

## STEREOTYPE OF BLACK FEMALE CHARACTERS IN TONI MORRISON'S *THE BLUEST EYE*

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### ABSTRACT

Stereotype is one of the issues which happens in America's multicultural society up to now. This research investigates two objects. First, the type of stereotype: Black female stereotype and the second is stereotype formation which applied in Toni Morrison's *The Bluest Eye*. Qualitative method was used in this research. The theories used to approach this research are taken from Mahassen Mgadmi (2009) and James L. Hilton and William von Hippel (1996). The research revealed that there are two main findings in this research. First, the type of stereotype found in the novel is Black female stereotype which represented by two characters. Second, there are two stages of stereotype formation occurred in the novel: Illusory Correlation and Self-Fulfilling Prophecy. The acts of Self-fulfilling Prophecy are harsh word choice, verbal tones, degree of interpersonal distance, facial expressions, and teaching methods or classroom practices. Hence, it can be assumed that the black female characters in the novel are still defined by their physical appearances which then strengthen the stereotype towards them. In addition, the stereotype that happens is actually formed in their mind, and then it is shown in their actual behaviors.

**Key words:** Stereotype, Black Female, Stereotype Formation

### ABSTRAK

*Stereotip adalah salah satu isu di masyarakat multikultur Amerika yang masih berlangsung sampai saat ini. Penelitian ini menganalisa dua objek. Pertama, jenis stereotip: yaitu stereotip perempuan kulit hitam dan yang kedua adalah formasi stereotip yang terdapat dalam novel *The Bluest Eye* oleh Toni Morrison. Penelitian ini menggunakan metode penelitian kualitatif. Teori yang digunakan untuk menganalisa berasal dari teori Mahassen Mgadmi (2009) dan James L. Hilton & William von Hippel (1996). Stereotip perempuan kulit hitam adalah stereotip yang tujuan terhadap karakter perempuan kulit hitam. Formasi stereotip adalah proses tentang bagaimana stereotip terjadi di masyarakat. Terdapat dua poin utama dalam penelitian ini. Poin pertama, tipe stereotip yang terdapat pada novel adalah stereotip perempuan kulit hitam yang direpresentasikan oleh dua karakter. Poin kedua, ada dua tahap dari formasi stereotip dalam novel: Ilusi Korelasi dan SFP (Self-Fulfilling Prophecy). Perlakuan yang mengindikasikan SFP dalam novel adalah pemilihan kata kasar, nada bicara, pembatasan diri, ekspresi wajah, dan metode pembelajaran atau praktik dalam kelas.*

**Kata kunci:** Stereotip, perempuan kulit hitam, formasi stereotip

## A. Introduction

Stereotype is one of the issues in America that is still happening until today, and it has become the issue which happens in America multicultural society. Since 18<sup>th</sup> century, the Whites in America perceive Black people as mentally inferior, physically and culturally unevolved, and have an appearance like apes. This perception leads to generalization towards Black people in America, which also impact their position to American society. Americans are agree that the average White people are more likely to have better income, better education, and better job position (Plous, 795). Hence, the generalizations lead to the stereotypical assumptions from the Whites to the Black people in American society. Based on Bordalo, Coffman, and Gennaioli (p.1), sociology is a study that becomes an approach to stereotype since it affects the society by distributing beliefs about group traits. Stereotype itself is defined by Leyens and Schadron (p.91) as a belief about certain groups referring to their behaviors, characteristics, or representation about them. From then, the term stereotype is used as a term to define the expression of judgment about other's different traits, in this case is the stereotype that happens toward Black females in America. This issue of stereotype is worth to be investigated further, because it is pathetic how differences can separate people to each other, such as the discrimination towards black people in America. Referring to many identities that are existed in the world, understanding how stereotype occurred and how it affects others behavior can help people to appreciate those who are different in race. This research remarks the issues of racial stereotype formation which are applied in the novel. The theory that is used by the researcher to analyze stereotype in Toni Morrison's *The Bluest Eye* is taken from the theory by Mahassen Mgadmi who categorizes stereotype about Black females in literature into figures of representation: *The Mammy* and *Jezebel* (2009). The researcher also employed the theory from James L. Hilton and William von Hippel (1996) who examine the stage of formation about how stereotype in cultural society works, which includes Self-Fulfilling Prophecies and Illusory Correlation. *The Bluest Eye* is a novel written a Black female author named Toni Morrison. This novel brought representations about multi-diversity in society, especially in American society in 1940's. This first work of Morrison that was published in 1970 told about how black people survived racism and stereotype of their racial traits. This novel portrayed a racial issue when American society still held standardized perspectives about physical appearance, which valued people from their hair, eyes, and skin color. To make it worse, although people are more aware about this issue, the actual fact claims differently. Recently in America, a Black man named George Floyd has been killed by a white police officer, Derek Chauvin who knelt down on George's neck until he was out of breath. George was accused because he had been reported by grocery store employee who said that he was trying to pass a counterfeit bill. The killing of George Floyd is one of many cases of Black Americans who were treated badly by other groups in American society. Though American society is believed to run a freedom ideology and that the history of slavery had happened long time ago, yet racial issue is still happening. Through this novel, the researcher is trying to investigate more thoroughly from the perspective of literary work. This novel has power in representing the portrait of a Black American as minority, which is depicted in the life of Black females in the novel: Pecola Breedlove and Pauline Breedlove. The researcher chooses to examine these female characters because they point out how devastating the negative effect of racial stereotype toward minority in America. The Black female characters are threatened because of their own identity as black females in White dominated society, and how it

reciprocally affects the behavior of the Whites toward them. The Black female characters represent the identity of being “different” in majority, and how they survive the stigma of black ugliness is well presented in the novel. Therefore, to study about the category of Black female stereotype in literature, the researcher used Mahassen Mgadmi theory who classifies the stereotype into two figures of representation. Furthermore, to identify the formation of stereotype in *The Bluest Eye* novel, the researcher also employed theory that is proposed by Hilton et al (1996). And in order to analyze the issue of stereotype in this novel, the researcher focused on the narration that clarifies about how stereotype occurred in *The Bluest Eye* novel through the characters of Pecola Breedlove and Pauline Breedlove who become the victims of Black female stereotype.

In order to identify stereotype issue in the novel *The Bluest Eye*, the researcher brought up two questions as the following: what are the types of stereotype found in the novel *The Bluest Eye* represented by Black female characters, and the second is what are the stages of the stereotype formation that happen towards the black female characters. This study expected two purposes, the first one is to identify the stereotype issue found in *The Bluest Eye* novel, and the second purpose is to explain further how the society, in this instance is represented by the Whites, form and develop stereotype towards Pecola and Pauline Breedlove. The study itself has certain benefits and knowledge, whether it is theoretically or practically. Theoretically, this study could be a reference for other researchers who want to study similar discourse. Practically, this study could be used as a guidance that help readers understand racial stereotype and how it occurs.

## **B. Literature Review**

The theories below are related to literary theories, which will provide the readers with deeper understanding about the issue that is used in this research.

### **1. Character**

Character shows up in literary works in many forms, it can be any creature except human; animal, plant, robot, thing from outer space. Andrew Benett describes character in literature “as the shape of an inscribed letter on a tombstone and as the personality of human being. The text implies that our knowledge of people is determined by writing, by the character of written words” (Benett 61). The author’s ability to imagine and develop the traits of character is necessary to maintaining character’s appearance in the narration. In other words, it is called characterization. The authors expose the character’s appearance in two ways; directly and indirectly. The direct method exposes character thoroughly by narration, either wise indirect method exposes the character using other qualities like other character’s opinion, clothes, thoughts, or dialogue with other characters. Characters in novel are as strong as plot in function, as they are the tools which are able to create pattern of how the narration is going.

### **2. Setting**

Settings in fictions take part of some aspects, therefore it is the place, time, and idea of how the narration is going. Griffith states that there are three main functions of setting; the first is the physical, sensuous world of the work. Second, the time when the story happens, or in other words is the certain era that is related to events in real world. The third is the function of the environment in the story, whether it is social, psychological, or condition of the government that reflects its people with their moral value of life. The term ‘setting’ indicates several aspects in literature, such as historical period, location, and social environment whereas the story is developed. Therefore, setting is a tool for the narration to be completely clarified. For example,

the events at particular time can indicate the era of the story, which explains what things are going on in the plot of the story.

### **3. Sociology of Literature**

To properly accomplish the theory of stereotype, therefore we have to know the field where it was shaped; sociology. According to Lee Ross, the word “sociology” attained from Latin *socius* which means companion and Greek *logos* which means study, therefore in literal sociology defined as the study of companionship. Sociology and its terms cannot be disassociated from the process of evaluating ourselves, and this evaluating process influenced the favoritism or attitudes towards others as well. The process affected by cognitive, perceptual, and motivational elements of human’s psyche (26). Sociology takes part in literature as a reflection of the real world that has many cultures, ethnics, races. Many literary works contain diversity of racial or ethnic background as elements of the plot, setting, theme, or character of the literary work itself. Sociology in novel portrays cultural and economic background of the story, which also deploy the condition of society regarding to the era applied in the novel (Griswold 455).

### **4. Stereotype**

The concept of stereotype can be defined as a generalized perspective about particular groups. As American journalist Walter Lippman stated in his book *Public Opinion* about the initial idea of stereotype thinking where he was the first who came up with that term. Lippman conveyed stereotype as “the picture we carry about in our heads” (Lippman 93). From then, the term stereotype is used as a term to define the expression of judgments relating to other’s different traits. In other words, stereotype can be portrayed as a standardized scheme towards the other’s certain traits based on their race, religion, and social class. Therefore, this scheme allow people to generalize the traits of others, then their perception also affects their attitudes and how they behave towards the target.

#### **A. Black Female Stereotype**

This research will use Black Female Stereotype theory used in literature by Mahassen Mgadmi. She divided stereotype of Black female into two figures of representation: The Mammy, The Jezebel, and The Tragic Mulatto. However, in this research The Tragic Mulatto is not used because it does not represent the Black Female characters.

##### **a. The Mammy**

In literature, this figure is generally portrayed Black female as a slave who is “dark-skinned, strong-bodied, thick-lipped, obese, and ugly”. This representation of Black female stereotype is occurred towards the Black female slave who is skillful in housekeeping, being a perfect mother in the house with taking care of White children of her master and also her own child. This figure is depicted as the “all-mother figure” which loyal to her master and has elevated skill of doing the house work (Mgadmi 3). Perceived by some Black Historians, “The Mammy embodied the romanticized interrelated experience between Blacks and Whites, which in turn provided the stamp of historical legitimation for slavery and segregation” (Mgadmi 4). The Mammy figure also depicts how Black female slave is stereotyped as sexual exploitation of female slave, since they were forced to abandon their own children in order to nurture children of their White master.

##### **b. The Jezebel**

In many recent viewpoints of literature or society, Black women are portrayed as filthy and profane. They are stereotyped to be having traits such as: seductive, tempting, or alluring. Therefore, Jezebel is a figure of stereotype representation of Black female who's portrayed as middle-aged or young woman who becomes the object of sexual arousal of men. She represents the idea of Black female who becomes the seductress, victim of rape or other sexual coercion. Mainly, black women are sexually objectified by American society since the early 1630's, or else being described as "bad-black-girls" (Mgadmi 7). The Jezebel images that characterize Black women are viewed through two categories: *Pathetic Others and Exotic Others*. Pathetic others depicts Black women as physically unattractive, uncivilized, and unintelligent. In the media, their features are distorted –their lips are enlarge, their breasts are slump. However, White or Black men find Black women sexually appealing. They are commonly are placed in sexual setting to clarify their conceptualize images; naked, drunk or holding a drink, her eyes are seductive.

## **B. Stereotype Formation**

To initiate discussion about stereotype, then how it is developed and formed is necessary. Regarding to individual differences of culture and race, it is observed that people tend to have fixed belief about minority out-groups. William von Hippel and James L. Hilton stated that the formation of stereotypes contains several processes. These are the two main stages of stereotype formation, or else be translated into what aspects that cause stereotype to emerge (Hippel 244).

### **a. Illusory Correlation**

Illusory correlation is the stage that contributes the formation, or how stereotype is occurred in the minds of majority, or in this case; White Americans. The correlation that people illustrate to confirm their belief between majority and minority group is associated with their perception about others, such as how they see only the negative qualities of others. This stage occurred when people of majority (White Americans) first generate their perception towards minority (Black American) inside their head, and processing them as general justification for Black Americans traits. Illusory correlation also established by how strong people have negative perception towards minority groups that leads them to justifying their unverified belief. The main idea of illusory correlation established by how people impulsively receive information from observation that is encouraged by socio-economic status, well-known category exemplar, popular fictional character, or media representation. This observation leads people to put certain traits of other group into categories (Martin 6).

### **b. Self-fulfilling Prophecy**

Self-fulfilling prophecy is a stage or process of stereotype formation where the implementation of perception is formed into act or behavior of the majority group, in this case; White Americans. Self-fulfilling prophecy is a situation where mere judgments that the majority hold toward others could affect their behavior in reality, thus also cause the groups who are being judged response simultaneously of their behavior and giving them validation as if their judgments are true. This process manifested through negative attitude, judgment, and unfair treatment towards members of Black Americans (Hippel 244). Furthermore, this process is indicated by these behaviors provoked by majority ethnic group –or in this case is White People:

- a) Harsh word choice :
- b) Verbal tones

- c) Degree of interpersonal distance
- d) Facial expressions
- e) Teaching methods or classroom practices (In a school environment)
- f) Judgment of ability & attainment
- g) Toxic employment & workplace condition
- h) Policing
- i) Unfair criminal justice process

These behaviors are the indicators of how Self-Fulfilling Prophecy applied in reality. In addition, the example of this formation is when a white man who believes “Black people are harsh and violent” could act distant, detached, and distrustful when having an interaction with an African American. The African American might have mutual reaction to respond the behavior, showing their discontentment and hostility toward the perceiver. The stereotype then confirmed as truth by the perceiver regarding to that act of response.

### **C. Research Method**

This research uses qualitative method because it analyzes and interprets the data in the form of words. Neuman has stated that qualitative method is used to examine culture, social process, and experience of the research object (Huberman 40). For that reason, under the qualitative research paradigm, this research adopts sociological approach through literary reviews. Sociological approach is used to analyze stereotype in this research because it studies attitudes, behavior, and relation between each social member. In order to generate more immense data, observation method is going to be applied in this research. Furthermore, the observation is conducted through reading the novel continuously. The first step of the observation is reading the novel comprehensively and continuously. The second step is observing the narration and the dialogues in the novel. Furthermore, the researcher will pay attention to every narration and dialogue related to the topic analysis. The third step is identifying the narrations contain of stereotype shown in the narration of the novel, then writing down the information in the note. The last step is observing the plot in the novel related to the topic analysis, then writing the data in the narrative form.

### **D. Findings and Discussion**

#### **1. Black Female Stereotype Analysis toward the Female Characters**

The analysis came from the stereotype that were emphasized by other characters towards the Black female characters in the novel. The data were gathered from dialogues, thoughts, and deeds of the characters. The female characters who got stereotype are Pecola Breedlove and Pauline Breedlove.

##### **A. The Mammy**

The first figure of Black female stereotype was The Mammy, which represented as an old Black female servant who works in White people houses. The representation of The Mammy includes several remarks which indicate ideal qualities as a good servant; taking a good care of their master’s houses, doing domestic works, nurturing their children, living her life with fatigue and pain. The character who had been stereotyped by the narrator is the mother

of Pecola: Pauline Breedlove. There were evidences of events where Pauline was explained as a servant who works in White people house.

### **(Data 1: MA1)**

“Then **they were old. Their bodies honed, their odor sour.** Squatting in a cane field, stooping in a cotton field, kneeling by a river bank, they had carried a world on their heads. **They had given over the lives of their own children and tendered their grandchildren. ... They were through with lust and lactation, beyond tears and terror.** They alone could walk the roads of Mississippi, the lanes of Georgia, the fields of Alabama unmolested. **They were old enough to be irritable when and where they chose, tired enough to look forward to death, disinterested enough to accept the idea of pain while ignoring the presence of pain....—a purée of tragedy and humor, wickedness and serenity, truth and fantasy.**” (Morrison 139)

The evidence showed the narration that explained the life of women’s lives in Pauline family. Their appearance were portrayed as **old, tired, and filled with pain.** These were as the consequences as **being workers who do the field work**, such as taking care of cotton and cane field. This narration showed that they had been through “tears and terrors”, as being Black women who lived in the village must require the ability to work hard and endure the pain, while their children were abandoned. The setting of the scene was cotton field, and in the old days the Black women worked as slaves in those fields. The narration also deployed the setting where the story happened, “..roads of Mississippi, the lanes of Georgia, the fields of Alabama”, these are the states country of America. The setting was actually closely related to the story of Black women slavery during 1700s and 1800s.

### **(Data 2: MA2)**

“... **Don’t cry no more. Polly will change it.**” She went to the sink and turned tap water on a fresh towel. Over her shoulder she spit out words to us like rotten pieces of apple. “**Pick up that wash and get on out of here, so I can get this mess cleaned up.**” (Morrison 109)

The example above portrayed Pauline Breedlove as a servant who takes care of her child’s master. “The little girl in pink” referred to the child whom Pauline nurtures, and how the girl depends on Pauline in everything she does. In this scene, it was also obvious that Pauline was responsible about everything that happens to the child and the house, from the way she had to calm the crying child until clean up the mess in the house.

### **(Data 3: MA3)**

“**She became what is known as an ideal servant**, for such a role filled practically all of her needs.” (Morrison 127)

The scene told the reader about how Pauline had got the job in one of the White’s house as a **servant.** The narrations described how the job in that house was pleasant to her, and fortunately she got master who was “affectionate, appreciative, and generous”. Pauline represents The Mammy accurately as she was described as having “**dismissive**” value from the

way she pleasantly did all the works without feeling miserable. In this narrative, Pauline looked so pleased and really enjoyed her new job as a servant in White people's house. She also glorified the luxury of their house and their precious beautiful children.

**(Data 4: MA4)**

“It was her pleasure to stand in her kitchen at the end of a day and survey her handiwork. Knowing there were soap bars by the dozen, bacon by the rasher, and reveling in her shiny pots and pans and polished floors... She will *not* leave the kitchen until everything is in order. Really, **she is the ideal servant.**” (Morrison 128)

Therefore in the previous scene, Pauline was described by her master as an “ideal servant”. It was strengthened by the point of Mammy characteristics who was represented by Pauline who prepared the utensils and needs in the house, while she was also did the cooking and taking care of the kitchen. Referring to The Mammy typical stereotype as a favorite servant, Pauline character has that personality. She was overpowered and subconsciously dominated by her own amusement to the luxury of the house owned by her master which led her to be a very obedient servant who did all the house chores pleasantly.

## **B. The Jezebel**

Mahassen stated that Black female often being the victim of sexual assault, which often correlated as a consequence of their immoral behavior. She represented the figure of The Jezebel, whom Mahassen described as Black female who was seductive, often became the victim of rape, and vulnerable. In this novel, Pecola carried such characteristics as seen by the character of her father, Cholly Breedlove, who was later being raped her until she got pregnant.

**(Data 5: JE1)**

“**The sequence of his emotions was revulsion, guilt, pity, then love. His revulsion was a reaction to her young, helpless, hopeless presence.**” (Morrison 160)

The previous scene happened when Cholly came home and found out Pecola was alone doing the dishes. The way Cholly looked Pecola, his own daughter, with **lust** rather than affectionate look from father to daughter. In this scene, Cholly was explained having a very strong emotion while seeing Pecola washing the dishes. The emotion he felt after seeing her gesture and her body was filled with **eagerness**. The look from Cholly toward Pecola signaled The Jezebel characteristic upon her being, as Mahassen explained that Jezebel has value of being **seductive and alluring**.

**(Data 6: JE2)**

“**It was such a small and simple gesture, but it filled him then with a wondering softness.**” (Morrison 161)

Cholly was described as an irresponsible father who had no paternal love for his daughter. Therefore, the previous scene narrated his immoral act of **raping** his own daughter, Pecola. He was driven by the desire after seeing her vulnerable and weak body, and after found out the emotion he felt for her was complicated and rather **lustful**. The rape which happened toward her was a portrait of how she indicated The Jezebel characteristics in Black Female Stereotype. The setting in this novel was strengthen from the line “that was what Pauline was



doing the first time he saw her in Kentucky”, that he was in Kentucky, America, several times ago. It was connected to the historical condition in Kentucky in 1940’s where many Black people lived in there.

## 2. Stereotype Formation toward The Female Characters

The analysis came from the indicators that happened toward the female characters in the novel. The characters involved are Pecola Breedlove, Pauline Breedlove, and Black female in general.

### A. Illusory Correlation

Illusory Correlation is a stage of stereotype that initially happened from assumption. In this analysis, Illusory Correlation which happened toward the Black female characters in the novel would be indicated from the characters’ thoughts, actions, and also the narration from the writer.

#### (Data 7: IC1)

“They lived there because they were poor and black, and they stayed there because they believed they were ugly.” (Morrison 39)

In this scene, the narrator put Breedlove family in a situation where they had to live in a storefront, and live poorly. Related to the setting in the novel; America in 1940s, Black people were stereotyped as ugly. This stereotype made Breedlove’s family had to be lived in a storefront because the society was not welcomed for their existence.

#### (Data 8: IC2)

“White kids; his mother did not like him to play with niggers... Colored people were neat and quiet; niggers were dirty and loud... the line between colored and nigger was not always clear; subtle and telltale signs threatened to erode it, and the watch had to be constant.” (Morrison 87)

In the quoted narration above, the narrator explained how the light-skinned Black family judged other Black People, or what they called “nigger”, as “dirty” and “loud”. The judgments came only from their assumption as they also believe that the differences between them and darker Black people were not truly correct. From the line “the differences are not very clear; and telltale sign threatened to erode it”, it can be seen that the judgments they applied to darker Black people were irrelevant to the actual fact, and only based on their stereotype towards them.

#### (Data 9: IC3)

“Nobody ever played with her. Probably, he thought, because she was ugly.” (Morrison 89)

In the previous scene, the boy from the light-skinned Black family was thinking about how Pecola and her ugliness made her always played alone in the park, and that nobody wanted to play with her because she was **black and ugly**. His observation and his judgment were irrelevant, and it was strengthened by the words “probably”, and “he thought”. It proved that his correlation about Pecola’s ugliness and how she always played alone in the park was inappropriate.

#### (Data 10: IC5)

“Who say they don’t have no pain? Just ’cause she don’t cry? ’Cause she can’t say it, they think it ain’t there.” (Morrison 125)

The previous narration was shown in Pauline’s thoughts, when she was being stereotyped by the Whites about how Black women did not feel any pain when they were giving birth. In

this narrative, Pauline thought that the fact was not relate to their assumption. Because Black women do feel pain although they do not voice it out loud, and referred to their position in society where **they do not have place to whine about their pain and sorrow**. This stereotype was applied on Black women based on people understandings about how they handle their labor, and how they were perceived as physically strong. Based on this perception, Black women often treated differently in any field and occasion, for example the treatment that Pauline accepted while she was giving birth at the hospital. The nurses and the doctor did not treat her well, they treat her like she was the kind of woman who does not feel any pain while giving birth, just like horses. The setting of this scene was in the hospital, and it indicated that stereotype toward Black women could happen anywhere, even in public facility like hospitals.

### C. Self-Fulfilling Prophecy

The evidences of this Stereotype formation in the novel can be found in the actions of the White toward Pecola.

#### (Data 11: SF1)

“The master had said, **“You are ugly people.”**...in fact, support for it leaning at them from every billboard, every movie, every glance. “Yes,” they had said. “You are right.” (Morrison 39)

The scene told about the family of Breedlove who lived in a storefront and why they were being socially discriminated. Pauline Breedlove who lived as a servant in White people houses often got **verbal abuse** from her masters, for example the sentence such as “You are ugly people”. The discrimination that they got from their neighborhood can be categorized in one of Self-fulfilling Prophecy case, ‘degree of interpersonal distance’ because the stereotype that they got from people led people to discriminate them and avoid socializing with them. This act was mentioned by William Von Hippel and James L. Hilton in Self-fulfilling prophecy case as ‘**harsh word choice**’.

#### (Data 12: SF2)

“...the ugliness that made her **ignored** or **despised** at school, by teachers and classmates alike. She was the only member of her class who **sat alone** at a double desk.” (Morrison 45)

The previous evidence was taken from the narration of the narrator about the insecurity of Pecola who was often **being called ugly** by schoolmates. This narrative was also an evidence how she was treated at school, such as she was being **differentiated** and **discriminated** by her classmates and teachers. The act of Pecola’s classmates and teacher also can be categorized as Self-fulfilling Prophecy in ‘**teaching methods or classroom practices**’.

#### (Data 13: SF3)

“They tried **never to glance at her**, and called on her only when everyone was required to respond.” (Morrison 46)

The quotation was taken from the narration where Pecola’s teachers always treated her **unfairly**, such as **ignored** her and **differentiate how they treated** Pecola and other kids in school. This act was included in one of Self-fulfilling Prophecy cases, ‘**teaching methods or classroom practices**’.

#### (Data 14: SF4)

“**He does not see her, because for him there is nothing to see.**” (Morrison 48)

The previous evidence was taken from the narration when Pecola bought a candy in a candy store, and the storekeeper was a middle-aged white man. In the town where Pecola lived,

Black people were struggling to live equally. Therefore at that time, a Black girl like Pecola who was ugly and poor can be easily harassed in a town where the majority was White people. In this scene, the man was seeing Pecola with a **look of disgust**, and he was very aware about his identity as a white man. The thought of the storekeeper about seeing Black people as less worthy than him proved that the stereotype had been rooted and attached in their heads in a long time. In the narration, the way **he refused to see Pecola and ignored** her was based on his pride and his personal judgement toward Black people. These acts were mentioned in William von Hippel and James L. Hilton theory about Self-fulfilling Prophecy, in cases such as **'degree of interpersonal distance'** and **'facial expression'**. The acts represented stereotype thoughts of the storekeeper towards Pecola, where the thoughts then manifested in his acts.

**(Data 15: SF5)**

**"...they gaily harassed her. "Black e mo. Black e mo. Yadaddsleepsnekked. Black e mo black e mo ya dadd sleeps nekked. Black e mo . . ."** (Morrison 65)

This narration told about a group of boys in a same school as Pecola who always bullied her at school. Later then, Pecola was surrounded by these White boys who thought that Pecola and her Blackness deserved to be harassed. They harassed her by **insulting her skin color**, by saying **'black e mo'** to her repeatedly. They were also putting a stereotype about **Black people and their sleeping habit**, by mocking about Pecola's father sleeping naked. According to William and James theory, the acts of the boys who harassed Pecola were categorized in Self-fulfilling Prophecy cases such as **'harsh word choice'** and **'verbal tones'**. Their acts of insulting her with word such as **'black e mo'** was **verbally harassing** Pecola and her race identity as Black people. The way they talked with **loud voices** and **shouting** at her were categorized in Self-fulfilling cases, **'verbal tones'**.

**(Data 16: SF6)**

**"Safe on the other side, she screamed at us, "I am cute! And you ugly! Black and ugly black e mos. I am cute!"** (Morrison 73)

On the previous sentence, the narration went into the situation here Pecola, Frieda, and Claudia met their schoolmate, Maureen. Therefore, Maureen who felt like she was more superior to the rest of them because she was white, eventually saying impolite words such as **'you ugly'** and **'black e mos'**. As William and James had explained in their theory about Self-fulfilling Prophecy cases, Maureen act was categorized in **'harsh word choice'**.

**(Data 17: SF7)**

**"You nasty little black bitch. Get out of my house."** (Morrison 92)

The narration above happened when Pecola accidentally trapped in a house of lighter color of Black family because she was trapped by their son. Supported by her status of being upper class than Black people, she told Pecola to get out of her house by insulting Pecola. By saying **'nasty little black bitch'**, her act was concluded in Self-fulfilling Prophecy cases, **'harsh word choice'**.

## **Discussion**

As has been presented on the findings, the result was both of type of stereotype and stereotype formation were found in the novel. There were two main Black female characters in the novel: Pecola Breedlove and Pauline Breedlove. The research also examined how stereotype was formed and developed through two formations, as stated by William Von Hippel and James L. Hilton. There were Illusory Correlation and Self-Fulfilling Prophecy. These two formations were the categories which contained the indicators of stereotype. To

classify what indicators are matched with the formation, the researcher analyzed the narration in the novel and mark every words, thoughts, and actions that were related to the indicators of these two formations. To differentiate between these two formations, Illusory Correlation was indicated with stereotypic thinking such as thoughts and narration that contain stereotype towards the four female character, for example “Black people are aggressive, harsh, and violent.” Therefore, the Self-Fulfilling Prophecy was occurred when the four Black females received discrimination acts such as harsh voice, direct judgment, and violent treatment from other characters.

This research also found several data that displayed the setting of the story, especially the set of place. The story was developed in America in the early 1940’s, it was seen from the scene where Pauline was spending her youth as a field workers around Mississippi, Alabama, and Georgia. Hence, the condition of America’s society in that time was racially unfair toward Black people. Before 1940s, slavery of Black people was common, and after 1940s they were still treated poorly in society. The set of place of the story also displayed in several data I had provided in the findings. Furthermore, there were Black female stereotype and stereotype formation happened in some public places. For instance, hospital, where Pauline Breedlove gave birth to Pecola. In the hospital, she was handled by White doctor and nurses, where she was stereotyped as having less pain while giving birth, and did not deserve to be taken care like other mother. Other set of place where stereotype happened was Pecola’s school. In her school, Pecola was discriminated, ignored, and bullied by her teachers and classmates. These treatments indicated that the Whites who applied stereotype towards Black people also affected their behavior and actions. These set of places where Pauline and Pecola were stereotyped showed that stereotype could happen everywhere, even in public places such as hospital and school.

From the discussion above, we can see that in this study we found one type of stereotype, which was Black female stereotype represented by two characters in the novel based on the characteristics of Black female figures; The mammy and The Jezebel. Whereas the findings of stereotype formation resulted in several behavior related to Self-Fulfilling Prophecy were found such as: harsh word choice, verbal tones, degree of interpersonal distance, facial expressions, and teaching methods or classroom practices. Based on the analysis, the researcher concluded that the stereotype thoughts acts and which happened toward Black female characters were caused by their own judgments about Black female rather than the actual facts of Black female characteristics.

Based from the findings, the researcher also found several differences between this research and the previous study, *Racial Stereotypes From the Days of American Slavery: A Continuing Legacy* by S. Plous and Tyrone Williams. To compare, the previous research aimed the analysis on physical characteristics about Black people from White people, while this research focused only on stereotype which happened toward Black female. Plous’s study also examined the group of people who tend to be the victim of stereotype based on their status of education, while this research examined the victim of stereotype based on the gender of Black people. The method of the previous research was quantitative which using questionnaire towards respondents, while this study was a qualitative research which analyze and describe the data from the characters in the novel.

Therefore, the research found that physical appearances of the Black female characters in the novel are the reason why the stereotype that applied to them is deeply rooted. Moreover,

the Whites are likely to form the stereotype in their mind, before it is manifested in their actions and behavior toward Black female characters.

## E. Conclusion

There were two characters in the novel who represented each figure of Black Female Stereotype: Pauline Breedlove, Pecola's mother who worked at the White people house as a servant. She was having several qualities that suited the figure of The Mammy, such as having racial identity as Black woman who served White family and being the ideal servant for them by taking a good care of the house, nurtured their children, and did all the domestic works very well. The second characters who represented the figure was Pecola Breedlove as The Jezebel. Pecola represented The Jezebel because she was a little Black girl who was being molested by her own father. Pecola's figure as seen from the perspective of Cholly Breedlove, her father, was tempting and luring. However, the figure of The Tragic Mulatto was not being represented by any character in the novel, because there was no character who suits the characteristics of this figure. Therefore, Pauline Breedlove and Pecola Breedlove were the characters who represented the Black Female Stereotype, which were the Mammy and The Jezebel.

Therefore, the characters who were treated by the acts of Illusory Correlation and Self-Fulfilling Prophecy were Pauline Breedlove, Pecola Breedlove, and Black female in general. The acts which addressed to the Black female characters were harsh word choice, verbal tones, degree of interpersonal distance, facial expressions, and teaching methods or classroom practices. The research suggest the readers with literary studies as their academic background, were expected to not only read the literary works, but also could indicate the deeper meaning, message, and moral values in the works. Especially the values that are still relate with what happen in the present reality, such as stereotype and discrimination. The researcher hoped they can continue the analysis with different theory or approach, because there were also another issues that can be analyzed from this novel, such as feminism and other racial issues.

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