CIVIL RIGHTS MOVEMENT REFLECTED IN THE NOVEL *ROSA PARKS MY STORY* BY ROSA PARKS

A Thesis
Submitted to Letters and Humanities Faculty
in Partial Fulfillment of the Requirements for
the Degree of Strata One

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JAKARTA
2008
ABSTRACT


This analysis aims to know Civil Rights Movement in America reflected in the novel *Rosa Parks My Story*. This research uses qualitative method and the data of Civil Rights Movement are collected from the text of the novel. To get the results, the data are analyzed by using descriptive analysis technique.

From the analysis of the data, the writer finds that the action that was done by Rosa Parks for not giving her seat to the white man result mass boycott on Montgomery buses. Rosa Parks, the main character in this novel, struggles for her rights to vanish slavery and segregation of the black people in America.

Some historians said, “The new historicists believe that literature is a part of larger cultural history. It is as imaginative products, these literary works cannot be separated from the life because they reflect society in certain social lives, such as philosophical thoughts, religious values and the norms of the society.”
APPROVAL SHEET OF ADVISOR

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LEGALIZATION

The thesis entitled “Civil Rights Movement Reflected in the novel Rosa Parks My Story by Rosa Parks” has been defended before the Letters and Humanities Faculty’s Examination Committee on December, 4th 2008. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of Strata 1.

Jakarta, December, 4th 2008

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, December 2008

Ahmadi Permadi
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The writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Historically, America has been viewed as “the land of opportunity”, attracting immigrants from all over the world especially the early British, Spanish, French settlers, continued by black slaves brought from African countries and many more. The opportunities they believed to get a better life would find in the land of America and the experiences they actually had when arrived encouraged them to come to America. A climate of freedom which they did not have in their former countries, a chance to be succeed and having a better life probably the most basic reason of all immigrants from the past until the present who cross the sea and landed on this new world.

America builds by the desire of immigrants that’s want a freedom to control their own destiny without outside interference from the government or the other people. But when many people came to America to realize their dream, there is also class of people who forced came to America for realize the others dreams. That was happened to the Africans who brought to the America by the European colonialism as a slave. Negro or black slaves, brought in chains from their original homelands in central and southern Africa, proved useful and profitable in what was to become the southern United States. The flat farmlands were ideal for creating large plantations for growing cotton and other agricultural products. The African slaves provided a
cheap and reliable source of agricultural and household labor for the emerging southern economy and sometimes they work without any payment.¹

The process of slavery are hearting, surprising and influencing of idealism African society. The problems of racialism by Caucasian² in America likely have come to problem of national experienced by African American. Such Americans are sometimes referred to as WASP (White Anglo-Saxon Protestants).³ Their characteristics became the standard for judging other groups. African-Americans were brought to United States against their will to be sold as slave. And the enslavement of African-Americans in the United States was a complete contradiction of such traditional basic values as freedom and equality of opportunity.

At the seventeenth century until middle nineteenth, the racialism have the form of slavery, but after that period, slavery eliminated by president Abraham Lincoln released of Amendments to guarantee right civil of African-Americans judicially. But discrimination still occurred by white America. They show in the form of segregation and discrimination, the prohibiting of a black people use common facility and also enter regions majored white community. Most remain in the South, where they were not allowed to vote and were legally segregated from whites. Black children were not allowed to attend white public schools, for example, and many

¹ *American Culture and Society*, compiled by Naf’an Tarihoran, p. 27.
² Caucasian is relating to the part of the human race with white or pale skin. (Jonathan Crowther, *Oxford Advanced Learners Dictionary*, Oxford University Press, 1995, p. 176.)
³ Naf’an Tarihoran, *op.cit.*, p. 149.
received an inferior education that did not give them an equal opportunity to compete in the white dominated society.

In *Rosa Parks My Story* novel tells about a struggle of an African-American woman Rosa Parks to get a freedom for her race and especially for herself by discrimination and segregation from the white people in United States. Rosa Parks was born from black husband/wife spouse. From the time she was little she often get discrimination treatment from white people. That matter also happened with her family and people who borne with color skin especially black. Start from differentiation in education, economic and also things which ought to enjoy by everybody like public utilities.

Rosa Parks just the ordinary black woman who had reached the end of her patience after a hard days work and refused to leave her seat on the bus, preferring to rest her feet. At that time there is segregation on the public bus, where the black or color people must sit on the back side while the white people sit on the front. And when the front side was loaded the black people must give up their seat for the white.

Ones day, after a full day’s work, she got a bus home. The bus is full in the seats for white people, and she has seat in a seat for black people. Not a while, a white man got on board and found that all the white seats were full. The bus driver told four black Americans to move further down the bus. Three complied but Rosa Parks refused to give up her seat, and she was arrested by the police. Because of Rosa Parks arrested it’s caused mass demonstration and civil rights movement to refuse
segregation and started their movement by a boycott of the buses by black Americans.

There were more things in this novel that describe about Civil Rights movement of Africans-Americans that make more interesting to study deeper. And by all of the prior illustration above become one way to study how the struggle of Africans-Americans to get their rights and to vanish the slavery and discrimination in America. So, the writer is interested in doing the research with the title of Civil Rights Movement reflected in the novel *Rosa Parks My Story* by Rosa Parks.

B. Focus of the Study

Based on the background of the study above, to make easier and focus on the research, the writer wishes to describe the character of Rosa Parks and how civil rights movement are reflected in the novel “*Rosa Parks My Story*” by Rosa Parks.

C. Research question

Related to the limitation of problem above, the questions lifted in this research are:

1. How is the character of Rosa Parks described in the novel of “*Rosa Parks My Story*”?  
2. How are Civil Rights movement reflected in the novel “*Rosa Parks My Story*”?  

D. Research Methodology

1. The Objective of the Research

The objective of the study tries to describe:

1. Rosa Parks character in the novel “Rosa Parks My Story”.
2. Civil Rights movement in the novel “Rosa Parks My Story”.

2. The Method of the Research

In this paper, the writer uses a qualitative method. In a whole manner make use of interpretation manners with provided in the description form. In this method, the writer will explain the character of Rosa Parks and Civil Rights Movement in the novel of Rosa Parks My Story, and then related them to the theory of New Historicism.

3. The Technique of Data Analysis

The writer analyzes the collected data by using descriptive analysis technique. In the analysis the writer will explain the data that exist in the novel with the theories that related to Civil Rights and Civil Rights Movement.

To get the needed data, the writer reads the novel deeply and understands it comprehensively. Then the writer gives marks to some words or line as evidences.

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4. The Unit of Analysis

The unit of analysis in this research is the novel *Rosa Parks My Story* by Rosa Parks and Jim Haskins. Published by Penguin Group, 345 Hudson Street, New York, New York 10014, USA in 1992.

5. The Instrument

The instrument of this research is the writer himself and he did it by reading and scanning the whole of the novel *Rosa Parks My Story* and relating them to New Historicism theory.

6. Place and Time of the Research

This research runs in Ciputat, in the library of Faculty of Adab and Humanities, Syarif Hidayatullah State Islamic University Jakarta, and started from June 2007.

E. Significance of the Study

The researcher hopes that the results from this analysis can show the history and culture of America and tells about how African-Americans try to get their rights to vanish slavery by showing their movement. Finally, the writer hopes that this paper can motivate individual’s interest in the field of literature and can be profitable for other researchers.
A. Character and Characterization

In the theory of character and characterization, usually many authors will take two ways or methods to provide and consider the character in their book. The first is direct method (telling) and, the second is indirect method (showing).\(^5\) Telling method used to be used in the past, so the characterization of the character was clearly felt, and the reader could understand fully the character of figure based on the author’s explanation. The showing method (indirect) indicates that the author placed himself outside of the story and the audience must deduce for themselves what are the characters’ thought, actions, speeches, looks and interactions with other characters.

The following is an important distinction to be made between character and characterization. Richard has said that: “A character is a person in a literary work; characterization is the way in which a character is created. Characters are all the product of characterization; that’s to say, they have been made in a particular way. Characters are what they are like because of the way they have been made. The kind of conversations they have, the things they do, their appearances and so on are the particular ways in which the author has chosen to characterize his or her characters.

We might remember the difference by saying that: characterization is a method and

Robert also has declared that: No matter what one call it, character in literature is an author’s representation of human being, specifically of those inner qualities that determine how an individual reacts to various conditions or attempts to shape his or her environment. Choices and actions indicated character.  

Character can be defined as the people created by a playwright, imagined by the audience. He or she must be fiction and non-real but then a story inspired or based on a real fact in the writing, the character usually must be real. They may be round or flat, static or dynamic. Generally speaking, major character are likely to be round, while minor characters are to be flat. Round characters are characters that become the center of the story and have complex personality, while flat characters are characters that support and illuminate the major characters.

Based on the function, character in literary work can be divided into two: they are the main character and the subordinate character. The main character has the highest involvement in the story.

1. Main Character

Main character has an important role and highest intensity of involvement in the story. Attar Semi says that the central figure in a story is also called the main character; this character plays the biggest role in a story. “Main character is the

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8 Mario Klarer, an Introduction to Literary Studies, 3rd ed. (New York: Routledge, 1999), P. 17.
central character of a story; it refers to the people who take part in most of the events”.

2. **Subordinate Character**

Subordinate character is a character that supports the main character. He/she has fewer roles or in other words he/she is less dominant. But he/she still needed to support the main character in developing the story.

According to Panuti Sudjiman in his book *Memahami Cerita Rekaan* “Subordinate characters support the main character in building the story but they have less position than the main character”.

F.C Lucas divides six methods to understand the characterization, they are:

1. Direct statement of the author. The author through the power of omniscience may explain what he wants public to know about his characters in the story.
2. Action. What a person does in the story often give public insight into his very nature and from this insight public can make judgment about him.
3. Externals. May be a clue to develop perception of the character through the use of physical detail, including the facial features, voice, walk and clothes. Public is able to make a judgment about the inner traits, value and attitudes of character.
4. Speech. From the character speech, public learn his or her education and environment; often it reveals the way he thinks about people and thinks.
5. Reaction from the others. This method often includes a slanted view. If the person talking about the character has a biased opinion, public get a distorted picture. Therefore, the reliability of the character must always be uppermost.
6. Environment. The presentation of a person’s surrounding, particularly those he deliberately chooses, including the recreations author’s prefer, contributes to an understanding of the character.\(^\text{11}\)

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B. New Historicism

Literary works are parts of social life. Literary works are means of expression for artists to communicate their ideas about conditions in society. Though considered imaginative products among the society, literary works actually reflects social tendencies in the people surrounding. “Literature is one of the great creative and universal means of communicating concerns of mankind”.12

The artists use literary works to express their ideas, imaginations and feelings and to communicate social issues happening in that time. As imaginative products, these literary works cannot be separated from life because they reflect society with certain social, philosophical, religious values as norms in the society. Literature is manifestation of history event and social-culture life.

During the 1980s the dominance of deconstruction in United States was challenged by a new theory and practice of literary history. While most poststructuralists are skeptical about attempts to recover historical ‘truth’, the New Historicists believe that Foucalt’s work opens the way to a new and non-truth-oriented form of historicist study of texts. Throughout the nineteenth century there ran side by side two contradictory approaches to literary history. One presented it as a series of isolated monuments, achievements of individual genius. The other was ‘historicist’, and saw literary history as part of larger cultural history. Several major

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‘historicist’ studied literature in the context of social, political and cultural history. They saw a nation’s literary history as an expression of its evolving ‘spirit’.  

New Historicism is an approach to literary criticism and literary theory based on the premise that a literary work should be considered a product of the time, place, and circumstances of its composition rather than as an isolated creation. It had its roots in a reaction to the "New Criticism" of formal analysis of works of literature, which was seen by a new generation of professional readers as taking place in a vacuum. New Historicism developed in the 1980s, primarily through the work of the critic Stephen Greenblatt, and gained widespread influence in the 1990s. New historicism: “the history of the text and the textuality of history” is the phrase was coined by Stephen Greenblatt around 1980.

What are the principles—or what Greenblatt calls the "enabling presumptions"—behind the New Historicist method? The movement establishes itself upon four main contentions.

1. Literature is historical, which means (in this exhibition) that a literary work is not primarily the record of one mind’s attempt to solve certain formal problems and the need to find something to say; it is a social and cultural construct shaped by more than one consciousness. The proper way to understand it, therefore, is through the culture and society that produced it.
2. Literature, then, is not a distinct category of human activity. It must be assimilated to history, which means a particular vision of history.
3. Like works of literature, man himself is a social construct, the sloppy composition of social and political forces—there is no such thing as a human nature that transcends history. Renaissance man belongs inescapably and

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irretrievably to the Renaissance. There is no continuity between him and us; history is a series of "ruptures" between ages and men.

4. As a consequence, the historian/critic is trapped in his own "historicity." No one can rise above his own social formations, his own ideological upbringing, in order to understand the past on its terms. A modern reader can never experience a text as its contemporaries experienced it.¹⁶

New Historicists aim simultaneously to understand the work through its historical context and to understand cultural and intellectual history through literature, which documents the new discipline of the history of ideas. New Historicist scholars begin their analysis of literary texts by attempting to look at other texts—both literary and non-literary—to which a literate public had access at the time of writing, and what the author of the original text himself might have read. The purpose of this research, however, is not to derive the direct sources of a text, as the New Critics did, but to understand the relationship between a text and the political, social and economic circumstances in which it originated.¹⁷

In addition, New Historicism acknowledges that any criticism of a work is necessarily tinged with the critic’s beliefs, social structure, and so on. Most New Historicists may begin a critical reading of a novel by explaining themselves, their backgrounds, and their prejudices. Both the work and the reader are corrupted by everything that has influenced them.¹⁸

C. Civil Rights

A civil right is an enforceable right or privilege, which if interfered with by another gives rise to an action for injury. Examples of civil rights are freedom of speech, press, and assembly; the right to vote; freedom from involuntary servitude; and the right to equality in public places. Discrimination occurs when the civil rights of an individual are denied or interfered with because of their membership in a particular group or class. Statutes have been enacted to prevent discrimination based on a person's race, sex, religion, age, previous condition of servitude, physical limitation, national origin, and in some instances sexual preference.  

“Civil liberties and civil rights are almost the same thing, but in the United States they have come to have different meanings, especially since 1954. Civil Liberties cover the right every citizen has to receive fair treatment from his government. Civil rights (some of which used to be called social rights) cover the right of a citizen to receive fair treatment from other citizens and from local governments.”

The birth of the civil rights and civil liberties movement officially began with the signing of the Declaration of Independence, which states “We hold these truths to be self-evident: That all men are created equal...” That document stood as a blueprint for future laws that have made many forms of racial and gender discrimination in the public and private sector, prohibited. Throughout the history of the United States, its

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citizens have struggled to attain those rights.  

Civil rights refer to two related but different terms. In civil law jurisdictions, a civil right is a right or power which can be exercised under civil law, which includes things such as the ability to contract. In civil law jurisdictions, lawsuits between private parties for things such as breach of contract or a tort are usually expressed in terms of infringement of a civil right.

In common law jurisdiction, the term civil right is distinguished from "human rights" or "natural rights". Civil rights are rights that are bestowed by nations on those within their territorial boundaries, while natural or human rights are rights that many scholars claim that individuals have by nature of being born.

Laws guaranteeing civil rights may be written down, or derived from custom, or implied. In the United States and most continental European countries, civil rights laws are most often written. Examples of civil rights and liberties include the right to get redress if injured by another, the right to privacy, the right of peaceful protest, the right to a fair investigation and trial if suspected of a crime, and more generally-based constitutional rights such as the right to vote, the right to personal freedom, the right to freedom of movement and the right of equal protection. As civilizations emerged and formalized through written constitutions, some of the more important civil rights were granted to citizens.

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1. **History of Civil Rights in America**

   Influenced by the growth of individual freedom in England, settlers brought with them the desire for religious freedom, the right to own property, and protections against an oppressive government. Such historical documents as the Magna Charta and others laid the groundwork for some of the revolutionary ideals the colonials sought in the New World. Not only could they obtain property in America, but they could also decide how they would make a living. Different lifestyles emerged in the three colonial regions. Life in the northern colonies on small family farms, where extreme weather conditions often prevailed, was difficult. Some of those original colonies failed due to the hardship of that life. Initially, they imported English indentured servants, who worked for a specific amount of time to pay off their passage to America, to work their farms. As the need for greater numbers of laborers to work large plantations arose, slave labor from Africa sharply increased, so that by 1750, so many Africans had been brought to the South that slave societies began to be established.\(^23\)

   By the time of the Declaration of Independence in 1776 there were almost half-a-million black persons in the colonies. A thriving slave trade had developed in which men, women, and children were sold, often at public auction, from one owner to another. Thomas Jefferson, a slave holder from Virginia, had included a condemnation of the human slave trade in the original draft of the Declaration of

\(^{23}\) [www.u-s-history.com/pages/h2871.html](http://www.u-s-history.com/pages/h2871.html) retrieved on July 31\(^{st}\) 2008.
Independence, but his impassioned words were deleted to keep the support of the southern colonies during the Revolutionary War against Great Britain.²⁴

Throughout the early 1800s the South and the North drifted progressively further apart over the issue of allowing the institution of human slavery to continue in the United States. As the nation expanded westward across the North American continent, particularly hard political battles were fought over the issue of "slavery in the territories."

In 1808, Congress acted to end the slave trade, but illegal importation into the Southern states was common. As slaveholders moved westward into new territories, they frequently took their slaves with them. When those areas achieved the population necessary for statehood, the question of slavery would have to be faced.

Finally, after Abraham Lincoln was elected president in 1860, the southern states seceded from the federal union rather than run the risk of having the U.S. Congress in Washington abolish slavery outright. President Abraham Lincoln’s Emancipation Proclamation on January 1, 1863 freed slaves in states still fighting the Civil War but it was not until the 13th Amendment to the Constitution that slavery was abolished throughout the United States. It was not

until the 14th Amendment was ratified that formerly enslaved citizens were granted “equal protection” under Federal law.\textsuperscript{25}

The most prominent civil rights legislation since reconstruction is the Civil Rights Act of 1964. Decisions of the Supreme Court at the time limited Congressional enforcement of the 14th Amendment to state action. (Since 1964 the Supreme Court has expanded the reach of the 14th Amendment in some situations to individuals discriminating on their own). Therefore, in order to reach the actions of individuals, Congress, using its power to regulate interstate commerce, enacted the Civil Rights Act of 1964, Public Health and Welfare, Civil Rights, of the United States Code. Discrimination based on "race, color, religion, or national origin" in public establishments that had a connection to interstate commerce or that was supported by the state is prohibited. Public establishments include places of public accommodation (e.g., hotels, motels, and trailer parks), restaurants, gas stations, bars, taverns, and places of entertainment in general. The Civil Rights Act of 1964 and subsequent legislation also declared a strong legislative policy against discrimination in public schools and colleges which aided in desegregation.\textsuperscript{26}

\textsuperscript{25} \url{http://www.u-s-history.com/pages/h2873.html} retrieved on July 31\textsuperscript{st} 2008.
\textsuperscript{26} \url{http://topics.law.cornell.edu/wex/civil_rights} retrieved on May 29\textsuperscript{th} 2008.
There are some discrimination characteristics that experienced by African-American:

1. **Racial segregation.** By law, public facilities and government services such as education were divided into separate and unequal "white" and "colored" domains.

   In many cities and towns, African-Americans were not allowed to share a taxi with whites or enter a building through the same entrance. They had to drink from separate water fountains, use separate restrooms, attend separate schools, be buried in separate cemeteries and even swear on separate Bibles. They were excluded from restaurants and public libraries. Many parks barred them with signs that read "Negroes and dogs not allowed." One municipal zoo went so far as to list separate visiting hours.27

   Elsewhere, perhaps the major source of daily frustration for African Americans with respect to public accommodations occurred in transportation. In the South, blacks going to work routinely faced segregation on buses. Subject to rude treatment by bus drivers, forced to pay full fare and enter vehicles by the back door, and required to sit behind an accordion-like line of demarcation that moved back and forth to keep the races separated, black

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southerners sometimes lashed out against white passengers with rude behavior to upset them.  

2. **Disenfranchisement.** When white Democrats regained power, they passed laws that made voter registration more complicated. Black voters were forced off the voting rolls, and the number of African-Americans elected to office decreased. From 1890 to 1908, Southern states of the former Confederacy created constitutions with provisions that disfranchised most African Americans and, in many cases, poor whites.

3. **Exploitation.** Increased economic oppression of blacks, Latinos, and Asians, denial of economic opportunities, and widespread employment discrimination.

   In some states, particularly Alabama, the state used the criminal justice system to reestablish a form of peonage in the form of the convict-lease system. The state sentenced black males to years of imprisonment, which they spent working without pay. The state leased prisoners to private employers, such as Tennessee Coal, Iron and Railroad Company, a subsidiary of United States Steel Corporation, which paid the state for their labor. Because the state made money, the system created incentives for the jailing of more men, who were disproportionately black.

4. **Violence.** Individual, police, organizational, and mass racial violence against blacks (and Latinos in the Southwest and Asians in California).

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In the United States, the passage of the Volstead Act (popularly known as the National Prohibition Act) in 1919 had a long-term negative impact on policing practices. By the mid-1920s, crime was growing dramatically in response to the demand for illegal alcohol. Undermanned and with limited resources, many law enforcement agencies stepped up the use of unlawful practices. By the time of the Hoover administration (1929-1932), the issue had risen to national concern and a National Committee on Law Observation and Enforcement (popularly known as the Wickersham Commission) was formed to look into the situation. The resulting "Report on Lawlessness in Law Enforcement" (1931) concluded that "the third degree--that is, the use of physical brutality, or other forms of cruelty, to obtain involuntary confessions or admissions--is widespread." 29

2. Civil Rights Movement in America

Civil rights movements emerged as the vehicle for claiming more equal protection for all citizens and advocating new laws to restrict the effects of discrimination. 30 The process of assimilation in the United States has been much more successful for white ethnic groups than for nonwhite ethnic groups. Of the nonwhite ethnic groups, African-Americans descent has had the greatest difficulty in becoming assimilated into the larger culture. 31

31 American Culture and Society, compiled by NaF'an Tarihoran, p. 151.
The enslavement of African-Americans in the United States was a complete contradiction of such traditional basic American values as freedom and equality opportunity. A much larger of whites believed that freedom and equality of opportunity needed to be protected for white people only, but they were afraid that black slavery would eventually take away their economic freedom.

The Civil Rights Movement in the United States has been a long, primarily nonviolent struggle to bring full civil rights and equality under the law to all Americans. The movement has had a lasting impact on United States society, in its tactics, the increased social and legal acceptance of civil rights, and in its exposure of the prevalence and cost of racism.

World War II highlighted African American demands for the elimination of racial segregation. More than twenty years earlier during the First World War, African Americans had put aside their grievances and closed ranks behind the United States government, only to experience bitter disappointment in the wave of postwar racism and xenophobia that continued to deny them equality. Having learned from this bitter experience, between 1941 and 1945 blacks insisted on pressing their struggle for first-class citizenship. Encouraged by President Franklin D. Roosevelt’s New Deal policies that had brought them a measure of economic and political inclusion in the 1930s, African Americans forged the
wartime ideology against Nazi theories of racial superiority into a potent weapon to attack racial inequality in the United States.\textsuperscript{32}

World War II posed a challenge to CORE’s (Congress of Racial Equality) philosophy of moral situation and Christian love. While the civil rights movement would come mainly to focus on Jim Crow in the South, many of its early efforts targeted segregation in the North and West. Civil rights advocates in the region had solid legal ground upon which to base their protests. In the 1940s, eighteen northern and western states had laws on their books that prohibited discrimination in public accommodations. Fourteen of them banned discrimination specifically on racial grounds. In general, these anti-bias codes applied to restaurants, hotels, public conveyances, educational institutions, parks, libraries, and other public places. The most extensive coverage was found in Illinois, New Jersey, New York, and Pennsylvania.\textsuperscript{33}

During the period 1955-1968, acts of civil disobedience produced crisis situations between protesters and government authorities. The authorities of federal, state, and local governments often had to respond immediately to crisis situations which highlighted the inequities faced by African Americans. Forms of civil disobedience included boycotts, beginning with the successful Montgomery Bus Boycott (1955-1956) in Alabama; "sit-ins" such as the influential Greensboro


sit-in (1960) in North Carolina; and marches, such as the Selma to Montgomery marches (1965) in Alabama.\footnote{http://en.wikipedia.org/wiki/American_Civil_Rights_Movement_(1955-1968) retrieved on May 29th 2008.}

The most important of the movement leaders was Martin Luther King, Jr., a black protestant minister with a great gift for inspiring his people. From the late 1950’s until his assassination by a white gunman in 1968, King led thousands of African-Americans in nonviolent marches and demonstrations against segregation and other forms of racial discrimination.

King’s goal was to bring about greater assimilation of black people into the larger American culture. His ideals were largely developed from basic American values. He wanted greater equality of opportunity and “Freedom now” for his people. He did not wish to separates his people from American society but rather to gain for them a larger part in it.\footnote{American Culture and Society, compiled by Naf’an Tarihoran, p. 153.}

Thirty years after the civil rights era, the United States remains a residentially segregated society in which Blacks and Whites inhabit different neighborhoods of vastly different quality. Redlining is the practice of denying or increasing the cost of services, such as banking, insurance, access to jobs, access to health care, or even supermarkets to residents in certain, often racially determined, areas. Redlining has helped preserve segregated living patterns for blacks and whites in the United States because discrimination motivated by prejudice is often contingent on the racial composition of neighborhoods where
the loan is sought and the race of the applicant. Lending institutions have been shown to treat black mortgage applicants differently when buying homes in white neighborhoods than when buying homes in black neighborhoods in 1998.36

Racial segregation is most pronounced in housing. This pattern differs only by degree in different metropolitan areas. Racial segregation or separation can lead to social, economic and political tensions.37 By 1990, the legal barriers enforcing segregation had been mostly replaced by decentralized racism, where whites pay more than blacks to live in predominantly white areas. The residential and social segregation of whites from blacks in the United States creates a socialization process that limits whites' chances for developing meaningful relationships with blacks and other minorities. The segregation experienced by whites from blacks fosters segregated lifestyles and leads them to develop positive views about themselves and negative views about blacks.38

It is also the case that the measure of segregation is residential segregation. Residential segregation does not speak to whether whites have contract with African-Americans during their daily lives in non-residential settings. In America this racial integration had been possible through non aggression, and a peaceful, patient, intelligent approach. Education has played a

significant role for this racial coherence, which had created not hatred, but an understanding. American racial minority followed a non violent political philosophy professed by Martin Luther King, who had been influenced by the Gandhian non-violence movement for Independence in India. There was intense heart searching to turn a very intolerant racial discrimination, to an acceptance level of political integration, as against a social integration.³⁹

After four century since first arrived in land of America until 21st century Black people or African – American always became a second class citizen in America after Caucasian or white people. African – American struggles for their voice to get their rights, start with the end of their slavery and struggle their rights to get from discrimination and segregation. In the 1950’s African – American succeed to unconstitutional segregation on buses and education. Continuous with legalized the law that secured the rights of black people to vote by President, as the consequence of mass march that do by African – American in Selma and Washington. And in the early 21st century many of the African – American started participate on governmental. And finally in the November 4th 2008 one of African – American becomes the first African – American to be elected president of the United States. From the second class citizen he is became the first man in the United States of America. This is the proof that anything is possible if we fights the truth with nonviolent movement and convinced that we can clutched it.

CHAPTER III

RESEARCH FINDINGS

A. Data Description

Rosa Parks My Story is a literary work, which describes about life experience of an African – American woman. Rosa Parks is the main character in this novel, struggles for her voice to get her rights and the important one is to vanishing slavery and segregation of her people from Caucasian in America. Rosa Parks is one of people who have important role in the history of African – American struggle for equality for all Americans. After reading the novel, the writer was founds some of evidences about civil rights movement in America that was happens within Rosa Parks live as we can see in the table below.

**Table of Civil Rights Movement in America Through the Story of Rosa Parks Live**

<table>
<thead>
<tr>
<th>Times</th>
<th>Civil Rights Movement</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1943</td>
<td>Tries to register to vote and denied.</td>
<td>73 – 74</td>
</tr>
<tr>
<td>1943</td>
<td>Put off the bus for the first time, because not entering from the back.</td>
<td>78 – 79</td>
</tr>
<tr>
<td>1944</td>
<td>Tries a second time to register to vote and denied again.</td>
<td>75</td>
</tr>
<tr>
<td>1945</td>
<td>Finally receives certificate for voting.</td>
<td>75 – 76</td>
</tr>
<tr>
<td>1951</td>
<td>NAACP brought suit in <em>Brown v. Board of</em></td>
<td>99</td>
</tr>
</tbody>
</table>
Education. The case about segregation on education.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1954</td>
<td>The United States Supreme Court handed down the famous decision <em>Brown v. Board of Education</em> that declared segregated education unconstitutional.</td>
<td>97</td>
</tr>
<tr>
<td>December 1(^{st}), 1955</td>
<td>Arrested for not giving up her seat to a white man on a bus in Montgomery.</td>
<td>116</td>
</tr>
<tr>
<td>December 5(^{th}), 1955</td>
<td>Stand trial and found guilty. Start of “the famous” Montgomery bus boycott.</td>
<td>130 - 133</td>
</tr>
<tr>
<td>November 13(^{th}), 1956</td>
<td>Segregation on buses in Montgomery declared unconstitutional by United States Supreme Court.</td>
<td>155</td>
</tr>
<tr>
<td>1963</td>
<td>Attends Civil Rights March on Washington. Speaks at SCLC’s annual convention.</td>
<td>165</td>
</tr>
<tr>
<td>March 1965</td>
<td>Participates in Selma to Montgomery march.</td>
<td>168</td>
</tr>
<tr>
<td>August 1965</td>
<td>President Johnson signed into the law the Voting Rights Act.</td>
<td>173</td>
</tr>
</tbody>
</table>

B. Analysis

1. The Character of Rosa Parks

The characters are people in the story. Characters are the important elements in building story. They do some actions according to their part and role in the story or we also can say that character is person presented in dramatic or narrative work they present the actions. The presentation of the characters can be flat, round, static or dynamic. These types are depending on the role of characters in the story.
Rosa Parks My Story is a literary work, which describes life experience of a female character, an African-American. Rosa Parks was born from African-American couple, she was small, even for a child, and she suffered poor health and had chronic tonsillitis. Since a little she is accustomed with a racial segregation act by Caucasian. Because that way of treating she was grew up became a woman that have strength to faugh for itself and her people rights.

2. Rosa Parks’ Characteristics

a. Rosa Parks as an educated woman

As already known in traditional society, women are proposed only to be good wives and mothers who stay in private and domestic sphere to take care of the household. They are not allowed to have higher education. They assume that it is enough for women to have ability of writing, reading and counting. Even though they have opportunity for having higher education, it is only for supporting their part as wives and mothers.

Since a child Rosa has a strong desire for education. She was very interested with books and liked to read. She was can read just before started in school. As the quotation below;

I was already reading when I started school. My mother taught me at home. I don’t remember when I first started reading, but I must have been three or four. I was very fond of books, and I liked to read and liked to count. (Parks, 1992, p. 25).

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Rosa has been given an opportunity for having higher education. As an African–American, Rosa is an educated woman; when racial segregation occurs in all aspects of social life like public facilities and government service, she is succeeded to finish her high school studies. She back to school after she was married and get permission from her husband. As the quotation below;

*My husband was very supportive of my desire to finish school, and I went back to school after we were married.* (Parks, 1992, p. 64)

*I received my high school diploma in 1933 when I was twenty years old. At the time only a small percentage of black people in Montgomery were high school graduates.* (Parks, 1992, p. 64-65)

Not only have higher enough of education compared with other African–American women in her ages. By this background Rosa joined in NAACP and become a secretary, NAACP is an organization that active helping colored people in legal problem. As the quotation below;

*I remember when I first joined the NAACP and became the secretary, the only two women who attended the meetings were Johnnie Carr and me.* (Parks, 1992, p. 81).

Even so she have higher enough in education, that was did not make her stop to learn and get more knowledge about everything. When Rosa was became secretary of NAACP, she still have desire to get more of knowledge especially about how to bring equality to all Americans. As the quotation below;

*I spent ten day at Highlander and went to different workshops, mostly on how to desegregate schools.* (Parks, 1992, p. 105).
b. **Courageous**

Courageous is ability to control fear when facing danger, pain and opposition.\(^{41}\) Since a child Rosa was got discrimination treatment and that is make her a strong and courageous woman. Rosa had a very strong sense of what was fair and she will fights injustice.

*One day when I was about ten, I met a little white boy named Franklin on the road. He was about my size, maybe a little bit larger. He said something to me, and he threatened to hit me-balled his fist up as if to give me a sock. I picked up a brick and dared him to hit me. He thought better of the idea and went away.* (Parks, 1992, p. 22)

From the quotation above, we can see that even Rosa is a little girl she will fight if gets some rough treatment from the other.

Rosa is a courageous woman, when most of black people give up their seat to the white people in the segregation buses, she refuse to give up her seat. This action happens not because she tired physically after a day work but she only tired of giving in and opposed the all injustice.

*The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, “No.” He said, “Well, I’m going to have you arrested.” Then I said, “You may do that.”* (Parks, 1992, p. 116)

From the quotation above we can see that Rosa refused to stand up and giving in her seat. Her action make the bus driver would call police for arrested her.

c. Responsible

Rosa is a responsible woman. When was a girl, Rosa have to dropped out from school because must take care of her illness mother. Even so education is important for her, but family is everything for her especially her mother. As the quotation below;

*I went back to school at Alabama State for a short time, but then my mother was too sick for me to stay in. she suffered from migraine headaches and swelling of the legs and feet, so I dropped out of school and took care of her while my brother, Sylvester, went to work.* (Parks, 1992, p. 54).

d. Struggler

Rosa would do everything to find and make freedom and happiness. Her spirit made her become more struggle to have a better life.

*Sylvester and I walked to and from school every day.* (Parks, 1992, p. 42)

From the quotation above, we can see how Rosa struggling and has great desire in studying, even so she must walked every day to went to school.

Her struggle is also shown when she has to get her right to vote. In that time most African – Americans could not vote. The white people made it very difficult for black people to register to vote. After two times failed being registered even she was sure that had passed the test. Rosa was never give in being register and she had tried in third time with make a copy of the answer so that can be a proved. As the quotation below;

*I was pretty sure I had passed the test. So, the third time I took the test, in 1945, I made a copy of my answers to those twenty-one questions. They*
didn’t have copy machines in those days. I copied them out by hand. I was finally a registered voter. (Parks, 1992, p. 75).

3. Civil Rights Movement Reflected in the Novel Rosa Parks My Story

Racial discrimination in America was legally by the state in that time. Colored people get different treatment from white people in many aspect of live. Especially African – American are the most suffered side. They get discriminations on education, they have to build and run their schools by their own money, different with white people that build and run their schools by the state money which assembled from the tax that Black people pay to. The other discrimination is buses segregation that makes black people lose their patient, because they must give their seat to the white people. And there are much more discrimination case finally makes black people decided to end this injustice by civil rights movement.

a. Brown v. Board of Education

*Rosa Parks My Story* described civil rights movement in America through the live of an African – American woman named Rosa McCauley or known by people of America as Rosa Parks “the Mother of the Civil Rights Movement”.

Since Rosa was a child, she had experienced in discrimination. When Rosa was in school, she felt different treatment by white people and the United States government. Not only black and white school buildings were separate but also in the infrastructure black people had discriminations. Black people had to build and run it with their own money. Whereas white people build and run their
school from the government money that took from the taxes that black people paid for it too. As the quotations below;

*The town or country took care of heating at the white school. .......... Black people had to build and heat their own school without the help of the town or country or state.* (Parks, 1992, p. 26-27)

*I found out later that it was built with public money, including taxes paid by both white and black.* (Parks, 1992, p. 27)

Beside that, white people had no public school transportation like white people had. Black children had always to walk to their school and white children went to school by school buses. As the quotation below;

*Some of the white children rode a bus to school. There were no school buses for black children.* (Parks, 1992, p. 29)

Not only black pupils had discrimination, black teacher also had different treatment compared with white teacher in the salaries amount. Black teachers get lower salaries than white teachers, although black teachers teach on white school or on the contrary. As the quotation below;

*I remember that my mother used to talk about how black teachers were paid more poorly than white teachers.* (Parks, 1992, p. 98)

After Rosa Parks married, she was succeeding graduated from her high school. And by this background Rosa joined in NAACP (National Association for the Advancement of Colored People) with her husband that was joined NAACP previously and she become a secretary. NAACP is an organization that active in helping colored people in legal problem.
At the first time when Rosa joined NAACP, they still in progress fighting for equal in education in Montgomery County. The case about segregated on education that NAACP handled is known as Brown v. Board of Education. The NAACP had been working for that case for years and years, since 1920’s. They brought suit in Brown v. Board of Education in 1951 and finally they won that suit segregated education declare unconstitutional by the United States Supreme Court. As the quotation below;

*The year I met Mrs. Durr, 1954, the United States Supreme Court handed down the famous decision Brown v. Board of Education. That declared segregated education unconstitutional.* (Parks, 1992, p. 97)

b. Fight for the Right to Vote

One of the ways to stop discrimination to the African - American is laying hand on government support. Therefore African – American need people or delegation which will fight for their rights. Because of that black people have to follow the election to vote people who represent them in government. If we did not like the way they represented us, we can vote for someone else.

But on those days most African - American could not vote. The white people made it very difficult for black people to register to vote.

*At that time I had a list of the black registered voters in Montgomery. There were thirty-one people on the registered list, and some of them were in the cemetery. They had died but they were still on the list.* (Parks, 1992, p. 72)
As the quotation above, we can see that although they already death but black people still registered as a voter. Those make only few black people that registered to get vote.

People who do not like African - American to get his rights to vote do variously to obstructive it. One of the ways was executed registration on working hours.

*And then they might decide to have registration on a Wednesday morning from ten 0’clock until noon, when they knew most black working people couldn’t get there.* (Parks, 1992, p. 74)

From the quotation above, the writer conclude that white people did not want black people participated on vote. So the vote committee was executed registration on the morning, where most of black people could not leave their work. And when black people done their jobs to go to the registration place, the voter registration board would close the doors, no matter how many people were still stand in line.

There was the voter registration board differentiating the way of giving the result test between black and white. White people get their result test immediately while black people have to wait and sent by letter. If Black people did not pass they cannot protest or ask the cause to the registration board because they do not have the proof. As the quotations below;

*Certificates were mailed to African-Americans, while Caucasians received them immediately after completing the test.* (Parks, 1992, p. 74)
“You didn’t pass.” They didn’t have to give you a reason. They could say you didn’t pass the test and there would be nothing you could do about it. (Parks, 1992, p. 75)

There were a rule that compulsory a voter that pass the test and get registered they must pay the poll tax $1.50 a year. If this is the first they was registered, they must paid in full accumulated poll tax start from they was 21 years old. And for the most African-American this rule is very weigh against. As the quotation below;

*I got registered in 1945 when I was thirty-two years old, so I had to pay $1.50 for each of eleven years between the time I was twenty-one and the time I was thirty-two. At the time $16.50 was a considerable amount of money.* (Parks, 1992, p. 76)

As time passes, civil rights movement progressively increased and started organized. They straight away fight for their rights to vote their delegations on government. On that account they put pressure on government to give law guarantee for African-Americans to vote without any pressure. Especially on South America, where they have much obstructed from the government for registered to vote. Black people start their movement that is involved many people by doing mass demonstration and long march. Like explained in the quotations below;

*I was also at the 1963 March on Washington to push for federal civil-rights laws.* (Parks, 1992, p. 165)

*People started going to Selma from all parts of the country. Dr. King decided to call for a mass march from Selma to Montgomery, about fifty miles away.* (Parks, 1992, p. 168)

As seen from quotation above, finally government was legalized the law that secured the rights of black people to vote. This was one more law to help the black people of the South, and it was an important one.

c. Segregation and Bus Boycott in Montgomery

A lot of segregations that experienced to the black people and the most hurting them are buses segregation. Black people had special rules to follow. Some drivers made black passengers step in front door and pay their ticket, and then they have to get off and go around to the back door and get on. And there are some drivers that so mean, before the black passengers got around to the back door, the bus would take off without them.

Because Rosa Parks was seen a woman had experienced being left when got around to the back door, Rosa bother the rules, after pay the ticket she was not got around to the back but straight to sit from the front door. Because of that action she had to push away from the bus by the driver. As the quotation below;

“my bus,” he called. He was standing over me and he said, “Get off my bus.” I said, “I will get off.” He looked like he was ready to hit me. I said,” I know one thing. You better not hit me.” He didn’t strike me. I got off…. (Parks, 1992, p. 79)

There were thirty-six seats on Montgomery bus. The first ten were reserved for whites, even if there were no white passengers on the bus. Black people were required to sit in the back of the bus, and even if there were empty seats in front, they could not sit there. Once the seats in the back were filled, then
all the other black passengers had to stand. If whites filled up the front section, black people must give up their seats. These rules are very hurting Black people feeling, they must give up their seat to the white people and stand.

*When the driver went to get the police, the elderly woman got off the bus, but Claudette refused to leave, saying she had already paid her dime and had no reason to move. When the police came, they dragged her from the bus and arrested her.* (Parks, 1992, p. 111)

From the quotation above, we can see there are some people who bother these rules and they must face with the law. There is a teenage girl named Claudette Colvin that refused to give up her seat in the middle section of the bus to white people. Because her action she had to be jail.

By this case NAACP want to release her from the jail and making this case as a base of early struggle to demand this injustice and abolished bus segregation. But this plan failed to be executed because known that Claudette is pregnant without married. That mentioned could weigh against in front of law and will lessen sympathy from the people. As it is explained in the quotation below;

*Everything was going along fine until Mr. Nixon discovered that Claudette was pregnant. She wasn’t married, and so that was the end of the case.* (Parks, 1992, p. 112)

The another case that experienced by Rosa, when she finish her job, she want go home by bus, and in the middle of way there are some white people rode the bus, because the bus seats are full and she seat in middle section so she must give her seat. But Rosa was refused to give up her seat to white people. Rosa was
not tired physically but she was tired in giving in. These actions bring her get in touch with the police and make her under arrested. As the quotations below;

*The driver of the bus saw me still sitting there, and he asked was I going to stand up. I said, “No.” He said, “Well, I’m going to have you arrested.” Then I said, “You may do that.”* (Parks, 1992, p. 116)

“I don’t know, but the law is the law and you’re under arrest.” One policeman picked up my purse, and escorted me to the squad car. (Parks, 1992, p. 117)

Rosa’s arrested was the beginning of mass movement opposed bus segregation in Montgomery. With this case NAACP supporting by African-American will conduct boycott to buses entire of Montgomery. NAACP self confidence this case can be submit to US supreme court to eliminate buses segregation because Rosa had never owned bad record what will lessen sympathy from the people. Rosa case was a perfect plaintiff. As it is explained in the quotation below;

*“She was secretary for everything I had going—the Brotherhood of Sleeping Car Porters, NAACP, Alabama Voters’ League, all of those things. I knew she’d stand on her feet. She was honest, she was clean, she had integrity. The press couldn’t go out and dig up something she did last year, or last month, or five years ago. They couldn’t hang nothing like that on Rosa Parks.”* (Parks, 1992, p. 125)

In the time Rosa Parks was in trial, NAACP planning to start the boycott. They make handbills, so the people had to know about the planning and the time boycott will execute. And they arrange meeting in church to discuss what are going to conduct. This is what the handbills said:

*Don’t ride the bus to work, to town, to school, or any place on Monday, December 5.*
Another Negro woman has been arrested and put in jail because she refused to give up her bus seat. Don’t ride the buses to work, to town, to school, or anywhere on Monday. If you work, take a cab, or share a ride, or walk. Come to a mass meeting, Monday at 7:00 p.m., at the Holt Street Baptist Church for further instruction. (Parks, 1992, p. 130)

There were three demands that submit by NAACP for the government and the buses company. 1). Courteous treatment on the buses; 2). First come, first served seating, with whites in front and black in back; 3). Hiring of black drivers for the black bus routes. The boycott is going on almost a year. The boycott makes most of black people lost their job. The whites especially women feels that the boycott really make them difficulties because losing their maid (black women) make them must doing domestic work by her self. And the sides that make suffer financial loss are the buses company, because mostly the buses passengers are black people. So everyday when the boycott running every bus only take one or two white people, even they must run the empty bus. Because these effects, finally US government agree with Black demand and make buses segregation unconstitutional. As the quotation below;

.... but that order came on the very same day that the U.S. Supreme Court ruled in our favor, that segregation on the Montgomery buses was unconstitutional. That was on November 13, 1956. (Parks, 1992, p. 155)

By the story of a black woman named Rosa Parks, we can know the struggle of African-Americans to get their rights and fighting segregation that oppressed then for along time. African-American succeed prove to the world that
to fights injustice and discrimination is not have to done by force, but by nonviolent protest they finally get their freedom.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

*Rosa Parks My Story* is a novel by Rosa Parks, one of African-American women who was active in Civil Rights Movement and known as “the Mother of the Civil Rights Movement”. Her life experience in facing discrimination on America make her to write this novel in order to give inspiration to the readers that discrimination must be vanished in this modern era.

In this novel, the author describes about a woman named Rosa Parks who fights her rights and also tells about how the lives of colored people especially black people in America are humiliated by the White. Moreover, discrimination and segregations are legalized by United States governments. Rosa Parks is an educated and courageous woman. It is proved by her courage to face injustice and discrimination when most of black people do not care about the problems.

From those explorations of Civil Rights Movement that done by African – American are the activities were done by protesting and mass marching without violence. To begin with Rosa Parks’ action is not giving her seat to a white man on a segregated bus. Impacted to the mass boycott and continued to the long march that followed by thousands of African – Americans and supported by white people who do not agree with the segregation. The movement proves that to fight injustice and violence can be done through nonviolent protest.
B. Suggestion

To those who are interested to literary works, the writer tries to have the following suggestions:

1. For the students who are interested in studying civil rights movement and woman ideal feminist in United States of America, they should read some references that are related with the discussions.

2. For those who want to make the similar research, they should study in depth about the culture, the movement of Human Rights and the development of feminism in America.
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