ABSTRACT

This study aims to examine how people are born without knowing what gender, race, and class actually they become. It is the social environment which forms how they should behave in what gender, race, and class they are considered they are to become. If they do not behave as what their environments expect, then they may get bad social stigma. This situation is portrayed in Harper Lee’s *To Kill a Mockingbird*. In analyzing the issues, the writer uses a qualitative method by elaborating dialogues, events, and conflicts in the novel and applies the theory which is suitable to the discussion. Therefore, the writer uses sociology of literature approach and the social construction theory as the supporting theory. By applying the theories, the writer of the thesis finds that the issue emerges on the main female character Jean Louis “Scout” Finch who gains criticism not only from her family but also from her surrounding neighborhood, since she behaves as if a boy and often has rude attitude; she is expected to change her behavior as naturally as a lady from an honored family. In addition, race and class might be socially constructed as well. Scout Finch also learns about race and class perspectives from her surrounding. Even though she refuses to become one of the classist or racist, and she prefers to take her father as a model then imitating him who never considers people from both their class and race. The case study above is to give views of how the society takes a role in considering someone who does not behave as what expected by the society.