

**THE CHANGES OF THE MAIN CHARACTER'S SOCIAL
STRATIFICATION DEPICTED IN THE GREAT GATSBY
NOVEL DURING THE ROARING TWENTIES**

FINAL PROJECT

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AGIL AHMAD SYAMSUDIN

30802100006

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Prepare and Presented by:

AGIL AHMAD SYAMSUDIN

30802100006

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Riana Permatasari, MA., M.Pd.

Advisor

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Prepared and Presented by:

AGIL AHMAD SYAMSUDIN

30802100006

Defended before the Board of Examiners

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And Declared Acceptable

Board of Examiners

Chairman: Riana Permatasari, M.A., M.Pd.

Secretary: Afina Murtiningrum, S.S., M.A

Members: Dr. Didik Murwantono, S.S., M.Hum

Semarang, August 29th, 2025

Faculty of Languages, Literature and Culture

Dean

Destary Praptawati, S.S., M.Hum

STATEMENT OF WORK ORIGINALITY

I hereby declare that this final project is entirely my own original work. All ideas, data, and information sourced from other authors or researchers have been cited in accordance with academic standards. I confirm that this work has not been submitted previously, either in part or in whole, for any degree or qualification at this or any other institution. I take full responsibility for the authenticity and integrity of this work.

Semarang, August 25th, 2025



Agil Ahmad Syamsudin
NIM. 30802100006

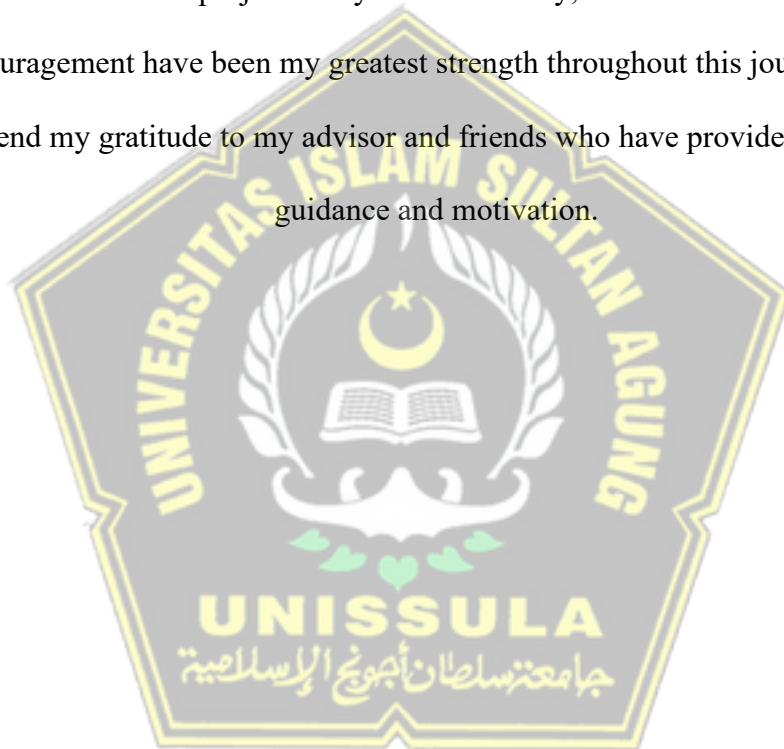
MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lainnya.”

DEDICATION

I dedicate this final project to my beloved family, whose endless support and encouragement have been my greatest strength throughout this journey. I also extend my gratitude to my advisor and friends who have provided valuable guidance and motivation.



ABSTRACT

Syamsudin, Agil Ahmad. 30802100006. The Change of the Main Character's Social Stratification Depicted in *The Great Gatsby* Novel During the Roaring Twenties. Final Project, Faculty of Languages, Literature, and Culture. English Literature Study Program. Sultan Agung Islamic University. Advisor: Riana Permatasari, M.A., M.Pd.

This study analyzes the changes of the main character's social stratification in *The Great Gatsby* during the roaring twenties. It focuses on how Gatsby's social class changes from lower class to working class, then lower middle class, and finally to lower-upper class. In addition, it also analyzes how Gatsby tries to improve his power and status during that era.

This study uses qualitative descriptive methods with primary data from *The Great Gatsby* novel, supported by sociological theories from Max Weber related to social stratification. The data was collected by reading the novel and identifying relevant data related to the problem formulations.

The results show that although Gatsby achieves wealth and changes his social class, he fails to gain power and status in the upper class because his wealth is earned through illegal activities, especially bootlegging. This research reveals that social mobility in the roaring twenties was influenced not only by wealth but also by background, reputation, and legality. The study offers insight into class, power and status portrayed in the novel during the roaring twenties.

Keywords: *Max Weber, Social Stratification, Roaring Twenties, The Great Gatsby*

INTISARI

Syamsudin, Agil Ahmad. 30802100006. Perubahan Stratifikasi Sosial Tokoh Utama yang Digambarkan dalam Novel *The Great Gatsby* pada Era Roaring Twenties. Tugas Akhir, Fakultas Bahasa, Sastra, dan Budaya. Program Studi Sastra Inggris. Universitas Islam Sultan Agung. Dosen Pembimbing: Riana Permatasari, M.A., M.Pd.

Penelitian ini menganalisis perubahan stratifikasi sosial tokoh utama dalam novel *The Great Gatsby* pada era Roaring Twenties. Fokusnya adalah bagaimana kelas sosial Gatsby berubah dari kelas bawah ke kelas pekerja, kemudian kelas menengah bawah, dan akhirnya kelas atas. Selain itu, penelitian ini juga menganalisis usaha Gatsby dalam meningkatkan kekuasaan dan statusnya pada masa tersebut.

Penelitian ini menggunakan metode deskriptif kualitatif dengan data primer dari novel *The Great Gatsby*, didukung oleh teori sosiologi dari Max Weber yang terkait dengan stratifikasi sosial. Data dikumpulkan dengan membaca novel dan mengidentifikasi data yang relevan sesuai rumusan masalah.

Hasil penelitian menunjukkan bahwa meskipun Gatsby mencapai kekayaan dan perubahan kelas sosial, ia gagal mendapatkan kekuasaan dan status di kelas atas karena kekayaannya diperoleh dari aktivitas ilegal, terutama penyelundupan alkohol. Penelitian ini mengungkapkan bahwa mobilitas sosial pada era Roaring Twenties dipengaruhi tidak hanya oleh kekayaan tetapi juga oleh latar belakang, reputasi, dan legalitas. Studi ini memberikan wawasan tentang kelas, kekuasaan, dan status yang digambarkan dalam novel pada era Roaring Twenties.

Kata kunci: *Max Weber, Stratifikasi Sosial, Roaring Twenties, The Great Gatsby*

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First, I sincerely thank Allah Subhana Wa Ta'ala for His endless blessings and guidance throughout the process of completing this final project. May peace and blessings always be upon the Prophet Muhammad Shallallaahu 'Alaihi Wa sallam, who has brought us from darkness to brightness, and kept us always on the right path.

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I realize that this final project may still have shortcomings and limitations. Therefore, I am open to constructive feedback and suggestions for improvement. I hope this work will be beneficial to readers and contribute positively to everyone.

Semarang, August 29th, 2025



Agil Ahmad Syamsudin



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CHAPTER I

INTRODUCTION

This chapter discusses the Background of the Study, Problem Formulation, Objectives of the Study, Limitation of the Study, Significance of the Study, and Organization of the Study.

A. Background of the Study

A literary work is a story from the author's imagination about an event that occurred in real or imaginary life, which contains elements related to life that can attract the reader's attention and encourage the reader to imagine the work. Esten argues that literary works are the expression of artistic and imaginative facts as a manifestation of human life and society in general, through language as a medium and have a positive effect on human life. Literary works are expressions of a person's feelings and thoughts that originate from experience, the imagination of the mind, which is assisted by language as a medium, which is depicted in the form of aesthetic writing (Esten 9). Literary works can also function as a medium for understanding the culture of a nation (Luxemburg in Sangidu 41). It means that literary works can be used to understand a culture because literary works describe people's lives related to situations and events.

Literary works have two elements, intrinsic and extrinsic as units that are interconnected and form a unity of meaning (Stanton in Wicaksono 90-91). The analysis of the work of art implies the study of its intrinsic elements: its form, structure, and meaning, as embodied in its narrative, characters, setting, and style

(Wellek and Warren 139).The extrinsic approach deals with the relationship of literature to other spheres such as biography, psychology, society, and history, considering factors outside the work itself (Wellek and Warren 73)

A novel is a literary work that depicts a fictional story in the form of writing or words, complete with intrinsic and extrinsic elements. With its long content, the novel takes time to read thoroughly and cannot be finished in one sitting. Known types of novels include romance, classic stories, comedy, tragedy and horror, each of which has its own characteristics.

One example of a novel that raises the theme of romance and has relevance to the social reality of American society is *The Great Gatsby* by F. Scott Fitzgerald. This novel was first published on April 10, 1925, and is set in New York City and Long Island in the summer of 1922. The story tells of the romance between a young man named Gatsby, who comes from a lower class, and a woman named Daisy, who comes from the upper class. However, even though Gatsby loves Daisy sincerely, Daisy chooses to marry a man from the same upper class. *The Great Gatsby*, published in 1925, depicts American society during the roaring twenties. As a representation of post-World War I in America, this work depicts the typical social, economic, and cultural life of the time. The historical setting of the novel depicts the transition of American society from a post-war atmosphere to a period of economic development.

The Roaring Twenties was a period when the United States experienced significant economic development, accompanied by social and cultural change after World War I . The 1920s marked a cultural revolution fueled by Prohibition, the

automobile, and the movies, challenging traditional values amid unprecedented prosperity. Flappers danced the Charleston in speakeasies, jazz echoed from Harlem, and Hollywood's silver screen projected images of liberated women and urban excitement that scandalized the bluenoses" (Doherty 23-24). The Roaring Twenties showed rapid economic progress and showed significant inequality in American society, both in terms of wealth, class and other social factors. Significant wealth is concentrated in the hands of a small number of wealthy people, while the majority of Americans live in poverty or in lower classes burdened by debt and rising costs of living. Social stratification in the 1920s saw a large wealth gap between the upper and lower class. The gap between the rich and poor was getting bigger and it was hard to move up social class unless you were extremely lucky or dealt in illegal business, in the end the rich kept getting richer and poor kept becoming poorer (Busyeiri and Dinanti 48).

Social stratification has been viewed by Weber in three dimensions: class, status, and power (Weber in Pyakuryal 14). Class (Wealth) is the total value of an individual or family, including income, stocks, bonds, real estate, and other assets; power is the ability to influence others to do your bidding, even if they do not want to; and Status (prestige) refers to the status and esteem people hold in the eyes of others (Max Weber in E.Barkan 211).

According to Weber class is a number of people have in common a specific causal component of their life chances, insofar as, this component is represented exclusively by economic interests in the possession of goods and opportunities for income, and is represented under the conditions of the commodity or labor markets,

'Classes' are stratified according to their relation to the production and acquisition of goods, the place of 'classes' is within the economic order (Weber in Gerth and Mills 181-182). Weber defined class as a category consisting of individuals who have similar economic opportunities, determined by property ownership and skills that can be traded on the market. Classes include those who have wealth and capital, as well as those who only have labour power to sell.

In contrast to classes, status groups are normally communities, 'status situation' every typical component of the life fate of men that is determined by a specific, positive or negative, social estimation of honor, status is a quality of estimations of honor, status groups are communities bound by a specific style of life (Weber in Gerth and Mills 187). Status is a person's prestige, social honour, or popularity in society. Weber suggested that status is often based on lifestyle, education, family origin, and type of work. Status groups are groups whose members share similar lifestyles and respect each other. Honour status is normally expressed by the fact that above all else a specific style of life can be expected from all those who wish to belong to the circle.

Whereas the genuine place of 'classes' is within the economic order, the place of 'status groups' is within the social order, that is, within the sphere of the distribution of 'honor', But 'parties' live in a house of 'power.' Their action is oriented toward the acquisition of social 'power,' that is to say, toward influencing a communal action no matter what its content may be (Weber in Gerth and Mills 194). Weber defined power as the probability of a person or group to realize their will in a social relationship, despite opposition. Power is the chance of a man or of

a number of man to realize their own will in a communal action even against the resistance of others who are participating in the action (Weber in Pyakuryal 14)

A previous study on social stratification in *The Great Gatsby* was conducted by Bella Marsela (Diponegoro University) in her thesis entitled *The Social Classes in "The Great Gatsby" Movie*. Her thesis focuses on mapping the social classes of all major characters in *The Great Gatsby*, concluding that Gatsby acquires upper-class status and is accepted among the elite. Her study applies Max Weber's theory primarily to categorize characters by class, without deeply analyzing the aspects of status and power. In contrast, this study examines Gatsby's social mobility through the specific stages of lower class, working class, lower-middle class, and lower-upper class, within the context of the Roaring Twenties, and provides a more thorough application of Weber's theory exploring how class, status, and power influence Gatsby's rise and his ongoing struggle for true acceptance among the upper class.

This novel depicts the struggle of the lower class to reach the upper class in the roaring twenties. The main character Gatsby, who is originally in the lower class, then rises to the upper class and with his wealth tries to have his social status accepted and recognized by the upper class, but because he obtained his wealth through criminal by selling and smuggling alcohol, which during the roaring twenties was prohibited, Gatsby ultimately failed to gain status recognition from the upper class. Through the main character Gatsby, it can be seen how social stratification and class struggle occur in the novel. In analyzing social class, this study uses a sociological approach, because *The Great Gatsby* contains several

problems related to social class, class struggle and social life. Regarding the problems that will be discussed in this final project, this study is entitled *The Changes of the Main Character's Social Stratification Depicted in The Great Gatsby Novel During the Roaring Twenties*

B. Problem Formulation

Based on the background of the study above, this study formulates the statements of the problem as follows:

- a) How is the changes of the main character's social stratification depicted in *The Great Gatsby* Novel?
- b) How does the main character's in *The Great Gatsby* novel reflect the way to improve his social class during the Roaring twenties in America?

C. Limitation of the Study

This study focuses on the changes of the main character's social stratification in the novel *The Great Gatsby* and how the efforts made to improve his social status in the Roaring Twenties era in America. Although this study also uses several historical sources, such as the context of the prohibition of alcoholic beverages and the socio-economic situation at that time, the main analysis remains based on the content of the story in the novel.

The scope of this study is limited to the character Jay Gatsby as the center of the study, so it does not include the views of other characters who may also show different social class dynamics. In addition, the interpretation of Gatsby's social

struggle is subjective because it depends on the researcher's understanding of the narrative and symbols in the novel.

D. Objective of the Study

Based on the problem formulation above, this study formulates the objective as follow:

1. To understand the changes of the main character's social stratification depicted in *The Great Gatsby* Novel by F Scott Fitzgerald
2. To find out about the way to improve of the main character's social class in *The Great Gatsby* novel during the Roaring twenties in America

E. Significance of the Study

This study is expected to provide further explanation regarding the social stratification and class struggle of American society. This study uses a sociological approach which is expected to be a literary study, especially regarding sociological approaches related to the social classes of American society during the roaring twenties as seen in the novel *The Great Gatsby* by F Scott Fitzgerald.

F. Organization of the Study

This final project is systematically organized into five different chapters. The first chapter discusses the introduction which includes the Background of the Study, Problem Formulation, Limitation of the Study, Objective of the Study, Significance of the Study and Organization of the Study. The second chapter reviews literature related to the novel that is the focus of the research, as well as several theories relevant to this topic. In the third chapter, this research explains the

methods used, including the type of research, data organization, and data analysis. The process of organizing data involves steps such as reading novels, identifying data, classifying data, reducing data, and analysis data. The fourth chapter presents the research findings and discussion based on the analysis. The fifth chapter concludes the study by summarizing results, presenting conclusions, and providing suggestions



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, there are two sub-chapter in this chapter. The first sub-chapter is the synopsis of *The Great Gatsby*, the second sub-chapter is the related theory of literature focusing on social stratification (class, status, power) and roaring twenties.

A. Synopsis

The Great Gatsby by F. Scott Fitzgerald is a novel that depicts life in luxury and passion in the United States during the 1920s, a period known as the "Roaring Twenties." The story is told from the perspective of Nick Carraway, a young man who has recently moved to Long Island to start a career in finance. Nick is neighbors with a mysterious and wealthy man named Jay Gatsby, who often throws luxurious parties at his house every Saturday night.

Nick befriends Gatsby and knows that Gatsby's lavish lifestyle and big parties are part of his plan to reunite with Daisy Buchanan, Nick's cousin, who lives in East Egg. Daisy is married to Tom Buchanan, a man of great wealth and high social status who represents the upper-upper class or old money.

In *The Great Gatsby*, class differences are clearly visible between West Egg and East Egg. Gatsby, who lived in West Egg, was originally named James Gatz, born into a poor farming family in North Dakota. His rise to wealth is shrouded in mystery, largely due to illegal activities such as smuggling. Despite his enormous wealth, Gatsby's origins and the source of his wealth mean he has no status among

old money. His magnificent house and lavish parties were an attempt to show off his newfound wealth and conform to the upper class in order to gain status and power.

Tom Buchanan represents the symbol of old money. He comes from a rich and prestigious family in East Egg that inherited its wealth from generations. Tom's sense of superiority is apparent throughout the novel, and he looks down on those he deems socially inferior, including Gatsby. Tom's wealth acquired through generations gives him a sense of permanence and stability that Gatsby, despite his wealth, could never achieve.

The difference between new money and old money is a crucial element in this novel. West Egg is home to new money people like Gatsby, who have recently acquired wealth through their own efforts and are often considered to not have the status and power of East Egg residents. Gatsby's lack of status is due to his poor origins and the dubious means of acquiring his wealth. Although he had tried his best to imitate the lifestyle of high society, he was never truly accepted by the upper class. The fact that people attended his party without knowing him personally indicates that his social status was low.

Gatsby's power is limited, He can control his immediate environment and influence people through his wealth, as seen in his lavish parties and network of business associates. However, its power does not extend to the social realm which is dominated by old money. While Tom has significant power, his status as a member of the old money gives him social power. Tom's physical presence and aggressive personality also contribute to his ability to dominate others.

Tom easily undermines Gatsby by revealing the truth about his criminal background. Tom uncovers Gatsby's criminal activities of selling and bootlegger alcohol removing the layer of respectability that Gatsby has worked so hard to build. This moment illuminates the harsh reality that no amount of wealth can buy earned status or erase one's origins. Gatsby's inability to resist Tom's accusations or gain support from Daisy marks Gatsby's low power. Tom's power is further strengthened by his ability to manipulate situations to his advantage, such as when he shifts the blame for Myrtle's death onto Gatsby

Gatsby's love for Daisy is related to his desire for social acceptance. Daisy is not only the object of Gatsby's love but also a symbol of status and the world that Gatsby aspires to. His pursuit of Daisy is an attempt to validate his success and gain recognition for his social status. Gatsby's tragic end shows the futility of Gatsby's struggle for His class. His death went unnoticed by the people he wanted to impress, thereby revealing his low status and power. The small number of people present at his funeral is in stark contrast to the large number of people attending his party, indicating his low social influence.

B. Related Literature

In this section discuss Max Weber's social stratification theory, social class in the American and struggle during the Roaring Twenties. The Followings are the detailed explanation of his theory.

B.1. Max Weber's Social Stratification Theory

Social stratification has been viewed by Weber in three dimensions : Class (Wealth) prestige (status), and power (Max Weber in E.Barkan 211).

Class (Wealth) is the total value of an individual or family, including income, stocks, bonds, real estate, and other assets; power is the ability to influence others to do your bidding, even if they do not want to; and Status (prestige) refers to the status and esteem people hold in the eyes of others (Max Weber in E.Barkan 211).

In discussing these three dimensions, Weber disagreed somewhat with Karl Marx, who said our ranking in society depends on whether we own the means of production. Marx thus felt that the primary dimension of stratification in class systems was economic. Weber readily acknowledged the importance of this economic dimension but thought power and status (prestige) also mattered. He further said that although wealth, power, and prestige usually go hand-in-hand, they do not always overlap (Max Weber in E.Barkan 211).

Weber emphasized that class, status, and power often interact and influence each other. For example, an individual who has wealth (class) may also gain high social status and power. However, this is not always the case. There are individuals who may have wealth but have no power and status, or individuals with high status and power but limited wealth. Social stratification cannot be understood in just one dimension. There must be recognition of the interaction between various factors that influence a person's social position.

Max Weber's theory of social stratification provides a comprehensive framework for understanding how various economic, social, and political factors influence an individual's position in society. By distinguishing between class, status, and power, Weber shows the complexity of social structure and the importance of understanding the interactions between various elements in society.

In times of rapid social change, the distribution of power and prestige within a society may be significantly altered. Rapid social change can change the distribution of power and prestige in society, which means that social stratification is dynamic and can change over time.

B.2. Social Class

Over the decades, sociologists have outlined as many as six or seven social classes based on such things as, once again, education, occupation, and income, but also on lifestyle, the schools people's children attend, a family's reputation in the community, how "old" or "new" people's wealth is, and so forth (Coleman and Rainwater in Barkan 219). Steven E. Barkan stated that there are several classes in social stratification: upper class, middle class, working class and lower class (E.Barkan, 211).

B.2.1. Upper-Upper Class

Members of the upper-upper class have "old" money that has been in their families for generations; some boast of their ancestors coming over on the Mayflower. They belong to exclusive clubs and live in exclusive neighbourhoods; have their names in the Social Register; send their children to expensive private schools; serve on the boards of museums, corporations, and major charities; and exert much influence on the political process and other areas of life from behind the scenes (E.Barkan,219).

B.2.2. Lower-Upper Class

Members of the lower-upper class have “new” money acquired through hard work, lucky investments, and/or athletic prowess. In many ways their lives are similar to those of their old-money counterparts, but they do not enjoy the prestige that old money brings (E.Barkan,219).

B.2.3. Upper-Middle Class

People in the upper-middle class typically have college and, very often, graduate or professional degrees; live in the suburbs or in fairly expensive urban areas; and are bankers, lawyers, engineers, corporate managers, and financial advisers, among other occupations (E.Barkan,220).

B.2.4.Lower - Middle Class

People in the lower-middle class typically work in white-collar jobs as nurses, teachers, and the like. Many have college degrees, usually from the less prestigious colleges, but many also have 2-year degrees or only a high school degree (E.Barkan,220).

B.2.5. Working Class

They generally work in blue-collar jobs such as factory work, construction, restaurant serving, and less skilled clerical positions. People in the working class typically do not have 4-year college degrees, and some do not have high school degrees. Although most are not living in official poverty, their financial situations are very uncomfortable (E.Barkan,221)

B.2.6.Lower Class

Many poor people lack high school degrees, and many are unemployed or employed only part time in semi skilled or unskilled jobs. When they do work, they work in such jobs as janitors, house cleaners,migrant laborers, and shoe shiners (E.Barkan,221)

B.3. The Roaring Twenties

The Roaring Twenties also known as The Jazz Age, was the time between the end of World War I and the start of the Great Depression in 1929, and is regarded as one of the most remarkable times in American history. The 1920s, known as The Roaring Twenties, saw major economic growth and explosion of various consumer products. The expansion of electrification played a important role in changing people's lives, this lead to a wave of a new electric appliences entering American households, which had revolutionary effect on society by making everyday life much easier and faster (Mortlock 13).

The Roaring Twenties Era was characterized by a decade of economic prosperity alongside social turbulence, with issues such as alcoholism, illegal alcohol trade, organized crime, flappers, and jazz deeply embedded in the national culture. This period was defined by significant cultural conflicts during the 1920s, particularly between the cosmopolitan urban lifestyle and the traditional rural values. It represented a profound struggle between the old and new identities of America. According to Dumenil a key image of this era was living a fast life, propelled by riches and rapidly changing social values (7). Evolution, alcoholism,

race, immigration, gender politics, and sexual morality colored the culture wars during the 1920s

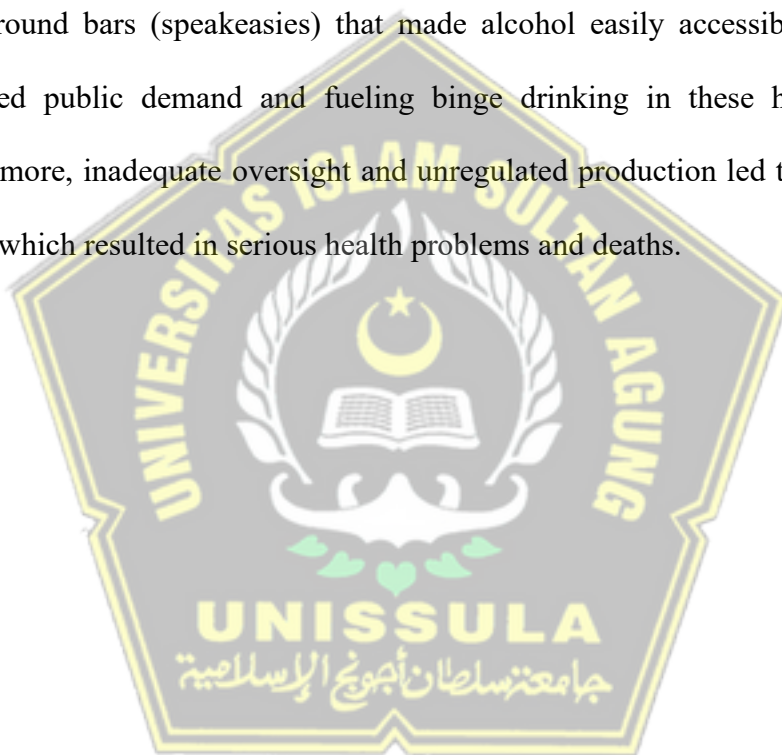
The story of alcohol prohibition campaign, which reached its peak during the roaring twenties or early 1920s, is inseparable from the massive cultural shifts that reshaped American society at that time. The Prohibition story is inseparable from the cultural revolutions of the 1920s, where young Americans rejected old morals through excessive drinking in speakeasies. This Jazz Age (roaring twenties) excess among the youth directly propelled the Eighteenth Amendment, banning alcohol's production, sale, and transport from 1920 to 1933. (Behr 23)

In 1919, most Americans couldn't have imagined that Prohibition would spark one of the most explosive social issues of the 1920s. Despite the optimism surrounding the Eighteenth Amendment, which officially went into effect on January 16, 1920, the reality was very different. Instead of ending alcohol consumption, it led to widespread bootlegging, illegal stills, and violent crime (Allen 245). Figures like Al Capone rose to power, running massive bootlegging operations and turning cities like Chicago into hotspots of organized crime—all while many still believed Prohibition would successfully “dry” the nation. The Eighteen Amendment to the constitution prohibited the production, importation, transportation, or sale of alcohol in the United States, the exceptions to this law included hard cider for personal consumption, alcohol for religious ceremonies, and alcohol used as a medicine (White 5)

During the prohibition era, alcoholism was still a significant concern even though the sale and manufacture of alcohol were prohibited. Throughout

prohibition, alcohol was still available from a variety of sources. It was smuggled into the country. It was illegally brewed and distilled without proper authorization. Industrial alcohol was "washed" and redistributed to the illicit alcoholic beverage market (White 5).

The failure of Prohibition in the United States in the 1920s stemmed from several key factors. The primary factor was the rise of illegal bootlegging and underground bars (speakeasies) that made alcohol easily accessible, leading to increased public demand and fueling binge drinking in these hidden places. Furthermore, inadequate oversight and unregulated production led to substandard liquor, which resulted in serious health problems and deaths.



CHAPTER III

RESEARCH METHOD

This chapter explains the research method of this study. It is presented in four points of discussion i.e. Types of Research, Types of the Data, Data Collection Method, and Data Analysis.

A. Types of Research

The research method used in this study is a qualitative method where analysis is focusing on the discovery of the content, meaning, structure and discourse of a text. Relying exclusively on text as the main data source, this study uses the novel *The Great Gatsby* as its study object.

B. Types of the Data

Data in this study is categorized into primary and secondary data. Primary data refers to the main information providing first hand sources related to the object of the study. The primary data in this study are narration, dialogues, and monolog in the novel *The Great Gatsby*. The primary data source in this final project is a novel entitled *The Great Gatsby* which the researcher uses to search for information regarding the social stratification of American society during the roaring twenties.

Secondary data sources are used to provide materials such as theories related to the problem and any information that is relevant to be attached to this final project. The secondary data in this paper includes a range of scholarly writing related to the social stratification during roaring twenties articles, journals, books, book reviews, previous studies and textbooks related to the study. These sources

are carefully selected to support explanations and clarification of primary data being used in the analysis process. Reading secondary sources helps the researcher understand how certain issues are (or less) prominent during that specific time frame. In this way, analysis presented in Chapter IV could be well-rounded as it includes interdisciplinary perspective.

C. Data Collection Method

Data collection in qualitative study involves interpretation of ‘non-uniform’ text (Smedt et al. 1999: 79), that is “... text which is not highly structured as answers to closed questions” since readers are not simply responded to a yes/no or true/false. Novels, plays, poems, interviews, conversations, dialogue in film, and most text constitute this category. Non-uniformity characteristic of text in qualitative study invites multiple data (re)interpretation in the data collection process since most data in this study are in a form of text. Considering the above notion, data collection method in this study is conducted in a systematic steps as follows:

C.1. Reading the Novel

The first step was reading the novel as the primary source. Reading the primary source requires the researcher to read the novel several times. The first reading process is a quick reading. Since the researcher was not familiar with the novel yet, the main purpose of quick reading was to obtain general knowledge such as identifying the characters, understanding the theme, conflict, and plot. Following quick reading was pleasure reading. At this stage, the researcher read to enjoy the author's style, feel the emotion as well as grasp the most interesting issue/aspect of the novel. The last step in this stage was a close reading. This involved analytical

reading where the novel as the object of the study is read from a Social Class and sociological perspective. This allowed the researcher to: 1) develop a sense of connectedness between the novel and its background context; and 2) read the novel critically in order to present a more objective perspective. Reading secondary sources aims to identify secondary data in this study.

C.2. Identifying the Data

The following step was identifying the data. The data were found after reading a novel. The data collection process were carried out with a focus on monologues, dialogues and narratives that are relevant to the problem formulation according to the chosen topic. The selected data were then highlighted, read and quoted directly from the novel.

C.3. Classifying the Data

After the identification stage, the selected data were thoroughly grouped based on the related problem formulation. The data was organized into two separate tables, considering that this research focused on addressing two specific issues. Each data table or appendix includes quotes, forms, types, references, and comments, all structured in an appendix table. The aim of this stage was to simplify the data analysis process related to the problem that has been formulated

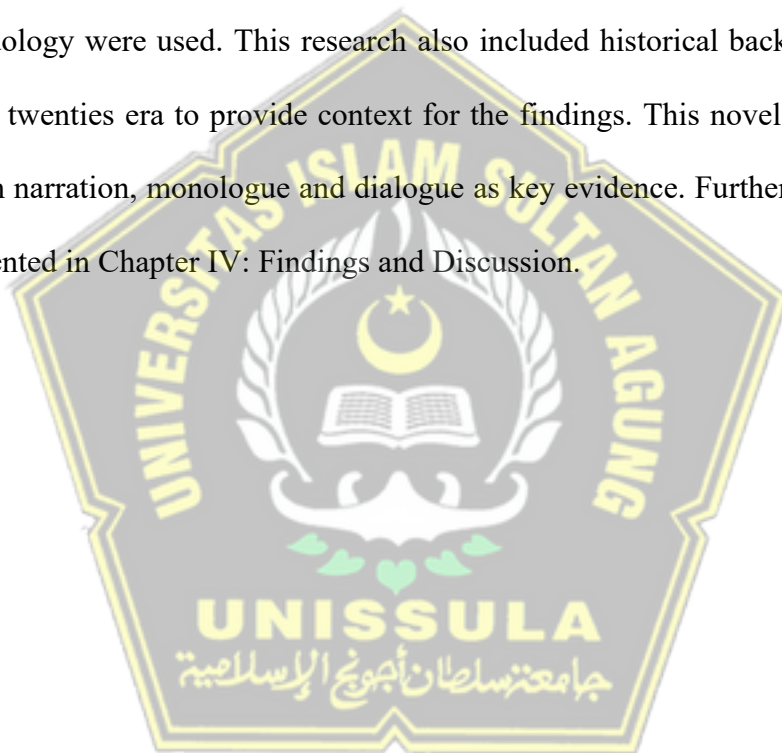
C.4. Reducing the Data

The final stage of the data collection method was data reduction. The data that had been collected is carefully examined, and then some of it was excluded or selected based on its relevance and effectiveness in supporting and addressing the problem formulation. This phase aimed to refine the data through an elimination and

selection process. The data that had been collected after this stage are organized in appendix tables, contributing to the problem formulation and facilitating the analysis process presented in Chapter IV.

D. Analyzing Data and Reporting Findings

The concluding part of the study involved the final data analysis and presentation of the results of the analysis. To evaluate research data, a qualitative descriptive methodology were used. This research also included historical background to the roaring twenties era to provide context for the findings. This novel was explored through narration, monologue and dialogue as key evidence. Further data analysis is presented in Chapter IV: Findings and Discussion.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion and is divided into two sub chapter; the change of the main character's social stratification depicted in the novel, and how the main characters in *The Great Gatsby* novel reflect the way to improve his social class during the Roaring Twenties in America.

A. The change of the main character's social stratification depicted in The Great Gatsby novel

This sub-chapter explains the answer to the first problem formulation, which focuses on how Gatsby's social stratification changes throughout *The Great Gatsby* novel. Gatsby starts from a lower-class background and moves up to the working class, then to lower middle class, before finally acquiring lower upper class during the roaring twenties and it includes the discussion of status and power. Despite his wealth, Gatsby is unable to achieve power and status in the upper class society. His wealth represents a change in class, but he remains an outsider from upper class, which shows that money alone does not guarantee acceptance or influence in elite society to gain power and status.

A.1. Gatsby Class in *The Great Gatsby* Novel

This section discusses the changes of Gatsby's class from lower class, moves up to the working class, then to lower middle class, before finally acquiring lower-upper class.

A.1.1. Jay Gatsby when He was in Lower Class

According to Barkan (221), Many poor people lack high school degrees, and many are unemployed or employed only part time in semi skilled or unskilled jobs. When they do work, they work in such jobs as janitors, house cleaners, migrant labourers, and shoe shiners. This reflects Jay Gatsby's early life in *The Great Gatsby*, where he comes from a lower-class background. Beginning as James Gatz, the son of a poor farmer, Gatsby reflects the struggles of the poor people with their low education and unstable employment. Gatsby managed to escape this poverty through illegal means, but his transformation from lower-class to lower-upper-class (new money) demonstrates how difficult it was for the poor people to rise his class during the roaring twenties.

"James Gatz — that was really, or at least legally, his name. He had changed it at the age of seventeen and at the specific moment that witnessed the beginning of his career — when he saw Dan Cody's yacht drop anchor over the most insidious flat on Lake Superior. It was James Gatz who had been loafing along the beach that afternoon in a torn green jersey and a pair of canvas pants, but it was already Jay Gatsby who borrowed a row boat, pulled out to the TUOLOMEE, and informed Cody that a wind might catch him and break him up in half an hour I suppose he'd had the name ready for a long time, even then. His parents were shiftless and unsuccessful farm people—his imagination had never really accepted them as his parents at all "
(Fitzgerald 75-76)

It is told that Gatsby's real name is James Gatz. Since he was 17, he decided to change his name to Jay Gatsby, he felt that his parents were poor farmers who were depicted as lazy and unsuccessful and were not really part of him. He rejected his past and background, because they did not match the big dreams he had in his mind. This quote illustrates how poor people often not only live in economic limitations, but also feel trapped in a social system that limits their dreams. Based on Brakan (221) Many poor people lack high school degrees, and many are unemployed or employed only part time in semi skilled or unskilled jobs.. Gatsby comes from that world, but he tries to fight back, Gatsby realized that if he remained James Gatz, the son of a poor farmer, he would never have the chance to live like the upper class he dreamed of.

"For over a year he had been beating his way along the south shore of Lake Superior as a clam-digger and a salmon-fisher or in any other capacity that brought him food and bed. His brown, hardening body lived naturally through the half-fierce, half-lazy work of the bracing days". (Fitzgerald 76)

Gatsby lived as a commoner who work hard on the south shores of Lake Superior. He earned his living as a clam digger, a salmon fisherman, or any other job that would provide him with food and a place to sleep. He lived off his physical strength and labor, a real-life example of the lower class who can only work in semi skilled and unskilled jobs.

"An instinct toward his future glory had led him, some months before, to the small Lutheran college of St. Olaf in southern Minnesota. **He stayed there two weeks, dismayed at its ferocious indifference to the drums of his destiny, to destiny itself, and despising the janitor's work with which he was to pay his way through.** Then he drifted back to Lake Superior, and he was still searching for something to do on the day that Dan Cody's yacht dropped anchor in the shallows alongshore". (Fitzgerald 76)

Gatsby tried to pursue his dreams by entering a small Lutheran college of St. Olaf. He had high hopes for his future, but the reality was not as bright as he had imagined. The college did not support his ambitions, and he had to work as a janitor to pay for college. Gatsby felt that the job was too low for him and did not match his big dreams, so he chose to drop out after only two weeks. Gatsby's experience reflects the difficulties of poor people in accessing higher education. Many people from the lower class did not graduate from school, or if they did, they had to work in semi skilled or unskilled jobs such as janitors or laborers in order to survive.

"She never loved you, do you hear?" he cried. "**She only married you because I was poor and she was tired of waiting for me.** It was a terrible mistake, but in her heart she never loved any one except me!". (Fitzgerald 100)

Gatsby is yelling at Tom Buchanan and saying that Daisy never really loved Tom, she only married him because he was poor and she got tired of waiting. Gatsby

believes that the only reason Daisy isn't with him is because of poverty. This quote shows how wealth can impact on person's relationships and life choices. Poor people or lower class often miss out on many opportunities in life, including personal relationships, Gatsby feels that his poverty has caused him to lose the person he loves. This also shows that in the upper class society depicted in *The Great Gatsby*, love alone is not enough. Class, power and status are much more important. Daisy chose Tom not because she loved him more, but because he provided the security and lifestyle that Gatsby could not provide at the time.

A.1.2. Jay Gatsby when He was in Working Class

Based on Barkan (221), working class generally includes people in blue-collar jobs such as construction workers, factory workers, restaurant serving, and less skilled clerical positions. They usually lack a four-year college degree, and some do not finish high school degree. In *The Great Gatsby*, the working class is represented by Gatsby's early life when he worked on Dan Cody's yacht. Gatsby, who does not have a college degree, can steal Cody's heart and employ him. This job was common for working-class people, a less skilled job, which helped Gatsby gain insight into upper class society.

"He was employed in a vague personal capacity — while he remained with Cody he was in turn steward, mate, skipper, secretary, and even jailor, for Dan Cody sober knew what lavish doings Dan Cody drunk might soon be about, and he provided for such contingencies by reposing more and more trust

in Gatsby. The arrangement lasted five years, during which the boat went three times around the Continent. It might have lasted indefinitely except for the fact that Ella Kaye came on board one night in Boston and a week later Dan Cody inhospitably died". (Fitzgerald 77)

Based on Barkan (221) working class people often work in blue collar jobs, such as restaurant serving and less skilled clerical positions jobs that do not require a college degree. We see that Gatsby worked for Dan Cody in various roles without a definite title, a ship's steward, mate, skipper, secretary and even a jailor. In general, the steward's job includes serving guests in the restaurant, cleaning the public areas, and also helping in the kitchen. Gatsby's job with Dan Cody placed him in the working class base on barkan theory, because Gatsby work in blue collar jobs and less skilled clerical position such as steward..

A.1.3. Jay Gatsby when He was in Lower-Middle Class

According to Barkan (220), People in the lower-middle class typically work in white-collar jobs as nurses, teachers, and the like. They often have some college degree, from less prestigious college, or sometimes just a high school degree. Although Gatsby is not explicitly mentioned as having formal higher education, Gatsby actually had a high school degree because Gatsby had attended the small Luthern College of st. Olaf, even though it was only for two weeks. His role and position as a military officer can be compared to white-collar work such as teacher and nurse, because he occupies a leadership position, his work is not entirely manual (not blue-collar like a laborer). There is an organizational structure and

official recognition that makes him move up in social class from his previous position that put him in the lower-middle class, higher than working class but not yet upper-middle class.

"Then came the war, old sport. It was a great relief, and I tried very hard to die, but I seemed to bear an enchanted life. **I accepted a commission as first lieutenant when it began. In the Argonne Forest I took two machine-gun detachments so far forward that there was a half mile gap on either side of us where the infantry couldn't advance.** We stayed there two days and two nights, a hundred and thirty men with sixteen Lewis guns, and when the infantry came up at last they found the insignia of three German divisions among the piles of dead. **I was promoted to be a major, and every Allied government gave me a decoration** — even Montenegro, little Montenegro down on the Adriatic Sea!" (Fitzgerald 51-52)

In this quote, Gatsby recounts his experiences during the war, where he became a military officer, he received a commission as a first lieutenant, led troops in battle, and was eventually promoted to major. In addition, he received various awards from the allied countries, indicating official recognition of his contributions to the war, the ranks and decorations he obtained are symbols of vertical social mobility that Gatsby achieved.

Based on Barkan (220), the lower-middle class group usually consists of white-collar workers such as teachers, nurses, who generally have degrees from regular

colleges or high schools. Gatsby actually had a high school degree and his role and position as a military officer can be compared to white-collar work such as teacher and nurse, because he occupies a leadership position, his work is not entirely manual or not blue-collar job. This quote reflects Gatsby's transition from the working class to the lower-middle class, where he begins to gain social status and public recognition, although he has not yet achieved the wealth.

"He did extraordinarily well in the war. He was a captain before he went to the front, and following the Argonne battles he got his majority and the command of the divisional machineguns. After the Armistice he tried frantically to get home, but some complication or misunderstanding sent him to Oxford instead. He was worried now — there was a quality of nervous despair in Daisy's letters. She didn't see why he couldn't come. She was feeling the pressure of the world outside, and she wanted to see him and feel his presence beside her and be reassured that she was doing the right thing after all".
(Fitzgerald 115-116)

Gatsby excelled in the war, rising to captain and then major, commanding divisional machine guns, showing his leadership and skill. This highlights his white collar side in terms of responsibility and expertise. However, after the war ended, he did not immediately return to America, but was sent to Oxford due to misunderstanding. This reflects Gatsby's effort to climb the social class not just through wealth but also military achievement and elite education. Individuals in the

lower middle class base on Barkan (220) usually work in white-collar jobs such as teachers, or nurses, and have a high school education or a degree from a regular college. In Gatsby's context, he has high school degree. His military position signifies great responsibility, certain skills, and a social position above blue-collar workers. His experience studying at Oxford, although not through a regular academic path and only five months, adds to his social image that is close to the upper class.

A.1.4. Jay Gatsby when He was in Lower-Upper Class

According to Barkan (219), members of the lower-upper class have “new” money acquired through hard work, lucky investments, and/or athletic prowess. In many ways their lives are similar to those of their old- money counterparts, but they do not enjoy the prestige that old money brings. Gatsby live like old money families owning big houses and throwing parties, but do not get the same respect because his new money not inherited. Gatsby is a perfect example of this class. He made his wealth on his own, but old-money people still do not fully accept him.

"I lived at West Egg, the — well, the less fashionable of the two, though this is a most superficial tag to express the bizarre and not a little sinister contrast between them. my house was at the very tip of the egg, only fifty yards from the Sound, and squeezed between two huge places that rented for twelve or fifteen thousand a season. the one on my right was a colossal affair by any standard — it was a factual imitation of some Hotel de Ville in Normandy, with a tower on one

side, spanking new under a thin beard of raw ivy, and a marble swimming pool, and more than forty acres of lawn and garden. it was Gatsby's mansion. Or, rather, as I didn't know Mr. Gatsby, it was a mansion inhabited by a gentleman of that name. My own house was an eyesore, but it was a small eyesore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and the consoling proximity of millionaires— all for eighty dollars a month".
(Fitzgerald 7)

Based on Barkan (219), lower-upper class in many ways their lives are similar to those of their old- money counterparts, but they do not enjoy the prestige that old money brings. Gatsby lifestyle in west egg similar to the upper-upper class (old money), a part of Long Island known as the home of the "new money." Gatsby's house is described as being very luxurious, resembling a European historic building, with a marble swimming pool, and surrounded by acres of gardens. All of these luxuries indicate that Gatsby has achieved lower-upper class, even though his house is located in an area considered "less prestigious" than East Egg, where the old money people live. members of the lower-upper class are those who have acquired their wealth through hard work, not because of family inheritance. Although they live similar to the upper-upper class (old money), they do not enjoy the same social status.

"Do you come to these parties often?" inquired Jordan of the girl beside her..... **When I was here last I tore my gown on a chair, and**

he asked me my name and address — inside of a week I got a package from Croirier's with a new evening gown in it. "Did you keep it?" asked Jordan. "Sure I did. I was going to wear it to-night, but it was too big in the bust and had to be altered. It was gas blue with lavender beads. **Two hundred and sixty-five dollars.**" (Fitzgerald 35)

According to Barkan's (219) members of the lower-upper class have "new" money acquired through hard work. Their lives similar the lifestyle of old money, but have not yet gained the same recognition and social status.

This quote illustrates one of Gatsby's lifestyle that similar to upper-upper class (old money). A party guest recounts that when she ripped her dress at Gatsby's house, she was later sent a new one for \$265 from the luxury store Croirier's, even though she was not a close friend of Gatsby's. This suggests that Gatsby used his wealth to build a social image. Gatsby shows his kindness as part of his attempt to be accepted by the society and attract attention.

"He took out a pile of shirts and began throwing them, one by one, before us, shirts of sheer linen and thick silk and fine flannel, which lost their folds as they fell and covered the table in many-colored disarray. While we admired he brought more and the soft rich heap mounted higher — shirts with stripes and scrolls and plaids in coral and apple-green and lavender and faint orange, and monograms of Indian blue. Suddenly, with a strained sound, Daisy bent her head into the shirts and began to cry stormily. "They're such beautiful

shirts,” she sobbed, her voice muffled in the thick folds. “It makes me sad because I’ve never seen such — such beautiful shirts before.” (Fitzgerald 71-72)

This quote shows moments of Gatsby's lifestyle as part of the lower-upper class that similar to upper-upper class. Gatsby shows off his collection of clothes, expensive shirts made of fine linen, silk, and flannel, in bright colors and luxurious patterns. people in the lower-upper class are owners of new money, Gatsby wealth is self-acquired through hard work or other means that are not inherited. Gatsby often display his wealth as a way to prove his success. Imitate the lifestyle of the upper-upper class (old money). Gatsby buys and displays these luxurious clothes as a symbol of his wealth, and as a form of self-validation in front of Daisy, a woman from the old money who once left him because he was poor.

"There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motor-boats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On week-ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on

Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing-brushes and hammers and garden-shears, repairing the ravages of the night before". (Fitzgerald 32)

Gatsby's extravagant and party-filled lifestyle, which is typical of people with upper class, those who have gained great wealth. The description of Gatsby's parties,uninvited guests who come and go, luxury cars that operate like public transportation, and eight servants who work to clean up the party, reinforces the image of Gatsby as someone who is trying to show off his new social class through grandeur and large parties. Based on Barkan (219) lower-upper class their lives similar the lifestyle of old money, but have not yet gained the same recognition and social status that upper-upper class bring. Gatsby has everything similar with upper-upper class, wealth, a mansion, luxury cars, and glamorous parties,but remains outside the social status he truly desires.

"The first supper — there would be another one after midnight — was now being served, and Jordan invited me to join her own party, who were spread around a table on the other side of the garden. There were three married couples and Jordan's escort, a persistent undergraduate given to violent innuendo, and obviously under the impression that sooner or later Jordan was going to yield him up her person to a greater or lesser degree. **Instead of rambling, this party had preserved a dignified homogeneity, and assumed to itself the function of representing the staid nobility of the country-side — East Egg**

condescending to West Egg, and carefully on guard against its spectroscopic gayety". (Fitzgerald 36)

Based on Barkan (219), lower-upper class in many ways their lives are similar to those of their old- money counterparts, but they do not enjoy the prestige that old money brings. Gatsby lives are similar to upper-upper class (old money) but he do not enjoy the prestige or status that old money brings. People from the upper-upper class (old money) living in East Egg, they have wealth inherited from generation to generation, high and established social status, more conservative, formal, and exclusive lifestyle. A condescending attitude toward the lower-upper class (new money), like Gatsby in West Egg. In this quote, Jordan and his friends' small party represents the "nobility of the countryside" meaning they consider themselves part of the true upper class that is different from the colorful and noisy lifestyle typical of West Egg, which is filled with the new money. Words like "carefully on guard against its spectroscopic gayety" show that they are on guard against being contaminated by the party style of the new money, which is considered too flashy and classless.

"After the house, we were to see the grounds and the swimming-pool, and the hydroplane and the mid-summer flowers — but outside Gatsby's window it began to rain again, so we stood in a row looking at the corrugated surface of the Sound". (Fitzgerald 72)

This quote describes the luxury and wealth that Gatsby has, which is shown through his luxurious house, swimming pool, garden, and his private vehicle such

as a hydroplane. All of these are symbols of material wealth that are typically owned by upper class people. Gatsby has succeeded in raising his class from lower class to upper class through his own efforts. Based on Barkan (219), lower-upper class in many ways their lives are similar to those of their old- money counterparts, but they do not enjoy the prestige that old money brings. All the properties and symbols of luxury that Gatsby shows off reflect the characteristics of the lower-upper class who try to imitate and compete with the old money lifestyle, but Gatsby have not yet fully gained prestige or status from the upper-upper class or old money.

A.2. Gatsby Powers in *The Great Gatsby* Novel

Power is the ability to influence others to do your bidding, even if they do not want to (Max Weber in E.Barkan 211). Gatsby did not have the power to control or influence Daisy's feelings or choice. Even though he loved her a lot and worked hard to win her back, he could not make her love him back or decide to be with him. His wealth could attract people, but his wealth could not change Daisy's heart or force her to choose him.

"He wanted nothing less of Daisy than that she should go to Tom and say: "I never loved you." After she had obliterated four years with that sentence they could decide upon the more practical measures to be taken. One of them was that, after she was free, they were to go back to Louisville and be married from her house — just as if it were five years ago." And she doesn't understand," he said. "She used to be able to understand. We'd sit for hours ——" He broke off

and began to walk up and down a desolate path of fruit rinds and discarded favors and crushed flowers. **“I wouldn’t ask too much of her,” I ventured. “You can’t repeat the past.” “Can’t repeat the past?” he cried incredulously. “Why of course you can!” He looked around him wildly, as if the past were lurking here in the shadow of his house, just out of reach of his hand. “I’m going to fix everything just the way it was before,” he said, nodding determinedly. “She’ll see.” (Fitzgerald 84)**

According to Weber in Barkan (211), Power is the ability to influence others to do your bidding, even if they do not want to. In this quote Gatsby is trying to use his power to rewrite the past. He wants to influence Daisy’s decisions, asking her to erase four years of her life and marriage to Tom, and go back to the past as if nothing had ever happened. This reflects his ambition to impose his will on Daisy, even when it conflicts with her current reality and desires. Gatsby believes that with his wealth, he can repossess Daisy, and influence her decisions and her life.

"Gatsby walked over and stood beside her. “Daisy, that’s all over now,” he said earnestly. “It doesn’t matter any more. Just tell him the truth — that you never loved him — and it’s all wiped out forever.” She looked at him blindly. “Why — how could I love him — possibly?” “You never loved him.” She hesitated. Her eyes fell on Jordan and me with a sort of appeal, as though she realized at last what she was doing — and as though she had never, all along,

intended doing anything at all. But it was done now. It was too late.“I never loved him,” she said, with perceptible reluctance.“Not at Kapiolani?” demanded Tom suddenly. “No”. (Fitzgerald 101)

According to Weber in Barkan (211), Power is the ability to influence others to do your bidding, even if they do not want to. Gatsby tries to influence Daisy to say that she never loved Tom. Although Gatsby says it gently and hopefully, there is a strong emotional pressure in his request. Gatsby wants Daisy to say never loved Tom and erase her past, Daisy's response shows hesitation and coercion. She says, "I never loved him," but her words are accompanied by obvious reluctance. Her gaze toward Jordan and the narrator shows that she is not entirely convinced and feels pressured by the situation Gatsby has created. Gatsby tries to use his power to control Daisy and force her to make the confession she needs for their future. This fits Weber's concept, because Gatsby is influencing another person (Daisy) to do something (admit that she never loved Tom), even though she is actually reluctant.

“I want to speak to Daisy alone,” he insisted. “She’s all excited now — —” **“Even alone I can’t say I never loved Tom,” she admitted in a pitiful voice. “It wouldn’t be true.”** “Of course it wouldn’t,” agreed Tom. She turned to her husband. “As if it mattered to you,” she said. “Of course it matters. I’m going to take better care of you from now on.”“You don’t understand,” said Gatsby, with a touch of panic. “You’re not going to take care of her any more.” “I’m not?” Tom

opened his eyes wide and laughed. He could afford to control himself now. “Why’s that?” “Daisy’s leaving you.”

“Nonsense.”

“I am, though,” she said with a visible effort. **“She’s not leaving me!”**

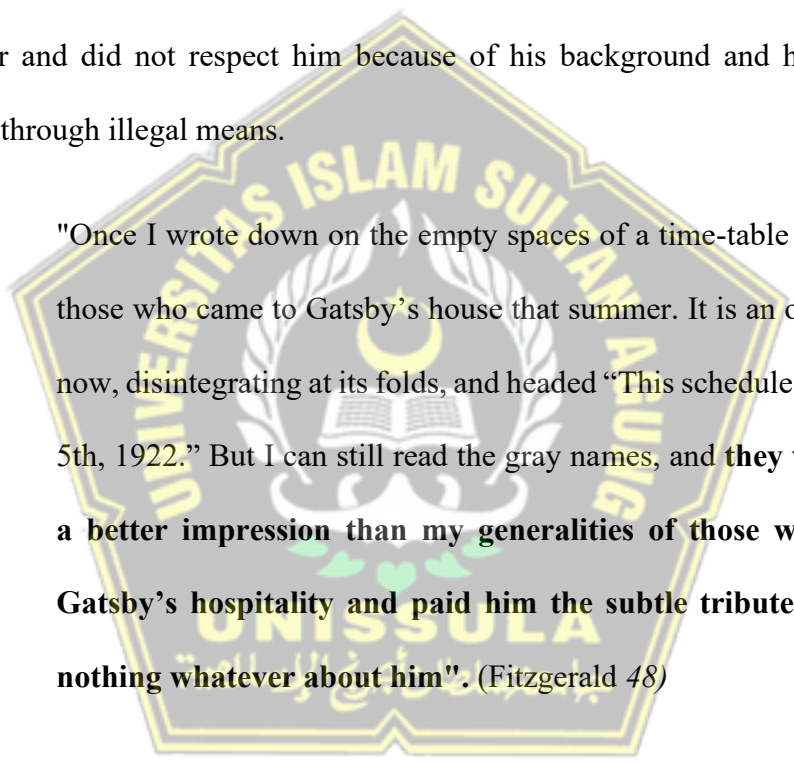
Tom’s words suddenly leaned down over Gatsby. “Certainly not for a common swindler who’d have to steal the ring he put on her finger.” (Fitzgerald 102)

Gatsby begs Daisy to admit that she never loved Tom, hoping that by doing so they can erase the past and be together again as they were five years ago. In the previous quote, Daisy was influenced by Gatsby to say that she did not love Tom, but in this quote Daisy said even when they are alone, Daisy still cannot say this convincingly. This shows that Gatsby does not have complete power over Daisy. In contrast, Tom calmly and confidently maintains his power. He corners Gatsby by calling him a “common swindler,” which Tom uses to demean Gatsby to mean a common or low-class criminal who relies on deceit to make money. Tom uses this term not only to attack Gatsby’s power, but also to emphasize that Gatsby’s wealth does not come from a legitimate or legal source such as a family inheritance (as Tom’s) but from illegal activities, most likely through bootlegging. By calling Gatsby a “common swindler,” Tom humiliates Gatsby in front of Daisy. He seems to be saying that even though Gatsby is now rich, he will never be on par with the old money like himself. This strengthens Tom’s power and lowers Gatsby’s position in the power structure, reminding Daisy of Gatsby’s dishonorable origins. Tom has the greater power, he manages to bend the situation to his will and

influence Daisy to stay by his side. Meanwhile, Gatsby fails to use his power to influence Daisy's mind to follow his desire.

A.3. Gatsby Status in *The Great Gatsby* Novel

According to Weber in Barkan (211), Status means the respect and position people hold in the eyes of others. Gatsby seemed successful and wealthy, but he was seen as new money, not accepted by the old money. They saw Gatsby as an outsider and did not respect him because of his background and how he made money through illegal means.



"Once I wrote down on the empty spaces of a time-table the names of those who came to Gatsby's house that summer. It is an old time-table now, disintegrating at its folds, and headed "This schedule in effect July 5th, 1922." But I can still read the gray names, and **they will give you a better impression than my generalities of those who accepted Gatsby's hospitality and paid him the subtle tribute of knowing nothing whatever about him**". (Fitzgerald 48)

This quote reflects the status conflict that Gatsby experienced. This quote reflect that gatsby did not have status in upper class society. Nick lists the names of the guests who came to Gatsby's parties during the summer. Although they enjoyed Gatsby's luxury and hospitality, interestingly, they did not really know who Gatsby was. In fact, they paid "subtle tribute" to Gatsby by not knowing anything about him.. Although he was rich and generous, his social status was not really recognized by the guests who came to his house. They came because of the parties

and the luxury, not because they appreciated or respected him. This shows that Gatsby had wealth (class), but had not yet managed status (prestige) in the eyes of the upper class society. His life seemed glamorous, but his position was still not equal to the East Egg nobility. Gatsby becomes a kind of symbol that social status cannot be bought with money or luxury.

"I'll tell you God's truth." His right hand suddenly ordered divine retribution to stand by. **"I am the son of some wealthy people in the Middle West — all dead now. I was brought up in America but educated at Oxford, because all my ancestors have been educated there for many years. It is a family tradition."** He looked at me sideways — **and I knew why Jordan Baker had believed he was lying. He hurried the phrase "educated at Oxford," or swallowed it, or choked on it, as though it had bothered him before. And with this doubt, his whole statement fell to pieces, and I wondered if there wasn't something a little sinister about him, after all".** (Fitzgerald 51)

Gatsby is trying to build his image as old money someone of high social status, the son of a wealthy Midwest family and an Oxford graduate, which he refers to as "family tradition." However, when he says the part "educated at Oxford," the narrator picks up on Gatsby's hesitation and uncertainty, his sounds rushed or choked on his words. This quote shows Gatsby's attempt to gain higher social status through social recognition, such as a prestigious education and an elite family

lineage. However, because its authenticity is questionable, the status is not truly accepted or acknowledged by others, who begins to sense that there is something fishy about Gatsby. This shows that status is not only determined by personal claims but also by social recognition.

"Self-control!" Repeated Tom incredulously. **"I suppose the latest thing is to sit back and let Mr. Nobody from Nowhere make love to your wife.** Well, if that's the idea you can count me out... . Nowadays people begin by sneering at family life and family institutions, and next they'll throw everything overboard and have intermarriage between black and white." (Fitzgerald 100)

Tom insults Gatsby by calling him "Mr. Nobody from Nowhere." This sentence shows that Tom feels that he is superior because he comes from a wealthy and respected family. He looks down on Gatsby who comes from a lower class and is trying to climb the social status. Base on Weber in Barkan (211), Status means the respect and position people hold in the eyes of others. Status is not just about wealth, but also about how people are viewed and respected by society. Tom has high status because he comes from an old family that has been rich for a long time (old money), while Gatsby is just a new money person whose wealth is still considered "unworthy" by the upper-upper class like Tom. So, even though Gatsby has money, he is still considered low because he does not come from a "respectable" environment.

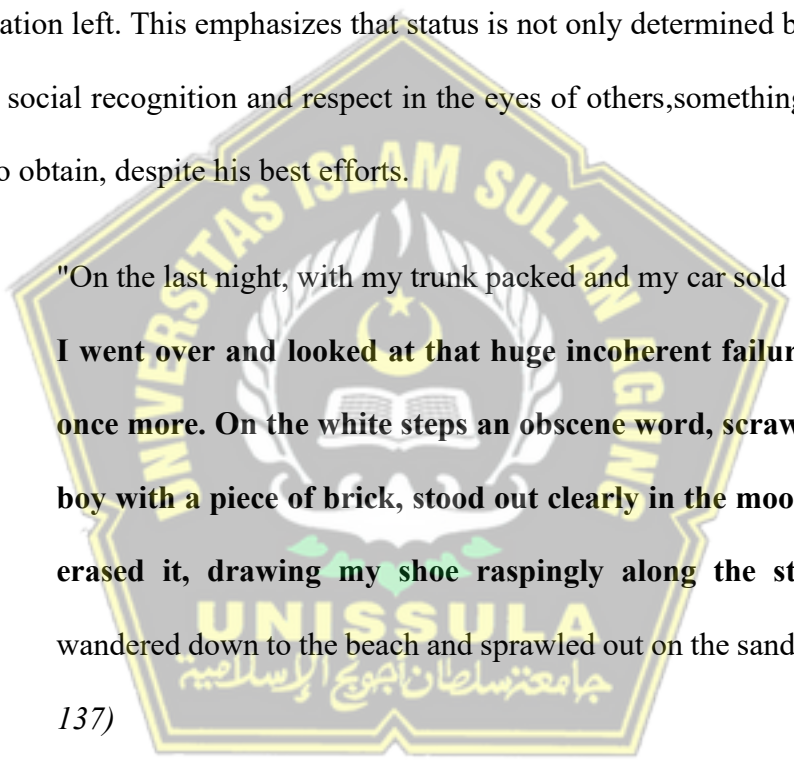
"Flushed with his impassioned gibberish, he saw himself standing alone on the last barrier of civilization. "We're all white here," murmured Jordan. "I know I'm not very popular. I don't give big parties. **I suppose you've got to make your house into a pigsty in order to have any friends — in the modern world.**" (Fitzgerald 100)

Instead of getting status and being accepted by the upper class, Gatsby parties were criticized. The word "pigsty" means a dirty and messy place. He is insinuating that Gatsby's house is like a dirty and crowded place because it is always used for big parties. Tom feels that in this day and age, people have to make their houses like messy places, full of loud music, unknown guests, and alcohol, in order to have many friends. He doesn't like that kind of lifestyle, and according to him, Gatsby did all that just to be accepted and respected in the eye of upper class.

"A little before three the Lutheran minister arrived from Flushing, and I began to look involuntarily out the windows for other cars. So did Gatsby's father. And as the time passed and the servants came in and stood waiting in the hall, his eyes began to blink anxiously, and he spoke of the rain in a worried, uncertain way. **The minister glanced several times at his watch, so I took him aside and asked him to wait for half an hour. But it wasn't any use. Nobody came".** (Fitzgerald 133)

This quote describes the atmosphere of Gatsby's funeral which was lonely and sad. Although Gatsby often held big parties and was surrounded by many people

during his life, when he died, none of them came to honor him. Only his father and Nick were present, while the priest even had to wait because they hoped that someone else would come, but in the end, no one came. This quote shows that even though Gatsby had great wealth, he did not have a social status in the eyes of society. People came to his parties not because they respected him or considered him part of the upper class, but just to have fun. When he died, there was no appreciation left. This emphasizes that status is not only determined by wealth, but also by social recognition and respect in the eyes of others, something that Gatsby failed to obtain, despite his best efforts.



"On the last night, with my trunk packed and my car sold to the grocer, **I went over and looked at that huge incoherent failure of a house once more. On the white steps an obscene word, scrawled by some boy with a piece of brick, stood out clearly in the moonlight, and I erased it, drawing my shoe raspily along the stone.** Then I wandered down to the beach and sprawled out on the sand". (Fitzgerald 137)

This quote shows a sad and meaningful moment when Nick sees Gatsby's house for the last time. The house that used to be great and crowded with parties, now looks empty and sad. Nick calls it a "big, undefined failure," because everything Gatsby worked so hard to build his wealth, his house, and his dreams turned out to be in vain. His dreams were too high and built on lies and unrealistic hopes. On the steps of the house, there are rude words written on the steps reflecting

society's hatred toward Gatsby, who remains an outsider and does not have status and respect in society despite his wealth even though he is dead. Nick erases it with his shoe as if to preserve the remains of Gatsby's honor. This shows that even though many people have abandoned Gatsby, Nick still cares and appreciates him. Even though Gatsby is wealthy, he was never truly respected or accepted by the upper class. He has money, but no status or recognition from the upper class society. His luxurious house eventually becomes just a symbol of his failed dreams.

B. The way of the main character's in *The Great Gatsby* novel improve his social class during the roaring twenties in America

According to White (5), The Eighteenth Amendment to the constitution prohibited the production, importation, transportation, or sale of alcohol in the United States, the exceptions to this law included hard cider for personal consumption, alcohol for religious ceremonies, and alcohol used as a medicine. However, at that time, the demand for alcohol remained high, which opened up opportunities for the illegal trade of alcohol, known as bootlegging. In this excerpt from the novel *The Great Gatsby*, Gatsby became wealthy through illegal means moved from the lower class to lower-upper class. However, because he acquired his wealth through bootlegging, he was still not accepted by the upper-upper class or old money. This shows that in American society at that time, social mobility was determined not only by wealth, but also by the origin and method of obtaining that wealth.

"On Sunday morning while church bells rang in the villages along shore, the world and its mistress returned to Gatsby's house and twinkled hilariously on his lawn. **"He's a bootlegger," said the young ladies,** moving somewhere between his cocktails and his flowers. "One time he killed a man who had found out that he was nephew to Von Hindenburg and second cousin to the devil. Reach me a rose, honey, and pour me a last drop into that there crystal glass." (Fitzgerald 48)

Based on White (5), The Eighteenth Amendment to the constitution prohibited the production, importation, transportation, or sale of alcohol in the United States. The sentence: "He's a bootlegger," said the young ladies. Shows how the surrounding community suspected that Gatsby's wealth came from an illegal sale of alcohol. During the prohibition era in America, bootlegging or illegal alcohol trade became a fast way to get rich. Gatsby's involvement in bootlegging reflects how many people are looking for quick riches to get in to the upper class. This placed Gatsby in a lower-upper class position he was rich, but did not have the social status of old money brings. Gatsby's wealth was suspected and not respected, instead becoming the subject of gossip and rumors.

"I sat on the front steps with them while they waited for their car. It was dark here in front; only the bright door sent ten square feet of light volleying out into the soft black morning. Sometimes a shadow moved against a dressing-room blind above, gave way to another shadow, an indefinite procession of shadows, who rouged and powdered in an

invisible glass. **“Who is this Gatsby anyhow?” demanded Tom suddenly. “Some big bootlegger?”** “Where’d you hear that?” I inquired. “I didn’t hear it. I imagined it. **A lot of these newly rich people are just big bootleggers, you know.**” “Not Gatsby,” I said shortly. He was silent for a moment. The pebbles of the drive crunched under his feet”. (Fitzgerald 83)

This quote describes the tension between old money and new money, and how the differences in the ways of acquiring wealth (class) become the main obstacle for Gatsby in achieving the social status he desires. Tom representing old money the old social class that acquired wealth(class) through inheritance and previous generations has a cynical view of the new money like Gatsby, questions who Gatsby really is, suspecting him to be "some big bootlegger." This shows the tension between old money and new money. Gatsby is seen as someone who made his wealth (class) by illegal means, so the old money don't respect him. The "bootlegger" label highlights the social stigma during prohibition, where illegal wealth was viewed as dirty and unworthy of high society.

“I can tell you right now,” she answered. **“He owned some drug-stores, a lot of drug-stores. He built them up himself.”** The dilatory limousine came rolling up the drive. “Good night, Nick,” said Daisy”. (Fitzgerald 84)

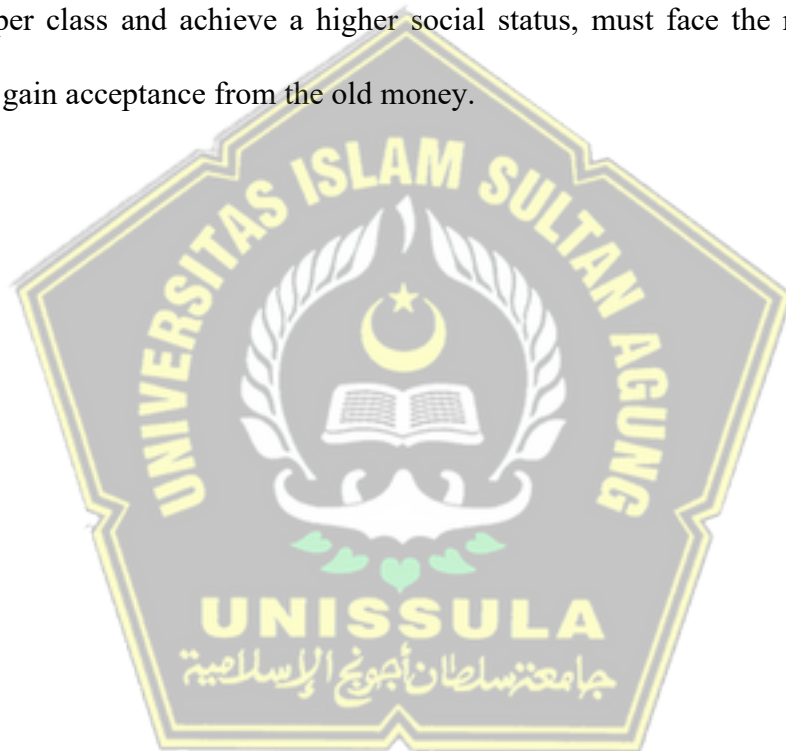
Tom’s growing suspicion of Gatsby and distrust of the origins of his wealth (class). Tom wants to know more about who Gatsby really is and how he acquired

his wealth(class), which he believes most likely came from illegitimate means. Daisy's statement that Gatsby "owned some drug-stores" and that he "built them up himself" reveals information that confirms that Gatsby may have been involved in illegal businesses, Gatsby used the drugstores as a cover to sell illegal alcohol because during prohibition, selling alcohol was banned. Drugstores could legally sell alcohol if it was for medicine. So, the drugstores were just a way for Gatsby to hide his illegal alcohol business and make money without getting caught.

"I found out what your 'drug-stores' were." He turned to us and spoke rapidly. **"He and this Wolfsheim bought up a lot of side-street drug-stores here and in Chicago and sold grain alcohol over the counter.** That's one of his little stunts. **I picked him for a bootlegger the first time I saw him, and I wasn't far wrong."** (Fitzgerald 103)

This quote supports the claim that Jay Gatsby was involved in bootlegging during the Prohibition Era. The character of Mr. Wolfsheim, mentioned here, was one of Gatsby's business partners in this illegal activity. In this case, the discovery of the "drug-stores" that were used to sell bootlegging alcohol, reveals the dark side of Gatsby's efforts to achieve the wealth (class) and social status he desired. Gatsby and Wolfsheim bought drugstores in different places, even in Chicago, to secretly sell alcohol. Because alcohol was illegal during prohibition, they used the drugstores to hide their real business. This proves people were right to think Gatsby was a bootlegger, which is how he got rich. It also shows the secret side of Gatsby's money and how hard he worked to reach his dream and be accepted by upper class

Gatsby's involvement in this illegal activity explains why he remains an outsider to the old money. Despite his wealth (class), the means he uses to attain higher social class are still looked down upon by these groups. Tom Buchanan, for example, immediately judges Gatsby to be a bootlegger when he first meets him, indicating how the old money is very skeptical of the new money whose wealth does not come from legitimate sources. Gatsby, despite wanting to be accepted into the upper class and achieve a higher social status, must face the reality that he cannot gain acceptance from the old money.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary of the findings discussed in chapter four and provides suggestion that may help for future researchers interested in conducting similar studies or expanding this research.

A. Conclusion

Based on the results of the research discussed in chapter four, there are two conclusions that the researcher can provide. First, it describes the social mobility of the main character. Gatsby started life from the lower class, to the working class, then rose to the lower middle class, finally reaching the lower upper class. However, despite his success in changing social classes, Gatsby still failed to achieve the power and social status obtained by the upper upper class (old money). This shows that in that period, social stratification was influenced by historical factors, where new money did not automatically grant full access to power and social status. Factors of family origin, reputation, and how to acquire wealth were the main keys to social acceptance, and Gatsby, who came from a poor background with suspicious sources of wealth, faced barriers from the upper-upper class (old money), so he failed to change his power and social status.

Second, Gatsby's efforts to improve his social class are driven by a strong desire to be part of the upper class, which can bring him closer to Daisy, the upper-upper class representation he dreams of. However, his way of acquiring wealth through

illegal businesses such as bootlegging during the Prohibition era in the roaring twenties not only accelerates his wealth but also creates a negative stigma in society. To obtain social status does not only depend on the amount of wealth (class), but also on how the source of wealth is obtained. By illegal means, Gatsby received criticism and discrimination from the old money, so that his wealth and luxury did not give him the power and social status that Gatsby dreamed of.

B.Suggestion

As a suggestion, future research could analyze this novel from a feminist perspective to show how women often experience marginalization and oppression in a patriarchal society, where their value is often tied to relationships with men. Characters like Daisy, Jordan Baker, and Myrtle Wilson reflect on the limitations they face based on gender, while Jordan's character demonstrates a woman's efforts to transcend those limitations. Furthermore, further research could delve deeper into the social complexities of the Roaring Twenties era depicted in the novel, such as technological advancements, flappers, jazz music, lavish parties with alcohol, and women's increasing freedom and its impact on social dynamics.

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