

**SOCIAL INEQUALITY IN F. SCOTT FITZGERALD'S *THE GREAT
GATSBY* (1925): SOCIOLOGY OF LITERARY STUDY**

Muliyani

F022221011



Submitted to the Post-Graduated Program in Faculty of Cultural Sciences
of Hasanuddin University as a Partial Fulfillment of the Requirements for
the Master Degree in English Language Studies

**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCE
HASANUDDIN UNIVERSITY**

2024

**SOCIAL INEQUALITY IN F. SCOTT FITZGERALD'S *THE GREAT
GATSBY* (1925) : SOCIOLOGY OF LITERARY STUDY**

A Thesis

as one of the requirements to achieve a master degree

English Language Studies

Compiled and submitted by

MULIYANI
F022221011

to

**ENGLISH LANGUAGE STUDIES
POST GRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2024**

THESIS

**SOCIAL INEQUALITY IN F. SCOTT FITZGERALDS THE
GREAT GATSBY (1925): SOSIOLOGY OF LITERARY STUDY**

Written and Submitted by

MULIYANI

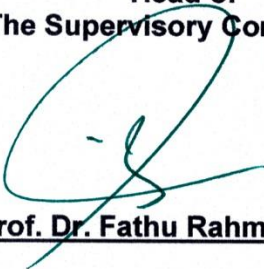
Register Number: F022221011

Has been defended in front of the thesis examination committee

on August 14th, 2024


Approved by:

**Head of
The Supervisory Committee**



Prof. Dr. Fathu Rahman, M.Hum.

**Member of
The Supervisory Committee**



Prof. Dr. M. Amir P., M.Hum.

**The Head of English Language
Studies Program**



Prof. Dr. Harlinah Sahib, M.Hum.
NIP196211281987032001

**The Dean of Faculty
of Cultural Sciences**



Prof. Dr. Akip Duli, M.A.
NIP196407161991031010

A STATEMENT OF THESIS AUTHENTICITY

The Undersigned:

Name : Mulyani
Register Number : F022221011
Study Program : English Language Studies

Truthfully states that the thesis was the result of my work. If it is proven later that some part of the entire thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, August 14th 2024



Mulyani

F022221011

ACKNOWLEDGEMENTS

First and foremost, the researcher would like to offer profound thanks to the Almighty for granting the strength, health, inspiration, guidance, and perseverance needed to complete this academic endeavor. The researcher deeply appreciates the unwavering support and encouragement from the parents, Mansyur Anwar & Ranu Wati. Their nurturing presence has been a cornerstone of this journey and for their relentless support and encouragement, which played a pivotal role in reaching this research milestone.

Throughout this research journey, various challenges arose, testing the researcher's resolve. Thanks are due to friends and colleagues who provided essential support, helping to navigate these obstacles. The researcher wishes to acknowledge several key individuals for their mentorship and guidance:

1. Prof. Dr. Fathu Rahman, M. Hum., and Prof. Dr. M. Amir P, M. Hum., for their unwavering mentorship, valuable insights, and patient direction, enriching the researcher's work with their academic wisdom.
2. Dr. Herawaty Abbas, M.Hum., M.A., Ph.D., Dr. Karmila Mokoginta, M.Hum., M. Arts., & Prof. Dr. Hj. Harlinah Sahib, M.Hum as the examiners whose thoughtful critiques have deepened the quality of this study.

3. The dedicated members of the English Language Studies Program of Hasanuddin University for their crucial role in nurturing the researcher's academic growth through their expertise and advice.
4. The researcher's close friends; dr. Isra, dr. Subi, Sri Sudarni, Winda, Marwah, Aryati, Inka, Ingun, and Hakib for their support and encouragement to the researcher. Massive appreciation for them.

Finally, the researcher acknowledges that this study is not without its flaws and imperfections. Therefore, constructive feedback and recommendations from different sources are greatly welcomed to enhance the research's quality. In conclusion, the researcher extends her gratitude and hopes that this study will serve not only the researcher but also the wider community.

Aamiin yaa rabbal 'alamin.

With heartfelt gratitude,

Muliyani

Makassar, August 2024

ABSTRAK

MULIYANI. *Ketimpangan Sosial dalam Novel The Great Gatsby (1925) Karya F. Scott Fitzgerald: Studi Sosiologi Sastra* (dibimbing oleh Fathu Rahman dan M. Amir P.).

Penelitian ini mengeksplorasi berbagai ketimpangan sosial dan pengaruh ketimpangan sosial tersebut terhadap interaksi dan dinamika dalam setiap kelas sosial seperti yang digambarkan dalam novel karya F. Scott Fitzgerald, *The Great Gatsby* (1925). Dengan mengadopsi pendekatan strukturalisme genetik yang dicetuskan oleh Lucien Goldmann, studi ini menyelami konteks sosio-historis dari novel untuk mengurai struktur yang mendasari perilaku karakter setiap narasi dalam novel. Hasil penelitian ini mencakup empat aspek utama dari ketimpangan sosial, yakni (1) *American dream*; (2) ketimpangan ekonomi; (3) perbedaan kelas sosial; dan (4) ketimpangan gender. Setiap aspek yang ditunjukkan memiliki peran penting dalam membentuk narasi dan memberikan wawasan tentang kompleksitas struktur sosial pada waktu itu. Selanjutnya, terungkap pula faktor-faktor berpengaruh terhadap interaksi sosial dan dinamika dalam setiap kelas sosial. Ditemukan bahwa ketimpangan sosial tidak hanya menentukan hubungan dan hierarki, tetapi juga menunjukkan bagaimana kekecewaan dan kemerosotan moral terjadi dalam novel ini. Interaksi antarkarakter ditandai dengan perjuangan untuk mendapatkan pengakuan, penerimaan, dan kepuasan dalam sistem yang menganggap kekayaan dan status sosial adalah di atas segalanya. Secara keseluruhan, studi ini diharapkan dapat menawarkan analisis komprehensif tentang ketimpangan sosial dalam novel *The Great Gatsby* (1925) karya Fitzgerald, dengan menyoroti signifikansi sosio-kultural dan relevansinya dalam memahami dinamika masyarakat.

Kata kunci: ketimpangan sosial, *The Great Gatsby*, F. Scott Fitzgerald, strukturalisme genetik, *American dream*, ketimpangan ekonomi, kelas sosial, ketimpangan gender, Amerika 1920-an.



ABSTRACT

MULIYANI. *Social inequality in F. Scott Fitzgerald's The Great Gatsby (1925) : Sociology of Literary Study* (supervised by Fathu Rahman and M. Amir P).

This research explores the portrayal of social inequality and how social inequality influence the social interactions and dynamics within each social class as depicted in the novel in F. Scott Fitzgerald's iconic novel, *The Great Gatsby* (1925). Drawing upon Goldmann's genetic structuralism approach, the study delves into the socio-historical context of the novel to unravel the underlying structures governing characters' behaviors and narrative themes. The analysis identifies four key aspects of social inequality: 1) the American Dream, 2) economic inequality, 3) class distinction, and 4) gender inequality. Each aspect is shown to play a pivotal role in shaping the narrative and providing insights into the complexities of the social fabric of the time. Furthermore, the research examines how these aspects of social inequality influence social interactions and dynamics within each social class. It is revealed that social inequality not only dictates relationships and hierarchies but also perpetuates a cycle of aspiration, disillusionment, and moral decay. The characters' interactions are marked by a constant struggle for recognition, acceptance, and fulfillment within a system that values wealth and status above all else. Overall, this study is expected to offer a comprehensive analysis of social inequality in Fitzgerald's *The Great Gatsby* (1925), shedding light on its socio-cultural significance and its enduring relevance in understanding societal dynamics.

Keywords: Social Inequality, The Great Gatsby, F. Scott Fitzgerald, Genetic Structuralism, American Dream, Economic Inequality, Social Class, Gender Inequality, 1920s America.



TABLE OF CONTENTS

COVER	i
SUBMISSION PAGE	ii
APPROVAL SHEET.....	iii
STATEMENT OF THESIS AUTHENTICITY	iv
ACKNOWLEDGEMENTS.....	v
ABSTRAK	vii
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of Problem	8
C. Scope of Problem	9
D. Research Questions	10
E. Research Objectives	10
F. Significance of Study	10
CHAPTER II LITERATURE REVIEW	12
A. Previous Studies	12
B. Theoretical Background	15
1. Sociology of Literature	15
2. Lucien Goldmann's Genetic Structuralism	19
3. The Concept of Social Inequality	25
4. The United States of America in 1920s	29
C. Conceptual Framework	33
CHAPTER III METHOD OF THE RESEARCH	34
A. Type of Research	34
B. The Source of Data	34
C. Tools of Data Collection	35

D. Method of Data Collection	35
E. Method of Data Analysis	36
CHAPTER IV FINDINGS AND DISCUSSION	37
A. Findings	37
1. American Dream	37
2. Social Inequality Depicted in Fitzgerald’s The Great Gatsby (1925)	43
3. How Social Inequality Influence The Social Interactions and Dynamics within Each Social Class as Depicted in Fitzgerald's The Great Gatsby (1925)	63
B. Discussion	73
1. American Dream	74
2. Social Inequality Depicted in Fitzgerald’s The Great Gatsby (1925)	77
3. How Social Inequality Influence The Social Interactions and Dynamics within Each Social Class as Depicted in Fitzgerald's The Great Gatsby (1925)	89
CHAPTER V CONCLUSION AND SUGGESTION	94
A. Conclusion.....	94
B. Suggestion.....	96
BIBLIOGRAPHY	98
APPENDICES.....	100

CHAPTER I

INTRODUCTION

A. Background of Study

It is known for so long that literature attempts to depict human life, it is because there are various stories that tell about social life which are not far from what happened in the real world. Literary works usually depicts a societal picture of an era which some issues related to its time. The problems that arise are mostly related to social inequality, which is directly related to the relationship between people and and the environment. According to Naidoo and Wills (in Warwick-Booth, 2013), social inequality can be explained as distinction in income, resources, power and status that favor one social class, group or individual over another, thus establishing social hierarchies. Social inequality also affects inequalities related to gender, race, health facilities, education, and general living conditions.

In addition, according to Badruzaman (2009), social inequality is a social imbalance in society that makes a very clear distinction or can be seen as a state where the rich are in a higher and more powerful position than the poor. Social inequality has arisen in society, which cannot be avoided. Likewise, in the world of literature, many literary works are inspired by the question of how social inequality actually occurs and how it affects community life in general.

In addition, People often treat others differently in terms of their financial situation, status, education, religion, and even race because of their ranknk (Taniesha Woods et al., 2005). This circumstance establishes a kind of stereotype to judge people and discriminate against a man from others. In other words, "class" does not only differentiate the stereotypes of a group, but also clearly categorizes their social role.

One of the most widely used of literary works in society is called novel. Novel is the modern or living form of narrative fiction. It transmits the construction of the feature, the themes, subject matter of epic, romance, allegory, and satire (Martha in Nasution et al, 2021). Novels are written works which based on fictional or factual stories, gathered together into a long, recorded narration. The content of the literary work includes numerous information and events.

Social inequality, a phenomenon often depicted in various literary works, reflects a complex and multifaceted reality in the structure of society. Novels, as a rich medium, often capture and reflect social disparities with deep nuance, giving us insight into how injustice and differences in socio-economic status shape human interactions and societal dynamics. Through this research, using novels as the main source, we attempt to deconstruct and understand the layers of social inequality, as well as their implications for the lives of individuals and social groups. This approach does not only open a window for us to delve into the psychological and social aspects of inequality but also allows us to explore solutions and strategies for

addressing this acute and often overlooked problem in contemporary society.

A novel titled *The Great Gatsby* (1925) is a novel by American author F. Scott Fitzgerald. Set in Jazz Age, Long Island near New York City, the novel talks about Nick Carraway's interactions with mysterious millionaire Jay Gatsby and his obsession with seeing his former lover Daisy Buchanan again. Upon its release from Scribner's in April 1925, *The Great Gatsby* received generally positive reviews and then continues to attract public and scholarly attention. Scholars emphasize the novel's treatment of social class, inherited versus one's own wealth, gender, race, and environmentalism, as well as its cynical attitude toward the American Dream. A persistent element of the criticism is the accusation of anti-Semitic stereotypes. *The Great Gatsby* is widely regarded as a literary masterpiece and a contender for the title of Great American Novel. (Martinez, 2023)

In the context of an analysis of social inequality, the novel *The Great Gatsby* by F. Scott Fitzgerald offers deep and critical insights. Through detailed and symbolic exposure, the novel succeeded in capturing the essence of deep social polarization in America in the 1920s. Geographical locations such as East Egg and West Egg, along with its complex characters, depict the wide gap between 'old money' and 'new money'. The novel also criticizes the empty hedonistic life and obsession with social status, which focuses in American dream as an unattainable illusion, especially for those born without socioeconomic privilege. Thus, *The Great*

Gatsby is not only a compelling literary work, but also a poignant social document, which provides valuable insights into the dynamics of social differences and their impact on individuals and society."

Studying the theme of social inequality in *The Great Gatsby* holds substantial benefits for Indonesian readers, providing a multi-dimensional understanding of inequality that transcends geographical and temporal boundaries. The exploration of this classic American novel opens up avenues for Indonesian audiences to comprehend the universal nature of social issues, facilitating a deeper understanding that economic inequality, class conflicts, and aspirations for a better life are not confined to one country or era but are pervasive challenges faced by societies worldwide. Through the lens of 1920s America, Indonesian readers can draw parallels to their own societal structures, where disparities in wealth and opportunity continue to be pressing issues. This comparative insight enriches their understanding of social dynamics both within and outside their cultural context.

Furthermore, delving into Fitzgerald's intricate portrayal of the American upper class and those striving to break into it encourages critical thinking and empathy among Indonesian readers. The novel's exploration of the illusions and realities of the American Dream prompts readers to reflect on similar narratives within their society, such as the Indonesian Dream, and how these ideals influence individual and collective aspirations. Such reflections can foster a more nuanced understanding of one's position within

social hierarchies and promote empathy for those from different socioeconomic backgrounds. By identifying with the characters' struggles and ambitions, readers are encouraged to adopt a more empathetic stance toward addressing social inequality in their own communities.

The study of *The Great Gatsby* also enhances cultural awareness, offering Indonesian readers a glimpse into the historical and social nuances of another era and culture. This exposure broadens their perspective, allowing for a comparative analysis of social issues across cultures. Recognizing the similarities and differences in how societies grapple with social inequality can foster a global mindset, encouraging readers to consider solutions that transcend national boundaries. Furthermore, this cross-cultural exploration may inspire readers to seek out and appreciate Indonesian literature that addresses similar themes, thereby deepening their engagement with local narratives of inequality and social struggle.

Ultimately, the exploration of social inequality through Fitzgerald's novel does not only enrich Indonesian readers' literary experience but also serves as a catalyst for social awareness and change. By engaging with the text, readers are invited to contemplate their role in their society's social fabric and consider how they might contribute to more equitable social structures. Literature, with its power to mirror and critique society, thus becomes a tool for education, empowerment, and transformation, encouraging readers to apply the insights gained from *The Great Gatsby* to their understanding and actions within their own society.

In relation to the statements above, genetic structuralism emphasizes the understanding of literary works within their socio-historical context, focusing on how an author's social environment and conditions influence the creation of literature. This approach is particularly useful in analyzing social inequality in *The Great Gatsby* because it allows the researcher to delve deeply into how F. Scott Fitzgerald's personal experiences and the social dynamics of 1920s America influenced his depiction of social inequality.

By employing genetic structuralism, the researcher can explore the intricate relationship between the economic boom of the Roaring Twenties, the resultant social stratifications, and how these broader societal shifts are reflected in the novel. This approach sheds light on why Fitzgerald might have been compelled to write about the themes of ambition, corruption, the American Dream, and social mobility. It posits that Fitzgerald was not just crafting a story but responding to and critiquing the rapid changes and enduring inequalities of his time.

Genetic structuralism also enables the researcher to understand social inequality reflected in *The Great Gatsby* not just as a narrative about individual characters but as a complex commentary on the American society of the 1920s. It suggests that Fitzgerald's portrayals of opulence and despair, of new money versus old money, and the elusive nature of the American Dream, were deeply influenced by his observations of and experiences within the turbulent social currents of his time.

This approach leads to a nuanced understanding of Fitzgerald's motivations for writing the novel, positing that it serves as a medium through which he could critique the social disparities and the illusory nature of the American Dream that he witnessed. Thus, genetic structuralism not only deepens our comprehension of the novel's themes and characters but also illuminates Fitzgerald's critique of his society, offering insights into the enduring nature of social inequality.

Furthermore, the researcher's motivation in choosing "*Social Inequality in F. Scott Fitzgerald's The Great Gatsby (1925): Sociology of Literary Study*" as a research topic stems from its intricate portrayal of the profound divisions between various social strata, and the subsequent impact these disparities have on the individuals' social lives. Fitzgerald's narrative skillfully unfolds the complexities of social status and its influence, which becomes increasingly pronounced as the story progresses. This vivid depiction captivates the researcher's interest, presenting a rich canvas for analysis. Through this research, the researcher aims to provide a deeper understanding of the nuances of social inequality as explored in Fitzgerald's *The Great Gatsby*. Ultimately, the study seeks to shed light on broader themes of justice and equity within society. By disseminating the findings, the researcher aspires to empower both herself and the wider audience with greater knowledge and insight, fostering an increased consciousness about the consequences of social injustice. This, in turn, could inspire action against discriminatory practices rooted in social hierarchy. Furthermore, the

researcher envisions this study serving as a valuable resource for scholars delving into themes of genetic predispositions and societal inequities, and stimulating interest among future literary analysts in further exploring the rich thematic terrain of social inequality.

B. Identification of Problem

Literary works are formed as a response and reflection of social occurrences that exist in human life. In this context, the researcher believes that Fitzgerald's *The Great Gatsby* (1925) is one of the reflections of social events. Based on the context, the researcher found interesting problems in this novel to be analyzed as follows:

- The social inequality between different social classes;
- Class Distinction: Beyond mere wealth, the novel explores the nuances between old money and new money, illustrating how wealth's source affects social standing.
- Geographic Segregation: The novel contrasts different settings, such as the luxurious East Egg, home to the old-money class, and the more garish West Egg, where the new rich reside, as well as the desolate Valley of Ashes, representing the plight of the working poor.
- Moral and Ethical Inequality: A noticeable inequality in moral and ethical values among the characters, often correlated with their social class, such as the recklessness and carelessness of the

upper class compared to the struggles and desires of those from lower social strata.

- Injustice between social classes
- American society efforts to achieve the so-called American Dream;
- Utopia created by the phrase *American Dream* and its impact on each social class

C. Scope of Problems

the researcher focused and limited the scope of this research to analyze the social inequality reflected in F. Scott Fitzgerald's novel, using Goldmann's genetic structuralism approach. This approach is expected to enable an understanding of how social structures and class dynamics shape the story within the narrative. By employing Goldmann's framework, the research examines the interplay between the novel's characters and the societal context of the 1920s America.

D. Research Questions

Based on the background above, the following questions guide the inquiry into these themes and provide a framework for analyzing the novel's depiction of social inequality which occurred in *The Great Gatsby* (1925):

- 1) In what ways does the author portray diverse manifestations of social inequality in *The Great Gatsby* (1925)?
- 2) How does social inequality influence the social interactions and dynamics within each social class depicted in the novel?

E. Research Objectives

Based on the research questions above, the researcher formulated research objectives as follows:

- 1) To conduct a comprehensive analysis of the multifaceted representations of social inequality as depicted by F. Scott Fitzgerald in *The Great Gatsby* (1925), examining its forms and nuances within the context of early 20th-century American society.
- 2) To critically assess the impact of social inequality on the interactions, relationships, and social dynamics of the various social classes portrayed in the novel, elucidating the broader sociocultural implications.

F. Significance of the Study

The aim of this work is to explain social inequality and how it affects each class in their life as reflected in Fitzgerald's *The Great Gatsby*. The

researcher hopes that this study can be a useful reference for understanding the literature that uses Goldmann's approach to genetic structuralism. For the readers, this research should serve as a reference for the next research and this thesis should be used as a source of knowledge to comprehend the problem that arises in the novel, especially in relation to social inequality and American Dreams.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Before conducting the research, it is important for the researcher to read some of the previous researches related to the problem for obtaining information and ideas that help the researcher to develop the basic concepts of this research. In addition to that, the researcher found four previous researches which were taken as references in developing and analyzing the research.

The first research was conducted by Zumrotun (2016) of Diponegoro University entitled *Social inequality Reflected in Tracy Chevalier's Girl With A Pearl Earring: Status Conflict Caused By Broken Stereotype And Expected Role*. The main focus of this study is the identification of stereotypes and social roles of lower-class workers and symbols of different status which are opposed by the main character in the novel which causes conflict between maids and employers. To analyze the subject matter, the researcher used contextual methods with a sociological approach based on the theory of Stereotypes, Symbols and Status. The status theory that was applied in the process of reviewing the novel is Max Weber's theory. Furthermore, the researcher chose this topic in order to identify the differences in status between the upper and lower classes and the status conflicts that can arise. From the results of the analysis of the status conflict assessment, the researcher concluded that the stereotyped

arrangement of a social class that prevails in society is related to the different statuses of members of that social class. This social relationship does not always work well because there will be times when a conflict occurs when one social class distorts stereotypes and social roles that differentiate one's status from the others.

The Second Research was done by Nasution et al. (2021) of Universitas Sumatera Utara entitled *An Analysis of Social Classes and its impact in Crazy Rich Asian Novel by Kevin Kwan*. This research analyzes how social class emerged in the novel *Crazy Rich Asian* and its impact on family life. In this work, the researcher analyzed the novel by using the theory of social classes and the theory of social conflict. The method used was descriptive qualitative. Furthermore, the researcher found that the existence of social classes specifies social class into some categories which are upper class and middle class. The difference in social class is measured in terms of power or wealth, privilege and prestige affecting the position, lifestyle, habits and behavior between the upper class and the middle class which is why the gap between the two classes is so glaring. This gap affects the thinking of large families, which cannot accept a person from below their own class.

The third research entitled *Social inequality as Seen In Charles Dickens's Oliver Twist: A Binary Opposition Analysis* by Multazam (2021) of the State Islamic University Sunan Kalijaga Yogyakarta. This research is a library-based study which used descriptive qualitative research

methods. The researcher used the novel "Oliver Twist" by Charles Dickens as the object of the research. The researcher uses Lévi-Strauss' binary opposition theory to analyze social inequality and the contradictory characteristics of Oliver's caregivers who treat him as an orphan. The researcher gathered data based on the intrinsic elements contained in the novel. Furthermore, the purpose of this study is to find two contradictory things in the novel, both in terms of the characteristics of the characters and the plot of the place.

After reviewing previous relevant research studies, the researcher noted similarities and differences between the previous study and the current studies in terms of topic and approaches. These earlier studies show that the research topics focus on social inequality. The objectives of the studies are largely the same, particularly with regard to social class difference. Although the subject of this research is similar to previous studies, the researcher used a different object and method. In this research, the researcher analyzed the novel *The Great Gatsby* by F. Scott Fitzgerald's genetic structuralism approach. The researcher analyzed the novel with the theme of social inequality. Regarding the subject, the researcher does not only limit the investigation to the social divide itself, but also focus on how it affects the social life of each class, as reflected in Fitzgerald's *The Great Gatsby*.

B. Theoretical Background

The background is an important point when examining the literary work. This point is used as a reference when conducting the research. For the analysis, the researcher employed the genetic structuralism approach in analyzing *Social inequality in F. Scott Fitzgerald's The Great Gatsby* (1925).

1. Sociology of Literature

Sociology of Literature is often implemented only to the writings of historians and critics whose primary interest is the form of a literary work that has been influenced by circumstances such as the class status, gender, and political orientation of its author. The economic conditions of the writing profession, the publication and distribution of books, the social class, the ideas and values of the public to which an author directs the literary product also affect literary works (Abrams in Meiliana, 2019).

In addition, sociology of literature is a theory that examines a literary work based on its social relationships. Literary works are also pondered as an representation of the author. Furthermore, The sociology of literature research is more devoted to national literature and modern literature, especially novels. Roucek and Warren (2009:18) affirm that sociology is the study of the connection between people in groups. This type of field is of great interest to researchers who want to observe literature as a reflection of people's lives.

According to Amir Pattu, Syawal, & Rahman, F (2022), The sociology of literature is a specialization that focuses on the reflection of social

conditions within literary works, which are often intertwined with the author's imagination. This theoretical approach involves analyzing the social background of the author, the societal conditions prevailing at the time the literary work was created, and the relationship between real-life events – particularly the social experiences of the author and the societal context during the period of composition – and the events depicted in the novel. The primary objective of employing the sociology of literature approach is to demonstrate that a literary work is not merely a product of the author's imagination, but rather a synthesis of creative ideas and the author's real-life social experiences and the surrounding social environment.

From the views above, it can be inferred that the sociology of literature is a study of a literary work through its connection to society as the reader of literary works, to society as a creator of literary works, and to the public reception of a literary work. The sociology of literature analyzes the link between the author and social life, both in terms of form and content of literary works.

According to Laurensen and Swingewood (1972), there are three perspectives regarding this terms. The first is the study that considers the literary work as a social documentation that depicts the situation in which the literary work is composed. The second is the study showing that the literary work is the mirror of the author. The third is the study showing that a literary work is a manifestation of history as well as social and

cultural conditions. The concept of the mirror is essential in sociological literature. In this case, literature is seen as a mimetic of society. However, it is still viewed as an illusion or representation of reality (Endraswara, 2006: 78). The concept of the mirror provides the analogy of literature as a mirror image of society.

The conception of the mirror must therefore be treated with great care in the sociological analysis of the literature. Above all, of course, he ignores the author himself, his conscience and intention. Not only do great authors attempt to present the social world in broadly descriptive terms, but one might assume that the author, by definition, has a more critical task, which is to set their characters in motion in artificial situations in order to seek their own private "destiny" and to discover value and meaning in the social world. Because society is more than a set of social institutions that make up the social fabric; It contains both norms, standards of behavior that individuals accept as correct ways of acting and judging, and values that are consciously formulated and that people strive for social (Laurenson and Swingewood, 1972: 13).

The notable function of reflection theory is social and cultural determinism rather than personal inspiration, and it appears as the general orientation of countless works dealing with the arts. Literature is thought to reflect economics, climate and landscape, family relationships, attitudes, races, morals, social classes, wars, political events, religion, and many other aspects of social environment and life (Milton in Sobirin,

2018). In summary, literary works are viewed as a reflection of society when they are created, which according to Swingewood (1972) encompasses values, norms and meanings in the social world. The mirror concept pursues the understanding of literary works as integrated imagination and reality.

Goldmann (1981:11) affirms that a literary work must be related to its historical background. This allows the coexistence and communicability of the text to be grasped, allowing Goldmann to find the relationship between the literary work and society. The literary work turns out to be a reflection of the way of life of this society, the creation of a researcher who relates his thinking, seeing, feeling and feeling to the real state of a society in a certain period of time. Sociology also learns about human behavior in everyday life as they interact in their group or community. Therefore, the sociological approach is an appropriate approach to study not only human behavior in society, but also how social communities influence or influence their behavior in daily life.

In addition, the author of a literary work is influenced by the situation and conditions in which the literature is written, since the author is also part of society. Laurensen and Swingewood (1972:17) suggest that this approach deals with the social background of the author and the way the researcher himself responds to the system constructed by the society in which he has lived. An author needs to be more sensitive to social phenomena because an author always produces a literary work inspired

by the events in society. Reading a work of literature gives the reader information about the cultural background of a story in which the characters live and describe their feelings, thoughts, beliefs, traditions, customs, etc. (Arafah, 2018:29).

In line with the statement above, literature can not only develop the reader's knowledge of the literary work itself, but also of the socio-cultural context in which the story takes place. Starting from all the thoughts of the mentioned experts, the researcher focused on using Lucien Goldmann's theory of literary sociology and then try to discover the social condition of British society known as genetic structuralism. Therefore, a literary work can never be separated from the social milieu in which it is placed. Readers who also read the literary work can obtain further explanations by examining the extrinsic elements of the literary work.

2. Lucien Goldmann's Genetic Structuralism

Genetic structuralism was developed by Lucien Goldmann, a French sociologist. In his theory, Goldmann did not only explains his theory, but also offered the method for analyzing literary works. According to Muniroch (2007), the emersion of Genetic Structuralism, one of the critical methods of the 20th century, could not be detached from the development of literary theories at the beginning of the century. At that time there was a kind of contradiction between structuralism, which focuses on the autonomy of literary works, and literary sociology, which focuses on the relationship between literary works and other

factors external to literary works, such as authors, society, and historical background. Genetic structuralism arose to bridge the gap between them. Genetic structuralism is a combination of intrinsic elements (in the novel) and extrinsic elements (reality). Therefore, based on genetic structuralism, the literary work is a significant structure (Goldmann, 1981:75). Genetic structuralism attempts to find structure in the novel and structure in society.

Genetic structuralism is most easily understood through Goldmann's insights into the basics of human agency. Goldmann (in Elizabeth & Burns, 1973:119) states that the basic characteristic of human agency includes:

- 1) The tendency to conform to the realities of the environment and thus to its characteristics, a way of relating to that environment through rationality and making it meaningful.
- 2) The trend towards global consistency and the creation of structural forms.
- 3) Its dynamic character, that is, the tendency to change and evolve the structure to which it belongs.

According to Goldmann (in Burns, 1973), human beings were affected in their lives by three basic natures in the form of some inner tendencies. The first is the tendency to conform to the reality of your surroundings. They do this in a certain way called "rationality," i.e., human efforts to respond to any problems they face in their environment.

They always direct the reaction to "importance." This means that the answer they give is not just any answer, but an answer that is appropriate or useful to them.

The second tendency of the basic characteristic of human action is the tendency towards "consistency" in its entirety, that is, the human tendency to produce consistent patterns in their thought, behavior, and feeling or the structures of thought, behavior, and feeling as their responses to all the problems in their circumstances.

The third is the dynamic nature, that is, the tendency to change and develop previously formed structures of thought, behavior and feeling. Goldmann calls this type of tendency the tendency towards "transcendence", the meaning of which is similar to Pascal's notion of transcendence, i.e. the practicality, activity and dynamism of all social and historical movements (Goldmann in Burns, 1973:117).

The three basic characteristics of human action are the basic concept of the theory of genetic structuralism, or, in other words, the concept encompasses or becomes the basis of the other concepts of genetic structuralism. Goldmann also believes that the basic characteristics of human agency form the basis of all literary inquiry. "It seems to me that these three basic characteristics of human agency are fundamental to all positive literary inquiry" (Burns, 1973: 118).

According to the concept, genetic structuralism starts from the concept of human fact. Human facts mean similarly to human behavior,

since Faruk says that human facts mean all human activities and behaviors, both verbal and physical, that science seeks to understand (Faruk, 1988:70). This corresponds to the culture used in the social sciences. This human fact, like culture, can take the form of specific social or individual activities, including cultural works such as paintings, musical compositions, and also literary works.

The human fact is a significant structure. Every time man does something, he faces problems that he has to solve. In their eagerness to solve problems, they try to change the situation to suit their wishes. In addition, they try to provide meaningful answers to the problems they face (tendency towards significance). In addition, due to the complexity of the problems, they tend to reconcile or align all the different answers so that results in an answer form that is overall consistent with each other (coherent). In this case, the human being tends to create structures of thought, behavior and feeling that are more or less meaningful and coherent (tendency towards consistency). From this perspective, cultural activities in their various forms, including literary works, are meaningful and coherent structures.

The subject of human fact includes two classes, namely the individual subject who is the subject of the individual fact and the collective subject who is the subject of the collective fact. Not all human facts come from the single subject. Human events that play an important role in human history, such as social, political, and economic revolutions, as well as

great cultural works, are societal events that can only be created by the transindividual subject, that is, the subject that includes more than individuals and acts on the basis of collective aspirations. Likewise, great literary works are considered social facts created by transindividual subjects.

According to Muniroch (2007: 89), because of the tendency to create significant structure, each member of a particular social group or community tends to create the same significant structure. Therefore, a social group tends to exhibit the same pattern of meaning structure. This forms the basis for Goldmann's worldview concept. Worldview is the result of interaction with the environment or social group. Through the interaction between an individual and his or her environment, the worldview emerges in a long process consisting of two interconnected processes, namely the structural process and the destructive process. The first is the process of building a new structure while the second is the process of destroying the old structure. In society, the two processes whose ultimate goal is to achieve an optimal balance for human survival and for a whole particular social group are continuously occurring. This is the essence of the third basic characteristic of human action.

Literary works are considered to be coherent worlds that can be equated to a worldview, since literary works are products of the interaction between collective subjects and the situation around them. In

fact, literary works do not directly reflect the collective consciousness, but they do accelerate the degree of structural coherence exhibited by the collective consciousness itself. This means that through the literary work of an individual that comes into direct contact with his social group, we can clearly see the worldview of the social group in question, since the social group is unable or very difficult for the social group to realize its own goals without the intervention of creative individuals. and the same individuals will never be able to produce their works unless they have found the basic elements and their relationships in the collective consciousness. In fact, cultural works have a high individual and social character at the same time.

Based on the views stated above, Genetic Structuralism assumes that the quality of a literary work is largely established by its degree of coherence. This means that a literary work is considered significant if the work is the result of an intense interaction or interrelationship between the subject who created it and its environment. Therefore, the study of literary works cannot be detached from the totality of social life and its historical-social relationship. The study of the literary works and human facts in general must involve two disciplines simultaneously, namely sociology and history, in order to obtain scientific and realistic results.

To gain a conscientious understanding of literary works, Goldmann uses the dialectic method, that is, the method of literary analysis that focuses primarily on coherence, that is, how a study of literature leads to

a single and coherent meaning. The dialectical method assumes that there is neither an absolutely valid starting point nor a problem that can be completely solved. Therefore, our thinking never moves linearly, but constantly moves in circles without identifying beginning and end (Faruk, 1988: 105). However, Goldmann does not deny that an investigation must consider at least one hypothesis based on a particular assumption. According to Goldmann, the assumption that human behavior must be more or less meaningful through interaction with the environment is the only general characteristic of human action that can serve as a starting point.

3. The Concept of Social Inequality

Social inequality as a terminology is obviously not easy to define. In fact, it has already brought controversial arguments. Marx (in Sobirin, 2018) himself mentions “equality” quite frequently and with very few exceptions, just to indicate that it is an exclusively political concept and, as a political value, a specifically bourgeois value (often associated with the French revolutionary slogan: *liberté, égalité, fraternité*). Far from being a value that can be used for class oppression, Marx holds that the idea of equality is actually a means of bourgeois class oppression and quite different from the communist goal of class abolition.

Hiraide (in Sobirin 2018) defines: “*Social inequality refers to the unequal distribution of resources such as power, wealth, and income and opportunity (e.g., related to health, education, and employment)*”.

However, Ashley Crossman's definition of social inequality is more applicable to sociological research, where she states that "*social inequality is the result of a society organized by hierarchies of class, race and sex that negotiate access to resources and rights in such a way that their distribution is unequal.*" "*It can manifest itself in a variety of ways, such as income and wealth inequality, unequal access to education and cultural resources, and differential treatment by the police and judiciary.*" Social inequality goes hand in hand with social stratification (Crossman in Sobirin, 2018). Therefore, this research is still trying to understand the idea or concept of social inequality through Marxist literary criticism.

Structured inequality and stratification are a fundamental aspect of the social world. Social stratification is the way in which society is structured in a hierarchy of unequal strata. A social hierarchy is shaped like a pyramid, with each layer being more powerful than the one below it. The most privileged group forms the top layer and vice versa. Stratification implies inequalities between groups in the distribution of socioeconomic resources such as wealth, income, status, and power. These disparities persist or persist over time. In general, there are two ways to classify the different types of social stratification systems. First, the difference is classified according to how the status of the company could be assigned or achieved. And secondly, it depends on how the system is applied, whether it is an open or a closed system. In an open system of stratification, status is achieved and social

(meritocratic) mobility is possible. In a closed system, status is ascribed, making social mobility highly unlikely (Hiraide in Sobirin, 2018).

There are two main ways to measure social inequality: inequality of conditions and inequality of opportunity. Inequality of conditions means the unequal distribution of income, wealth and material goods. Inequality of opportunity means the unequal distribution of “life chances” between individuals. This is reflected in measures such as education levels, health status and treatment by the criminal justice system. Life chances are the most important part to consider in order to understand the concept of social inequality. Life chances are a central aspect of the study of social inequality and stratification. Life chances refer to people's chances of achieving positive or negative outcomes throughout their lives, for example in relation to education, health, income, employment and housing. Life chances are unequally distributed between individuals and groups as they are influenced by social factors such as class position, gender and ethnicity. People from higher social classes are more likely than people to have access to quality health care and decent housing. Life chances are determined by inequalities in wealth, income, power and status. (Hiraide in Sobirin, 2018)

Understanding social inequality through the lenses of inequality of conditions and inequality of opportunity provides a comprehensive framework for analyzing the multifaceted nature of social inequalities. Inequality of conditions focuses on the tangible aspects of inequality,

such as the distribution of wealth, income, and material possessions, which are often visible indicators of an individual's or group's social standing. On the other hand, inequality of opportunity delves into the more subtle, yet equally impactful, dimensions of inequality that influence an individual's potential for achieving a fulfilling and prosperous life. This encompasses access to education, healthcare, fair treatment by the criminal justice system, and other critical factors that shape life chances.

Life chances, as a concept, stand at the core of social inequality studies, highlighting the probabilistic nature of achieving various life outcomes based on one's social position. This concept underscores the reality that not all individuals have the same starting point or the same set of opportunities available to them. Factors such as class, gender, ethnicity, and more, play significant roles in determining one's life chances, thereby influencing the outcomes one can achieve in education, health, employment, and housing. The inequality in life chances illustrates a cycle of advantage and disadvantage that perpetuates inequality across generations.

In addition, the study of social inequality and life chances is crucial for understanding the mechanisms that perpetuate inequality within societies. It sheds light on the importance of addressing both the visible and invisible barriers that contribute to unequal life chances for individuals. By examining these disparities, researchers and policymakers can identify targeted interventions aimed at reducing

inequalities and promoting a more equitable distribution of opportunities. Thus, the analysis of social inequality, particularly through the framework of life chances, is not merely an academic endeavor but a vital step towards fostering social justice and equality. By comprehensively understanding and addressing these disparities, societies can move closer to ensuring that all individuals have the opportunity to lead fulfilling lives, irrespective of their social standing.

4. The United States of America in 1920s

According to Thomas (2023), the post-World War I era in the 1920s was a time of prosperity and new opportunities. The economy boomed and the middle class enjoyed a higher standard of living. American women were given the right to vote, giving many young women a new sense of empowerment. The Volstead Act, which banned alcohol, led to the emergence of illegal saloons called speakeasies, which gave people a chance to enjoy jazz and alcohol. The decade earned two nicknames: "The Jazz Age" (attributed to F. Scott Fitzgerald for coining the phrase in the title of his 1922 collection of short stories *Tales of the Jazz Age* and *the Roaring Twenties*).

Ladenburg (2007: 6) notes that many people believe that the 1920s were like one big party: everyone had a good time, made big money, bought stocks, drank gin, danced the Charleston, and drove a new Ford. Of course, we know this is an exaggeration. Most people lived normal, monotonous lives, not the glamorous lives of movie stars and sports

heroes. This chapter examines some of the societal changes that took place in the 1920s, with a focus on the poetry of African-Americans. In addition, the 1920s brought the development and widespread use of automobiles, telephones, movies, radios, and electronics into the lives of millions of people in the western world. Due to rapid growth, aviation soon developed into a business. The nations experienced rapid industrial and economic growth, accelerated consumer demand, and introduced significant new trends in lifestyle and culture. Funded by the new mass advertising industry fueling consumer demand, the media focused on celebrities, particularly sports heroes and movie stars, while cities cheered on their local teams and filled palatial new movie theaters and massive sports arenas. In many countries, women gained the right to vote.

This era is often mentioned as “The Roaring Twenties” which was a decade of economic growth and general prosperity, fueled by recovery from the devastation of war and deferred spending, a construction boom, and the rapid growth of consumer goods such as automobiles and electricity in North America and Europe, as well as some other developed countries such as Australia (U-S-History, 2018). Furthermore, The United States economy, successfully transitioning from a wartime to a peacetime economy, prospered and also provided credit for a European boom. Some sectors stagnated, notably agriculture and coal mining. The United States became the richest country in the world per capita and had

the highest combined GDP since the late 19th century. Its industry was based on mass production and its society acculturated to consumption. In contrast, European economies had a more difficult post-war adjustment in and did not recover until around 1924 (Soule, 1947).

People in the 1920s had energy and enthusiasm for all manner of fads, but especially for events that tested the limits of human endurance, such as eating contests, gum-chewing contests, long-distance tango races, and kissing marathons. Conversation contests like The World's Championship Gabfest and Noun and Verb Rodeo were popular, sometimes even taking place in large arenas like Madison Square Garden. From March to May 1928, the American public was enthralled by the First Annual Trans-American Footrace, an 84-day, 3,400-mile foot race from Los Angeles, California to New York City dubbed the "Bunion Derby." Another popular fad was sitting on a flagpole. In 1924, former sailor and stuntman Alvin Aloysius "Shipwreck" Kelly drew crowds in Los Angeles where he spent 13 hours on a pole with a specially constructed platform supported by thumb holes like a bowling ball. The stunt brought him national fame, and as word got around, sitting on the flagpole became a nationwide trend. (Thomas, 2023). In addition, Thomas adds that while beauty pageants based on appearance had been around since at least the mid-1800s, beauty pageants began to gain traction in the 1920s. In 1921 Margaret Gorman of Washington, D.C. was crowned the first "Miss America" in Atlantic City, New Jersey. In the years that

followed, the results of the competition, and later the competitions themselves, were broadcast on radio across the country.

Edinburg (2007: 6) adds that in this era, people were tired of making sacrifices and "saving the world for democracy". For many there were wild times with lots of partying and silliness. The trend of the dance was the Charlestown and the skirts reached to the knees. The 18th Amendment outlawed alcohol consumption, but instead of reducing alcohol consumption and using only 1,500 federal officers to enforce the new law, it caused major problems for police and encouraged organized crime. Furthermore, With the help of black profits, organized crime became a reality in the 1920s. Big gangster names like Al Capone made headlines. Everyone knew about the Chicago Valentine's Day massacre in which seven unarmed members of a rival gang were murdered in an empty garage. The FBI was unable to locate Capone for the massacre or the 250 other deaths attributed to his Chicago-based gang of 1,000 gangsters. In 1930, Big Crime made far more money than the federal government took in taxes! But the Depression and the end of Prohibition did more to temporarily stop criminal organizations than the police or the FBI, and Capone was arrested for tax evasion in 1931 and eventually died of syphilis (Edinburg, 2007).

C. Conceptual framework

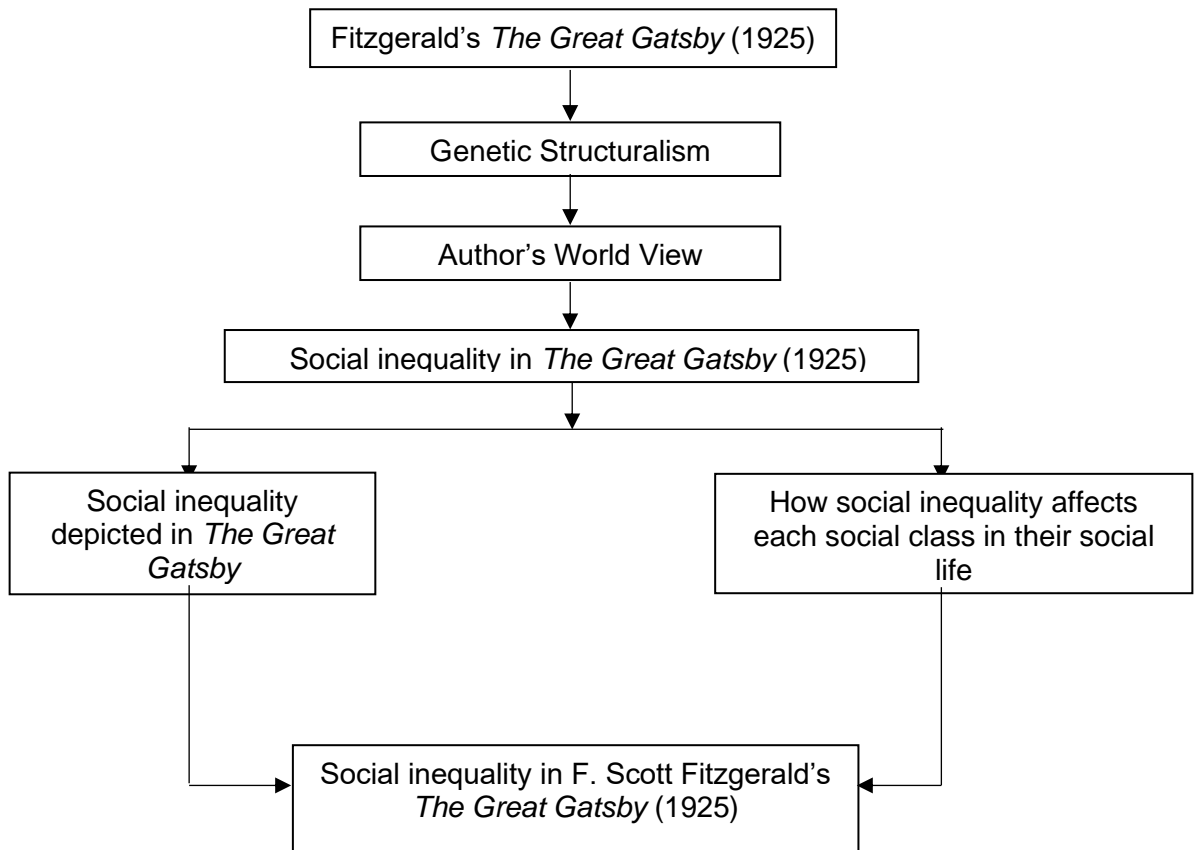


Figure 1: Conceptual Framework

In analyzing F. Scott Fitzgerald's *The Great Gatsby*, the researcher applied Lucien Goldmann's genetic structuralism approach to conduct this research by reading and analyzing the plot and every dialogue of Fitzgerald's novel. This can bring to the researcher to the objectives in conducting this research especially regarding social inequality and the social condition in Fitzgerald's *The Great Gatsby* (1925).