

**PROLETARIAT STRUGGLE IN STEINBECK'S  
*IN DUBIOUS BATTLE***



*Thesis*

*Submitted to the Faculty of Cultural Sciences Hasanuddin University  
in Partial Fulfillment to Acquisition Sarjana Degree  
in English*

**MUHAMMAD AINUL RISKY**

**F21114513**

**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR**

**2019**



## ADMINISTRATIONS

ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY

### APPROVAL FORM

With reference to the letter of the Dean Faculty of Cultural Science Hasanuddin University No: 7057/UN4.9.1/DA.08.04/2018 regarding supervision, we hereby confirm approve the thesis draft to be examined at the English Department Faculty of Cultural Science.

Makassar, 17<sup>th</sup> May 2019

Approved by

First Supervisor,

Second Supervisor,



Drs. R. S. M. Assagaf, M. Ed.  
NIP: 196211091987031002



Dra. Herawaty Abbas, M.Hum., M. A., Ph. D  
NIP: 196301031988032005

Approved for the Execution of Thesis Examination by  
The Thesis Organizing Committees

On Behalf of Dean  
Head of English Department,



Dr. Abidin Pammu, M.A.Dipl.TESOL.  
NIP. 196012311986011071



THESIS

PROLETARIAT STRUGGLE IN STEINBECK'S IN DUBIOUS BATTLE

BY

MUHAMMAD AINUL RISKY

Student No. : F21114513

It has been examined before the Board of Thesis Examination on May 24<sup>th</sup> 2019  
and is declared to have fulfilled the requirements.

Approved by

Board of Supervisors

Chairman

Drs. R. S. M. Assagaf, M. Ed.  
NIP: 196211091987031002

Secretary

Dra. Herawaty Abbas, M.Hum., M. A., Ph. D  
NIP: 196301031988032005

Dean of Faculty of Cultural Sciences  
Hasanuddin University



Prof. Dr. Akin Duli, MA.  
NIP: 196407161991031010

Head of English Department

Dr. Abidin Pammu, M.A., Dipl.TESOL  
NIP: 196012311986011071






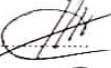


Optimization Software:  
[www.balesio.com](http://www.balesio.com)

**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES**

Today, Wednesday May 24<sup>th</sup> 2019, the Board of Thesis Examination has kindly approved a thesis by MUHAMMAD AINUL RISKY (No. F21114513) entitled, **PROLETARIAT STRUGGLE IN STEINBECK'S IN DUBIOUS BATTLE**, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, May 24<sup>th</sup> 2019

**BOARD OF THESIS EXAMINATION**

- |  |                   |  |
|--|-------------------|--|
| 1. Drs. R. S. M. Assagaf, M. Ed.             | Chairman          | 1.   |
| 2. Dra. Herawaty Abbas, M.Hum., M. A., Ph. D | Secretary         | 2.  |
| 3. Abbas, S. S, M. Hum.                      | First Examiner    | 3.  |
| 4. Dr. Sudarmin Harun, M. Hum                | Second Examiner   | 4.  |
| 5. Drs. R. S. M. Assagaf, M. Ed.             | First Supervisor  | 5.  |
| 6. Dra. Herawaty Abbas, M.Hum., M. A., Ph. D | Second Supervisor | 6.  |



ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY

DECLARATION

The thesis by **MUHAMMAD AINUL RISKY** (No. F21114513) entitled, **PROLETARIAT STRUGGLE IN STEINBECK'S IN DUBIOUS BATTLE**, has been revised as advised during the examination on May 24<sup>th</sup> 2019 and is approved by the Board of Undergraduate Thesis Examiners :

1. Abbas, S.S., M. Hum.

First Examiner



2. Dr. Sudarmin Harun, M. Hum

Second Examiner



## ACKNOWLEDGMENT

All praises to Allah for all the things that He has endowed to me. It is He I worship and He I ask for help and indeed, it is to Him will I return. Finishing this thesis is one of His uncountable mercies for me, by giving me inspiration, guidance, and ability to finish this thesis. Then, shalawat and salam go to the last prophet Muhammad SAW and all who follow him in righteousness.

Furthermore, this thesis could not be accomplished without any supports from some people that surround me with their love, motivations, and advises. On this opportunity, I like to express my profound gratitude, more than he can express to Drs. R. S. M. Assagaf, M. Ed. and Dra. Herawaty Abbas, M.Hum, Ph.D. as the first and second supervisor for their guidance, knowledge, experiences, and advices in correcting my thesis.

Thanks to my beloved friends in Excalibur 2014, Kalampang squad, LAW Unhas, BEM KMFIB-UH 2018/2019, and IWA Mbojo Unhas. Thanks to Dr. H. M. Dahlan Abubakar, M. Hum and his family who helps me since i started the study in Hasanuddin University. Finally, to my parents, Rostina, Syamsuddin, Siti Farida, and Usman A. Latief, there are not enough words to express how grateful I am to you. Thank you for loving and guiding me through my life exactly in this process.

Sincerely

Muhammad Ainul Risky



## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>ADMINISTRATIONS</b> .....	ii
<b>ACKNOWLEDGMENT</b> .....	vi
<b>TABLE OF CONTENT</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>ABSTRAK</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background.....	1
B. Identification of the Problems.....	3
C. Scope of the Problem.....	3
D. Research Questions.....	4
E. Objective of the Study.....	4
F. Significance of the Study .....	4
G. Sequence of the Chapters .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	6
A. Previous Study .....	6
B. Structural Approach.....	8
1. Character .....	9
2. Plot .....	10
3. Setting .....	11
4. Theme.....	13
Marxism .....	14
1. Class Struggle.....	15



<b>CHAPTER III METHODOLOGY</b> .....	18
A. Methodological Design.....	18
B. Method of Collecting Data .....	19
C. Method of Analysing Data.....	19
D. Research Procedure .....	20
<b>CHAPTER IV ANALYSIS</b> .....	21
A. Analysis of Intrinsic Elements in Steinbeck’s <i>In Dubious Battle</i> .....	21
1. Character and Characterization .....	21
2. Plot .....	32
3. Setting .....	34
4. Theme.....	35
B. The Role, Involvement, and Struggle of the Characters in Proletariat Struggle in Steinbeck’s <i>In Dubious Battle</i> .....	35
C. The Class Struggle and The Impact on Characters’ Life in Steinbeck’s <i>In         Dubious Battle</i> .....	52
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	57
A. Conclusion .....	57
B. Suggestion.....	58
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	



## ABSTRACT



**MUHAMMAD AINUL RISKY. PROLETARIAT STRUGGLE IN STEINBECK'S  
IN DUBIOUS BATTLE.** Supervised by R. S. M. Assagaf and Herawaty Abbas

This research aims to delineate the condition of class awareness through role and involvement of the characters in the class struggle that happens in the novel *In Dubious Battle*. This research identifies the struggle of the characters who demand for their right and the impact in their lives.

This research used qualitative-descriptive method with the method of collecting data was done by library research. This research used structural approach and supported by the concept of class struggle that contained in Marxism explicitly to analyze *In Dubious Battle*. The approach emphasized the intrinsic elements in the novel such as character, theme, setting and plot. This research stressed the analysis of the characters in class struggle that happens in the *In Dubious Battle*.

The result of this research shows that the struggle of the workers is the form of class struggle that happens in *In Dubious Battle*. The struggle of the workers does not work well because there are several internal conflicts in the strike. There are several characters who hamper their strike and affect the spirit of the worker to struggle. It is more complicated after the intimidation from the land owner. From the unfinished conflict, there is a matter does not finish yet and it is the different interest of the two classes. The two classes' interests cannot fulfill by each other until the end of the story. The impact of the conflict, there are many bad impacts from it and it affects in the both sides.

**Keywords;** John Steinbeck, In Dubious Battle, Class Struggle, Proletariat



## ABSTRAK

**MUHAMMAD AINUL RISKY, 2019. *PROLETARIAT STRUGGLE IN STEINBECK'S IN DUBIOUS BATTLE*.** Dibimbing oleh R. S. M. Assagaf dan Herawaty Abbas

Penelitian ini bertujuan untuk menggambarkan kondisi kesadaran kelas melalui peran dan pengaruh para tokoh dalam perjuangan kelas yang terjadi dalam novel *In Dubious Battle*. Penelitian ini juga mengidentifikasi perjuangan para tokoh yang memperjuangkan haknya dan dampak pada kehidupannya.

Penelitian ini merupakan penelitian kualitatif-deskriptif dengan metode pengambilan data yang dilakukan dengan kajian pustaka. Penelitian ini menggunakan pendekatan struktural dan dibantu oleh konsep perjuangan kelas yang secara eksplisit termuat dalam teori Marxisme untuk menganalisa novel *In Dubious Battle*. Pendekatan ini menganalisa beberapa elemen intrinsik seperti tokoh, plot, setting, dan tema. Penelitian ini juga menekankan analisis tokoh dalam perjuangan kelas yang terjadi dalam novel.

Hasil dari penelitian ini menunjukkan perjuangan para pekerja merupakan bentuk dari perjuangan kelas yang terjadi dalam novel *In Dubious Battle*. Perjuangan para pekerja tidak berjalan baik lantaran terjadi konflik internal dalam gerakan pemogokan mereka. Ada beberapa tokoh yang menghambat perjuangan mereka sehingga mempengaruhi semangat para pekerja untuk berjuang. Hal tersebut diperparah dengan ancaman dan tekanan dari para pemilik lahan. Dari konflik yang tak berkesudahan tersebut ada satu masalah tak terselesaikan yaitu perbedaan kepentingan kedua kelas. Kepentingan kedua kelas tersebut tak bisa dipenuhi satu sama lain hingga akhir cerita. Akibat dari konflik tersebut, ada banyak dampak buruk yang dihasilkan dan berdampak pada kedua kelas tersebut.

***Kata Kunci***; John Steinbeck, *In Dubious Battle*, Perjuangan Kelas, Proletar



# CHAPTER I

## INTRODUCTION

### A. Background

Literature is considered as the representative of the real life of humans. Furthermore, literature ‘represents’ life, and what ‘life’ is in large scale. Moreover, literary works are the experience of men about culture that are then influencing the human life, including the whole aspects of human life. Boulton argues that ‘literary works are creation of the author’s experiences from various and different sources,’ (1975: 35). Thus, the writer thinks literary works can become a bridge even a locus to explain event with another perspective. Moreover, some writers think that events occur and are written in literary works have material foundations in the real world, including those which occur in novel that the writer will analyze.

The period between 1896 and 1945 saw a crucial transition in the labour and working-class history of the United States. At its surface, Americans were working many more hours a day than the eight for which they had fought hard in the late 19th century. On average, ‘Americans laboured fifty-four to sixty-three hours per week in dangerous working conditions (approximately 35,000 workers died in accidents annually at the turn of the century)’ (1945: 67-69). By 1920, half of all the Americans lived in growing urban neighbourhoods, and for many of

tonic unemployment, poverty, and deep social divides had become a part of life.



After describing the social and political conditions in America in that period, it was potentially used as material for Steinbeck to write *In Dubious Battle*. The relevance of that, this novel fascinates the writer to observe more regarding the inequalities. Inequality begins from a farm land in a place name Torgas Valley, California. The agriculture workers whose job to collect apple everyday were paid 3 dollars per day (originally). However, the owner of land is coming to tell them that their wages are deducted to 1 dollar per-day.

At that time, the workers were facing two options. They will keep working even with the minimum wages or stop and quit that job. However, they choose to keep working even though they complains about their problem. In addition, statements were made by the lands owner to convince them to stay working that the wages are applicable in all the land in Torgas Valley. They also cannot do anything because at that time, they were still confused on how to confront the owner. A few moments later, two figures named Jim and Mac come to agitate and propagandize the workers. Here, the conflict is started to appear.

From a brief explanation about historical record of the conflict in this novel, there is a small picture that the condition of proletariat awareness is still often found in the dilemma. It was more complicated for workers that they still did not understand that their wage is not sufficient while the work time is fixed. Meanwhile, they only see that the wages must be sufficient for life in a day. In spite of the fact that it will also be an entrance for the proletariat class to see

on in the form of exploitation in the novel. They began to get annoyed by but they did not understand the concept of equality they had to accept.



To get the root of the problem about inequality, the writer thinks that oppression occurs in the novel must be true. It is because oppression ought to be explained as far as it relates to social conditions in the novel. That also became the justification of the writer to analyze the novel from the logical side of Karl Marx's criticism on class struggle in dissecting the inequality that has manifested in the characters' actions in this novel. It also becomes the writer's reason to appoint the title in according to the cover.

### **B. Identification of the Problems**

After the writer read *Steinbeck's In Dubious Battle*, the writer found problems in the struggle of the proletariat in this novel, such as:

1. Wages that are not suitable for workers and the deductions they receive.
2. Inequality between work time and the wages they get.
3. The struggle of workers to demand change through the encouragement of several figures such as Jim and Mac.
4. Some workers who think that their struggle will end in vain.
5. Disputes that occurred in the body of the workers' movement as a result of fighting and attacks from investor.

### **C. Scope of the Problem**

Writer does close reading Steinbeck's *In Dubious Battle* to reveal the novel's social context symbolized by the characters' behavior, dialogues, and way of thinking. In this thesis, the writer focuses on understanding the consciousness of the proletariat class, the class conflict that occurs in this novel. The writer also analyzes the characters' role and the involvement of the struggle in the novel.



After that, the writer explains the concept of class consciousness from Marx to understand and analyze the conflict.

#### **D. Research Questions**

1. How does the condition of class awareness of the characters affect the conflict?
2. How does the class struggle appear and the impact of the class struggle on the characters' lives?

#### **E. Objective of the Study**

1. To delineate the condition of proletariat class awareness in the social class in the novel *In Dubious Battle*.
2. To analyze the struggle of the characters and its impact on the characters' lives in the novel *In Dubious Battle*.

#### **F. Significance of the Study**

In this thesis, the writer thinks about the importance of showing that class conflicts occur between workers and investors, resulting from political-economic motive. The inequality between work-time and wages is a factor that can be researched and studied by seeing the forms of oppression experienced by the proletariat.

Specifically, the writer wants to apply Marx's theory. The writer uses social frameworks and logic to determine the problem of class division. Thus, this research explains the inequality and struggle of the proletarian class, not only a

of moral behavior, but also about a problem of social mobility with a



pseudo and naïve drift. Thus, the writer hopes that he can contribute a different analysis with different framework theory which other researchers seldom apply.

### **G. Sequence of the Chapters**

Chapter I covers background of this research, identification of problem, research question, objective of the writing, significance of study and sequence of chapter. Chapter II provides literature review that include previous study and theoretical background. In theoretical background, it contains Marx's theory of value to analyze inequalities that occur in this novel. Chapter III consists of the methodology which used by writer to collect and analyzing the data. Chapter IV is analysis. In this chapter, the writer explains the intrinsic element in novel *In Dubious Battle* which includes character, plot, setting and theme. Furthermore, the writer also explains the role, struggle, and involvement of characters' and the impact toward their lives in novel *In Dubious Battle*. Finally, chapter V consists of the conclusion and suggestion of the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

There are few researches about class struggle and social classes in Hasanuddin University and Indonesian college libraries in general or in university e-library. However, it is difficult to find the research about *Steinbeck's In Dubious Battle* that discussed the class struggle with economics logic. The writer notes that there are two researches that are related to the matter of the writer's research. They are Tuaderu (2008) and Basikon (2011):

1. Tuaderu's (2008) master thesis from the Graduate Program in English Language Studies at Sanata Dharma University entitled *Class Struggle in Capitalist Society as Depicted in George Bernard Shaw's Pygmalion* focused to reveal the social conditions in capitalist society in England and to present the class struggle which was shown by the main character in *Pygmalion*. He used Marxist criticism that is applied by some scholars to analyze the class struggle shown by the main character of *Pygmalion* in which the struggle is assumed as the portrait of the unstoppable struggle of the proletariat to achieve their rights that are ignored by the bourgeoisie for hundreds of years. The result of this research shows that the class struggle which is done by main character of *Pygmalion* is the portrait of the struggle of the working class to free themselves from poverty, to release them from the capitalist oppression, and to gain the admission from the

that they have equal dignity as any other human beings in society.





2. Basikon's (2011) thesis from Hasanuddin University entitled *Social Classes in Hinton's Novel the Outsiders* aims to observe the social classes and the condition of the American society in the twentieth century presented in that novel. Other objectives are to reveal the clashes of two rival gangs as reflected in the novel and to understand the moral message of the novel. In this research, she found that there are two types of social classes that are told in the story. Furthermore, these different classes also involve in some sort of clashes or warfare. By analysing this novel, the writer understands that the moral message of the novel's themes is that people around the world are just the same, friendship is needed to support our life within society.

Based on the previous studies shown above, the writer sees the similarity that can be used as references for this research. From the first study, the writer sees that the researcher used the class concept from Marx to analyze the proletariat struggle. While on the second research, the researcher used structuralism to analyze the class conflict. Despite the similarity that the writer finds from two studies above, the writer's research is different on its own in terms of the research objective and structure. In this current research, the writer focuses to analyze the role and involvement of the characters in class struggle shown in the novel. The writer also uses the class concept to analyze the class conflict in the novel.



## B. Structural Approach

In analyzing a literary work such as a novel, the discussion of theory is important in which the theory can provide explanations and make the analysis becomes more scientific. Based on that notion, the writer then tries to analyze this novel with structuralism; intended to observe the character traits in this novel.

Structuralism approach is an approach that is used to analyze a literary work based on its structure. In this case, it analyzes the intrinsic elements of the novel. There are some elements that constitute a novel. Those are theme, plot, character and setting. It is very important to look deep in each element one by one and see the relation between all the elements to understand what the author means.

As Tyson says:

For structuralism sees itself as a human science whose effort is to understand, in a systematic way, the fundamental structures that underlie all human experience and, therefore, all human behavior and production (2006: 209).

Structural approach is tried to explain the function of every element of literary works as a structural unit which produces the whole meaning together (Teeuw, 1984:135). Based on that notion, the application of structural approach is a point of view that places the literary work as a structure that cannot be separated from one element to other elements. These elements are intertwined and related to one another and become a balanced relationship and logical coherence. Intrinsic elements are the elements which are contained in a literary work, in this case a novel. These elements that constitute the novel aim to explain the author's

These elements are the unity element of the literary work which cannot be separated because they are related to each other to build a literary work. The



author must have a reason in choosing every elements of their story. Therefore, the writer has to understand each of the element and the reason why the element was chosen by the author. There are many elements of a novel, but only four elements are considered as the most important elements of intrinsic element, those are plot, character, setting and theme.

### 1. Character

In a literary work, character is the most important element which can be found in a novel. The word *character* refers to the person or player in the story whereas *characterization* refers to the attitudes or behaviors of the characters.

According to Abrams:

Characters are the persons represented in a dramatic or native work, who interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it the dialogue (1999: 32).

Based on their roles, the characters are distinguished in two kinds, namely the mayor and minor character. Mayor character is a person who holds an important role in the story; his or her performance appears many times and continuously in the story. Minor character is a person who appears in forms of short description and his or her performance who gives appearances when the story related to the main character.

Next, the role functions of characters are divided into two kinds. They are protagonist and antagonist. Protagonist is an adored character in which sometimes one of them is called hero or a character who gives contrary disposition to convey value. Antagonist is the character who causes the conflict in the story or a



character who gives contrary disposition to convey the protagonist or negative value.

From the words and acts of the character, readers can learn to characterize characters individually. Furthermore, the readers can justify the characters whether they are protagonist or antagonist.

## 2. Plot

Plot is the chronology of events that is described by literary terms to make up a story or the main part of story. Abrams (1999: 224) states, Plot is constituted by its events and actions, as these are rendered and ordered toward achieving particular artistic and emotional effects. There are five main elements in the novel, they are exposition, rising action, climax, falling action, and resolution.

Exposition is the beginning section where the author provides the necessary background information, sets the scenes, establishes the situation and the action. Exposition is also named as an introduction where characters and settings are established in beginning section and in the main conflict introduction as well. Supporting the explanation, Barnet and Burto (2008: 1587) state that exposition is an introductory material in introducing characters and the situation.

Next, rising action consists of the events that are getting complicated and breaking the existing equilibrium. Excitement, tension, or crisis is encountered. After reaching the rising action, what happened next in a story is called the climax. Climax is the main plot or the greatest emotional moment that happened

story. According to Stanton (2012: 32), he stated that climax is when has reached its highest intensity and that is something which cannot be



avoided. The main point of the story is the crucial events that the conflict is on the top of crisis.

Falling action is where crisis turning point has been reached. Part of the story encounters more conflicts by the main character. The last main intrinsic element is resolution. Resolution is the final section of the plot itself. It is also the conclusion part of the story.

### 3. Setting

Setting is a broad word. It covers the place in which the author presents the social context of the characters such as their family, friends, classes, their costumes, beliefs, and rules of behaviors that give identity to characters. To a society, setting is the particular location of events and the atmosphere of area where the story is performed.

In the book of *A Glossary of Literary Terms*, Abrams proved that setting is an important element, as he said:

The overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode of scene within such a work is the particular physical location in which it takes place (1999: 284).

The relevant quotation above is expressed by Kennedy (in Sudjiman, 1988: 44) where he explains that the setting includes geographical depictions, including topography, scenery to detailing the equipment of a space: work or daily life of the characters: the timing of its incident, its historical period, the season of

ce: the religious, intellectual, social and emotional environments of its

s.



Another explanation about setting comes from Nurgiyantoro (2002: 223-227), he divides setting into three elements, which are:

a) Setting of place

Setting of place is setting where the story is happening. Setting of place can be a place with a certain name, initial name or no clear names. The places that are used in the story usually places that exist in real life and also places that are only in the imagination of the author. Setting of place that does not have name usually just mention the kinds of common settings such as village, river, road, forest, city, and so on.

b) Setting of time

Setting of time is setting that consists of the background of time in the story such as day, week, month, and year. Setting that is related to when the problem in the fiction occurs. The time of events related to factual which the time that are related to history of time. The adoption of history element in literary work will make the period has the quality, becomes typical and very functional because the output of the story cannot be achieved with other time-setting without affecting the development of the story itself.

c) Setting of social

Setting of social is a setting that refers to social condition in the story which consists of social class and social behavior. In the story, the social condition such as definition of social, class social, social behavior, life style, language, and so on

etting of social in the story.



Based on the quotation above, the writer thinks that setting is one of the core elements of literary works. It concludes that setting and the character of the story is inseparable. The setting must be coherent with the characteristics of the character in the story. For example, the setting describes a house, then the house must be expressed by the character as the owner of the house. If the owner is a rich man, the house should be a huge and luxuriously big house.

The writer sees that some authors choose their social condition based on era they lived as the setting of their literary work. They choose a setting which they see and understand, so they can express the story clearly and it helps the reader understand and feel the story, even though they did not live in that era. Therefore, the whole story will be influenced by the setting and that makes a literary work becomes a high literature.

#### **4. Theme**

In every literary work, there is something called a ‘theme’ which is nothing but the ‘something’ the author wishes to convey about events occurring within a society to translate to the audience of his work. Furthermore, Holman (1960: 489) defines the theme as follows. The definition of theme is also a basic idea, concept, and life point of view from the writer which becomes the background to create a literary work.

Sometimes there is more than one theme in a literary work. These themes generally refer to a basic theme or literary themes (basic theme, core theme) so

may be a literary work consisting of several sub-sub themes (sub theme t), as explained by Marsh (1955: 2):



A theme is a subject which interest the writer and discussed in the text or portrayed in it some way, it is not the summary of the history. That is not what the text is “about”, nor is it a special subject you have to search for. Literature is about ordinary life, so the big theme in literature is the important subject and experience of our public and private lives they are the ordinary and common words in our everyday thoughts and conversations, like, death, marriage revenge, war, evil, and soon.

It can be concluded that theme is the main point of a story. Every story contains a message from the author or the reader that often called it as a theme of story. Thus, in analyzing theme, the reader has to understand the whole story, not only the specific part of the story. Then the reader can conclude a theme based on their understanding of the story, whether or not it is the same or different understanding with other readers’ conclusions.

### **C. Marxism**

Karl Marx (1818–1883) was the most important theorists of socialism. He was not a professional philosopher, although he completed a doctorate in philosophy. In the mature writings, Marx presented a would-be scientific theory of history as a progress through stages. At each stage, the form taken by a society is conditioned by the society’s attained level of productivity and the requirements for its increase. In societies before the coming of socialism, this entails the division of society into antagonistic classes. Classes are differentiated by what makes them able (or unable) to appropriate for themselves the surplus produced by social labour. In general, to the extent that a class can appropriate surplus without paying for it, it is said to be an exploiting class; conversely, a class that more than it receives is said to be exploited (Barry, 1995:156:157).





The writer considers that the theoretical framework of Marx should be able to explain the oppression and inequalities that occur in the novel. As Abcarian said on his book, et al. (1998: 1373), wrote:

The Marxist critic analyzes literary works to show how, wittingly or unwittingly, they support the dominant social class, or how they, in some way, contribute to struggle against oppression and exploitation. And since Marxist critic views literature as just one among the variety of human activities that reflect power relations and class divisions, he or she is likely to be more interested in what a work says than in its formal structure.

Based on the quotation above and the title of the thesis, the writer takes a position in proletariat class side. In that sense, the writer traces the problem of the proletariat class condition which is prominent through the characters in the novel. class consciousness is very crucial in fighting for their position and rights.

Furthermore, the writer uses this theory to explain systematically. Only by explaining the acts of the characters for struggling their right and position (as the writer explain in the introduction in this sub-chapter), the writer will know the proletariat class struggle which manifests itself in the labour movement.

### **1. Class Struggle**

Marx described an economic class where membership of a class is defined by one's relationship to the means of production, i.e., one's position in the social structure that characterizes capitalism. Marx talked mainly about two classes that include the vast majority of the population – the proletariat – and the bourgeois. In accordance with this understanding, class struggle is a conflict arisen in this

labour/ exploiter-exploited/ oppressor-oppressed relationship because the two main classes has their own interests in common. The collective



interests are in conflict with those of the other class as a whole. This, in turn leads to conflict between individual members of different classes.

Providing an analysis of class struggle based on the exploitation of labour, Berberoglu (1994: 19) wrote:

Marx and Engels stressed that such analysis must be placed within the framework of the dynamics of social change in the world historical process and that in this context the crucial task is to identify and examine the *primary motive force of social transformation* that defines the parameters of societal development: *class struggle*.

The quotation above explains briefly about transformation of social condition. Transformation of social condition, for him, there will be a certain thing. There is an important thing to underline that class conflict is crucial factor that make the transformation happen. Class conflict happens only if the economic interests of two classes face each other.

Further, Marx assumed that in this modern capitalism phase will always transform. In that transformation period, there are many phenomenon during it. That matter was rewritten by Tucker about Marx's words, (1978: 220):

And now as to myself, no credit is due to me for discovering the existence of classes in modern society or the struggle between them. Long before bourgeois historians had described the historical development of this class struggle and bourgeois economists the economic anatomy of the classes. What I did that was new was to prove: 1) the existence of classes is only bound up with particular historical phases in the development of production, 2) that the class struggle necessarily leads to the dictatorship of the proletariat, 3) that this dictatorship itself only constitutes the transition to the abolition of the classes and to a classless society.

The quotation above explains that in social class of the society appears specific type of production in the history phase. It means when the class

happens in specific period so it must be seen as the problem of the type of

on that establish the conflict. It also the way of analysing this novel about



the class struggle. The writer sees the specific type of production in the novel and it is the land owners who has a land full of apple as their capital and the workers have nothing besides the energy.

The class conflict must be explained more comprehensive with analysing the problem between the two classes as the economic interests. Basically, the two classes clash because they have different economic interests. From the difference, according to Marx, there is a class must be aggrieved in production and they are proletariat class. Thus, in the part of analysis in this thesis, the writer also explains the class conflict based on the different economic interests.

