

**Racial Discrimination Towards Black Characters in Naidoo's "Journey to Jo'burg"**

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***Abstract***

*This study aims at analyzing the issue of racial discrimination in the children's book focused on the representation of racial discrimination. The object of this study is Journey To Jo'burg by Beverley Naidoo (2016). To analyze this study, the writer used the types of racial discrimination theory from Fred L Pincus (1994). This study applied a qualitative research method. The writer focuses on black characters who become a victim of racial discrimination. There are three things that can be concluded. The first, there are three types of discrimination that happen in the story of the book, there are individual discrimination, institutional discrimination, and structural discrimination. The second, the effect of discrimination are the social class differences. The third, racial discrimination occurs when there is a desire to control all things for personal and group benefits that apply discrimination against other person or groups who are harmed.*

***Keywords:* discrimination; individual, institutional, and structural, black characters**

**A. Introduction**

Children's literature is the way to approach the children about what matters in their around, to introduce about everything in the world, as well as the things, experiences, feelings, human and animals. Children's literature includes picture books, illustrated book, poetry, short stories and songs. Stories for children told in a forthright, humorous, os suspenseful manner are appropriate for young readers (Brown & Tomlinson, 1999). The main character is generally a child or the things that around in child like an animals, plants, monster and toys.

Discrimination is negative treatment towards individual or group, treating people differently by their skin colour, race, religion, sex, age, disability, and physical features. When a person or group of people are treated less favourably than another person in a similar situation because of their race, skin colour, religion, these are called discrimination. It is also racial discrimination when there is a rule or policy that is the same for everyone but has an unfair effect on people of a particular race, skin colour, or religion.

This study focuses on racial discrimination issue in Journey To Jo'burg children's book. This book was an eye-opener for readers worldwide, winning awards, but it was banned in South Africa until 1991. Something is interesting to discuss, black and white caught in a society that described as more dangerous than any fantasy. The unfair policy that is made by white people. This topic is chosen because racial discrimination becomes a serious problem which often happens around us. Discrimination is very detrimental for them who experienced it, because of racial discrimination, the economy will be limited, the education cannot spread evenly, as the result of people with low education, and their life is suffered. According to social psychologists in Ananthi (2010), discrimination refers to unjustifiable negative behaviour towards a group or its members, where behaviour is adjudged to include both actions towards, and judgements/ decisions about, group members.

Racial discrimination in Journey To Jo'burg occurs when Britain fight a violent war in South Africa. Britain set up a system of taxing in the country. As stated by Naidoo (2016), to get the money to pay these taxes, black people were forced to work for white people. The discrimination that occurs is called Apartheid. Apartheid is separation. Translated from the Afrikaans meaning 'apartness', apartheid was the ideology supported by the National Party government and was introduced in South Africa in 1948. "Apartheid (literary "separateness") was a system of racial segregation that was enforced in South Africa from 1948 to 1994. Non-white people were prevented from voting and lived in separate communities" (McLeod, 2008, p. 1). Apartheid called for the separate development of the different racial groups in South Africa. The long standing segregation and domination of black people was increasingly legitimated, codified, and enforced. In 1948, to limit and control the blacks in white urban areas, the Nationalist Party implement the requirement for the relocation of blacks, often forcibly, to segregated, isolated townships (Krantz, 2008).

Even though apartheid had been ended, but racial discrimination still happens around us. Discrimination happens in another form, for example: in the office, regular employee between the temporary worker, the regular employee gets salary and bonus more than the temporary worker, whereas their job description is the same.

The first study was conducted by Draaisma (2019) from Utrecht University of Netherlands, the study was entitled "Imagining the Real: Apartheid in Beverley Naidoo's Journey To Jo'Burg". She provided a general overview of the socio-political

situation in South Africa. In her study, she focused on three examples of the apartheid regime that also play an important role in the book to give an impression of what apartheid was like. She analyzed how these elements are portrayed in *Journey To Jo'burg* by specific attention to the context in which these elements occur, what connotation the characters have with it and what language is used to describe these elements. She used qualitative method in the study. She used postcolonial and gender theory to see what extend postcolonial elements can be found in the book and how these postcolonial elements are connected to gender, especially the theory of intersectionality, which is defined by Jennifer Nash as 'the relationships among multiple dimensions and modalities of social relations and subject formations'. The result of her study showed an honest portrayal of apartheid in South Africa, particularly when it comes to the role of the police, the significance of events like the Soweto student uprising and health care and education for Africans. Although there is no real violence in the book, there is a very real threat present at all times. It creates fictional characters but the events in the novel are often based on real-life events, like the Soweto student uprising.

The second study was conducted by Yuniarsih (2018) from Diponegoro University of Semarang, the study was entitled "Racial Discrimination Against Black People in The Blind Side Movie". She analyzed *The Blind Side* movie as the object. The study deals with racial discrimination against black people in America as reflected in *The Blind Side* movie by John Lee Hancock. The objectives of this study are to explain the causes and the types of racial discrimination that are faced by Michael Oher, like black people and Michael's efforts to overcome his racial problem. She analyzed the intrinsic aspects such as characters, setting, conflict, and cinematic elements, particularly camera distances, to understand the development of the story. She used qualitative method in the study. The sociological approach is used to analyze the extrinsic aspects such as racial discrimination that is suffered by Michael Oher. Sociological theory is from Alex Thio (*Sociology: An Introduction*, 1989). She used library research in collecting the data. The result showed that racial discrimination in this movie emerged because Michael comes from a black race. Michael proved that he could be freed from the bullying and being capable to equally stood next to white people in America with his strong determination and hard work.

The third study was conducted by Hutami (2018) from Sanata Dharma University of Yogyakarta, the study was entitled "An Analysis of Racial Discrimination Experienced by Langston Hughes as Reflected in his Poems I, Too, Merry-Go-Round, and Ku Klux". In her study, analyzed three poems written by Langston Hughes entitled *I, Too*, *Merry-Go-Round*, and *Ku Klux*. The poems examine racial discrimination experienced by the poet, Langston Hughes. She used two sources in her study, the sources is the poems and collection of poems, history and literary theories and internet sources. She used qualitative method in this study. In her study, she used a formalist approach and several theories such as, the theory of racial

discrimination which is applied to describe the racial discrimination happened and the theories of cultural historical approach by M. Cathrene Connery, Vera P. John-Steiner and Ana Marjanovic-Shane (2018). The socio-cultural theory is from Joan G Miller and Xinyin Chen (2005), and Jim Crow Law on racial discrimination. The result of the study, based on her analysis of racial discrimination in Hughes' poems, is real. Through Hughes' poems, he described that African-American got bad treatments, such as; eat in the kitchen, racial discrimination towards children's happiness, and racial discrimination through inhuman manners. Hughes tried to tell his experiences of being threatened due to his racial ethnicity by writing poems and this is revealed to the reader throughout his poems.

The fourth study was conducted by Fanani (2013) from Maulana Malik Ibrahim State Islamic University of Malang, the study was entitled "Racial Discrimination Suffered Black People as Portrayed in Flannery O'Connor's Short Story". He analyzed short story by Flannery O'Connor. Many people were treated differently by other people because of the different skin and colour and race, it also reflected in Florida and Atlanta. He used qualitative method in his study. He analyzed about one of the social problems, that is racial discrimination. He used a sociological approach to doing analysis. Sociological theory is from James M Henslin (*Essential Sociology: A Down To Earth Approach*, 2006). Based on his analysis, in Flannery O'Connor short stories takes the main theme of racial discrimination in the social issue, economic issue and politic. All the data found by him was the reflection at racial discrimination. The result of the study was finding three kinds of racial discrimination; social issue, an economic issue, and politic. The cause of racial discrimination is a factor of status differences in social class. The short stories are taken from Flannery O'Connor as portrayed in Florida and Atlanta.

Children's literature is all kinds of book fiction or nonfiction that age intended for children. Children's literature includes stories, poems, books, magazines that enjoyed by children. According to Lynch-Brown and Tomlinson (1999), children's literature is good quality trade books for children from birth to adolescence covering topics of relevances and interest to children of those ages, through prose and poetry, fiction and nonfiction. Children will develop their imagination, their creativity through the books that they read. They will concentrate on hearing a story.

The plot is the most important element of fiction. The plot is what happens in the story. A good plot produces conflict to build the excitement and suspense that are needed to keep the reader involved. (Lynch-Brown & Tomlinson, 1999). The elements of a plot are; exposition is the beginning of the story, rising action is events that build up the conflict, the climax is a turning point of the story, falling action is events and complication begins to resolve, the resolution is the end of the story or conclusion of the story.

Characters are the actors in a story. Abram (as cited in R Agustina, 2013) stated that character is people who are appeared in narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do. Therefore, the character must be able to represent the story well. A well-portrayed character can become a role model, a friend to a child reader. There are two kinds of character in the story, protagonist and antagonist character.

Setting, the time and the place when and where the story occurs. The setting has a more or less important function depending on the story (Lynch-Brown & Tomlinson, 1999, p. 30). The setting usually direct to the definition of place, a connection of time and social environment where the event happens. The setting tells the basic of the story clear. In the story, the setting has an important role to support the atmosphere. It can make the reader vicarious the accident in the story.

The theme of a story is an underlying meaning. The theme is expressed using a complete sentence. What the author's purpose was in writing in the story could identify the theme. The theme is the main idea that the writer expresses. The theme is another prime element of literature, which contains the central idea of all literary forms such as a novel, drama and short story. It reflects innocence, experience, live, death, reality, fate, madness, sanity, love, society, individual, etc. (Albloly et. al, 2015).

Racism also called racialism, any action, practice, or belief that reflects the racial worldview. Race is a social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups. "Discrimination refers to actions that deny equal treatment to persons percieved to be members of some social category" (Pincus & Ehrlich, 2018, p. 13). Feagin and Vera (as cited in Henkel et al, 2006) explain racism is more than a matter of individual scattered episodes of discrimination, it represents a widely accepted racist ideology and the power to deny other racial groups the dignity, opportunities, freedoms, and rewards that are available to one's group through a socially organized set of ideas, attitudes, and practices.

Three types of the theory of racial discrimination by Fred L Pincus are used to analyze the characters as a victim of discrimination reflected in *Journey To Jo'burg* children's book. Those are individual discrimination, institutional, and structural discrimination. "Individual, institutional, and structural" (Pincus, 1994, p. 186).

Individual discrimination refers to the behaviour of individual members of one race/ ethnic/ gender group that is intended to have a differential and or harmful effect on

the members of another race/ethnic/ gender group (Pincus, 1994, p. 186). Individual involves the actions of an individual or small group of individuals.

Institutional discrimination, on the other hand, is quite different because it refers to the policies of the dominant race/ ethnic/gender institutions and the behaviour of individuals who control these institutions and implements policies that are intended to have a differential and or harmful effect on minority race/ ethnic/ gender groups (Pincus, 1994, p. 186). Institutional discrimination is usually carried out by the dominant group against minority groups, that generally controls the social institutions (Pincus, 1994).

Finally, structural discrimination refers to the policies of dominant race/ ethnic/ gender institutions and the behaviour of the individuals who implement these policies and control these institutions, which are race/ ethnic/ gender-neutral in intent but which have a differential and or harmful effect on minority race/ ethnic/ gender groups (Pincus, 1994, p. 186). Structural discrimination is not intentional and it is not even illegal, it is carrying on business as usual. Structural discrimination requires the reexamination of basic cultural values and fundamental principles of social organization (Pincus, 1994).

The group has taken control and implement of racial discrimination that aims to benefit the group itself. "A majority group is a social group that controls the political, economic, and cultural institutions of a particular society. A minority group is a social group that lacks control of the political, economic, and cultural institutions of a particular society" (Pincus & Ehrlich, 2018, p. 11). The case in Journey To Jo'burg is the white characters have the power to control the black characters.

## **B. Method**

The study was analyzed through qualitative method. The method is applied by describing and analyzing the data. Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative procedures (Creswell, 2009, p. 17). The first is collecting the journals, books, and other sources from the internet which relate to discrimination and racialism. The second is reading the collected journals, books, relevant sources to the thesis, Journey To Jo'burg children's books as primary sources, because of the object to analyze this study is from this book. The third is choosing a part from Journey To Jo'Burg that related to racial discrimination. Then, describe the data into the analysis. This step is the process of describing the data and analyzing them into the thesis's analysis. The data are including the negative effect of racial discrimination. To analyze this study, the writer used Fred L Pincus's theory about

the type of discrimination. The result of this study shows there are three types of discrimination as seen in the book; individual discrimination, institutional discrimination, and structural discrimination.

### **C. Findings and Discussion**

Beverley Naidoo was born in South Africa and grew up under apartheid. *Journey To Jo'burg* was her first children's book. This edition was published by HarperCollins Children's Books in 2016. The story begins when Naledi's baby sister is ill and needs her mother. Naledi thinks about to go to Johannesburg to find her mother. Their mother lives and works in Johannesburg, 300 km away. Naledi and Tiro reach the big road and walk. Naledi and her brother Tiro meet their mother in Johannesburg. The story was analyzed by presenting the text and picture focused on the racial discrimination issue. Therefore, this chapter explains how racial discrimination occurs is presented through the types of discrimination theory by Fred L Pincus. Discrimination is a critical term in understanding problems associated with diversity. Historically, of course, discrimination has been a major cause of the lack of diversity in higher education and the rest of society. Three different levels of discrimination – “Individual, institutional, and structural” (Pincus, 1994, p. 186).

#### **Individual Discrimination in *Journey To Jo'burg***

*Journey To Jo'burg* is the story of black characters who experience discrimination from white characters. The forms of individual discrimination depicted in this story will be analyzed in this part. The first form of individual

discrimination is when Naledi and Tiro arrive in Johannesburg, and they want to go to Madam's house to meet their mother. They turn towards the road, there was a bus with the word 'PARKTOWN' in big letters on the front. However, they do not pay attention to the stop sign for white. The white character shouted at Naledi and Tiro in English “What's wrong with you? Are you stupid?” (Naidoo, 2016, p. 41). It implies that they angry at them and they do not like Naledi and Tiro get on their bus because they are black. White character does not want black character disturbing on their facilities. The unequal treatment by white character to black character based on their skin colour. “Individual discrimination refers to the behaviour of individual members of one race/ ethnic/ gender group that is intended to have a differential and or harmful effect on the members of another race/ethnic/ gender group” (Pincus, 1994, p. 186). The actions of white character toward black characters who are discriminated regarding bus stop are individual discrimination, namely identifying the black character as inferior to whites so that blacks are deemed unfit to get the same facilities as whites or even in locations that are same.

The second form of individual discrimination is black characters treated arbitrarily because white characters feel blacks are below them. Naledi's mother just a servant, sometimes she accepted bad treat by madam's daughter. Mma said: "The little girl is very rude. She thinks I belong to her mother. You should hear how she can shout at me" (Naidoo, 2016, p. 44). It implies that the black character is considered an object, and the power of white character in power. Thus, the treatment that black characters receive always harms them and is very uncomfortable for them because black characters are people who discriminated against.

### **Institutional Discrimination in *Journey To Jo'burg***

This part describes the incidents of discrimination experienced by black characters. The first incident about having a passbook, black characters are required to have it as their identity. The second, the policies are made by white characters that harm black characters. The third is about work done only by black characters. The last, the facilities are intended only for white characters, while black characters do not get adequate facilities. From the depiction above there are three things that can be categorized as institutional discrimination in the Journey To Jo'burg children's book: the passbook, the powerful who rule, the job, and the facilities.

The first, the form of laws are made by white characters and implemented to black characters. The regulations made by white characters require black characters to own and carry a passbook. Naledi mentions how the children at her school made up a song about it: "Beware the policeman, He'll want to see your 'pass' He'll say it's not in order, That day may be your last!" (Naidoo, 2016, p. 24). It suggests there is punishment to be received by the black characters. Despite, they are still children, they have already been taught that they should be afraid of the police. The word "policeman" on the text refers to punishment, imprisonment, sanctions and violations. The life of a black character is threatened by its rule. Black characters will be arrest by the police and given a punishment. It can be shown in the following passages:

Naledi and Tiro remembered all too clearly the terrible stories their uncle had told them about a prison farm. One day he had left his "pass" at home and policeman had stopped him. That how he got sent to the prison farm (Naidoo, 2016, p. 25-26).

The passage above shows the punishment will apply if the rule is violated by a black character. According to Eke & Obika (2018), pass laws required all black South Africans over 16 to carry a passbook called a "Dompas". Forgetting to carry a Dompas, misplacing it, or have it stolen resulted in arrest and expulsion to a Bantustan. Bantustan means "country of the Bantu people" in Persian. This word refers to residential areas that were specifically devoted to blacks in South Africa under the apartheid regime.



Furthermore, pass laws contained more detailed information on the individual, including fingerprint, photograph, details of employment, government authorization to be in a particular area of the country, qualification to work and a reference letter from one's employer elaborating on one's performance and general behavior (Eke & Obika, 2018). It can be seen in the text "If you wanted to visit some place, the "pass" must allow it. If you wanted to change your job, the "pass" must allow it. It seemed everyone in school knew somebody who had been in trouble over the "pass" " (Naidoo, 2016, p. 25). It implies that there is a requirement that applies there. The mandatory requirement only for black people. The rules are made to white characters could easily control all aspects there, such as work, wealth and facilities. Black characters are being colonized by white characters. According to Pincus (1994), Institutional discrimination: the term dominant refers to groups that have the most power in society. White characters have the power to control black characters. Besides, the life of black characters is under the control of white characters. The abusive treatment of a police officer when the black characters do not bring a passbook. From the image above it can be seen that black character tries to fight the police, he feels angry with the police, because he feels an injustice treatment experienced by a black character. The discrimination experienced by the man is related to institutional discrimination where the black character is controlled by the institution. Institutional discrimination is quite different because it refers to the policies of the dominant race/ ethnic/gender institutions and the behaviour of individuals who control these institutions and implements policies that are intended to have a differential and or harmful effect on minority race/ ethnic/ gender groups (Pincus, 1994). White characters apply the regulations through institutions, these regulations harm black characters and cause resistance from black characters.

The second, Naledi, Tiro and their baby sister live apart from their mother. Mma must work in the city to get the money so that she can support their family for a better life. Parents have to work far away from their children to send their children to school and all their family needed can be fulfilled. In this part, the second form of institutional discrimination will be analyzed, white characters are depicted as characters in power.

The children suffer from living apart from their parents. It is proved from the following text "If only Mma was here," (Naidoo, 2016, p. 20), Naledi hopes she can live with her mother. The children are very relying on their parents, especially their mother. "Why can't we live with you in the city? We could go to school there, couldn't we?" (Naidoo, 2016, p. 36). It can be seen that the children really needed their parents to live with them. They are still children and they had not been able to live independently.

Furthermore, the white characters make these rules aimed at self-benefit. Mma said: "The white people who make the laws don't allow it. That's how it is" (Naidoo, 2016, p. 36). It can be seen the job for black characters are under the control of white

characters. From these rules, only white characters can get a job and live properly. Segregation: Racial discrimination as practised in South Africa from 1910 to 1948. It legally separated races to the benefit of those of European descent and the detriment of those of African descent. Segregation policies affected the rights of Africans to own land, to live or travel where they chose, and to enjoy job security (Clark and Worger, 2013). The white characters make this rule and this regulation is very harming to the black characters, and portray institutional discrimination. However, the condition and the rules by the white characters do not support the black characters, this is a very negative impact on the children, even for the parents.

The impact of these rules makes the children and the parents suffer. The parents need a job for their family. The work for the black character is determined and regulated by white character. Mma said: "How else can I find the money to send you to school?" (Naidoo, 2016, p. 36). It implies that mma feels worried if she does not have a job. Mma must work hard as a servant, she has no choice to choose what can her do to find and get the money to provide her family, even though she had to leave her children in the village. In 1948, white people voted for an Afrikaans-speaking government that tightened the racism and called it apartheid. The laws in South Africa has separated parents from their children (Naidoo, 2016).

The third, when Naledi and Tiro in Johannesburg, they see the bus driver is black. Their mother is a servant who works in Jo'burg. It can be seen that the black characters in Jo'burg get a job to serve the white characters. As a maid, as a driver, they always get an education about how to be servants. Through the front windscreen they could see the driver was black (Naidoo, 2016, p. 41). It suggests black characters always at the bottom from white characters, their work only to serve white. They are forced to work hard so that they and their family are still alive as texted "But Rra, why do you go away for so long?" they remembered asking him (Naidoo, 2016, p. 38). Black characters work hard in Jo'burg to support their family, "To get money so you can eat, my children" (Naidoo, 2016, p. 38). However hard they work, they are still in poverty, because black characters under the control of white characters.

Racial discrimination is very visible in Johannesburg, the place where the rich white characters live. Jo'burg is the city of gold. In the nineteenth century, South Africa became the richest region on the continent with the discovery of diamonds and the world's largest known deposit of gold. This combination of factors – diversity, longevity, power and wealth – created the framework for the events that would lead to the introduction of apartheid in 1948 (Clark and Worger, 2013). In there, the job of black characters are as mine diggers, and lorry driver as texted "Yes! But it's not my lorry. I only drive it for the baas" (Naidoo, 2016, p. 37). In social status, white characters are always above black characters. Naledi remembered her father, Rra "Our father worked in a mine and he got sick with the coughing sickness. He died there" (Naidoo, 2016, p. 38). It implies that there is no decent job for black, they only work

as a helper. Therefore they must hard work, it makes the health of black characters worse, not only about the health but also in economic aspect. Black characters are colonized by white characters, they make black characters as a slave.

More than that, social inequality is very portrayed in Jo'burg, as texted "Don't you know the people in this place have a lot of money? My mother looks after two children in a very big house and there is another person just to cook and another person to look after the garden" (Naidoo, 2016, p. 44). It suggests there are social and economic inequality occurs. When black lives in the village, isolated townships, and they live in poverty. Different from the lives of white characters in Johannesburg. The life of black characters in the city can be seen in the following passages:

"You know, every day I must struggle...struggle... to make everything just how the Madam wants it. The cooking, the cleaning, the washing, the ironing. From seven every morning, sometimes till ten, even eleven at night, when they have their parties. The only time I sit is when I eat! But I keep quiet and do everything," (Naidoo, 2016, p. 70).

This signifies that Mma very works hard in their job. The words 'cooking', 'washing', 'ironing' are depicted black characters doing work lower than white characters, they are white character's slaves. The black characters cannot choose to get the better job, they will difficult to get the job "... because if I lose my job I won't get another one" (Naidoo, 2016, p. 70). The rules make they are hard to find another job. "Then there will be no food for you, no clothes for you, no school for you" (Naidoo, 2016, p. 70). This signifies white characters have power over black characters. It can be seen there is no sense of the humanity of the white characters against the black characters.

The last, in Johannesburg white characters do not share their bus with black characters. They have a bus special for them 'Whites'. Grace tries to tell them from the text "You must be strangers here if you don't know about the buses. This stop has a white sign, but we have to wait by the black one over there." (Naidoo, 2016, p. 42). It means white characters make separating distance between black characters and white characters on the road. They do not want to be disturbed by the presence of black characters around them.

A young woman tries to tell them "You must also look at the front of the bus for the small notice saying 'Non-whites only'" (Naidoo, 2016, p. 42). It is portrayed the point of the gap between black characters and white characters, because of this case, black characters feel uncomfortable and they protest as the texted "They should be sorry, those stupid people! Why shouldn't we use any bus? When our buses are full, their buses are half empty. Don't you be sorry!" (Naidoo, 2016, p. 43). It means very obvious that they do not want to be treated like that.

The separation of other facility is a hospital. Hospital is a very important facility for human life and health. Health is one of the most important things in life, and to support

many activities. Likewise, the medical facility is important too, to care for health or to give the treatment when someone ill. A medical facility is a place where sick people are given treatment. Sadly, black characters do not get that facility. "The only hospital was many kilometres away, and Naledi also knew they had no money to pay a doctor to visit them" (Naidoo, 2016, p. 19). It means black characters are ignored by the government. There are no facilities for black people. "Although everybody's parents paid taxes, the government spent much more money on white schools, white hospitals and facilities for white people than for anyone else" (Naidoo, 2016, p. 104). It implies that even though black characters give their money to the government, they still do not get the proper facility. It can be seen that discrimination in facilities aspects. White characters get the money from black characters to build the facilities only for white characters.

Black characters in *Journey To Jo'Burg* is under the control of white characters and their lives are governed by white. For example; by their job, their school, and their areas of life. White characters control black characters to get benefits for their (white) groups. Institutional discrimination is usually carried out by the dominant group against minority groups (Pincus, 1994). Therefore it is the dominant group by definition, that generally controls the social institutions. Government policies do not discriminate against white characters because white characters developed the policies and they are often implementing them.

### **Structural Discrimination in *Journey To Jo'burg***

In this part describes how structural discrimination occurs and the impact of structural discrimination experienced by black characters. The first impact is black characters suffer from poverty and it also affects their health, so that resistance arises from black characters because of the discrimination experienced them. Black characters hope they will live in a better future.

There are so many factors that affect white people as superior in South Africa. Apartheid, literally 'apartness' separateness in the Afrikaans and Dutch languages, is the name that was given to a policy of separating people by race, with regard to where they lived, where they went to school, where they worked, and where they died. This policy was introduced in South Africa in 1948 by the National Party government and it remained official practice until the fall from power of that party in 1994 (Clark and Worger, 2013).

Apartheid forced everyone in the country to be classified into a separate 'racial group': 'White', 'Coloured', 'Indian' or 'African'. Their life was decided by how they were classified – where you could live, what work your parents could do, whether you went to school and what school you could go to, which door you could use to enter the building, whether you could play in a park or on a beach or use a toilet (Naidoo, 2016).

Britain fought a violent war in South Africa. Gold and diamonds had been discovered there and Britain wanted wealth. Britain's enemies were Afrikaners whose ancestors were mainly Dutch and who were mostly interested in farming the land. It was a colonial war between white Europeans. Black Africans, who were the majority, had no say in it. But they were needed now as a worker in the mines and new towns as well as on the farms (Naidoo, 2016, p. 102). Britain implemented a tax payment in the country, it caused black people to work for white to get the money to they can pay the tax.

One of the first Acts passed by the new parliament of the Union of South Africa was the Land Act. It stopped black people from owning land except in reserved areas. They could only remain on white-owned land – most of the land – if they stayed as labourers and servants (Naidoo, 2016, p. 102). The white characters made these regulations to keep their power. To get wealth, and they can control the black characters. It is so very unfair to the black characters as an object who are discriminated against.

The first impact of structural discrimination is Naledi feels confused and worried about her baby sister, Dineo. Dineo was ill. For three days now, their grandmother, Nono tried to cool Dineo fever. It is implied that Dineo had been sick for a long time and they could not bring Dineo to the doctor as texted “Can't we take Dineo to the hospital?” Naledi begged, but Nono said Dineo was much too sick to be carried that far” (Naidoo, 2016, p. 19). It implies that no one doctor or medical personnel are near their village. They do not have money to pay a doctor, their family is so poor as well as other families in the village. “No one in the village had that much money” (Naidoo, 2016, p. 19). It is portrayed that people in the village are the low economy. They also do not get a decent job. It is happened because of the activity of blacks are controlled and restricted. The government forcibly removed Black from rural areas designated as White to the homelands. Among these regulations was the requirement for the relocation of Blacks, often forcibly, to segregated, isolated townships (Krantz, 2008).

Another cause of the poverty of black is depicted as Mma must work as servant far away from her family. Mma must work hard to support her family to make her children were able to get to school, and for all other expenses. Naledi and Tiro cannot send the telegram to Mma, to tell Mma if Dineo is sick, but they do not have money as narratives “Can't we send Mma a telegram?”, “How can we if we haven't the money? And if we borrow some, Nono will hear about it and be very cross with us.” (Naidoo, 2016, p. 21). It means that their Mma earn very little. However, black do not have the choice to choose a better job for them, they are regulated by the government. Their parents' earn little does not fulfil their needs, resulting in malnourished and starving children. When Poleng's brother had been caught taking a mielie, the poor boy had been whipped until the couldn't stand up any more (Naidoo, 2016, p. 30). It can be seen that poverty makes children starve also, makes them forced to take food

from land controlled by white characters. The children suffer from hunger, but there is no mercy from the white characters. They do not care about the suffering felt by the starving child.

The second, health is a very important thing for human. The black children characters do not get nutritious food so that they are susceptible to disease. Their baby sister Dineo was ill, very ill. For three days now, Nono their granny had been trying to cool her fever with damp cloths ... but still their sister lay hot and restless, crying softly at times (Naidoo, 2016, p. 19). It is portrayed in the village, black children's health is very worrisome. The doctor is so far from their place, Dineo does not immediately get treatment which resulted in her health worsening. The young woman speaks to Mma as texted "It's always long to wait. I was here before with my baby and now he's sick again." (Naidoo, 2016, p. 77). It implies that so many people are sick, and not many hospitals there. The government do not care about black. Racial discrimination causes the life of black to suffer.

No one the hospital in their village and the only hospital is far from where they live. It causes the queue to move very slowly. "Are all these people before Dineo, Mma?" (Naidoo, 2016, p. 77). It implies that so many patients in there and the queue move very slowly as people shuffle forwards after every minute.

The young woman with the baby who is on a bench next to Mma, it implies that many sick children in there. "What's the problem?" Mma asked. "Last time the doctor said he must have more milk, but I've no money to buy it." Mma sighed. "I think it's the same sickness with my child." (Naidoo, 2016, p. 78). This means the children do not get nutritious food enough and it causes the children are vulnerable to illness. Their parents do not have money to buy some fruits, vegetables and milk. The children suffer from malnutrition.

Therefore black live in poverty, so many children die. The young woman sobs as texted "My baby, my baby ... he's dead, he's dead!" (Naidoo, 2016, p. 80), her sobs filled the waiting room. The doctor had also told Mma that Dineo needed milk, fruit and vegetables to keep her body strong. "But he didn't tell me how to find the money to buy them all," Mma added quietly. (Naidoo, 2016, p. 82). It can be seen that the health of black children is ignored by white characters. When their life is controlled, they cannot do their best to save their children. They cannot find a better job to get enough money, and their lives are very restricted.

The last, the racial discrimination experienced by black characters makes black resist. They fight because they do not want to be oppressed by white characters. Dumi has marched in the streets with other schoolchildren, On the banner that Dumi and his friends carried, they had written 'BLACKS ARE NOT DUSTBINS.' (Naidoo, 2016, p. 61). It means, they feel their lives are worthless that can be treated arbitrarily. Like garbage that can be thrown away anytime after it is not used. They are treated as if

black are not human beings, only things. They are protesting that what they learned at school was regulated by the white government. The police aimed their guns and began to shoot with real bullets, killing whoever was in the way (Naidoo, 2016, p. 61). It can be seen that the police do not care about those children who marched in the street. The police who are supposed to protect the people, turn into murderers and brutally attack them because of black children characters protest to the white character government.

Black characters carry the banner that written 'BLACK ARE NOT DUSTBINS' and 'END APARTHEID' it shows black characters want to freedom in their life. They want to live without oppression, without distinction, without rules that discriminate towards black characters. Black characters want to be free from discrimination. Black characters want to be equal with white characters in social status.

Besides, the police only protect white characters, and only sided with white characters. "But the police kept shooting until hundreds were dead. Hundreds were hurt and hundreds were arrested. Dumi was one of those arrested" (Naidoo, 2016, p. 62). In this case, the police acted decisively and did not show humanity towards black children. The white characters government controls all state institutions, even the police who are supposed to act fairly but are not fair to black characters. White characters make the rules and control all the institutions. According to Pincus (1994), structural discrimination in the policies of the dominant race, ethnic, gender institutions and the behaviour of the individuals who implement these policies and control these institutions, which are race, ethnic, which have a differential and or harmful effect on minority race, ethnic and gender groups.

Black characters continue to fight for freedom for themselves, eliminating discrimination that occurs in South Africa. Black characters strive for equality of status between black characters and white characters. "Coming back to help fight for FREEDOM and make life better for everyone. He had written FREEDOM in big letters" (Naidoo, 2016, p. 63). It implies that black children hope a better future for them, they do not want hard work and have a restricted life like their parents. The black characters want to bring freedom for their lives, without unequal justice, the rules that harm them and they can live better in the future.

#### **D. Conclusion**

From the analysis in the previous chapter, it can be concluded that there are three types of discrimination portrayed in Journey To Jo'burg. These are individual, institutional, and structural discrimination. The first, individual discrimination in Journey To Jo'burg is portrayed by the bad treatment experienced by Naledi and Tiro when they jumped aboard on the bus for whites only then white character shouted at them. The second, institutional discrimination in the Journey To Jo'burg is shown when Naledi's uncle sent to prison because he does not bring a passbook. White characters

implement the requirement for the black characters to bring the passbook everywhere. Then, Naledi's mother must work in the city, and they live separately. In addition, Dineo cannot take to the hospital, because there is no hospital in their village. The third, structural discrimination is indicated by the lives of black characters who suffer from poverty, because of they cannot get the better job, also they suffer from starving and it is affecting their health.

Furthermore, the effects of racial discrimination are social class differences, performed by Naledi's family who lives in the village, there is far away from the city, isolated township, no adequate facilities, such as hospital and the doctor, public transport, and workplace. In Jo'burg white characters live in the wealth, the government build the facilities for white characters only. Black characters are always working as a servant for white characters. Next, the poverty is represented by the parents must work far away from the village to they can get money to their family, even though the parents earn very little. Therefore, their children live in limitation, suffer from malnutrition, and starving. Next, education for black children is represented by schools taught black children rubbish. At school, black children are taught about how to be a servant. The last, the protest by black children is performed by Dumi and his friends carry a poster 'BLACKS ARE NOT DUSTBINS', they are protesting that their school taught them only what the white government wanted them to know.

In addition, the practices of racial discrimination that happens in this story arises from government policy. Next, white characters do not share the facilities with black characters. The construction of facilities by the white government is prioritized for white characters. The white characters made these regulations to keep their power. To get wealth, and they can control the black characters.

### **Suggestion**

Hopefully, by reading and understanding the message of this study, it will be a valuable experience for the readers. However, this study is not perfect yet. Therefore, it also suggested for the readers and for the future English Department students who are interested in a vast study of racialism to use more reliable sources to make a better analysis of racialism.

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