THE INFLUENCE OF SOCIAL CLASS ON CHARACTERS' LIFE IN SAMUEL BECKETT'S *WAITING FOR GODOT* AS A REPRESENTATION OF 20th CENTURY LIFE

PENGARUH KELAS SOSIAL TERHADAP KEHIDUPAN KARAKTER DALAM DRAMA *WAITING FOR GODOT* KARYA SAMUEL BECKETT SEBAGAI REPRESENTASI KEHIDUPAN PADA ABAD KE-20

NUR FADILLAH

F022201007

A THESIS

ENGLISH LANGUAGE STUDIES

POSTGRADUATE PROGRAM

HASANUDDIN UNIVERSITY

MAKASSAR

2021

THE INFLUENCE OF SOCIAL CLASS ON CHARACTERS' LIFE IN SAMUEL BECKETT'S *WAITING FOR GODOT* AS A REPRESENTATION OF 20th CENTURY LIFE

PENGARUH KELAS SOSIAL TERHADAP KEHIDUPAN KARAKTER DALAM DRAMA *WAITING FOR GODOT* KARYA SAMUEL BECKETT SEBAGAI REPRESENTASI KEHIDUPAN PADA ABAD KE-20

NUR FADILLAH

F022201007

A THESIS

ENGLISH LANGUAGE STUDIES

POSTGRADUATE PROGRAM

HASANUDDIN UNIVERSITY

MAKASSAR

2021

THESIS

THE INFLUENCE OF SOCIAL CLASS ON CHARACTERS' LIFE IN SAMUEL BECKETT'S *WAITING FOR GODOT* AS A REPRESENTATION OF 20th CENTURY LIFE

Written and Submitted by

NUR FADILLAH
F022201007

Has been defended in front of the thesis examination committee which was formed in order to complete the study of the Master Program in English Language Studies Program, Faculty of Cultural Sciences, Hasanuddin University on October 04th, 2021 and is declared to have met the graduation requirements.

Approved by:

Head of The Supervisory Committee	Member of The Supervisory Committee
Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D. NIP. 196503031990021001	Dra. Herawaty Abbas, M.Hum., M.A., Ph.D. NIP. 196301031988032003
The Head of English Language Studies Program	The Dean of Faculty of Cultural Sciences
Dr. Harlinah Sahib, M.Hum NIP. 196211281987032001	Prof. Dr. Akin Duli, M.A. NIP. 196407161991031010
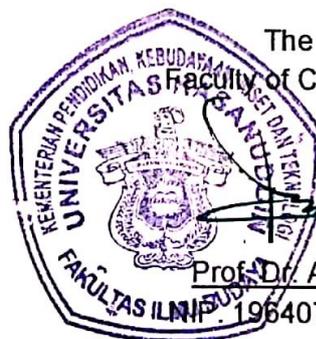
STATEMENT OF THESIS AUTHENTICITY

The undersigned   :

Name   : **Nur Fadillah**

Register Number : **F02201007**

Study Program   : **English Language Studies**

States truthfully that this thesis entitled:

THE INFLUENCE OF SOCIAL CLASS ON CHARACTERS' LIFE IN SAMUEL BECKETT'S *WAITING FOR GODOT* AS A REPRESENTATION OF 20th CENTURY LIFE

is an original work of the writer and there are no works or opinions that have been written or published by other people or institutions, except for the citations where the sources are mentioned in the bibliography. If it is proven that some parts of this thesis are work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 07th October 2021

The writer

Nur Fadillah

ACKNOWLEDGEMENT

First of all, the writer would like to express the highest and the greatest gratitude and praise to Allah Almighty who has always given strength, health, chance, patience, spirit, ways, and also guidance to help the writer finishing this thesis. May Allah Almighty always shows us the right way in this life.

In completing this thesis, the writer found many problems and made her spirit down. However, those problems could be solve with the support and help by the people around the writer. Hereby, the writer would like to express her thanks to:

1. **Amiruddin, S.Pd., M.M.** and **Sitti Kamridah, S.Pd** as her parents who have given the writer their greatest love and support, also moral and material support.

2. **Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.** and **Dra. Herawaty Abbas, M.Hum., M.A., Ph.D.** as the writer's supervisors who have given their time to supervise and guide the writer by providing knowledge, advice and support so that the writer with all the limitations is able to complete this thesis.

3. **Prof. Dr. Fathu Rahman, M,Hum., Dr. M. Amir P, M.Hum., and** *the late Dr. H. Mustafa Makkah, M.S.* as the examiners who have given the writer advice and constructive criticism that help the writer to improve this thesis.

4. **The head of English Language Studies Program** who have helped the writer to manage this thesis and also gave the best instructions in finishing this thesis.

5. **All lecturers in English Language Studies Program** who have taught the writer many things and help her to pass the subjects with good marks.

The writer would be glad to receive feedback and criticism that can be useful to improve the study of this thesis.

Makassar, 07th October 2021

The Writer

ABSTRAK

Nur Fadillah. 2021. *Pengaruh Kelas Sosial terhadap Kehidupan Karakter dalam drama **Waiting for Godot** karya Samuel Beckett sebagai Representasi Kehidupan pada Abad ke-20.* (Dibimbing oleh **Burhanuddin Arafah** dan **Herawaty Abbas**).

Penelitian ini bertujuan menganalisis kelas sosial karakter; Vladimir, Estragon, Pozzo, Lucky, dan Boy dalam drama *Waiting for Godot*. Kelas sosial antara semua karakter memengaruhi keberlangsungan hidup mereka, khususnya bagi mereka dari kelas bawah. Selain itu, penelitian ini juga bertujuan mengungkap keterkaitan kejadian dalam drama dengan kondisi yang terjadi pada abad ke-20 saat drama ini ditulis.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif dengan menggunakan pendekatan sosiologi sastra dan teori kelas sosial. Teori kelas sosial yang dipopulerkan oleh Karl Marx digunakan untuk membagi kelas sosial oleh tiap karakter dan untuk menggambarkan pengaruh dari menjadi bagian dari salah satu kelas tersebut. Adapun pendekatan sosiologi sastra digunakan untuk mengungkap kondisi dunia pada abad ke-20 yang direfleksikan ke dalam drama. Data primer yang digunakan adalah teks drama *Waiting for Godot* karya Samuel Beckett.

Hasil penelitian menunjukkan adanya perbedaan kelas sosial di antaranya kelas bawah dan kelas atas. Golongan kelas bawah direpresentasikan melalui karakter Estragon, Vladimir, Lucky, dan Boy sementara golongan kelas atas direpresentasikan oleh Pozzo. Perbedaan dari kedua kelas ini memberikan dampak terhadap kehidupan masing-masing karakter, seperti adanya penindasan terhadap kelas bawah dan kekuasaan yang berlebihan bagi kelas atas. Terlebih lagi, gambaran dari kondisi kehidupan dunia pada abad ke-20 menampakkan banyak kejadian yang sama dengan adegan pada drama ini. Seperti halnya karakter dalam drama, masyarakat pada abad ke-20 mengalami kesulitan ekonomi dan kehilangan pekerjaan akibat dari perang dunia ke-2 serta terjadinya perbudakan dan tidak adanya perlindungan hak asasi manusia. Situasi ini umumnya menyindir kebijakan-kebijakan pemerintah terhadap masyarakat.

Kata kunci: Kelas sosial, kelas atas, kelas bawah, abad ke-20.

ABSTRACT

Nur Fadillah. 2021. *The Influence of Social Class on Characters' Life in Samuel Beckett's **Waiting for Godot** as A Representation of 20th Century Life*. (Supervised by **Burhanuddin Arafah** and **Herawaty Abbas**.)

The research aims to analyse all characters' social lives; Vladimir, Estragon, Pozzo, Lucky, and Boy from a play entitled *Waiting for Godot*. The social classes among these characters affect their life sustainability, particularly for the lower class. Furthermore, the research also aims to reveal the event relatedness in the play with the world condition occurring in the 20th century when the play was written.

The research used the qualitative descriptive method using the sociology of literature approach and social class theory. The social class theory being popularised by Karl Marx was used to divide every character's social class and describe the effect of being the part in a social class. Whereas, the sociology of literature approach was used to reveal the world condition in the 20th century that is reflected in the play. The primary data used were taken from the play text of Samuel Beckett's *Waiting for Godot*.

The research result indicates a range of emerging social classes, they are the lower class and upper class. The lower class is represented by Estragon, Vladimir, Lucky, and Boy, while the upper class is represented by Pozzo. The distinction of these two classes gives the impact on each character's life, such as the slavery on the lower class and the excessive dominance of the upper class. Moreover, the portrait of the world condition in the 20th century discloses many similar with the scenes in the play. The same as the characters in the play, the community in the 20th century underwent the economic hardship, losses of jobs, slavery, and absence of human rights protection due to the World War II. These situations satirise the government's policies on the community.

Keywords: **Social class, upper class, lower class, 20th century.**

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

A. Background

Literature simply means as a collection of literary works that contain written and non-written accounts, including texts and spoken language. It shows that literature is an expression of a person that is described by words, actions, and writings. Wellek and Warren (1956: 39) state that literary theory itself is the study of the principles of literature, its categories, criteria, and the like, and by differentiating studies of concrete works of art. In general, literature may be understood as a written piece of art produced by a certain author (Arafah and Kaharuddin, 2019: 43). Literature can be categorized as an authentic material that forms an art that is used to express meaning (Arafah, 2018: 28).

More by Wellek and Warren (1956: 12), literature is a social institution that reflects the phenomena of social behavior in society using a language as its media to express the author's thought. Therefore, an author generally writes based on what happened around by exploring the phenomena as the topic to write in a literary work. It can be concluded that literature is a product of art in society. The phenomena of social behavior in a certain society expresses the life of human being, also the problem of social, economics, and politics.

Laurenson and Swingewood (1972: 12) state that by using sociology, literature is concerned with people's social world, how they adapt to it, and their desire to change it. The social world means that the author wrote in certain range of time and directly refelcts the environment, culture, and norm at that period of

time. Therefore, literature can be seen as a social symptom that the author influenced by society. Through reading a literary work, the readers get cultural information because it presents characters from different socio-cultural backgrounds (Arafah, 2018: 29).

Literary work is divided into several kinds; they are short story, novel, poetry, and play. In this research, the writer focuses on play. The same with other literatures, each play contains characters in it. Character is the most important part that surely will be found in all literatures. Characters are performed to show different kinds of behaviors that may be the same with human being in real life. These characters will experience many incidents that lead them to face it. Character itself is a part of intrinsic elements together with theme, setting, and plot.

Characters in a literary work are performed with different look and characteristics. An author usually divides characters into different classes based on how rich or how dominant the character according to their social and economic status. The different classes of the characters here are the division of people into several social classes. It also aims to engage the study of personal, cultural, societal, and aesthetic values as an attempt to understand human experiences in this life (Sunardi, et.al. 2018: 319). Therefore, the social background of a character can determine in which class is the character belongs to.

A social class is a group of people who share the same economic circumstances and live only with the same economic status. Groups mean interaction among members, common consciousness, and similar types of

behavior that are connected in some way with group behavior. It is not debatable that contradiction of social class actually happened far away before the term came up to a theory. It happened in every country of the world. It is a fact that the contradiction of social class is crueler a long time ago when the human rights still do not exist. Even nowadays, there are some practices that still happen in all countries. Fortunately, the people now have their own rights to fight for.

The relation between the social class and a literary work is that literature and all other cultural phenomena reflect patterns of economic relations because literature is bound to the classes that exist in society (Taum, 1997: 50). Therefore, literary works can only be understood if they are screened with these relations. The author makes the characters based on what happened in the society. Therefore, many authors use satirical writing styles or add allusions to satirize certain circumstances or even certain people in his work. Most of them satirize the government's behavior that is always contrary with the human rights. Writing something that directly pointed to the government will become dangerous for an author because it can be counted as humiliation, so that the author put it in his literary work. In this research, the writer explains how Samuel Beckett satirized the condition of the world in 20th century in *Waiting for Godot* and shows the contradiction of social class that happened between all the characters as a satire to the government.

Samuel Beckett is an Irish author who won a noble prize in the 20th century. He lived in the period of the two world wars when he witnessed big destruction in both the world and people's lives as well, after witnessing two

World Wars and two-period modernism and postmodernism (Amin et.al, 2019: 96). A play by Samuel Beckett entitled *Waiting for Godot ; Tragicomedy in Two Acts*, is a play that Beckett began writing on October 9, 1948 and finished on January 29, 1949 in Paris. Based on the information from Fredericksen (2013: 1), the original manuscript in French was published in 1954 which was then translated into many languages. This drama script consists of two acts. Act I and Act II show the same place and time setting, at the side of an unidentified road, near a tree, at an unspecified time.

In the act I, the tree was without leaves, but then in act II several leaves had appeared. Only five people are included in this text, named Vladimir, Estragon, Pozzo, Lucky, and Boy. More by Fredericksen (2013: 4), along the play, the name Godot appears. Godot is the figure they have been waiting for. This wait becomes the central part of the play, but nothing really seems to happen when they are waiting. Godot does not appear in conventionally in the text, there is only the name of the character and dialogue in the utterance of the characters who talk about it.

The word *tragicomedy* in the title can be understood as the term used by Beckett for the requirements that in this a drama there are two related things to each other; tragedy and comedy. Fredericksen (2013: 3) adds that the play is full of nonsense and meaningless dialogues while the characters abruptly shift emotions and forget everything that already happened to them. These facts make the play is called an absurdist humor. However, in relating with the word

tragicomedy, this humor is often uncomfortably mixed together with tragic or serious content to make a darker kind of comedy.

This research focuses on all characters in the play; they are Vladimir, Estragon, Pozzo, Lucky, and Boy. As the main characters, Vladimir and Estragon play an important part in describing the condition of people from the lower class. The other characters, Pozzo and Lucky, are described having different social status. The writer sees the condition of Pozzo who is blind is the way Beckett satirized the condition of the government in almost all the countries in the world. The government is identic with image that they are on purpose close their eyes not to see what happen with their people. The common problems happen every day in the real life, such as hunger, injustice, and poverty, but the government seems do not care with those problems. Then the society described as Lucky who is mute and tied to Pozzo. Lucky (whose name is itself darkly comic) is treated horribly like animal and physically abused (Fredericksen, 2013: 4). The people just like Lucky should be obedient by the government because they are not able even having no rights to speak up and fight for their rights because the people who have no power cannot do anything to against the people who are in power.

This research tries to tell the readers about the real condition of the world in 20th century during the World War II in 1940s and the effect after it. It tries to reveal the social classes in the play and relate it to the condition when and where the play was written. The writer also finds the experiences of the author that have relation with his work and the situation at the time.

The main reason why the writer chooses the play *Waiting for Godot* because it shows the reflection of social, economic, and political condition of the world in 20th century when the World War II occured. In real life, Samuel Beckett tries to describe that waiting for the war ends was uncertain. It is like waiting for the Godot in the story who was not certain exist. Meanwhile, most of the researcher using this play only talk about the absurdity, the dark comedy, and symbolize the things that appeared along the play. That is why, the writer will reveal in detail the condition of the certain period by using Sociology of Literature Approach to find out the relation of the condition in the play with the real condition of the world in 20th century. Also by using Marxism theory to see the social classes between characters. The writer hopes by revealing these conditions will open up people's mind about their life meaning, because many people still do not realize how important their life and end up with waiting for something uncertain.

Besides, by giving more explanation about the social classes that happen at that time will give a little bit contribution to the development of science and humanity. The writer tries to make people realize that racism or dividing people by their classes is not a good deed, because most people still doing the same even until today. By using the sociology of literature approach, it will help the readers to know more about the history behind a literary work. It also will give an impact to development of literature if the readers also learn about this approach and implement it to their research. In other words, the writer hopes this research will,

at least, help the readers to realize this social phenomena and together will try to stop differentiating people by their classes.

It is good to know that differentiating people by the economic status is not a good deed. The writer can say that because even nowadays slavery is still exist, not only in France where the story was written, but also in almost all countries including Indonesia. All human being have to treat each other wisely because every one has a human right. There is no point to treat other by distinguishing the status, race, religion, culture, or color. There are so many ways to make the world better without differentiating people.

B. Identification of the Problem

After reading this play, the writer finds and identifies some problems as follows:

1. There are two characters from the lower class sit under the tree having no place to live and no purpose in life.

2. These two characters are waiting for someone they never met, named Godot.

3. Having no purpose in life, one character feels hopeless and plans to do suicide by hanging himself on the tree.

4. Without knowing what to do in this world, the two characters confuse with their existence.

5. There is a slavery and oppression to one character from the lower class.

6. The slavery and oppression of the play reflect the real condition of the world in 20th century especially in social, economic, and political condition.

7. The racism, slavery, oppression, and all the social phenomenas satirize the government's deed to the society.

C. Scope of the Problem

There are many interesting problems to analyze in this play, such as the absurdity of the whole plot of the story. There is no end of the play because it starts with waiting Godot and also ends without meeting Godot. Another interesting problem is the word "tragicomedy" in the title, instead of giving the sense of comedy, the author provides a story full of tragic where all the characters experience tragic or bad events. Besides, the other potential problems encounter are the semiotics meaning of symbol of Godot, the characters' effort to find their existence, and psychological disorder experienced by the main character.

Furthermore, the writer will focus on several main problems. The problems include the social classes between the characters of the play and the reflection of the real condition especially in the social, economic, and political condition of the world in 20th century as a satire to the government.

D. Research Question

1. How does the social class influence the characters's life and affect to their life sustainability?

2. How do the characters and the situation of the play reflect the condition of the world in 20th century?

E. Objective of the Writing

1. To describe the social class that influences the characters' life and affect to life sustainability.

2. To explain how the characters and the situation of the play reflect the condition of the world in 20th century.

F. Sequence of the Writing

This research contains five chapters. Chapter one is Introduction that covers the outlook of the whole writing which includes Background, Identification of the Problem, Scope of the Problem, Research Question Objective of Writing, and Sequence of the Writing. Chapter two, Literature Review, contains Previous Study and Theoretical Framework. Chapter three is Research Methodology that contains Method of Collecting Data, Method of Analyzing Data, Source of Data, Research Procedure, and Conceptual Framework. Chapter four is Finding and Discussion that contains the Social Class of Characters, The Influence of Social Class on Characters' Life, and Portrait of World Condition in 20th Century as Reflected in *Waiting for Godot*. Chapter five contains Conclusion and Suggestion.

CHAPTER II LITERATURE REVIEW

A. Previous Related Studies

When talking about research, there must be some other researchers that have been written about the same topic or the same object. All the previous studies presented here give some hints in comprehending problems that are found in the play. Social class itself is a common topic that is quite often to be chosen as the topic of the research, especially for literary research. As the writer found, there are some researchers who have analyzed the object of this study, that is the play *Waiting for Godot* by Samuel Beckett, from different kinds of perspectives. Therefore, it is important to review the previous studies and related researches on this subject in order to deepen this analysis and use it as both reference and comparison to this research.

The first research entitled *Characteristics of The Theatre of The Absurd in Samuel Beckett's **Waiting for Godot*** by Rizkyana (2008) from Universitas Sumatera Utara. Using the term of *Theatre of the Absurd*, the writer finds that *Waiting for Godot* is a kind of it. The writer analyzes it from the intrinsic elements and finds that this play contains of minus plot, unrecognizable characters, reflecting dreams and nightmares, and shows illogical and complicated dialogue.

The second research entitled *The Ideas of Modernism as Projected through the Character of Vladimir in Samuel Beckett's **Waiting for Godot*** by Eileen Shannon (2016) from Sanata Dharma University, Yogyakarta. This research is more likely explains the traits of each character to identify the value that they have. After explaining the characterization, the writer also focuses on explaining

the ideas of modernism in one character only that is Vladimir. It is because Vladimir is the only one who never leaves and waits for Godot while others do not care. His critical thinking to find out who the Godot makes him a character who represents modernist values, such as anticipating, making a logic reason, and giving a relevant discourse.

The third research by Regina Putri Imawan (2016) entitled *Analysis of the Portrayal of the Major Characters in Samuel Beckett's **Waiting for Godot** and Tom Stoppard's **Rosencrantz and Guildenstern Are Dead*** from Maranatha Christian University. It is clear that this research is about comparative literature. The two literatures both have absurdity in the story. The writing focuses on the behavior of characters in finding the meaning of their life. In the first play, *Waiting for Godot*, the characters waited for Godot to give them the meaning of life but ended up fail because Godot never came. While in the *Rosencrantz and Guildenstern Are Dead*, the characters failed in finding the meaning of their life and should face their fate until the death.

Next is an article entitled *Symbolic Analysis of **Waiting for Godot**: A Critical Comparison between the Bible and Quran Symbols in **Waiting for Godot*** by Momen Yaseen M. Amin; Rangeen Omer Abdulla; Sarah Saad Ali; Mahmood Khalid Ahmed (2019). This article discusses about the play that holds a lot of religious meanings that symbolize religious interpretations which can be analyzed based on different religious books such as *Quran* and *Bible*. By analyzing the symbols, it is found that there are similar symbols and different symbols in *Bible* and *Quran* are being compared to each other such as Godot's appearance, the boy,

11

the tree, and the language of the play have their relation to the story in *Quran* and *Bible*.

The last research is an article by Hind Naji Hussein Ithawi (2020) from University of Baghdad entitled *Failure of Comedy in **Waiting for Godot***. The play is labeled with "*a tragicomedy in two acts*", but it failed to present the comedy on the characters who are described very desperate and frustrated. These characters are put on stage means to pass the time, avoid thinking about their predicament, and diminish their frustration while waiting for the Godot. They cannot change and escape from the situation, so Beckett describes them as they are alive but do not enjoy living; they are dead but not in their graves yet; and they want to leave but they do not move. The characters' movement and routines might indicate a criticism against or a rejection of comedy.

There is, of course, the difference between all the five previous related studies with the writer's research. In this research, the writer reveals the social classes in the play and relate it to the condition when and where the play was written. By using sociological approach and marxism theory, this research is different with the previous studies that were analyzing about modernism, portrayal of major characters, the absurdity of the play, religious meaning, the dark comedy, and the failure of comedy. That is why, the writer reveals the condition of the 20th century as represented in the play.

The main reason why the writer chooses the play *Waiting for Godot* is because it shows the reflection of social, economic, and political condition of the world in 20th century when the World War II occured. Not much people interesting in

relating the historical background of a story, especially when it should add more sources to find out the history behind the story. Furthermore, the writer believes that every literary work has something to deal with the historical background, such as the author's biography or the certain events and conditions that happened at the time. The writer hopes by revealing these events and conditions will open up people's mind about many important things in life; doing useful things, stop differing people by their classes or the act of slavery for instance

B. Theoretical Framework

1. Sociology of Literature

Sociology of literature has a very long history. According to Jadhav (2012: 25), it was H. A. Taine who firstly tried to arrange the sociological approach to be fit in literature in a scientific way so that it can use to analyze in literature discipline. One of his works, entitled *History of English Literature* (1886) became the landmark in the history of the sociology of literature. Right after that, Karl Marx, Frederic Engels and their followers also gave a contribution to the development of sociological approach by looking the literature as an economic infrastucture of the society. However, the sociology of literature gained its success in the history of critical theory in the late 20th century. It is also inseparable from the thoughts of several social thinkers and critics, such as Lucien Goldman, Leo Lowenthal, Robert Escarpit, Alan Swingewood, Diana Laurenson John Hall, Georg Lukacs, even Wellek and Warren (Jadhav, 2012: 25).

Sociology of literature consists of sociology and how the sociology reflects in a literary work. Talking about sociology, it cannot be separated from the fact that it has relation with the society. It learns how the people interact and socialize each other in one community. Therefore, sociological approach helps the writer to see the relationship between a literary work and the society where the story was written. Sociological Approach was developed by many experts, such as Georg Lukacs, Lucien Goldmann, Laurenson and Swingewood, even Wellek and Warren.

Georg Lukacs clearly states in Milner (1981: 27) that a literary work only possible to write if the author has experiences that directly related to the social world. Then for him, the great writer must be able to put his thought, imagination, and experience in his literary work as an original writing and has an inseparable connection between human as a private individual and human as a social being, as a member of a society.

Besides, Goldmann (1980: 11) states that a literary work must have relation with the historical background. The background of a society captured how they communicate each other and socialize in the certain neighborhood. This neighborhood is created as the result of the same social and economic background, in other name also called the social class of the society. That is why the text's sociality and communicability can be captured, so that Goldmann finds the relationship between literary work and society. Literary work comes as the reflection of how that society lives as the creation of an

author to puts his thought, view, feeling and gives emotion about the real condition of a society in a certain period of time.

It also learns about human behavior in everyday life when they interact in their group or community. Therefore, sociological approach is an appropriate approach to not only study about human behavior in society, but also how the social communities influence or affect their behaviors in daily life.

> "First, there is the sociology of the writer and the profession and institutions of literature, the whole question of the economic basis of literary production, the social provenience and status of the writer, his social ideology, which may find expression in extra literary pronouncements and activities. Then there is the problem of social content, the implications and social purpose of the works of literature themselves. Lastly, there are the problems of the audience and the actual social influence of literature." (Wellek and Warren, 1956: 96)

Based on the explanation above, it can be concluded that there are three kinds of sociology of literature. The first is the sociology of the writer. It shows how a literary work has relation to the life story of the author. Then, because the author himself is a part of society, the main point of his work is depend on how the people and society around him. Second, sociology of the literary work means that the social aspects in the literary work will be analyzed to find out the relation with the society's condition. Third, sociology of the reader means that the readers will learn the social aspects to it used to analyze the social aspects when and where the story was written and how it influences the literary work.

Laurenson and Swingewood (1972: 13) state that literature as the mirror to the age. It is indicating that the readers can discuss the social phenomenon

which happens to the society in a certain period and certain place through the literary work. It means that literary work reflects the situation and condition of social life in the society.

The author of a literary work is influenced by the situation and condition where the literature is written because the writer is also the member of society. Laurenson and Swingewood (1972: 17) argue that this approach deals with the social background of the author and how the author himself reacts and response to the system that has been built by the society where he has lived. An author should be more sensitive toward the social phenomena because an author is always produced a literary work that is inspired by what happened in the society. Through reading a literary work, the readers will get information about the cultural background of a story where the characters live by describing their feelings, thoughts, believes, traditions, customs and so on (Arafah, 2018: 29). Therefore, literature can develop the reader's knowledge not only about the literary work itself, but also the socio-cultural background where the story was written.

From all the thoughts of the experts above, the writer focuses to use the theory of Sociology of Literature by Lucien Goldmann and then tries to reveal the condition of the certain period where the play was written as known as genetic structuralism. Taum (1997: 40) states that genetic structuralism was developed by a French sociologist, Lucien Goldmann, who based his theory on the literary theory of a Marxist theorist, Georg Lukacs. This theory by Selden (1991: 37) is called as the theory of Structuralist Marxism, which

believes that individuals are not free creatures but supporters of social classes in society. This theory emerged as a reaction against "pure structuralism" which ignored the historical elements of literary texts so that it became an ahistorical theory.

Although influenced by Marxism, Lucien Goldmann's genetic structuralism is aware of the special problems involving aesthetics. The basic hypothesis is that "*the collective nature of literary creations boils down to the fact that the natural structures in the work are compatible with the mental structure of a particular social group or have an understandable relationship with it*". (Escarpit, 2017: 10-11)

> Goldmann writes "*Now, one of the most important discussions in the human sciences today is that of knowing whether men or structures generate historical transformations; genetic structuralism asserts that structures, being a universal aspect of all human thought, sensibility or behavior, could in no instance replace man as a historical subject*". (Goldmann, 1980: 10)

According to Goldmann's thought, literary work as a meaningful structure represents the world view of the author, as a representative of the history that happened in author's life. Therefore, literary works cannot be fully understood if the totality of the life of the people that has given birth to that work is ignored. In other words, the writer pays attention to the social backgrounds of the play.

The social backgrounds that reveals in this research are in social, economic, and political side. Therefore, in applying sociology of literature to analyze the topic of this research, the writer tries to find more information

about the social background of the play such as the real condition of 20th century, then sees the relation with the author's biography and connect it with the events and scenes that happened in the play. The reason why the author's biography also important to find out is because the author wrote the story in 1940s after the World War II and the author was one of the soldiers who stand for his country. Many kinds of his experiences were written in the story. Therefore, a literary work can never be separated from the social background that includes in it. The readers who also read the literary work can get more explanation by exploring the extrinsic elements of the literary work.

2. Social Class

The definition of classes comes up with the social categories sharing the attributes that are used by people to rank categories or groups within a system of economic stratification. Those categories include access to economic power, the level of economic reward, the values, expectations, beliefs, and experiences of a social group. Besides, class is defined in terms of material standards of living, usually indexed by income or, possibly, wealth. Tomida (2012: 273) states that class is indicated as a gradational concept and the standard image of levels.

More by Tomida, social class refers to a variety of criteria such as access to economic power, the level of economic reward, the values, expectations, beliefs, and experiences of a social group. Therefore, social class refers to the

condition of social and economic of individuals within a social framework. It is a group of people whom share some characteristics in life.

Marx and Engels in Jadhav (2012: 31) state that the economic development is the basis for literary, religious, political, philosophical and legal development of one group or society. The nature of economic production creates a social relation in which people enter to form class relations and these class relations become the ideology of the society. Moreover, Jadhav states that literature to George Plekhanov is the reflection of the class struggle, so he remarks: "*Cultural history is nothing but the reflection of the history of its classes and their struggle*" (Jadhav, 2012: 33).

a) Social Class in 20th century

Roland Pfefferkon (2014: 35) states that over the past three decades social inequality has grown in France, as in many other countries. However in that period, the dominant discourse also happened in the society such as in the social, economic, and politic life. The concepts of 'social class' or 'class struggle' were introduced by some social scientists as a part of society between the 1950s and 1970s. In some countries such as France, Italy or Great Britain there was a general agreement in concepting the class along with the importance of each class (Pfefferkon, 2014: 36). In addition, analyzing social inequality allows to describe the life of the society in 20th century. The society continues to be segmented, hierarchized and involved in many conflicts.

Moreover, Pfefferkon (2014: 38) adds that the differences of hierarchies in society in 20th century raises a number of conflicts between the different

groups which can cause them to become rival. These are collective conflicts, which are not only caused in around the appropriation of social wealth or the institutional positions, but also around the social order's norms of legitimacy. At the end, these groups compete with one another in order to maintain their position.

Besides, Goldthorpe analyzes that in 1972 after the war, a higher rates of upward class mobility occured. *The post-war period (up to 1972) saw a rapidly changing class structure, professional and administrative jobs expanding in number while semiskilled and unskilled manual jobs contracted* (Heath and Clifford, 1990: 7). It means that the people from the higher class dominated the society at the time not only in class structure, but also the way the society get a job to get money using the skills they already had.

Not only in social and economic part, the society was also differentiated by their occupational life. The working-class backgrounds can never be competed with those who have professional background. This also influences the educational life of children that they cannot school because of their parent's social class lead them hard to get money (Heath and Clifford, 1990: 8).

After that, from the late 1970s onward, the number of unemployement arises along with the arising of short-term employement. This fact leads the workers have less ability to organize themselves and fight for their life sustainabilities.

> "Their situation generally declined: public services were dismantled and inequality rose again, notably because of the neo-liberal policies put in place by successive governments which were under direct pressure from the industrial and financial sectors. Inequality and the hierarchy it

generates are therefore not automatic outcomes of an abstract economic process, nor do they result from competition between individuals to access rare goods. They are, rather, created through public and private policies implemented as a result of the power struggle between different social groups". (Pfefferkon, 2014: 38)

Pfefferkon in his thought is trying to reveal the 20th century's condition filled with inequality and hierarchy. The social class and social inequality are the result of government's act to run their new policies that burden the society. At the end, it is still about the class who has power will control the people from the lower class. The society is struggling to get a better position but seems useless since the power struggle is always be won by those who have power.

b) Social Class by Karl Marx

Marxist theory is firstly introduced by Karl Marx and his collaborator Friedrich Engels. Heyman (2018: 1) states that Marxist theory or what we called Marxism provides fundamental theoretical concepts, especially in human history and social change, conflict, social inequality, economics, and labor. Marxism is "a way to know the world, as a critique of the world, and as a means to change the world," (Randall McGuire, 2006: 62, cited in Heyman, 2018: 1)

Since economics included in the humanities, Marxism is more of a useful input than Taine's doctrine. In fact, the first Marxist theories only discussed literary problems in passing. It was only after Plekanov, at the beginning of the twentieth century, Marxist theory in literary work was formed which was truly sociological. (Escarpit, 2017: 6)

Marxism itself begins with an understanding of materialist in this world. More by Heyman, materialism in this context prioritizes the history of practical events or activities rather than the abstract ideas. People are becoming the agent in order to complete these practical activities in social relationships rather than doing it as self-contained individuals.

According to Faruk (2017: 25), Marx considers human intellectual development to be determined by the material conditions of human life (historical materialism). Humans are said to face the struggle to fulfill their material needs as the fulfillment of their primary needs. They carry out a transformation of nature so that it can provide a source of fulfillment.

Because humans are generally greedy and human needs are unlimited, while the sources of needs are limited, the relationship between social classes is antagonistic. As the mode of production became more complicated, the division of labor and individual ownership increased, a new type of social structure was formed, namely, feudal society. This feudal stage eventually paved the way for the formation of the next type of social structure, namely the capitalist masses (Faruk, 2017: 27).

Generally for Karl Marx, the society is divided into three big groups based on their economic status; they are the upper class, middle class, and lower class (Tomida, 2012: 273). Meanwhile, Lukacs's later though of sociology of literature in the period after 1848, *'the resistance of daily life to the deeper tendencies of literature, culture and art, has grown ceaselessly stronger'* (Milner, 1981: 34). As the contradiction between the bourgeoisie and the

proletariat becomes increase, it becomes increasingly difficult for the humanist to identify his own aspirations with the bourgeoisie class as a whole.

The bourgeoisie or capitalist are the people who have power and live in the upper class. In contrast, the proletarians are the people who live in lower class. They are called the urban working class with no other resources than the ability to work with their hands, bodies, and minds. Since these workers have no property, in order to survive and obtain an income for themselves and their families, they must find employment work. This means working for a capitalist-employer in an exploitative social relationship. Formerly, social class distinguished only in economic parts, but nowadays it is based on the occupation, cultural position, or family descent.

It is clearly explained that Marxist theory rejects the proposition of the liberal theories about the State. Coker (2014: 530) states that irrespective of how ''liberal'' or ''democratic'' a state claims to be, it is mainly an instrument for the domination, oppression and exploitation of the economically weak class by the powerful and dominant class.

"*In an antagonistic class society the State is a political instrument, a machine for maintaining the rule of one class over another*" (Lenin, n.d., cited in Coker, 2014: 530). This implies that in one country or even in one region, the government or the people from the upper class always handle the political instrument to maintain their life sustainability over the other class, in this case the middle and lower class. It is clearly known that the rich people from the upper class are able to do this because they have power to control everything.

The state is just a place used by the class of wealthy people to do the suppression and domination of the people who have nothing. Moreover, Marxists have argued that the State cannot be understood separately from the economic structure of society, and that the State emerges out of, and in a sense reflects the class system (Heywood, 2007: 94).

Changes in economic production result in a change in the structure of the economic classes in the society which in every era always compete for socio-economic and political status. Religious, intellectual, and cultural life of every era - including art and literature - are 'ideologies' and 'superstructures' that are dialectically related, and are formed or are the result of the structure and class struggle in its era (Abrams, 1981: 178).

According to Taum (1997: 50), history is seen as a continuous development. The forces in reality always grow progressively towards an ideal society without class. This evolution did not go smoothly but was full of obstacles. Economic relations give rise to hostile social classes. The class conflict that occurs is ultimately won by a certain class. The new production relations needed to oppose the ruling class in order to achieve a classless ideal society, which was controlled by the proletariat.

In relation to Taum's statement, the writer tries to analyze the social classes that happened between the characters in the play *Waiting for Godot*. The class conflict that happened is a product of the differences classes between them, in this case the proletarian and the bourgeois. Besides, the first two characters that will analyze in this writing are Vladimir and Estragon who

came from the lower class, homeless, and have nothing in this world. Next for the characters that experience the social conflict are Pozzo and Lucky. Pozzo is described as a person who came from the upper class that oppress Lucky as a slave who is always do everything that Pozzo ask him to do. Also for the character Boy who is coming from the lower class because he is the person who works for Godot. Using the theory of Marxism, the writer will explain in advance the social class occurred between them.