READER RESPONSE TO RACISM IN HARPER LEE'S NOVEL : TO KILL A MOCKINGBIRD (1960)

By:
Marselina Nugraheni Fitrisari
(A320120156)

Department of English Education
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016
TESTIMONY

I am the researcher, signed the statement below:

Name : Marselina Nugraheni Fitrisari
NIM : A320120156
Study Program : Department of English Education
Title : READER RESPONSE TO RACISM HARPER LEE’S NOVEL : TO KILL A MOCKINGBIRD (1960)

Herewith, I testify that there is no plagiarism in this publication articles. As far as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there are option masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 30th of August, 2016
The researcher
Marselina Nugraheni Fitrisari
A320120156

ABSTRAK


Kata kunci: Rasis, To Kill A Mockingbird, Reader Response.

ABSTRACT

This study is about racism in To Kill A Mockingbird (1960) by Harper Lee. It is analysed by using Reader Response approach that is proposed by Louise Rosenblatt. The objectives of this study are to know readers responses to racism on the GoodReads website. This research seizes on qualitative research. The primary data of this study is GoodReads website. The secondary data of this study is taken from literary books, websites, and the other sources that related to the issue of racism. There are four conclusions which can be drawn from this study. First, there is 18 issues reader responses on GoodReads. Second, the background of the readers are consist of the country, age, religion, race, and gender. Third, the reason reader disagree on racism, because based on readers reviews it is would be cause racism victim lost in their human right. In the other side it is would be damage some people included “negro” in every countries especially in America. Fourth, readers said that they are interested in racism issue because the racism issue on this novel is very visible to Tom Robinson which as long as in the court he was accused rape white-man despite he never did.

Key words: Racism, To Kill A Mockingbird, Reader Response.
APPROVAL

READER RESPONSE TO RACISM HARPER LEE'S NOVEL: TO KILL A MOCKINGBIRD (1960)

RESEARCH PAPER

By:
MARSELINA NUGRAHENI FITRISARI
A320120156

Approved and to be Examined by the Consultant Team

Consultant

M. Thovibi, Drs., M.S., Dr.
NIK. 410
ACCEPTANCE

READER RESPONSE TO RACISM HARPER LEE’S NOVEL: TO KILL A MOCKINGBIRD (1960)

By:
MARSELINA NUGRAHENI FITRISARI
A320120156

Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

The Board of Examiners:
1. Dr. M. Thoyibi, M.S.
   (Chair Person)
2. (Dr. Phil. Dewi Candraningrum, M.Ed.)
   (Member I)
3. (Titis Setyabudi, S.S., M.Hum)
   (Member II)

Dean

Prof. Dr. Harun Joko Pravitno, M.Hum.
NIP. 19650428199303001
MOTTO

DO THE BEST, ALLAH ALWAYS WITH YOU.
DEDICATION

The researcher paper is lovingly dedicated for:

- Allah SWT for the great blessing and the great prophet Muhammad SAW,
- My beloved family ‘I love you so much’,
- Dr. M. Thoyibi, M. S., the consultant who has supported and gave the researcher guidance patiently,
- All my bestfriends,
- All of my friends in English Department 2012.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb

Alhamdulillahirabil’alamin. All praises belong to Allah SWT to His blessings given to the researcher, so she can complete her research paper entitled **READER RESPONSE TO RACISM HARPER LEE’S NOVEL : TO KILL A MOCKINGBIRD (1960)**. Many people helped the researcher in doing this research. The researcher would like to give the deepest appreciation and gratitude to them in the following list:

1. Prof. Dr. Harun Joko Prayitno, M. Hum., the Dean of School of Teacher Training and Education, Muhammadiyah University of Surakarta.

2. Mauly Halwat Hikmat, Ph. D., the Chief of Department of English Education, Muhammadiyah University of Surakarta.

3. Dr. M. Thoyibi, M. S., the consultant who has supported and gave the researcher guidance patiently to do this research by giving the best advice and suggestions, so the researcher can enrich her knowledge about literature.

4. All lecturers of Department of English Education who have become such great educators and for giving precious knowledge to the researcher.

5. Her beloved parents, Mr. Soleh Riyadi and Mrs. Sarwendah Dewi Astuti, who supports and gave advices for the researcher as always. Without them, all is nothing.

6. Her beloved brother, Riski Anugrah Meliondi, who always help, gave precious motivation, love, and support the researcher in difficult situation.

7. All of my big family who gives a lot of supporting contributions in my education.

8. All the close friends, Intan Permatasari, Panggah, Atik, Farah, Ajeng, Afrel, and the other friends, who have cheered up the researcher during her hard times in completing this research and always supports when the researcher needs them.

9. All of my beloved friends from another faculties, Niken, Delta, Hani, Leha, Cahyani, and Rieny who always gives a lots of love, support, motivation, and give many memorable jokes.

10. The Fossicker team, that has given the best performance of drama and the other precious moments during and after drama.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>TESTIMONY</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iv</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>ix</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Statement</td>
<td>3</td>
</tr>
<tr>
<td>C. Limitation of the Study</td>
<td>4</td>
</tr>
<tr>
<td>D. Objectives of the Study</td>
<td>4</td>
</tr>
<tr>
<td>E. Benefit of the Study</td>
<td>4</td>
</tr>
<tr>
<td>F. Paper Organization</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW</td>
<td>6</td>
</tr>
<tr>
<td>A. Underlying Theory</td>
<td>6</td>
</tr>
<tr>
<td>1. Notion of Reader Response</td>
<td>6</td>
</tr>
<tr>
<td>2. Structure of Reader Response</td>
<td>7</td>
</tr>
<tr>
<td>3. Notion of racism</td>
<td>8</td>
</tr>
<tr>
<td>4. Previous Study</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER III: RESEARCH METHOD</td>
<td>11</td>
</tr>
<tr>
<td>A. Type of the Study</td>
<td>11</td>
</tr>
<tr>
<td>B. Object of the Study</td>
<td>12</td>
</tr>
<tr>
<td>C. Type of Data and Data Source</td>
<td>12</td>
</tr>
<tr>
<td>D. Technique of the Data Collection</td>
<td>13</td>
</tr>
</tbody>
</table>
E. Technique of the Data Analysis ............................................. 13

CHAPTER IV: ANALYSIS AND DISCUSSION ............................................. 14

A. The Dominant issues ........................................................... 14

B. The relation between the issues
   and the background of the readers ........................................ 27

C. The reason readers disagree on racism ............................... 32

D. Discussion ......................................................................... 33

CHAPTER V: CONCLUSION, PEDAGOGICAL, AND SUGGESTION ...... 37

A. Conclusion ......................................................................... 37

B. Suggestion .......................................................................... 38

C. Pedagogical Implication ................................................... 39

BIBLIOGRAPHY ........................................................................... 40