

**ECONOMIC CLASS AS REFLECTED IN MANSFIELD'S
SELECTED SHORT STORIES**



A Thesis

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfilment of Requirements to Obtain Sarjana Degree in English*

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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
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2021**

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, August 05th 2021

The writer



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With reference to the letter of the Dean of The Faculty of Cultural Sciences Hasanuddin University No. 1447/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm approve the thesis draft by **Junita Situru** (F041171545) to be examined at the English Department Faculty of Cultural Sciences.

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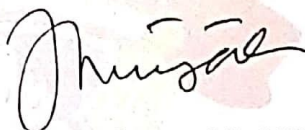
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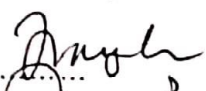
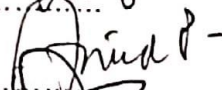


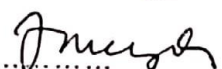
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**ECONOMIC CLASS AS REFLECTED IN MANSFIELD'S SELECTED
SHORT STORIES**

Submitted in fulfillment 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.

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THESIS

ECONOMIC CLASS AS REFLECTED IN MANSFIELD SELECTED SHORT STORIES

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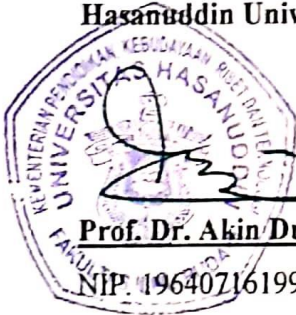
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The thesis by **Junita Situru** (Student Number: F041171552) entitled, **Economic Class As Reflected In Mansfield's Selected Short Stories** has been revised as advised during the examination on August 05th 2021 and is approved by the Board of Undergraduated Thesis Examiners:

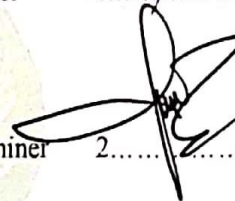
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Finally, the writer understands that this thesis is far from perfect and will benefit from multiple improvements; thus, all recommendations and critiques for enhancement would be gratefully accepted. The writer hopes that this thesis can be useful for the readers.

Makassar, 12 July 2021

Junita Situru

ABSTRAK

JUNITA SITURU. *“Economic Class As Reflected in Katherine Mansfield’s Selected Short Stories”* dibimbing oleh **Herawaty** and **Andi Inayah Soraya**.

Skripsi ini bertujuan untuk menganalisis perbedaan kelas ekonomi yang terjadi dalam beberapa cerita pendek Katherine Mansfield yang terpilih. Penelitian ini juga bertujuan untuk memperlihatkan perilaku setiap tokoh dari setiap kelas ekonomi terhadap tokoh dari kelas ekonomi lainnya.

Penelitian ini menggunakan pendekatan sosiologis dan teori Max Weber mengenai stratifikasi sosial. Metode dalam skripsi ini adalah metode deskriptif kualitatif. Objek dan sumber data penelitian ini adalah beberapa cerita pendek karya Katherine Mansfield terbitan tahun 2006

Hasil penelitian ini menemukan adanya perbedaan kelas ekonomi dari ketiga cerita pendek yaitu: (1) kelas atas terdiri dari orang-orang yang bekerja di luar tanah atau memiliki sarana pembangunan, memiliki peluang hidup yang sangat baik sebagai hasil dari pendapatan mereka, dan memiliki akses ke pendidikan tinggi, (2) kelas menengah, yang terdiri dari orang-orang yang memiliki harta benda tetapi tidak berpendidikan dan orang-orang yang tidak memiliki harta benda tetapi dapat memperoleh upah yang tinggi berdasarkan pendidikan dan kualifikasi mereka, dan (3) kelas bawah terdiri dari orang-orang yang tidak memiliki uang untuk menghasilkan pendapatan, dan mereka tidak memiliki kualifikasi untuk mendapatkan upah yang besar. Ketiga kelas ekonomi tersebut tergambar dalam cerita pendek yang terpilih. Selain itu, penulis juga menemukan adanya perbedaan perilaku antar tokoh yang berbeda dari setiap kelas ekonomi.

ABSTRACT

JUNITA SITURU. *“Economic Class As Reflected in Katherine Mansfield’s Selected Short Stories”* supervised by **Herawaty** and **Andi Inayah Soraya**.

This thesis aims to analyze the differences in economic class as reflected in Katherine Mansfield’s short stories. This study also aims to describe the differences of society’s treatment of each group of distinct economic classes as reflected in Katherine Mansfield’s selected short stories.

This thesis using a sociological approach in accordance with Max Weber's theory of social stratification. The method in this thesis is a qualitative descriptive method. The objects and sources of data for this research are several short stories by Katherine Mansfield published in 1921 and 1992.

The result of this study found differences in the economic class of the three short stories, namely: (1) the upper class consists of people who work outside the land or have development facilities, have excellent life opportunities as a result of their income, and have access to higher education, (2) the middle class, which consists of people who have property but are not educated and people who do not have property but can earn high incomes based on their education and qualifications, and (3) the lower class made up of people who don't have the money to generate income, and they don't have the qualifications to earn big wages. The three economic classes are depicted in the selected short stories. In addition, the writer also finds differences in treatment between different groups from each of the economic class.

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CHAPTER I

INTRODUCTION

1.1 Background

Economy class is a problem that often occurs in our lives as humans. This is because there are differences that make one group feel superior to another group. Majority groups tend to discriminate against minority groups. Furthermore, the current economy class is a problem that is difficult to eliminate because of the lack of education to the public and the consequences it can cause.

Differences in economic class occur because of factors from socio-economic conditions that arise in society. According to Pirdaus (2019:11) socio-economic conditions are a position, position, title, ownership owned by an individual or group related to the level of education, income level, ownership of household assets, and the fulfillment of family and work needs that will be very important. affect the social status of a person, group or family in the community environment.

This issue of economic class differences has become a focus for several literary writers. not infrequently there are writers who are interested in discussing this issue. Writing literary works also creates social problems in society. It is focused on the author's desire to expose the reader to the community by raising social issues based on the fact that literary works originate from society. The difference in economic class is one of the most frequently discussed social problems, considering that people in society come from various backgrounds. Therefore, the writer looks at the issue of economic

class differences in Katherine Mansfield's work. Mansfield himself raised the issue of this economic class difference based on what he witnessed in his environment.

The main theme in Kathrine Mensfield's selected short stories *The Doll's House*, *The Garden Party*, and *A Cap of Tea* are the theme of social class and how there is a clear fence between those who are rich and those who are neither socially nor economically viable. In the short story *The Doll's House* by Katherine Mensfield tells The Burnell family, with the exception of Kezia, consider themselves to be above others particularly when it comes to the Kelveys. It would appear that the Burnells define themselves by their social status (or class) and due to the fact that Mrs Kelvey is a working class woman and the possible fact that Mr Kelvey is in prison the Burnells consider themselves to be above the Kelveys. There is also a sense that the Burnell's are ostracizing the Kelvey's simply because they may be different to them. If anything it is possible that the Burnell's do not wish to associate themselves with the Kelvey's because of the Kelvey's appearance (both physical and social).

While the short story *The Garden Party* tells the rich Sheridan family preparing to throw a garden party. Laura was assigned to instruct the workers about tent placement. His arrogant attitude quickly turned into a terrifying admiration for the workers, with whom he felt a personal connection. Laura's mother, Mrs. Sheridan, had ordered lots of lilies, for their pleasure. Laura's sisters Meg and Jose, and their maid Hans, moved furniture to accommodate the piano. Jose tests the piano, and then sings a song if he is asked to do it again later. After observing the food in the kitchen, Laura and Jose learn that their working class neighbor, Mr. Scott, has died. Even though Laura

believes the party should be canceled, neither Jose nor their mother agrees. After seeing herself in the mirror in a new hat, Laura calmed her conscience by deciding to forget about the matter until the party was over. As night fell, and the family was sitting under the tent, Mrs. Sheridan told Laura to bring a basket full of leftovers to the Scott family's house.

The last short story chosen is *A Cup Of Tea*. By telling the reader that 'they were rich, really rich, not just comfortably well off' Mansfield succeeds in not only highlighting to the reader how wealthy Rosemary and Philip are but more importantly she manages to highlight how different Rosemary is from others. Something that is a little clearer when Mansfield also tells the reader 'if Rosemary wanted to shop she would go to Paris as you and I would go to Bond Street.' Though it may appear to be insignificant the fact that Rosemary has a car may also be important as by introducing the car into the story it is possible that Mansfield is further highlighting the class difference that exists between Rosemary and those around her. At the time the story was written only the very wealthy (mostly upper class) would have had the resources to buy a car.

Based on the above aspects, the writer observes and analyzes the short stories *The Doll's House*, *The Garden Party* and *A Cup of Tea* by Katherine Mansfield. Based on this, the writer is interested in raising the social problems of class consciousness that occur in these short stories. In this study, the author uses Max Weber's theory of social stratification to examine the economic class contained in the selected Mansfield short stories. On the basis of the explanation above to increase understanding of

economic class which is described through selected short stories from Katherine Mansfield, this thesis is called "Economic Class as Reflected in Katherine Mansfield's Selected Short Stories".

1.2 Identification of Problems

After describing the background, the writer identified some problems as follows:

1. Social discrimination as reflected in Mansfield's selected short stories.
2. Economic class as reflected in Mansfield's selected short stories.
3. Conflict between characters in Mansfield's short stories.
4. Struggle class as reflected in Mansfield's selected short stories.
5. The box is a symbol of capitalistic ideas regarding materialistic mindset, always wanting what we can't have.

1.3 Scope of Problem

In order to make the work applicable to the goals of the research, the writer imposes a constraint on the research. The writer analyzes how the form of economic class as reflected in Katherine Mansfield's selected short stories. In these three short stories, the problem is that the differences in social levels are very clearly visible.

1.4 Research Question

In this case there are some interesting sections for the writer and the topic of discussion in the short story by Katherine Mansfield

1. What forms of economic class does Katherine Mansfield describe in her selected short stories?
2. How does society in the short stories regard each group of distinct economic classes as reflected in Mansfield's selected short stories?

1.5 Objective of Problem

In making this proposal the writer has the following objectives:

1. To describe the form of economic class in Katherine Mansfield's selected short stories
2. To examine the differences of society's treatment to each group of distinct economic classes as reflected in Mansfield's selected short stories.

1.6 Significance of The Study

The significant expected from this study are as follows:

1. **Theoretical Benefit**
This research is intended to make a contribution to literature work related to short story by Katherine Mansfield's selected.
2. **Practical Benefit**
The practical benefits of this research is divided into two parts, general benefit and academic benefit. The general benefit is to enhance the writer understanding on social stratification in literature. The academic benefit is to fulfill the requirement in completing my Sarjana Degree in English Department Faculty of Cultural Sciences in Hasanuddin University.

1.7 Sequence of Writing

This thesis contains five chapters. Chapter One is an Introduction that covers the outlook of the whole writing, which includes: background, identification of the problems, scopes of problems, research questions, objective of the study, and sequence of the writing. Chapter Two is Literature Review that contains previous study and theoretical framework. Chapter Three is Research Methodology contains method of collecting data, method of analyzing. Chapter Four contains a discussion of findings and analysis. And finally, chapter five is where the author concludes everything analysis and results into one brief summary. This chapter also contains advice from the author.

CHAPTER II LITERATURE REVIEW

This chapter consists of previous studies, sociology of literature and Economic Class Based on Social Stratification

2.1 Previous Studies

There are several previous studies that have been carried out on the work of Katherine Mansfield and also several studies that discuss the class differences that occur in other literary works. To improve the quality of this thesis, the author is looking for various theses and related journals.

Rizki (2015) in her thesis *The Effect of The Main Characters' Anxiety Towards Their Existence in The Community As Found in The Katherine Mansfield Short Stories* discussed two selected of Katherine Mansfield short stories. The short stories used in this research are *Miss Brill and The Daughters of The Late Colonel*. This thesis applied qualitative method to conduct the analysis. Moreover, this study discovered that anxiety existed in many characters of the selected short stories, in which they displayed luck affection, and that their anxiousness influenced their characters in society.

Sebnem (2011) in this research entitled *Laura's Lessons in Katherine Mansfield's "The Gareden Party"*. The purpose of this study is to undertakes to interpret "The Garden Party" and approaches its subject from a psychosocial perspective, dealing with various elements of conventional Victorian education,

together with their adverse effects on the protagonist's psychology. the results achieved from the research, after witnessing Laura's transition, hoping for a definite sense of ending, Laura, in the end, is in a more precarious situation than before, which with good reason can be attributed to the conventional Victorian education that limited her vision. To make matters much worse, alternating between two different settings when unprepared, and between moments of joy and contact with poverty, ugliness, and death, fell upon Laura's soul, causing her to turn uncertain, inconsistent, and vulnerable adults who don't know what to think, how to feel, or where to be.

Mentari (2016) in his research entitled *Class Struggle as The Impact of Capitalism Seen Trough Faction in Veronica Roth's Divergen*. There are tree purpose of this research, first is the discription of the fuctions in Veronica Roth's Divergent, the second is the idea of capitalism depicted through faction in Veronica Roth's Divergent, and the thirth is class struggle as the impact of capitalism revealed through faction in Veronica Roth's Divergent. This research used Marxist Approach to analyze the class struggle as the impact of capitalism. She found the society in Divergent is set up in the faction system. The society is devided into five factions based on the human virtue. Each of the faction has their own manifesto, role and contribution in the society. And the rise of the struggle as the impsect of capitalism leads to the revolution of the society in Divergent from faction to factionless.

After comparing the three studies above, there are similarities, namely Rizki and Sebnem who use the work of the same author. while the third study from Mentari did not use the work of Katherine Mansfield but both discussed the class differences

that occurred in the object under study. Research conducted by Mentari does not focus on the class differences contained in the object. therefore the authors in this study focus on discussing class differences that occur in the object under study using the theory of Max Weber.

2.2 Sociology of Literature

Sociology is a scientific study that aims to understand humans in society or the study of social institutions and social processes. According to Brint (1999:22), sociology as a social science focuses on the meanings that humans attach to their interactions and actions in certain social contexts. Meanwhile, Soeratno (2011: 65) says, literature is a type of creative work that belongs to art made by and mostly about humans, which exists on the basis of convention, and the creation can be adapted to the rules.

Sociology and literature are two different things that complement each other. Junus (1986:2) states, Two methods are commonly used in sociological and literary research, namely sociological literature and sociological literature. The first reflects the mirror of social conditions. This perspective moves from factors outside of literature to discuss literary works. Literature is only feasible when viewed with elements outside of literary works. While the second term prioritizes literary texts as research material. The research is directed at the text to describe its structure, then it is used to understand social phenomena.

Sociology of literature is a branch of literary studies that views literary works in interaction with social reality, authors, and the process of literary creation, as well as book readers. In addition, Watt (2001:102) states that “sociology and literature have the same problem. Like sociology, literature also faces humans in society as humans who try to adapt in an effort to change society. According to Soeratno (2011: 73) sociological literature is generally viewed from three different perspectives: author of sociology (social status, social ideology, and others regarding the author); sociology of literature (what is in literature and what is its purpose); and sociology of literature (reader responses and literary social influences).

Endraswara (2011: 77) states that the sociology of literature is a reflective branch of literary research. Sociology of literary research is in great demand by researchers who want to see the socio-culture of a society through literary works. Ratna (2013: 60) states that the sociological approach, especially Indonesian literature, both ancient and modern, is an area of research that will never dry up. Every literary work that appears has a social aspect that can be studied through various models of social understanding. Nugraheni (2009:35) says that literary works are a mirror that can reflect life and nature. According to Endraswara (2011:79) there are three perspectives related to sociological literature, namely; 1). A study that sees literary works as a social document in which it creates a reflection of the situation in the literary period, 2). Research that reveals literary works as a reflection of the author's social situation, 3). Research that captures literary works as a manifestation of historical events and socio-cultural conditions.

Sayuti (2009:5) states that the appreciation of literature in Indonesian society is still very low. Teachers tend to use learning techniques that contain theory and memorization so that learning activities become rigid, monotonous, and boring. Indonesian subjects and literature have not been able to attach to students rationally, cognitively, emotionally, and affectively. As a result, Indonesian language and literature have not been able to become subjects that are liked and missed by students. A further impact of these learning conditions is the failure of students to develop knowledge, language skills, and positive attitudes towards Indonesian language and literature.

Furthermore, Endraswara (2011:4) says that although sociology and literature have certain differences, they can provide an explanation of the meaning of literary texts. So, the main focus of literature is the literary work itself and its relationship with society whereas the work was produced. In addition, Endraswara (2011: 96) says that both literature and sociology study human life. The difference is, literature studies the creation of humans as the author's imagination, while sociology studies humans created by God in real terms.

From the definition above, the writer concludes that the sociological approach is a type of criticism that examines literature in the context of culture, economy and politics. And literature is an expression of human life that cannot be separated from the roots of society.

2.3 Max Weber's Theory

Max Weber stated that the lower middle class is considered to have a strategic role in the history of Christianity. Weber concluded that economically disadvantaged classes, such as slaves and day laborers, would never act as flag bearers of any particular religion. According to Djamari (1993:113) social stratification is a factor that determines religious tendencies and orientations. For Weber, the economically at least capable classes will never act as carriers of certain religions.

Soekanto (2007: 205) states the distinction between the basics of economics and the basics of social position, and continues to use the term class for all layers. There is an economic class for him again in a class that relies on the ownership of land and objects, as well as a class that is engaged in the economic field by using its skills. There is a group that gets special honor from the community and is called a stand.

Between the top layer and the lowest layer, there are layers that are relatively numerous. Usually the upper layers do not have only one kind of what is valued by society. However, his high position is cumulative. That is, those who have a lot of money will easily get land, power and maybe honor. The size or criteria commonly used to classify community members into a layer are as follows.

1. The measure of wealth

Whoever has the most wealth is included in the top layer. This wealth, for example, can be seen in the shape of the house in question, his personal

car, the ways in which he uses his clothes and the materials he wears, his habits of shopping for expensive items and so on.

2. Power measure

Whoever has the power who has the greatest authority occupies the upper layer.

3. Honor measure

The measure of honor may be independent of the measures of wealth and power. The most respected and respected person gets the top spot. This kind of measure is often found in traditional societies. Usually they are the elderly or those who have contributed.

4. The measure of knowledge

Soekanto (2007:207-208) says science as a measure is used by people who value science. However, this measure sometimes causes negative consequences because it turns out that it is not the quality of science that is used as a measure, but the degree of scholarship. Of course, this spurred all kinds of efforts to get a degree, even though it was not lawful.

An important aspect of this analysis is that Weber refuses to reduce stratification to economic factors (or class, in Weber's terminology) but sees it as multidimensional. Ritzet (2012:208) says, society is stratified based on economy, status, and power. The resulting implication is that people can occupy a high level in one or two of these stratification dimensions and be at a low level in one other

dimension (or several other dimensions). it allows a much more sophisticated analysis of social stratification than is possible by reduced stratification (as some Marxists do). Just to the variations in one's economic situation.

Starting with the class, Weber is faithful to his action orientation by arguing that a class is not a community. More precisely, a class is a group of people, who may and sometimes often act on shared situations. Weber argued that a "class situation" exists when three conditions are met. First, some people have the same specific causal component for their life opportunities. Second, the component is described exclusively by economic interests for ownership of goods and opportunities for income. Third, described under conditions of commodity or labor markets. The concept of "class" refers to any group of people found in the same classroom situation. Therefore, a class is not a community but simply a group of people in the same economic situation, or market.

In contrast to class, status really normally refers to community; status groups are everyday communities, although they are somewhat unformed. A "status situation" is defined by Weber as "any distinctive component of human life that is determined by a specific social assessment, positive or negative, of respectability". As usual, status is associated with a lifestyle. (status is related to the consumption of the goods produced, while class is related to economic production). People at the top of the status hierarchy have a different lifestyle than people at the bottom. In this case, the lifestyle, or status, is related to the class situation. However, class and status are not related to each other: "Money and the position of an entrepreneur are not in themselves status qualifications,

although they can produce them” and lack of property in itself is not a status disqualification, although that may be a reason for him.

There is a relationship between class and status because members of the same status group are often also members of the same class, but the same class position does not provide the opportunity to get the same status, does not in itself give prestige (honor) but can just belong to the same status group. An important feature of a status group is that its members share a certain way of life that is very different from the way of life of other status groups.

In the relation between economics and stratification, Weber argues that the market and its processes do not recognize personal distinctions, functional interests dominate it, it does not recognize honor at all, the status order is just the opposite, if only economic gain and economic power still carry the stigma of extra-status origins. can be given to anyone who achieves the same honor as those with an interest in status thanks to the lifestyle they claim, the status order will be threatened by its roots, this will be increasingly felt when there is equality of status honor.

In the view of the economic order, society is formed by the existence of a market that provides goods so that it is controlled by social classes based on their wealth, therefore social classes are stratified according to their relationship to the production and acquisition of goods, while status groups are stratified according to the principles of their consumption principle as represented by a special lifestyle. Weber (2009:231-233) stated, It is the status communities that are most strictly separated with respect to honor showing that even within strict limits, a relatively high degree of

indifference to wealth. In time it will lead to a growth in the status structure raises an awareness of the important role of social honor in society.

There is a complex set of relationships between class and status, and it is further complicated when adding a party dimension. While classes exist in the economic order and status groups in the social order, parties can be found in the political order. According to Ritzer (2012:218), parties are always structures struggling for dominance. Therefore, parties are the most organized elements of Weber's stratification system. Weber thought of parties very broadly not only to include parties that exist within the state, but also those that may exist within a social club. Parties usually, not always, represent class or status groups. Whatever they describe, parties are oriented towards achieving power.

While Weber remained close to his action approach in his ideas on social stratification, these ideas already represent a movement in the direction of communities and macro-level structures. In most of his work, Weber focused on these large-scale units of analysis. Weber does not lose sight of the actor's actions only shifting from being the main focus of his attention to being a dependent variable determined by a variety of large-scale forces. For example, as we will see, Weber believed that individual Calvinists were driven by their norms, values, and religious beliefs to act in various ways, but the focus was not on the individual, but on the collective forces that drove the actor.

The social layer is the division of the population or society into classes in stages (hierarchically). Its embodiment is the higher classes and the lower classes. The basis

and core of the layers in society is the lack of balance in the distribution of rights and obligations, obligations and responsibilities, social values and their influence among community members. The forms of layers in Alex Inkeles' society are varied and numerous, but these layers still exist, even in capitalist, democratic, communistic, and so on. The layers of society began to exist since humans recognized the existence of a common life in a social organization. For example in communities whose standard of living together in a social organization. For example, in societies whose cultural level is still simple, the layers of society were initially based on sex differences, differences between leaders and those who were led, exiles/slaves and non-exiles/slaves, division of labor and even a distinction based on wealth. . The more complex and advanced the technological development of a society, the more complex the system of layers in a society.

In small and simple societies, usually the distinction between positions and roles is minimal, because the citizens are few and people who are considered high in position are also not of many kinds and numbers. In societies that are already complex, the distinction of position and role is also complex because of the large number of people and various colors and sizes that can be applied to them.

This system of social layers has long been known since ancient times, even in ancient times Aristotle has said that in every country there are three elements, namely those who are very rich, those who are poor, and those who are in the middle.

As long as in a society there is something that is valued by it, and every society must have something that fosters a multi-layered system in that society. Dewi

(2009:102) says something that is valued in a society can be in the form of money or objects of economic value, or in the form of land, power, knowledge, piety in religion, it can also be a descendant of a respectable family such as India, for example, society divided into four castes, namely Brahmins, the highest, Kshatriyas, Vaisyas, and Sudras (common people), while those who are not caste are the Pariahs.

Thus, whoever has something of value in a very large number is considered by society to be in the upper strata, those who have little or no value at all in the view of society have a low position. Between the upper and lower layers there are layers in the society concerned. Usually those who are in the upper strata do not only have one kind of thing that is considered valuable by society, but their high position is cumulative, namely those who have a lot of money, for example, it will be easy to get land, power, and perhaps honor, while those who are Those who have great power easily become rich and seek knowledge.

The existence of a multi-layered system in a society can occur by itself in the process of community growth, but there is also something that is deliberately structured to pursue a common goal. The latter is usually carried out on formal organizations such as governments, companies, political parties, or community associations. Power and authority are special elements in the stratification of society, elements that have other properties besides money, land, economic objects, knowledge or honor. Land money and so on can be divided freely among the members of a community without destroying the integrity of the community concerned. However, if a society wants to live in an orderly manner, then the power and authority that is in it must be distributed in an

orderly manner so that it is clear to everyone where the power and authority lies in a vertical and horizontal organization. If power and authority are not distributed regularly, there is a high possibility that there will be conflicts that can endanger the integrity of society. Thus, it can be stated that the system of social strata is a common phenomenon that can be found in every society.

2.4 Economic Class Based on Social Stratification

The rise of social stratification is triggered by two factors. Firstly, it happens as part of the inevitable progression of society. Secondly, as mentioned by Soekanto (2013:199) social stratification is purposefully designed to achieve shared objectives. Apart from that, social stratification emerges as a result of stratum variations and human ability to determine stratum differences using a variety of factors as stated by Soelaeman, (1995:9). In general, society (its members) may be regarded as equivalent. However, this is not the case in real life in social groups and social layers vary in degree from one person to the next. In social stratification, this is referred to as a hierarchy. Hospital employment, for example, requires occupations such as doctor, nurse, police, cleaning service workers, and so on. They have different rank, class, and control when seen in a vertical line. As a result, despite the fact that they both operate in a hospital, society can assign varying levels of status to them in terms of social stratification.

The concept of economic class based on social stratification used in this thesis is accordance to Max Weber's theory. Stratification, according to Weber (1946:181), is a "phenomenon" influenced by the distribution of the economy, social status, and

authority in society, which determines so-called "life chances". The views of Edward and Jeffries (1980:57-80), who describe social stratification as distinctions in levels of society based on three indicators of hierarchies: authority, privilege, and status, are also related to Weber's theory. Furthermore, Weber classified social stratification into three categories: economic class; social status; and power.

Economic class is a subject that has sparked a lot of controversy. To some extent, Weber's notion of class is close to Marx's: classes are made up of people who are in the same situation in terms of their chances of obtaining society's economic rewards. People from different backgrounds, when seen in this light, share more or less the same life resources. The class, according to Pyakuryal (2008:24), is specifically conceived as a location for everyone in the productive system: jobs or owners. Weber, on the other hand, believes that a number of considerations, such as abilities and qualifications, are more significant in class forming.

As a result, Weber's theories about class are more comprehensive than Marx's. According to Saunders (2001:57) some people can have a better chance of surviving than others due to their professional qualifications or experience, which allows them to earn high wages even though they do so part-time. Thus, class refers to the different commercial possibilities that are open to anyone at any given time, as well as a fundamental truth in an individual's life chances.

As mentioned by Saunders (2001:22), Weber's understanding of class differs greatly from Marx's. Max Weber used the term "class" to refer to all layers of society's economic base, unlike Marx, who saw class as a real social entity. According to Weber,

class is determined by one's possessions and vocation. As a result, people's economic position is determined by their wages and the products and services they own. According to Weber, class can be divided into three categories.

1. First, the upper class is made up of people who work off the land or own the means of development, have very good life chances as a result of their income, and have access to higher education. The upper class is the social class composed of those who are wealthy, well-born, or both. They usually wield the greatest political power.
2. Second, “negative privileges” belong to the lower class. They don't have the money to produce revenue, and they don't have the qualifications to earn big wages. Furthermore Bilton (1996:77), they have severely harmed life chances as a result of their poor or marginal labour market positions. The lower class or workers are sometimes separated into those employed as wage or hourly workers, and the lower classes—those who are long-term unemployed and/or homeless, especially those who receive welfare from the state. Members of the working class are sometimes called blue-collar workers.
3. Between the two classes, there is a middle class, which consists of people who own some property but have no education (“pretty bourgeoisie” such as small shop owners and entrepreneurs), and people who have no property but can get high wages based on their education and qualifications (“intelligence and specialists”). The middle class is the most contested of the

three categories, consisting of the broad group of people in contemporary society who fall socioeconomically between the lower class and upper class. One example of the contestation of this term is that In the United States middle class is applied very broadly and includes people who would elsewhere be considered lower class. Middle class workers are sometimes called white-collar workers.

In this thesis, the writer applied Max Weber's theory of social stratification on economic class to analyzed the indication of economic class in *The Doll's House*, *A Cup of Tea*, and *The Garden Party* by Katherine Mansfield.

CHAPTER III METHODOLOGY OF RESEARCH

3.1 Methodological Design

In this Method of writer, the author is using Qualitative method. Qualitative analysis is a form of social science research that gathers and deals with non-numeric