CHAPTER I
INTRODUCTION

This chapter deals with introduction. This chapter is divided into eight parts, namely, background of the study, literature review, problem statement, limitation of the study, objectives of the study, benefits of the study, research method and research paper organization.

A. Background of the study

Class as the relational explanation of economic life chance, class is defined by people’s relationships to various income generating resources or assets. While these locations may relate to people’s subjective class-related tastes and lifestyles (as in the first agenda), it is the relationship to resources that is seen as defining classes and affecting people’s life chances—just like gender, race, citizenship, etc. In sociology, this agenda is taken up by Weber and Bourdieu, who (like Marx) reject gradational definitions of class and instead prefer relational approaches (Mallinson, 2007).

The terms social class and socioeconomic status are used interchangeably throughout this article. Social class has been conceptualized through both structural and procession approaches, whereby the former interprets class as a matrix of fixed categories in which individuals move up or down a continuum while the latter interprets class as group identities shaped by common, shared experiences (Wright & Shin, 1988). Structural approaches of class analysis typically measure social class through indicators of socioeconomic status such as income, occupation, and education. Weber (1947) categorized classes as working class, lower-middle class, intelligentsia, and upper class. Similar to Weber, the stratification of classes demonstrated through Warner’s class model (1949) divides classes into upper, middle, and lower, with subdivisions in each (upper-upper class, lower-upper class, upper-middle class, lower-middle class, upper-lower class, lower-lower class). Newer variations of Warner’s model have since been produced by sociologists such as Gilbert (2002) and Thompson and Hickey
(2005), and although the variations use different labels, the six hierarchical levels usually remain intact. In comparison, procession approaches to class analysis explore how individuals develop, interpret, and display class identities.

Social class and socioeconomic status are areas of interest that have been studied empirically, albeit mostly exclusively, as having the potentials for producing a plethora of positive and negative outcomes that influence individual behavior and the manner in which organizations respond to clients. While these variables are widely used in disciplines such as sociology and cultural studies, as social identity categories, there appears a mismatched paucity of interest in alternative, perhaps more viable, social equity indicators in the field of public administration.

Against this background, this article engages a methodological and theoretical review of research studies on the concepts of social class and socioeconomic status. The aim is to investigate the extent and value of the application of a broader set of social equity indicators by public service organizations to improve the efficiency and effectiveness of serving clients who present variations of social class and/or socioeconomic status. To achieve this objective, this article adopts a broader description of social equity, expanding to include the areas of social class and socioeconomic status, while simultaneously providing conceptual and pedagogical techniques for incorporating this expansive view of social equity in the traditional public administration curriculum. Within the field of public administration and public policy education, we can effect change through representation, research, and pedagogy (Oldfield, 2001).

There is no scope in the present context to expound Marxist theory adequately. All that can be done is to stress the aspect of it, the essential concepts, which are relevant to understanding a Marxist approach to the study of literature. For Karl Marx, and those closest to his way of thinking, all those modes of thought, including literary creativity, are ideological and are products of social and economic existence.
Basically Man’s social being determines his consciousness and the material interests of the dominant social class determine how all classes perceive their existence. All forms of culture, therefore, do not exist in ideal, abstract from but are inseparable from the historical determining social conditions. They exist, in other words, as a superstructure to the basic economic structure of a society. This view was the exact reverse of the Hegelian belief that the world was governed by though and the application of reason, whether it be human or divine. Philosophizing about the world alone was insufficient for Marx; the most important thing was to change it. In The German Ideology (1846), Marx and Friedrich Engels wrote of religion, morality and philosophy as ‘phantoms found in the brains of men’. But in letters which he wrote in the 1890s Engels acknowledge that both he and Marx recognized that art, philosophy and other forms of human consciousness could alter the human condition and had a degree of autonomy. The special status of literature was also recognized by Marx in the Grundrisse. Greek tragedy was for him an anomaly because it seemed to represent a timeless, universal achievement but was actually produced within a society with a structure and ideology which he could no longer consider valid. How could such a phenomenon continue to give aesthetic pleasure and be regarded as expressing universal truths? (Carter, 1988:55-56).

Socialist Realism is the term usually applied to the state sanctioned theory of art favored predominantly in the Soviet Union, and therefore known as Soviet Socialist Realism, but it was also the dominant party aesthetic in other Eastern European countries under the political domination of Russia after the Stalinist period and the Second World War. Basically the ideal of nineteenth century Russian realist literature was set up as the most suitable norm for a communist aesthetic but it was given a doctrinaire edge. All other forms of modernist experimental art and literature were considered to be the decadent offspring of late capitalism. Only lip service was paid to the notion of artistic freedom. In practice, a writer could not hope to get his work published if he or she did not write to please the party (Carter: 1988:56).
Lenin had made this explicit in his essay Party Organization and Party Literature (1905), in which he asserted that writers were free to write whatever they wanted but, if they wanted to get their work published in party journals, they would have to the party line. As all journals were soon to become affiliated to the party, this provided writers, effectively, with only Hobson’s choice. Literary critics were, affectively, with only praise those writers of the past who had revealed insights into the social problems and developments of their time, even though they might have been of bourgeois origin themselves. Leo Tolstoy, Honore de Balzac and Charles Dickens therefore came in for special praise. All literature had also to address the interests of the people as whole. This quality was known as narodnost. And it had to present a progressive and, of course, communist outlook for the future of society (Carter, 1988:57).

Marxism is a settled body of theory or doctrine, and on the other hand, that Literature is settled of work, or kinds of work, with known general qualities and properties. Marxism, in many fields, and perhaps especially in cultural theory, has experienced at once a significant revival and a related openness and flexibility of theoretical development. Literature, mean while, for related reasons, has become problematic in quite new ways. This involves, necessarily, reviewing earlier positions, both Marxist and non-Marxist. I was already relatively familiar with Marxist, or at least socialist and communist, political and economic analysis and argument. My experience of growing up in a working-class family had led me to accept the basic political position which they supported and clarified.(William, 1977:01).

At the same time relatively narrow, and there were many problems and kinds of argument, highly developed in specialized studies, whit which miss. At the same time I read more widely in Marxism, continuing to share most of its political and economic positions, but carrying on my own cultural and literary work and inquiry at a certain conscious distance. That period is summed up in my book *Culture and Society* and in the present context, in its chapter on ‘Marxism and Culture’ (William, 1977:02).
Nicholas Sparks is an American screenwriter and novelist, born on 31st December 1965 to Patrick Michael Sparks and Jill Emma Marie. He was the middle of three children. He was raised as a Catholic and he still follows the Catholic faith. He is very religious man; going to Church, Sunday school and confessions. His son is an altar boy. As a young kid he moved a lot as his father was continuing with his education. In 1974 his family finally settled in Fair Oaks in California where he graduated from Bella Vista High School as a valedictorian. For further studies he went to University of Notre Dame where he got a full track and field scholarship and graduated in 1988.

Sparks wrote his first novel in 1985 which never got published and another one in 1989, also not published. After trying his luck in publishing, law school, real estate and even waiting tables, he finally co wrote a novel named ‘A Lakota Journey to Happiness and Self-Understanding’ with Billy Mills Wokini. It sold about fifty thousand copies in the first year of being published. In 1992 he tried a business in pharmaceuticals and the next year moved to Greenville, SC. That was when he wrote his renowned novel ‘The Notebook’. This novel was to become a launch pad for Sparks. In 1995 Sparks had one million dollars in cash for ‘The Note Book’ from the famous Time Warner Book Group. After being published in 1996, ‘The Notebook’ made the best seller list of The New York Times instantly. Following this successful novel were exceptional writings one after the other out of which six were made into film adaptations. In 1999 ‘Message in a Bottle’, in 2002 ‘A Walk to Remember, ‘The Note Book’ in 2004, ‘Nights in Rodanthe’ in 2008, then in 2010 ‘Dear John’ and ‘The Last Song’. Nicholas Sparks has written 16 novels till 2010. His last novel till now ‘The Safe Haven’ was published on 14th September 2010. His books ‘The Best of Me’ and also in the list ‘The Safe Haven’ are made into films and released in 2011. Another one of his book ‘The Lucky One’ is currently being filmed and will be released some time in 2012 (http://www.famousauthors.org/)

The reason why the researcher takes this title in this research is because the researcher wants to raise a story about issues that deal with
differences of social classes. From the story it is hoped to give a lesson of the kinds of relations that is better not to see from classified differences. In which the story, the differences of classes or caste will not be taken as reasons for someone to have relationship. From distinctions of class or caste, someone can know where that is to be acquired in relationship that is contradiction between different families.

In the recent time, such an opinion is no longer used in the present time. When customs and social norm hold each other, caste is much reckoned. People used to claim that a good relation only acquired if they were from the same class or caste as it happened for someone who came from a royal family must gathered in the same class of royal family, but if they came from a low class family, they must gathered in the same low class family. As it is described in the story of the Novel, In the story As it is described in the story of the novel, there is disagreement relationship to Amanda and Dawson because of their different social class. Dawson was born in a poor family while Amanda was born from a rich family. Their relation get big disagreement from Amanda’s family. In Amanda’s family, Dawson does not get any respect due to his low class status. It does happen also in the society that the one who deserve to be respected is only the have but not the poor.

Social class is a form of stratification in which the affiliation to different social groups and relationships between them, are determined primarily by economic criteria. This type of stratification, typical of modern societies, is not involving the automatic transmission of hereditary privilege. Other forms of stratification works on the basis of religion (caste system) or according to some hierarchy of prestige (pre-modern systems structured on group status), both systems being formally institutionalized and governed by hereditary transmission of social positions (together with all powers they imply).

In distinctions of caste and this one I can conclude that we can learn a lesson about distinctions of caste to the community in the former times, which is that caste very influential on a relationship that will result in farewell
between the two sides. Before undergoing knee a relationship should get to know first before the relationship it was a very remote that in the end must be indivisible for reasons of a difference a caste. According to Suseno (2001: 5) Marxism is the term for ideology about the relation between economic, social and political concept. Marxist is an ideology that studies the social, economical, historical, revolutionary problem based on the social conflict in the society. So, the researcher gives the title “Different Class reflected in Nicholas Spark’s The Best of Me (1976): A Marxist Approach.”

B. Literature Review

The researcher personally thinks that The Best of Me is unique novel to read and also to be a research object. It is shown the previous studied by Iqbal Budi Ravsanjani that was created before this research. Both were using the same book, but with different perspective.

The first research was written by Iqbal Budi Ravsanjani in Dian Nuswantoro 2015 from University Semarang with title “Cohesive devices in the Translation of the Novels “The Best of Me” by Nicholas Sparks into “Yang Terbaik Dariku” by Ambhita Dhyaningrum”. On that research Iqbal Budi Ravsanjani in Dian Nuswantoro concerned about to find out the types of reference found in the novel by using Halliday’s theory and to analyze the translation procedures used by the translator Ambhita Dhyaningrum to translate the references in the novel by using Newmark’s translation procedures theory.

Based on the review above, the previous studies are different with the research created by the researcher. The first research focused on to find out the types of reference found in the novel by using Halliday’s theory.

In this research, the researcher describes the previous study that relevant with this study. There is literature review concerning with The Best of Me Novel by Nicholas Sparks. In her research, she concluded that focuses on the conflict with the relationship result of the different class. While in this research, the researcher focuses on conflict with the relationship between
Amanda Collier and Dawson Cole result of the different class. This research is analyzed by using Marxist Approach according to Karl Marx theory of different class.

The issue of this research is different class in major minor characters which in The Best of Me novel. It is analyzed by using Marxist Approach. So the researcher is interested to analyzed different class based on the novel by using Marxist Approach. So, the researcher decides to carry out a study entitled: **Different Class Reflected in Nicholas Spark’s The Best of Me (1976): A Marxist Approach.**

C. **Problem Statement**

Based on the previous background of the study, the researcher aims at analyzing the problem “how is Different Class reflected in Nicholas Spark’s The Best of Me (1976)”

D. **Limitation Of The Study**

The researcher focuses this research in analyzing Different Class in major minor characters which in reflected in The Best of Me novel (1976) by using a Marxist Approach.

E. **Objectives of the Study**

The objectives of the study are mentioned as follows:

1. To analyze Nicholas Spark’s The Best of Me novel based on the structural elements of the novel
2. To analyze Different Class in major and minor characters reflected in Nicholas Spark’s The Best of Me based on a Marxist Approach.
F. Benefit of The study

The study is expected to give benefits to give as follows:

1. Theoretical Benefit

The researcher wishes that this study can impact a new contribution and information to the large body of knowledge, especially the literary study on The Best of Me novel (1976).

2. Practical Benefit

This study is expected to enrich knowledge and experience for the writer in many things and for other students of Muhammadiyah University of Surakarta or for other universities where have same interest in literary study of the literature from a Marxist Approach.

G. Research Method

1. Type of the study

In writing this study, the write employs the descriptive qualitative research. Moleong (1983:3) affirms that qualitative research is research which result in the descriptive data in the form observed people or behaviors. Then, the steps of conducting this qualitative study are (1) determining the object of the study, (2) determining the source of the data, (3) determining the method of data collection, and (4) determining the technique of data analysis.

2. Object of the study

The object of the study is The Best of Me novel by Nicholas Spark’s which is published in 1976. It is analyzed by using Marxist approach.
3. Type of the Data and Data Source

There are two types of data namely primary data and secondary data that are needed to do this research.

a. Primary Data Sources

The primary data are the main data obtained from all the words, dialogues, phrases and sentences in the novel. The primary data sources of the study are The Best of Me novel by Nicholas Sparks.

b. Secondary Data Sources

Secondary data are the supporting data taken from literary books, criticism, and some articles related to the novel. The secondary data of the study are taken from any information related to the novel.

4. Technique of the Data Collection

In conducting the study, the researcher uses the techniques in collecting the data as follows:

a. Reading the novel repeatedly
b. Taking notes of important part in both primary and secondary data
c. Underlying the important word, phrases and sentences which are related to the study
d. Arranging the data into several part based on its classification
e. Selecting the data by rejecting the irrelevant information which does not support the topic of the study
f. Drawing the conclusion of the analysis that has already done in the former chapter and formulating its pedagogical suggestion

5. Technique of the Data Analysis

The technique used in analyzing the data is descriptive analysis. It relates with structural elements of different class Reflected in The Best of Me (1976).

H. Research Paper Organization

This research paper is divided into six chapters. The first chapter is introduction, which consists of the background of the study, literature review,
problem statement, limitation of the study, objective of the study, benefit of the study, research method, and research paper organization. The second chapter is dealing with underlying theory, which explains the notion of Marxism, major principle of Marxism, notion of quality, characteristics of different class, and structural analysis of the novel. The third chapter is dealing with North American of Carolina in the after twentieth century. The fourth chapter is dealing with the structural analysis of the novel by using Marxist approach and discussion. The fifth chapter is dealing with the Marxist analysis and the last chapter deals with conclusion and suggestion.