear, and they had each accepted it without question.” (p. 38)

Their ugliness attracts people to wonder why they are ugly, but no one exactly knows which part of their body which makes them ugly. They themselves also believe that they are ugly. Their certainty of ugliness makes them worst. The novel also described how they accept their ugliness.

“The Master had said, “You are ugly people.” They had looked about themselves and saw nothing to contradict the statement; saw, in fact, support for it learning at them from every billboard, every movie, every glance. “Yes,” they had said. “You are right.” and they took the ugliness in their hands, threw it as a mantle over them, and went about the world with it.” (pp. 38-39)

When people around them say directly to themselves that they are ugly people, they cannot reject that statement because it is the truth. They will always look about themselves and see nothing to reject the statement. This is related to the theory of acceptance. According to Parrillo (1985) in his theory of acceptance, the minority people accept the situation in which they find themselves and they do it with their awareness (p. 90). In the novel, the blacks are the minority group that has to accept their condition and in this case they consider theirselves as ugly.

Toni Morrison in her novel uses some colors to differentiate two races. The colors that she uses also give a different meaning to each race. As Parrilo (1985), says that colors are symbols connoting meanings about people. He adds that the words used to describe the two races, white and black, usually convey
positive and negative meaning. According to Parrilo, white is a symbol of positive and black is for negative (p. 316). Here in this novel, white race is described with white color which means beautiful. On the other hand, black race is described with black color that is ugly.

2. Financial position of white people and black people

Not only the physical appearance that makes those two races different, there is one more aspect portrayed in the novel which makes white people and black people different. It is the contrasting economic side of both races. In the novel, white people are described as rich people and well financially. They live happily with all their money and they have all what they want easily while the black people live under poverty.

Black people in the novel are pictured not as lucky as white people in the financial side (p. 12). According to Parrillo (1985), the blacks have considerable difficulty achieving economic security as the result of slavery in a land they do not choose and in which they have no opportunity to advance themselves because they are not free. They have to work hard to fulfill their daily needs. It is so difficult to black people to have proper jobs since most of them are uneducated. Black people face considerable discrimination in education, housing, and also employment (p. 306). So most of black people only rely on their physical power and spend all their energy to work as laborers.

Based on this case we can relate it into the history of slavery of black people in America. Slavery is practiced throughout the American colonies in the
17th and 18th centuries, and African-American or black people slaves help to build the economic foundations of the new nation (Slavery in America, 2015). Accordingly white people are richer than black people, it is because black people worked for white people and white people were the ones who enjoyed the result of it.

The very beginning of the novel tells how white people’s life is very prosperous, so they become arrogant to black people. It is about a white girl named Rosemary Villanucci that lives in her father’s café. She eats bread and butter at that time and there are two black girls who stare at her wanting her bread. Rosemary intentionally shows up to the black girls that she enjoys her meals. She chooses to roll down the window to tell the black girls that they cannot come to her home rather than giving some bread to them (p. 12).

It is also clearly portrayed in the novel the difference between white and black people in their financial life. For Rosemary living with her father having a café means that the family is rich. The child can eat good meals such as bread and butter that not every black people can eat them every day. Rosemary can go everywhere by her father’s car (p. 12). So, we can imagine that their life is full of joy because they are rich. Whereas, the two black girls can only stare at her with the hope that Rosemary will give some to them. Here, white people do not want to share something to black people.

In contrast to Rosemary Villanucci whose father has a café and a happy life, the Breedloves family’s life is not as lucky as her. According to Parrillo (1985), the Black family income has always been significantly lower than whites
family income (p. 336). In the novel, the Breedloves who are Afro-Americans have to adjust with their financial life.

"The Breedloves did not live in a storefront because they were having temporary difficulty adjusting to the cutbacks at the plant. They lived there because they were poor and black, and they stayed there because they believed they were ugly. Although their poverty was traditional and stultifying, it was not unique." (p. 38)

The Breedloves cannot find any other places because they do not have money. They have only two rooms and three beds for the parents and two children. There are no bath facilities except a toilet bowl (p. 35). In the story, it is told that they are live under the poverty. Their poverty is traditional. In the other words, traditionally black people are poor also. Therefore, the poverty becomes such a common problem for black people.

The image that white people in the novel are rich is also found in one of the character, Maureen Peal. She is a white girl and comes from a rich family.

“She was rich, at least by our standards, as rich as the richest of the white girls, swaddled in comfort and care. The quality of her clothes threatened to derange Frieda and me. Patent-leather shoes with buckles, a cheaper version of which we got only at Easter and which had disintegrated by the end of May. Fluffy sweaters the color of lemon drops tucked into skirts with pleats so orderly they astounded us.” (pp. 58-59)

Because of the richness she lives in comfort and care. Moreover, she always has money to buy anything she wants. One day Maureen and three other black girls walk together going home. On the way, they see a shop that sells ice cream. Maureen and those three black girls stop but only Maureen and one of those three girls named Pecola who buy the ice cream. Maureen can directly buy the ice cream because she has money to buy it. Pecola actually does not have money but Maureen buys it for Pecola. However, the other two black girls only
want the ice cream and they do not have money. So they only stare at Maureen and hope that she will buy some for them (pp. 64-65).

Based on the explanation above, we can see clearly the difference among black and white children. As stated before that most white people are rich, they can give money to their children so that the children can buy anything they want. Meanwhile the black people that are usually poor will not give money to their children only to make the children happy by buying something unimportant such as ice cream or candy.

In addition, most of black people have no decent jobs that make them rich. As Parrillo (1985) says that for many American, occupation is a primary measure status so it becomes comparative instrument to compare one group to another. Parrillo also says that a greater occupation of Blacks continue as operatives, service workers, and nonfarm laborer which are low-pay and low-skill position (p. 338). It is also described in the novel about the job taken by Breedloves. The husband, Colly Breedlove, when he is young he has to quit school to take a job at Tyson’s Feed and Grain store (p. 121). Then after he gets married, he moves to the city with his wife and works at the steel plant (p. 107). He works as a labor, not the owner of the company and his salary is too low for his family. It makes his wife, Pauline Breedlove, has to find another side job to suffice their daily need.

According to Parrillo (1985) female-headed families have caused the poverty rate rise for Blacks because they lack education and job skills, and also they are poor of earning potential (pp. 336-337). In the novel, it is described that Pauline Breedlove takes the job as a day worker. The salary helps her to buy new
clothes and even few things for the apartment. After several months of doing day work, she takes steady job at a house of a white family, but for some reasons the boss does not pay the salary to her (p. 108).

“She didn’t never give me the eleven dollars she owed me, neither. That hurt bad. The gas man has cut off, and I couldn’t cook none. I really begged that woman for my money. I went to see her. She was mad as a wet hen. Kept on telling me I owed her for uniforms and some old broken-down bed she gave me. I didn’t know if I owed her or not, but I need my money. (p. 109)”

The employer treats Pauline unfairly by not giving her salary. It seems that the employer can do whatever she wants to do to Pauline. This is also proof theory from Blalock in Parrillo’s book (1985) that the dominant group will not hesitate to employ unfair actions if it thinks that this will be an effective means of undercutting the minority group as a social rival. Here the employer that belongs to dominant group of white people does not care about Pauline’s conditions. Even Pauline has tried to talk to her and make her understand. However, she chooses to find some reasons not to keep paying Pauline’s salary. This shows the white people’s image when they hire black people to work for them. This happens as the result of their argument and belief that the Blacks are considered as a heathen and a barbarian, outcasts among people of the earth and doomed to be servants forever on account of an ancient sin (Myrdal, 2000, p. 87). White people will easily exploit black people’s effort and energy without giving the reward because they are doomed to be servants.

Based on the story above we can conclude that white people do not seem to care about black people’s prosperity. Whereas, Wilson in Parrillo (1985) says that actually the Blacks can compete equally with Whites if the Blacks have the
same opportunity to get proper education. At the same time the increasing job qualifications in this high-technology will keep the blacks underclass permanently trapped in economic subordination. Wilson also stresses that social class denies upward mobility to the black poor (p. 339).

On the other occasion, Pauline then moves to another place to work but still as a housemaid. She also works for a white family. In contrast to Pauline’s apartment in the back store, here the place she works for is the representation of white people’s house which is beautiful.

“That big white house with the wheelbarrow full of flowers.” It house that we knew, having admired the large white wheelbarrow tilted down on spooked wheels and planted with seasonal flowers.” (p. 94)

The house clearly represents white family and the flowers become a symbol of the beauty from the owner of the house. Here in the new workplace Pauline gets more humane treatment by the employer. She also asks her daughter, Pecola Breedlove, to help her sometimes. There, Pecola helps the mother to get the wash (p. 93). Pauline has a new nick name there. The whole white family there calls Pauline by Polly. Even the children of the family also call Pauline directly with that name without showing the respect to older people.

“Where is Polly?” she asked.

The familiar violence rose in me. Her calling Mrs. Breedlove Polly, when even Pecola called her mother Mrs. Breedlove, seemed reason enough to scratch her.

“She’s downstairs,” I said.
Polly!” she called.” (p. 99)

Pecola calls her mother by Mrs. Breedlove, but in the workplace, the children of the owner simply call her Polly. They really consider that Pauline is only a servant so they can call her anything they want. Even though the story
describes that the family actually is nicer than the former white family, but based on the children’s attitude, they are not really good at respecting other people. This is related to racial belief in the U.S. that slavery may end, but some people still believe that Blacks are inferior to Whites (Parrillo, 1985, p. 309). That is why white people do not have to respect the blacks.

3. The ways white people treat the black in the novel

Racism also happens in the ways of treating people. Sometimes it happens as the result of underestimating people. Here in the novel, we can see that as the minority black people are treated differently by white people. In the novel we can see that the blacks are treated badly. Some characters in the novel get bad treatments because they are from black race. Minority group or some races that live in the area with majority group often experience this. Charles Wagley and Marvin Harris as cited in Parrillo (1985) identify the characteristic of minority group by the group that is easily identifiable because of distinguishing physical or cultural characteristics which are held in low esteem and they receive unequal treatment compared to other groups (p. 17).

Jim Crow effect also appears in this novel. Parrillo (1985) says that Jim Crow maintains racially separation in all aspects of public interaction that decided use and accessibility by race (p. 319). In the novel we can find the story about the park named Lake Shore Park that does not allow black people to enter. The park is for white family only. The park is a beautiful city park full of rosebuds, fountains, bowling greens, and picnic table. Even though sometimes there are no visitors,
only white family and their well-behaved children can enjoy the park (p. 96). The park is supposed to be for everyone but in the reality it is only for white people. When the park is empty, the blacks are still not allowed to enjoy that place. That is one of the examples of discrimination that happens in the public place.

In one occasion, the main character of this novel, Pecola Breedlove, as a black girl always receives a bad treatment from white people even at school. Pecola is not only treated differently from other students but also from the teacher. “Long hours she sat looking in the mirror, trying to discover the secret of the ugliness, the ugliness that made her ignored or despised at school, by teachers and classmate alike. She was the only member of her class who sat alone at a double desk. The first letter of her last name forced her to sit in the front of the room always. But what about Marie Appolonaire? Marie was in front of her, but she shared a desk with Luke Angelino.” (pp. 44-45)

Based on the quotations, we can see that the thing that makes her being ignored at school is her ugliness. The ugliness of her appearance forces her to sit alone in the double desk. Nobody wants to sit beside Pecola because they consider that she is the ugliest person in the class. She has to sit in front because her first letter of the last name but still nobody wants to share the desk with her. It does not seem fair since Marie Appolonaire can share a desk with Luke Angelino but not with Pecola. No one intentionally sits beside her.

“Her teachers had always treated her this way. They tried never glance at her, and called on her only when everyone was required to respond. She also knew that one of the girls at school wanted to be particularly insulting to a boy, or wanted to get an immediate response from him, she could say. “Bobby loves Pecola Breedlove! Bobby loves Pecola Breedlove!” and never fail to get peals of laughter from those in earshot, and mock anger from the accused.” (p. 45)

The teacher that should help her in the class does not do anything except making the condition worse. She just simply ignores Pecola and only calls her name to
bring down Pecola by asking her to respond or do something. Pecola herself also knows that she is an object that can be easily insulted by her classmates. She realizes that every time her classmates mock her, it will never fail to make the whole class laugh at her. The way people around Pecola mock her can be classified in the first level of discrimination. According to Parrillo (1985) that is *verbal expansion*: a statement of dislike or to insult something (p. 78).

On their suffering life, black people are also the easiest object of being underestimated by white people. White people limit their interaction with black people. This includes the second level of discrimination according to Parrillo (1985), that is *avoidance*, in which the prejudiced person takes steps to avoid any social interaction with that group (p. 78). This always happens to Pecola when she goes to Mr. Yacobowski’s shop to buy her favorite candy. Mr. Yacobowski does not want to see Pecola.

“At some fixed point in time and space he senses that he need not waste the effort of a glance. He does not see her, because for him there is nothing to see. How can a fifty-two-year-old white immigrant storekeeper with the taste of potatoes and beer in his mouth, his mind honed on the doe-eyed Virgin Mary, his sensibilities blunted by a permanent awareness of loss, see a little black girl? Nothing in his life even suggested that the feat was possible, not to say desirable or necessary.” (p. 47)

For him, there is nothing to see in Pecola. He does not want to spend his time only to look at Pecola. It is only wasting his precious time to watch over Pecola in his shop. Pecola means nothing to him, and she is not important either. Besides, he also does not want to touch Pecola’s hands to take the money (p. 48). He thinks that what a black girl can give to him except three pennies only. So, he intentionally ignores Pecola from his view because she is nothing to him.
On her interaction to buy the candy, Pecola does not say any word to Mr. Yacobowski (p. 47). She points at something that she wants to buy without saying anything. She nods when the shopkeeper knows what she wants (p. 48). She does not have enough courage to start a conversation with adult people especially a white adult. She uses her body language like pointing and nodding to communicate with a white adult and this is the only interaction that she makes with Mr. Yacobowski every time she goes to buy some candies.

Parrillo (1985) says that another dimension of discrimination is social discrimination or the creation of a social distance between groups (p. 80). In the novel, white families protect their children from the blacks. The parents do not want their children to play with black children. So, the whites family builds the distance to separate their children from the blacks.

“White kids; his mother did not like him to play with niggers. She had explained to him the difference between colored people and niggers. They were easily identifiable. Colored people were neat and quite; niggers were dirty and loud.” (p. 81)

Based on the quotations, we can see how the white parents really do not want their children to have a lot of interaction with the blacks. They explain the children about the difference of the blacks and other colored people so their children can identify them easily. The parents teach their children that blacks are always dirty and loud. The white family really wants their children to stay away from the blacks so their children will always have good behavior like the parents.
B. The Impacts of Racism on Pecola Breedlove’s Ways of Seeing Herself in Toni Morrison’s The Bluest Eye

Racism towards black people in the novel also brings some impacts to the characters. It affects their personal life and social life. Pecola is one of the characters in the novel that has a negative impact as the result of racism. She has her own perception on seeing herself as a black girl. Altman (1985) defines perception as the way of how stimuli are selected and grouped by person so that they can be meaningfully interpreted. In this section the researcher finds out how Pecola interprets the stimuli that comes to her life and selects it as her personal perception.

This section is divided into two parts that will analyze Pecola’s life as the impact of racism. First, it presents the perception of Pecola about her physical characteristics as black and ugly as the impact of racism. The next part discusses about Pecola wanting to be like a white girl and her efforts to be beautiful.

1. Pecola’s Perceptions as the Impact of Racism on the Ways She Sees Herself as a Black Girl

Everyone has their own perception to see something. As Altman (1985) says that someone’s perception can be different from others and it depends on some factors that influence in someone’s life. Here in this section, perception is the way of Pecola seeing herself. She has her own opinion to describe herself. As a black girl that comes from a black family, Pecola often experiences the discrimination caused by racism. Discrimination itself can be explained by actual
behavior or the practice of differential and unequal treatment of other groups of people, usually along racial, religious, or ethnic lines (Parrillo, 1985). The discrimination itself gives some impacts to Pecola especially her thought about herself.

In the novel, Pecola is described as a black and ugly girl. Her mother feels upset when knowing how Pecola looks like after she delivers Pecola to the world.

“They give her to me for a nursing, and she liked to pull my nipple off right away. She caught on fast. Not like Sammy, he was the hardest child to feed. But Pecola look like she knowed right off what to do. A right smart baby she was. I use to like to watch her. You know they makes them greedy sounds. Eyes all soft and wet. A cross between a puppy and a dying man. But I knowed she was ugly. Head full of pretty hair, but Lord she was ugly.” (p. 114)

The quotations show that Pauline is actually happy of having a smart baby like Pecola. One thing that makes her a little bit disappointed is when she knows that her baby is ugly. This is related to the first level of perception theory according to Altman. In the first level there is a process of selecting stimuli which is the process when someone must focus on the small number only and she/he will select and filter some specific stimuli. That is why people will perceive things differently based on their process of selecting the specific stimuli (Altman et al., 1985, p. 86). In Pauline’s case, she focuses only on Pecola’s ugliness. As the result, she is not happy because she perceives her daughter differently from other mothers in the world perceive their daughters. She has to accept that and to deal with the ugliness of her baby. When most of the mothers are proud of their daughters and believe that their daughters are beautiful, here Pauline has realized that her daughter is ugly since the baby is born.
Pecola thinks that the ugliness comes from the color of her skin and her black eyes. According to Altman (1985) the situation or past experience will affect what the person perceives about certain things (p. 86). Here, Pecola’s life problem is the situation that becomes stimuli that affect her perception of herself. In her imagination, her black eyes are always there when she wants to escape from the problems. It makes everything in her life worse.

“Please God,” she whispering into the palm of her hand. “Please make me disappear.” She squeezed her eyes shut. Little parts of her body faded away. Now slowly, now with a rush. Slowly again. Her fingers went, one by one; then her arms disappeared all the way to the elbow. Her feet now. Yes, that was good. The legs all at once. It was hardest above the things. She had to be real still and pull. Her stomach would not go. But finally it, too, went away. Then her chest, her neck. The face was hard, too. Almost done, almost. Only her tight, tight eyes were left. They were always left.” (p. 44)

In her imagination, she can go everywhere and escape from her problem by disappearing, but the fact is that she cannot do that because her eyes do not want to disappear. According to her, the black eyes cannot be hidden and they will always be seen by all of people around her. She has tried many times to make her eyes disappear from her body but still they are left because the color of the eyes is too hard to be hidden away.

“Try as she might, she could never get her eyes to disappear. So what was the point? They were everything. Everything was there, in them. All of those pictures, all of those faces. She had long given up the idea of running away to see new pictures, new faces, as Sammy had often done. He never took her, and he never thought about his going ahead of time, so it was never planned. It wouldn’t have work anyway. As long as she looked the way she did, as long as she was ugly, she would have to stay with these people.” (p. 44)

She thinks that all the problems come from her eyes. This is also related to Altman’s explanation that the accurateness of perceiving situations related to the
way how well a person adapts his/her behavior to the situation (1985, p. 86). In this case, Pecola cannot adapt the situation well so she perceives that the source of her life problem comes from her eyes. She wants to avoid the conflict and the problems but she cannot run away. Even her brother never takes her with him. As long as her eyes are black and she is ugly, she will always be stuck with her problem. She blames her ugliness and her black eyes as the source of trouble in her life.

At the school Pecola always sits alone in a doubled-desk (pp. 44-45). No one wants to share the desk with Pecola because her eyes and her skin are different. It makes her look strange to her classmate. Moreover it is because Pecola is ugly.

“It had occurred to Pecola some time ago that if her eyes that held the pictures, and knew the sights—if those eyes of hers were different, that is to say, beautiful, she herself would be different. Her teeth were good, and at least her nose was not big and flat like some of those who were thought so cute. If she looked different, beautiful, maybe Cholly would be different, and Mrs. Breedlove too. Maybe they’d say, “Why, look at pretty-eyed Pecola. We mustn’t do bad things in front of those pretty eyes.”” (p. 45)

The quotation shows that she always blames her ugliness. Her ugliness comes from her eyes which are black, the teeth that are not good, and the nose that is big. She believes that it is her ugliness fault so people around her often do bad things in front of her. She wonders if everything on her body was good then people would treat her in a good way and they would never do all of bad things in front of her eyes.
The ways people around her treat her also affect her perception on seeing herself. Her friends often mock her by calling her “black”. At school she becomes the victim of racism by the boys. They insult Pecola with the word “black” which has lots of bad connotations. The boys at school will make a circle around Pecola and shout to her with something bad and makes her cry.

“A group of boys was circling and holding at bay a victim, Pecola Breedlove. Bay Boy, Woodrow Cain, Buddy Wilson, Junie Bug—like a necklace of semiprecious stone they surrounded her. Heady with the smell of their own musk, thrilled by the easy power of majority, they gaily harassed her. “Black e mo. Black e mo. Yadaddsleepsnekked. Black e mo black e mo ya dadd sleeps nekked. Black e mo…”” (p. 61)

The boys do not only insult Pecola with her skin color, but also the sleeping habit of her father. Pecola breaks the circle then she cries. She drops her notebook, and covers her eyes with her hands (p. 62). It makes Pecola cry because she is insulted by being called “black” and it actually has hurt her. She is not happy with that because when people insult her with the word “black”, it means that black is mouthing which is not good. This is related to Parrilo’s theory that continual treatment as an inferior encourages a loss of self-confidence. If everything about a person’s position and experiences works to destroy pride and hope, that person may become unconcerned (1985, p. 90). Based on that experience, Pecola then has negative self-images. Therefore, her perception on her color of skin is ugly since black means ugly. She feels ashamed with her skin color which is black and she is ashamed of her father’s sleeping habits too. She does not know how to stop the boys insulting her like that. So what she can do is only crying.
Pecola’s skin color that comes from her race becomes a weapon for people around her that will be easily used when they want to insult her. That is why, Pecola hates her appearance because for her there is nothing good in herself. In one occasion she is trapped in a fight with her friends. Pecola and two other black girls are fighting with one white girl because the white girl insults them. As the result the white girl named Maureen Peal screams at the black girls by calling them “black”.

“‘You stop talking about her daddy,” I said. “What do I care about her old black daddy?” asked Maureen. “You!”

“You think you so cute!” I swung at her and missed, hitting Pecola in the face. Furious at my clumsiness, I threw my notebook at her, but it caught her the small of her velvet back, for she had turned and was flying across the street against traffic.

Safe on the other side, she screamed at us, “I am cute! And you ugly! Black and ugly black e mos. I am cute!"” (p. 69)

The fight ends by Maureen saying that she is cute and the black girls are ugly. It hurts Pecola and also her friends. There, Maureen does not only insult the girls but also Pecola’s father by saying her daddy is old and black. Pecola then falls into pain not only because of the swing that is missed and hits her but also because of Maureen’s statement. Her statement strengthens Pecola’s perception about being black means that she will always be ugly. The quotations above show us that the way white people treat the blacks also influences the blacks’ perception, especially Pecola’s perception of herself.

Her black skin that makes her ugly also attracts people to disturb her. In one occasion, when she wants to go home from school there is a boy named Junior who is interested in teasing Pecola to be his victim. Junior has seen Pecola
many times before. Junior thinks that her ugliness of her very black skin color makes nobody want to play with her (p. 82). He forces Pecola to play with him even though Pecola does not want it.

He asks Pecola to visit his house by saying that he will give Pecola a kitten. Without any suspicion, Pecola accepts Junior’s invitation so she is trapped in his trick. After they arrive at Junior’s house, suddenly he throws a big black cat into Pecola’s face (p. 83). Here, Junior throws a black cat because he hates the black cat and he intentionally throws it into Pecola’s face because according to him the cat is as ugly as Pecola.

In this case, Pecola also experiences the fourth level of discrimination, physical abuse (Parrilo, 1985, p. 78), that is done by Junior towards her. Pecola gets surprised because the cat claws her face and chest. Then she cries and tries to go out from the house but Junior stops her by telling her that she is his prisoner. Her tears come fast and she holds her face in her hands. While crying she realizes something good at the black cat. Even though the cat is black but it has blue eyes that makes it different from others.

Therefore, Pecola assumes that the cat is beautiful because the eyes are blue and she will still be ugly as long as she has black eyes. Junior then takes the cat from Pecola rudely, but Pecola tries to protect the cat. They fight for the black cat until they fall down and let go the cat as is limp and dying. Then suddenly Junior’s mother comes home and sees her cat dying, she is very angry. Junior tells the mother that Pecola is the one who wants to kill their cat, so Junior’s mother is really mad at Pecola. Junior’s mother then drives Pecola away from her house.
She also yells at Pecola cruelly by saying “Get out. You nasty little black bitch. Get out of my house.” (p. 86)

The way Junior's mother chases Pecola away is very bad. She combines some words that have bad connotation to drive Pecola away. She calls Pecola with “nasty little black bitch”. That hurts Pecola’s heart. It makes Pecola accustomed to being called “black” by people around her. This is related to Altman’s theory that the situation will affect what the person perceives about certain things (Altman et al., 1985, p. 86). This case makes Pecola’s perception about being black girl worse. She will always perceive the word black with the meaning of ugly and bad as people always say about it.

Pecola also has been accustomed to being ignored by people around her. She realizes that people around her make a distance and limit their interaction with her because of her black skin that brings her to be ugly. Every day at school nobody wants to share the doubled-desk with her and her teacher also treats Pecola in different ways because she is ugly and different from others (p. 45). Outside of the school, she is also ignored by the shopkeeper when she will buy Mary Jane candy. The shopkeeper, Mr. Yacobowski, does not want to notice Pecola because of her ugliness. He does not want to waste his time to watch a black little girl in his store (p. 47). Then Pecola realizes it must be her ugliness that comes from her blackness, so a grown-up like Mr. Yakobowski limits his communication with her.

“She has seen it lurking in the eyes of all white people. So. The distaste must be for her, her blackness. All things in her are flux and anticipation. But her blackness is static and dread. And it is the blackness that accounts for, that creates, the vacuum edged with distaste in white eyes.” (p. 47)
She wants to cry when she remembers how Mr. Yacobowsky treats her. She cannot do anything to get an equal treatment as normally people get. That is why, she is familiar with that kind of treatment by white people who ignores the blacks such as Pecola.

Pecola cannot see the beauty inside her. She has her own concept about herself as the result of what she sees in the world around her.

"Thrown, in this way, into the binding conviction that only a miracle could relieve her, she would never know her beauty, she would see only what there was to see: the eyes of other people.” (p. 45)

There, we can see that Pecola only sees what other people have. She focuses on white people’s blue eyes and considers it as beautiful. She looks at someone else and finds the beauty of them. She does not have blue eyes because she is a black girl that makes her build her self-concept. According to Altman (1985) the way people see and perceive themselves is called by self concept. It is affecting their perception on things in the world around them. In other words, the way we see ourselves affect our perception in our own world (p. 86). From the theory we can conclude that the way Pecola sees and perceives herself affects her perception on herself. Then, she perceives herself as ugly because she does not look like a white girl. Pecola's self-concept toward herself is an ugly girl. She will never find the beauty inside her as long as she always looks into the beauty of a white girl.

2. Pecola’s efforts to be like a white girl and beautiful

As the impact of racism on her, Pecola then does some efforts to change her physical appearance. As Parrilo (1985) explains, negative self-image can
cause people to accept their fate passively and also cause a sense of personal shame of possessing undesired qualities. It also can create antipathy toward other members of the group for possessing them. Minority-group members frequently attempt to sweep away their negative self-image by changing their name or religion, having cosmetic surgery, or moving into a locale where the stereotype is not as common (p. 91). In the novel, Pecola wants to be beautiful like a white girl to get an equal treatment in her social life. She tries so hard in many ways to make her dream to be beautiful come true.

She loves to drink milk out of Shirley Temple cup because she adores the picture of a white girl named Shirley Temple in the cup. She always stares fondly a long time at the picture of the mug before she drinks the milk (p. 20). She wants to be beautiful as the white girl in the cup. Therefore, she always takes all the opportunity to drink milk from her Shirley Temple cup. She often drinks milk with the mug until it becomes irrational for some people.

"""Three quarts of milk. That’s what was in that icebox yesterday. Three whole quarts. Now they ain’t none. Not a drop. I don’t mind folks coming in and getting what they want, but three quarts of milk! What the devil does anybody need with three quarts of milk?"

"The “folks” my mother was referring to was Pecola. The three of us, Pecola, Frieda, and I, listened to her downstairs in the kitchen fussing about the amount of milk Pecola had drunk. We knew she was fond of the Shirley Temple cup and took every opportunity to drink milk out of it just to handle and see sweet Shirley’s face. My mother knew that Frieda and I hated milk and assumed Pecola drank it out of greediness.” (p. 24)

The quotations above show how much Pecola loves Shirley Temple. Then the problem becomes the amount of milk that is too much to drink by a girl only. She drinks lots of milk only to handle and to taste the sweetness of the picture in the cup. She thinks that if she wants to be like Shirley Temple she has to drink the
milk with that cup. Thus, becomes irrational because she has drunk too much milk. Even though it does not make any sense but she keeps doing that way.

Pecola seriously wants to have blue eyes like white people. In order to turn her eyes into blue, she never forgets to ask God. She always prays every night to get what she wants, that is blue eyes. She always does it with full of hopes. According to her, it will come true even though it will take a long time. She thinks that if she wants something wonderful like the blue eyes it takes time. So she waits patiently until her prayer comes true one day.

“Each night, without fail, she prayed for blue eyes. Fervently, for a year she had prayed. Although somewhat discouraged, she was not without hope. To have something as wonderful as that happen would take a long time, long time.” (p. 45)

Pecola tries many ways in order to change her physical appearance. One of her efforts to change her physical appearance to be better is that she always eats Mary Janes candy (p. 47). She always buys Mary Janes candy because she loves the picture of the wrapping plastic in the candy.

“To Pecola they are simply pretty. She eats the candy, and its sweetness is good. To eat the candy is somehow to eats the eyes, eat Mary Jane. Love Mary Jane. Be Mary Jane. Three pennies had bought her nine lovely orgasms with Mary Jane. Love Mary Jane, for whom a candy is named.” (p. 49)

Based on the quotations, we can see that she eats the candies because she wants to be like a white girl named Mary Jane. By eating the candies, she thinks that she eats the eyes of Mary Jane so her eyes will be like Mary Jane’s as well. She really loves Mary Jane because it will make her look like Mary Jane. She likes to taste the sweetness of Mary Jane and is happy to eat the candy. When she wants to cry because she remembers how the shopkeeper treats her before she buys the candy,
she will directly eat the *Mary Janes* candy in order to make her feeling better (p. 49). Pecola believes that eating the candies will change her into a beautiful girl as a white girl in the wrapping plastic.

Pecola also asks people to help her in order to change the color of her eyes. She wants a pair of blue eyes and come to Soaphead Church to get the blue eyes. She tells Soaphead Church that she cannot go to school anymore because she has black eyes.

"What can I do for you, my child?"
She stood there, her hands folded across her stomach, a little protruding pot of tummy. “Maybe. Maybe you can do it for me.”
“Do what for you?”
“I can’t go to school no more. And I thought maybe you could help me,”
“Help you how? Tell me. Don’t be frightened.”
“My eyes.”
“What about your eyes?”
“I want them blue.” (p. 157)

She has tried many ways to change her physical appearance but she fails. As the last effort, she asks people to keep her dream of having blue eyes come true. She hopes that the Soaphead Church can help her with the blue eyes so she will look different and more beautiful. Pecola thinks that it will work because the Soaphead Church will pray for her asking to God to turn Pecola’s eyes into blue. She believes that God will accept his prayer and she believes that he knows how to change her. Her requests to Soaphead Church make him surprised. At once he thinks that it is the most fantastic and logical petition he has ever received because there is an ugly little girl asking for beauty (p. 157). It surprises the Soaphead Church because he looks at Pecola and he finds there is a little black girl who wants to rise up out of the pit of her blackness and sees the world with blue eyes.
For the first time he honestly wishes he could work a miracle (p. 158). It means that actually the Soaphead Church cannot accede her wish to get blue eyes.
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is the last part of this thesis. It consists of three parts. The first part is the conclusion of the whole analysis of the formulated problems. The researcher provides the implication of the study to education in the second part. Then in the last part the researcher gives some suggestions to future researchers.

A. Conclusions

Based on the analysis, there are two main points that can be concluded from the analysis. The first conclusion is drawn from the analysis of the first problem that is how racism is portrayed in *The Bluest Eye*. There are three things that differentiate black people from white people in the novel. The first concerns about physical differences. Because of the different races they have their own special physical characteristics. In the novel, the whites are symbolized with something that is always good, perfect and beautiful such as having blue eyes, white skin, and blonde hair. White people also become the icons printed on pictures of mugs, the dolls, and also pictures of wrapped candies. Yet, in the novel the blacks are described in contrast with white people. Toni Morrison brings up a black family named The Breedlove as the symbol of black people. There, black people are described as having very black skin and they are very ugly. The differences between black people and white people also can be seen in their financial positions. White people are always portrayed as having better financial
position. They are rich and they live happily with their money. In contrast, Blacks are not as lucky as white people in their financial position. The blacks are described as always being poor. They only work to white people as the labors. Then the last that makes those two races different is how white people treat the blacks in the novel. It is clearly seen that the whites do not treat black people fairly. The blacks often get an unequal treatment in public places. The white people also limit their interaction and communication with black people.

The second main point of the conclusion is the answer to the second problem formulation. It is about the impact of racism on the main character in the novel, Pecola Breedlove, and her ways of seeing herself. As the result of racism, Pecola then describes “black” as ugly. She also describes herself as an ugly girl. Pecola thinks that the ugliness comes from the color of her skin and her black eyes. She blames her skin color and her eyes as the source of her ugliness. According to Pecola, her color skin and her eyes are the source of her life problems. Pecola also wants to be like a white girl. She wants to have blue eyes so people will treat her nicely. She tries many ways in order to make her dream to be like a white girl come true. Her efforts to change herself into white people are irrational. Yet, Pecola keeps doing that because she really wants to have blue eyes even though it is impossible.

Finally, based on the analysis it can be concluded that racism which happens toward black people has negative impacts on the main character of the novel, Pecola Breedlove. Racism that Pecola experiences influence her perception
on seeing herself as a black girl. The impact is clearly seen by her efforts to be like a white girl.

**B. Implications**

Novels are literary learning sources in literature and analyzing a novel is one of the activities in literary work. That is why, literature is given by English Language Education Study Program in Sanata Dharma University as one of the subjects that students learn. *The Bluest Eye*, a novel written by Toni Morrison can be used as a material in teaching literature.

In Indonesia, racism cases still exist. One of the examples is racism that happens toward people who come from east part of Indonesia. It is also affected by stereotype about eastern people by society. Cardwell (1996) describes a stereotype as a fixed and over generalized belief about a particular group of class of people. McLeod (2015) adds that one disadvantage of stereotypes is that it makes us ignore differences between individuals; therefore we think things about people might not be true or in other word make generalizations. There are lots of people who consider that people from east part of Indonesia are unfriendly, temperamental, and rude. It makes stereotype of among society so that people tend to stay away from people from east part of Indonesia. So, this causes a gap in society between eastern people and other people in Indonesia.

This study has discussed the impacts of racism that happen toward the main character in the novel. Students can learn about the racism in the United States and relate it to one of the characters in the novel. Teachers can implement the moral values in the novel to the students to avoid the racism happening in the
learning process especially at school. For example, the racism should not appear in our social life. As we can see in the novel, Pecola gets unfairly treatments from people around her. These affect her perception on seeing something. The impacts of racism on Pecola are clearly seen on the ways she perceives herself as a black and ugly girl. She is not happy with that and tries many ways to change her physical appearance especially turning her eyes into blue. To avoid this happening in real life, teachers can motivate students to accept themselves and be grateful for what they have. Teacher also can encourage student to accept and respect people around them. Moreover, it is important to teach students how to treat people around them especially those who come from different races so that they can build a good relationship with all people.

C. Suggestions

The first suggestion is for future researchers. This novel is very interesting and rich of values. By reading this novel we can find a lot of information about the characters and characterization, social life, human experience, and problems in the society. There are many aspects that can be analyzed from this novel. This research has analyzed Pecola’s ways of seeing herself as the impact of racism. Meanwhile, future researchers can analyze different things from the novel and also use an appropriate approach. They can analyze the motivation behind the kindness of Frieda and Claudia to Pecola Breedlove. There are some reasons why they like to help Pecola in the novel. This topic is interesting to be analyzed further.
The second suggestion is for English teachers. Literary work especially novels may provide many advantageous programs because they help the students to develop their knowledge through many aspects of life, such as people’s experiences, history from the past, and human relationship. Besides, it also encourages students’ critical thinking because students need to develop their imagination while reading the novel. By using this novel as the teaching source, it will also develop students’ reading skill. Teacher also can lead the student to experience how to analyze the literary work in group discussion, presentation, and also quizzes. Besides, students will have an experience working on literature by analyzing this novel. In addition, this activity can help and support the students to know many interesting aspects of life which are developed through analyzing this novel.
REFERENCES


APPENDICES
APPENDIX I

BIOGRAPHY OF TONI MORRISON

Chloe Anthony Wofford, or Toni Morrison was born February 18, 1931, in Lorain, Ohio. She is the second oldest of four children of George Wofford and Ramah. Morrison grew up in the American Midwest in a family that possessed an intense love of and appreciation for black culture. Storytelling, songs, and folktales were a deeply formative part of her childhood.

She graduated from Lorain High School with honors in 1949. At Howard University, Morrison continued to pursue her interest in literature. She majored in English and chose the classics for her minor. After graduating from Howard in 1953, Morrison continued her education at Cornell University. She wrote her thesis on the works of Virginia Woolf and William Faulkner, and completed her master's degree in 1955. She then moved to the Lone Star State to teach English at Texas Southern University. After teaching at Texas Southern University for two
years, she taught at Howard from 1957 to 1964. In 1965 she became a fiction editor. From 1984 she taught writing at the State University of New York at Albany, leaving in 1989 to join the faculty of Princeton University.

The central theme of Morrison’s novels is the black American experience; in an unjust society her characters struggle to find themselves and their cultural identity. Her use of fantasy, her sinuous poetic style, and her rich interweaving of the mythic gave her stories great strength and texture. In 2010 Morrison was made an officer of the French Legion of Honour. Two years later she was awarded the U.S. Presidential Medal of Freedom.

Adapted from https://www.britannica.com/biography/Toni-Morrison
APPENDIX II

SUMMARY OF THE BLUEST EYE

The story begins when Cholly Breedlove, Pecola's father, attempts to burn their house down. Pecola is sent by social workers to stay temporarily with the MacTeers. Claudia and Frieda befriend the girl, who is lonely, abused, and neglected. While staying with the MacTeers, she menstruates for the first time. Her first period, as the reader must consider it, becomes an upsetting event—it makes it possible for her to be impregnated later by her own father. Pecola Breedlove goes back to live with her family, and we see aspects of her life depicted one section at a time. The Breedlove home is a converted storefront, cold and in disrepair. Pauline and Cholly Breedlove fight incessantly and with terrifying ferocity—their battles always end up being physical—and her brother Sammy runs away from home constantly. The Breedloves' name is suggestive and ironic: "love" is exactly what the family lacks, and certainly they are unable to generate more of it, as suggested by the word "breed." Instead, "breed" becomes an ominous reference to what Cholly ends up doing with his own daughter.

Pauline is an unhappy woman who takes refuge in the wrathful and unforgiving aspects of Christianity. She lavishes her love on the white family for whom she works, while her own family lives in squalor. Cholly is an angry and irresponsible man, violent, cruel, and uncontrollable. All of the Breedloves are considered ugly, although part of the novel's work is to question and deconstruct what that ugliness really means. To get away from her parents and to pass the
hours, Pecola spends a great deal of time with the whores who live upstairs. China, Poland, and Marie tolerate her presence without providing any deep love for the girl.

Pecola is obsessed, we learn, with blue eyes. She prays for them constantly, and is convinced that by making her beautiful the blue eyes would change her life. From Pecola’s wish and from many other events in the novel, it becomes clear that most of the people in Lorrain’s black community consider whiteness beautiful and blackness ugly. The novel has many character who long to look white, and also has several characters of mixed ancestry who emulate whites and try to suppress all things in themselves that might be African. Soaphead Church’s Angliphile family and Geraldine are examples of this kind of black person.

The MacTeer family goes through their own small dramas, as Frieda and Claudia deal with stuck-up schoolmates and a lecherous boarder. Consistently, the MacTeer family is able to insulate the girls from harm. When their boarder, a man named Mr. Henry, makes an indecent pass at eleven-year-old Frieda, Mr. and Mrs. MacTeer react with force, protecting their daughter violently and without any doubt of her innocence. In contrast, in the Breedlove family the sexual threat comes not from outside the family unit but from within. One Saturday in spring, Cholly rapes Pecola. He rapes her a second time soon afterward. Pecola then becomes pregnant with her father’s child.

Miserable and desperate, Pecola believes more than ever that blue eyes would change her life. She goes to a pedophilic fortune-teller named Soaphead
Church to ask for blue eyes. Soaphead Church decides that he can use her for a small task, and so he uses an unwitting Pecola to kill a dog that he hates. She completes the task, which she believes will be like a transformative spell. The dog dies in a gruesome manner, and Pecola runs away in terror. The next time we see Pecola, she's lost her mind. She spends all of her time talking to a new "friend"; he/she is an imaginary friend who is now the only person with whom Pecola speaks. The topic of conversation is most frequently the blueness of Pecola's eyes. Pecola spends the rest of her life as a madwoman.

Adapted from http://www.gradesaver.com/bluest-eye/study-guide/summary