

**EXPLOITATION TOWARD LOWER CLASS SOCIETY  
BY SUZANNE COLLINS *THE HUNGER GAMES***

**THESIS**

By:  
**Syarifah Khadijah B.**  
NIM 15320045



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
2021**

**EXPLOITATION TOWARD LOWER CLASS SOCIETY  
BY SUZANNE COLLINS *THE HUNGER GAMES***

**THESIS**

Presented to  
Universitas Islam Negeri Maulana Malik Ibrahim Malang  
In Partial Fulfillment of the Requirement for the Degree of *Sarjana Sastra* (S.S)

By:  
**Syarifah Khadijah B.**  
NIM 15320045

Advisor:  
**Dr. Syamsuddin, M.Hum.**  
NIP 196911222006041001



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

**2021**

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I state that the thesis entitled **Exploitation Toward Lower Class Society** by **Suzanne Collins** *The Hunger Games* is my original work. I do not include any materials previously written or published by another person, except those one cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 15 June 2021

The writer,



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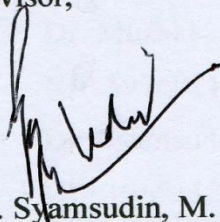
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This is to certify that Syarifah Khadijah B thesis entitled **Exploitation Toward Lower Class Society by Suzanne Collins *The Hunger Games*** has been approved by the thesis advisor for further approval by the board of examiners as one of the requirements for the Degree of *Sarjana Sastra* (S.S) in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

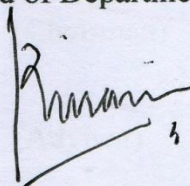
Malang, 15 June 2021

Approved by  
Advisor,



Dr. Syamsudin, M. Hum.  
NIP 19691122 200604 1 001

Head of Department of English Literature,



Rani Sari, M.Pd.  
NIP 19750610 200604 2 002

Acknowledged by  
Dean of Faculty of Humanities,



Dr. Hj. Syafiyah, M.A.  
NIP 19660910 199103 2 002

## LEGIMITATION SHEET

This is to certify that Syarifah Khadijah Barakwan's thesis entitled **Exploitation Toward Lower Class Society in Suzanne Collins *The Hunger Games*** has been approved by the thesis advisor for further approval by the board of examiners as one of the requirements for the Degree of Sarjana Sastra (S.S) in Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Malang, 15 June 2021

### The Board of Examiner

1. Dr. Siti Masitoh, M.Hum.  
NIP 19681020 200312 2 001
2. Dr. Muzakki Afifuddin, M.Pd.  
NIP 1976011 201101 1 005
3. Dr. Syamsuddin, M.Hum.  
NIP 19691122 200604 1 001

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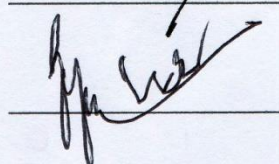
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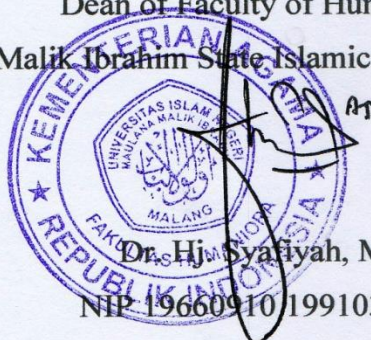


(Advisor)



Approved by

Dean of Faculty of Humanities,  
Maulana Malik Ibrahim State Islamic University of Malang,



Dr. Hj. Syarifah, M.A.

NIP 19660910199103 2 002

## **MOTTO**

**“MANY OF LIFE’S FAILURES ARE PEOPLE WHO DID NOT  
REALIZE HOW CLOSE THEY WERE TO SUCCESS WHEN THEY  
GAVE UP”.**

**BANYAK DARI KEGAGALAN HIDUP ADALAH ORANG-ORANG YANG  
TIDAK MENYADARI BETAPA DEKATNYA MEREKA DENGAN KESUKSESAN  
KETIKA MEREKA MENYERAH.**

## **DEDICATION**

The thesis is proudly dedicated to:

My beloved parents Ir.Ipa Nur Gamar and Salim Barakwan My lovely Brother

Syarif Muhammad, S.T

And All My lovely friends

Thanks for your prays loves affections and support which given to me You are my  
best motivation in my life.

## ACKNOWLEDGEMENT

*Bismillahirrahmaanirrahiim*

My foremost thanks to Allah SWT for my strength and health to carry this thesis. Sholawat and salam are always upon our prophet Muhammad who has guided us to the right way of life. Thereby, I can finish this thesis under the title Exploitation Toward Lower Class Society by Suzanne Collins *The Hunger Games* as the requirement to attain the Degree of Sarjana Sastra in English Letters and Language Department at Maulana Malik Ibrahim State Islamic University.

My sincere gratefulness is always conveyed to my advisor, Dr. Syamsuddin, M.Hum, who has spent her valuable moment to read, evaluate and always be patient to give advantageous suggestions for the improvement of this thesis. For all of my lectures who have given me their best prosperity in teaching me in this green university.

My gratitude is also presented for my beloved parents Salim Barakwan and Ir.Ipa Nur Gamar thanks for prayers, loves, and affections to raise and educate me. May Allah SWT always safeguards dad and mom. My lovely brother Syarif Muhammad, S.T. thanks for loves and always support me.



At last, I invite the reader's suggestion and criticism to make this thesis better. Moreover, this thesis is expected not only useful for the readers and further researcher who investigate in the same area.

Malang, 15 June 2021

Syarifah Khadijah B

## ABSTRACT

**Barakwan', Syarifah Khadijah.** (2021). Exploitation Toward Lower Class Society In Suzanne Collins *The Hunger Games*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Syamsuddin, M. Hum.

Keyword: Exploitation, social struggle, the hunger games

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Exploitation is a critical term in understanding of social phenomena. Exploitation itself is the act of threatening someone unfairly in order to benefit from their work. They taking advantages of someone or a group of people in order to profit from them or otherwise benefit oneself. The research is questioning about the form of exploitation that described in the novel and the struggle against the exploitation.

This research is a literary criticism because the researcher discusses the social phenomena in literary work in the form of novel. The writer applies the sociological approach because it goes beyond everyday common sense, sociology is an attempt to understand the social world by situating social events in a corresponding environment (i.e., social structure, culture, history). To analyse the data, the writer uses the theory of exploitation proposed by Karl Marx. The data of analysis used in the form of quotations, sentence, conversation, and the novel's actions entitled *The Hunger Games* that is shown the exploitation toward lower-class society. In this research, the writer showing two problems of study. The first is what is the forms of exploitation faced by the lower class, as it is described in the novel *The Hunger Games* by Suzanne Collins and the second is how do the lower class struggle against the exploitation in Suzanne Collins *The Hunger Games*.

There are two findings of this study, the first is the forms of exploitation and the second is the struggle done by the characters against the exploitation. The form of exploitation here is labour exploitation where the Capitol's being exploited the lower classes to forced them to coal miners, the wages are not comparable to terrible health insurance. Capitol also forced to take their children the boys and girls from each District around twelve to eighteen years old to fight each other until death while parents watch the match.. The struggle of the characters as the lower class against exploitation divided into two ways that is in ideology struggle and economic struggle. The ideology struggle where explain the different social class struggle of lower class. There are two differences in social class. The Capitol represents the bourgeoisie, and District 12 represents the proletariat or knows as the lower class. The economic struggle where the games as the only medium to get the better life. A part of the game is a connecting link between today's society and its future.

## ABSTRAK

**Barakwan', Khadijah Syarifah.** (2021). *Exploitation Toward Lower Class Society In Suzanne Collins "The Hunger Games*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr.Syamsuddin, M.Hum.

Kata kunci: Eksploitasi, perjuangan sosial dan the hunger games

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Eksploitasi merupakan istilah kritis dalam memahami fenomena sosial. Eksploitasi itu sendiri adalah tindakan memperlakukan seseorang secara tidak adil untuk mendapatkan keuntungan dari pekerjaannya. Mereka mengambil keuntungan dari seseorang atau sekelompok orang untuk mendapatkan keuntungan dari mereka atau menguntungkan diri mereka sendiri. Penelitian ini mempertanyakan bentuk eksploitasi yang digambarkan dalam novel dan perjuangan melawan eksploitasi.

Penelitian ini merupakan penelitian kritik sastra karena peneliti membahas fenomena sosial dalam karya sastra dalam bentuk novel. Penulis menerapkan pendekatan sosiologis karena melampaui akal sehat sehari-hari, sosiologi adalah upaya untuk memahami dunia sosial dengan menempatkan peristiwa sosial dalam lingkungan yang sesuai (yaitu, struktur sosial, budaya, sejarah). Untuk menganalisis data, penulis menggunakan teori eksploitasi yang dikemukakan oleh Karl Marx. Data analisis yang digunakan berupa kutipan, kalimat, percakapan, dan tindakan novel *The Hunger Games* yang menampilkan eksploitasi terhadap masyarakat kelas bawah. Pada penelitian ini, ada dua permasalahan dasar. Yang pertama adalah apa saja bentuk eksploitasi yang terjadi pada kalangan kelas bawah seperti yang di deskripsikan pada novel dari Suzanne Collins *The Hunger Games*. Dan kedua bagaimana kalangan kelas bawah berjuang untuk melawan eksploitasi pada novel dari Suzanne Collins *The Hunger Games*.

Ada dua temuan dari penelitian ini, yang pertama adalah jenis-jenis eksploitasi dan yang kedua adalah perjuangan yang dilakukan oleh para tokoh melawan eksploitasi. Bentuk eksploitasi di sini adalah eksploitasi buruh dimana Capitol yang mengeksploitasi kelas bawah memaksa mereka untuk menjadi penambang batu bara bahkan upah tidak sebanding dan asuransi kesehatan yang mengerikan. Capitol juga memaksa untuk membawa anak-anak mereka laki-laki dan perempuan dari setiap Distrik berusia sekitar dua belas hingga delapan belas tahun untuk saling bertarung sampai mati sementara orang tua menonton pertandingan. Perjuangan para tokoh sebagai kelas bawah melawan eksploitasi terbagi menjadi dua yaitu perjuangan ideologi dan perjuangan ekonomi. Perjuangan ideologi di mana menjelaskan perbedaan perjuangan kelas sosial dari kelas bawah. Ada dua perbedaan dalam kelas sosial. Capitol mewakili borjuasi, dan Distrik 12 mewakili proletariat atau dikenal sebagai kelas bawah. Perjuangan ekonomi dimana permainan sebagai satu-satunya media untuk mendapatkan kehidupan yang lebih baik. Bagian dari permainan adalah penghubung antara masyarakat saat ini dan masa depannya.

## مستخلص

باركوان، خديجة شريفة. 2021. الاستغلال على الطبقة الاجتماعية العاملة في "مباريات الجوع" (The Hunger Games) لسوزان كولنز. بحث جامعي، قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور شمس الدين، الماجستير

الكلمات المفتاحية: استغلال، معركة إجتماعية، ومباريات الجوع

كان الاستغلال هو المصطلح العلمي المقرر في فهم الوقائع الإجتماعية. الاستغلال هو فعل قائم متشدد على الشخص على السبيل الظالم ويحصل منه الأرباح المفرطة من العامل. حيث يأخذ الأرباح الزائدات من شخص واحد أو مجموع معين لأجل نفسه الفردي. وهذا البحث يقدم البيانات فيما يتعلق بالاستغلال المتوفرة والمعرفة على الاستغلال في الرواية. أما هذا البحث بحث النقد الأدبي بالنسبة إلى قيام الباحثة في مناقشة المظاهر الإجتماعية التي وقعت في العمل الأدبي الروائي. استخدمت الباحثة المدخل الإجتماعي لأنه اعتمد على الوقائع اليومية. كما أن المدخل الإجتماعي يقوم بوضع الوقائع الإجتماعية في مقام مناسب (الطبقات الإجتماعية، الثقافة، التاريخ) ويفهم على العالم الإجتماعي الموجودة. واستخدمت الباحثة نظرية الاستغلال لكارل ماركس في تحليل البيانات المجموعة. البيانات في هذا البحث تتكون من المقاطع، الجمل، الحوار، والأفعال المحسولة من الرواية مباريات الجوع وهي تحتوي على وقائع الاستغلال على الطبقة الاجتماعية العاملة. وجدت الباحثة نقطتين رئيسيتين نتيجة لهذا البحث وهما، الأولى شكل الاستغلال والثانية المعركة القائمة على الاستغلال. شكل الاستغلال في الرواية هو الاستغلال على العمال الذين هم الأطفال والشباب. كل سنة، شدد كايبتول على الأباء في كل منطقة بتحضير الأولاد رجال كانوا أو نساء وأمرهم بأن يتقاتل بعضهم بعضا وكان الأباء يشاهدونهم في المباراة. وأخذ كايبتول الأرباح الزائدة من الشباب حيث جعلهم عمالا في منجم الفحم الحجري مع إعطاء الأجرة المتضغفة وعدم التأمين الصحي. أما المعركة التي تقوم بها الأشخاص من الطبقة الاجتماعية العاملة في الرواية تنقسم إلى قسمين وهما، المعركة الإيديولوجية والمعرفة الاقتصادية. والمعركة الإيديولوجية القائمة من الطبقة الاجتماعية العاملة. في تلك الرواية، الطبقة الاجتماعية تتكون من الطبقتين. الطبقة الاجتماعية الغنية نحو كايبتول والطبقة الاجتماعية العاملة نحو المنطقة 12. والمعركة الاقتصادية تتوفر في المباراة حيث كانت وسيلة وحيدة في نيل الحياة السعيدة. جزء من أجزاء هذه المباراة هو الارتباط بين المجتمع الحاضر ومستقبلهم.

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## CHAPTER I

### INTRODUCTION

This chapter is the chapter that covers up the overview of the research background and rationale for choosing the exploitation toward lower class society in *The Hunger Games* that is written by Suzanne Collins. This chapter would also cover the research question and the research objectives, the benefits of this research as well as the limitation of the research. Further, the definition of key terms and discussion about previous studies would also discussed in this chapter. It is also followed by the description of the research method that discussed about the research design, data source, data collection and data analysis.

#### **A. Background of The Study**

The literary work was born from the author, expressing the idea of using her language to contain the novel. Suzanne Collins is an American television writer and author best known as the author of the New York Times bestselling series *The Underland Chronicles* and *The Hunger Games Trilogy*, which consists of *The Hunger Games*, *Catching Fire*, and *Mockingjay*.

This study will discuss *The Hunger Games* novel telling about Capitalist, Exploitation, Class differences, and Death Game. *The Hunger Games* have become the best first fiction book that was published in 2008. *The Hunger Games* influenced many American writers to write and make another novel with the same main topic, such as James Dashner with his *Maze Runner Trilogy* then followed

by other young writers Vironicarothin *Divergent Trilogy*, and *Mar ilu In Legend Series*.

*The Hunger Games* by Suzanne Collins itself, lifting the story about someone who has power and not. It means that power as a ruler. The main character of this novel Katniss Everdeen, Katniss Everdeen, is a girl that was 16 years old.

Hidayatun Hikmah (2014) wrote an analysis entitled *The Representation of Heroine's Myth By "Katniss" in The Hunger Games Movie*. Her focused on the main character that is Katniss Everdeen. She lives with her mother and her sister. She lived in twelve districts is one of the poorest communities in Panem, which is in charge of producing mining products, especially coal for the capitol. Their physical for someone from the seam area ( slums in district 12), with long brown hair, olive skin, and grey eyes. Five years before Katniss Everdeen become a participant in *The Hunger Games*, her father was killed in a mine explosion. He depressed her mother anymore until the story of catching fire begins. So, Katniss Everdeen becomes the backbone of her family. As his father had taught her to support his family, Katniss hunted and sought food in the forest.

This story's interesting points are capitalist that at is related to exploitation and social class difference, which is sometimes happening in real life. Some exploitation happens around us, such as child exploitation, slavery, or labour exploitation. Social class difference is a common problem. It can be possible that the difference between the bourgeois and proletarians still happens until now.



Sociology is one of the literary works that is referred to as human beings in society. It concerns the social relation of human beings in their community. Swingewood and Laurensen (1972:11) state that sociology is essentially the scientific objective of the study man in society, the study social institutions, and of social process. It means that sociology has a relationship with colonial society. This relation can happen on social phenomena or anything connected to the community, including culture, religious, economic, political, and artistic life. The statement means that human being in society is an objective study of sociology. It exists with all life aspects that cause the interaction of them based on their status in society.

Literature reflects social phenomena from social behavior that happen to a society in their social relationships. Wellek and Warren (1962:94) state that, "literature is a social institution, using as its medium language, a social creation." Swingewood and Laurensen (1972:12) state that literature is a work of art, which expresses human life and the problems on society, economics, and politics with qualities of their relationship. Laurensen and Swingewood (1972:12) state, "As with sociology, literature too is pre-eminently concerned with man's social world, his adaption to it, and his desire to change it." Literature focuses on the relation of man's social world with his family, man, woman, with politics, with the state and adaption to desire to change it.

The previous statement means that the sociology of literature is a method to analyse the literary work based on a sociological perspective to understand the social aspect and social phenomenon where an academic work appears. Sociology

of literature is the theory that analyses the relationship between authors and their social class, social status and ideology, condition of economics in their profession, and the readers. Sociology and literature have a close relationship. The sociology of literature is a study of literature based on sociological perspectives. It comprehends in social phenomena in a certain period described by the author in his or her literary work.

Marx's said that the Capitalist could (under conditions of competition with goods that exchange in proportion to their labour values) earn a profit only if there existed a commodity whose use-value had the property of being a source of value — i.e., whose consumption is itself "an embodiment of labour, and consequently, a creation of value." Is there such a commodity? Marx thought, "yes," it's Labour Power. Labour power. The ability to labour. The worker sells his or her ability to work for some time. Labour-Value of Labour Power. The labour-value of the labour-value ability is the amount of labouring required directly and indirectly to produce those commodities (food, shelter, clothing, etc.) necessary for restoring that used up the ability to labour. If the economy can grow Surplus Value, then the labour value of a worker's labour power must be strictly less than the number of hours of labour extracted from the worker during that period. (Marx theory of exploitation page 4-5)

In other words, in each production line, the Capitalist will complete a cycle of production with goods embodying more hours of labour than were represented in the inputs used up to produce the output.

Marx's Exploitation is if the Capitalists earn a profit, then the working Class is exploited: surplus labour value has been extracted from them in the form of hours of labouring over and above what is socially necessary to reproduce their ability labour for another day. Marx's point said that the Capitalist could (under conditions of competition with goods that exchange in proportion to their labour values) (Marx theory of exploitation page 4-5)

In this research, the researcher discusses *The Hunger Games* novel by Suzanne Collins. This study was chosen because the writer is interested in studying capitalist problems that are related to Exploitation and the differences in Social class. When we read this novel, we automatically can develop our knowledge about Capitalist. As a young woman, this research can also make me feel how Indonesia's people struggle the Capitalists when the colonial era.

#### **B. Problems of the study**

1. What is the form of exploitation faced by the lower class, as it is described in the Novel *The Hunger Games* by Suzanne Collins?
2. How do the lower class struggle against the exploitation in *The Hunger Games* by Suzanne Collins?

#### **C. Objectives of The Study**

1. To describe the form of exploitation faced by the lower class in *The Hunger Games* by Suzanne Collins

2. To find out the way how the lower class struggle against the exploitation in *The Hunger Games* by Suzanne Collins

#### **D. Significance of The Study**

This research is expected to give theoretical and practical significance. This study is essential to develop the theoretical perspective of literature to sociological to comprehend social class differences and Exploitation, especially experienced by the lower class. Besides, this study shows that literary works, it is also concern exploitation and even social class. The researcher also hopes that this study will practically give benefit for the future researchers conducting relevant studies, especially to the novel *The Hunger Games* by Suzanne Collins.

#### **E. Scope and Limitation**

The scope of this study is on Exploitation that happens in lower-class society. The sociological theory used focuses on analyse Exploitation toward the lower class society in the novel *The Hunger Games*. The next researcher might probably study the Exploitation in other ways, such as looking it from the feminism approach that focuses on women's main character in the novel or different perspectives under sociological literature.

#### **F. Definition of Key Terms**

1. Sociology is the knowledge that is the object of study concerns with human social activity. Literature is an artwork constituting living human

expression. Other words between literary work and sociology are two different fields, but both are mutually completing. Sociology not only connects people of a society to their socio-cultural environment but also nature. Sociology of literature study is mostly done by Marxism, stating that literature is a reflection of society affected by the historical condition (Eagleton in Fanani: 1983).

2. Social class different is a system that divides society into a hierarchy of social positions, a particular social part within a class stratification. system (lower class, working class, middle class) drawing on Barbusse and Glaymann, 2004; Vitt, 2007):
3. Exploitation is a term that has social, political, and economic connotations, but in this research study, it will be treated as a social phenomenon. Tormey (2008) defined Exploitation as taking undue advantage of another or making again on an individual or group of persons without giving them what is due for them. It equally involves a situation where the exploiter gains and the exploited lose (Tormey 1974, 207-08).
4. The lower class is typified by poverty, homelessness, and unemployment. People of this class, few of whom have finished high school, suffer from a lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. (Introduction of sociology, 2004)

## **G. Research Method**

This section discusses the research method applied in the study. It consists of a research design, data source, data collection, and data analysis.

### **1. Research Design**

This research is a literary criticism because the researcher discusses the social phenomena described in literary work in the form of a novel. The approach that is used in this research is the sociological approach. Specifically using the theory of Marxist by Karl Max and Fedric Angel; That is represents Exploitation Toward Lower Class Society in *The Hunger Games* by Suzanne Collins.

### **2. Data and Data Source**

Data is the form of resource that this study uses as the object of the research. Data can be in the form of lines, rhyme or other form of data. since this research is literary research or literary criticism, the data used in this research is in the form of quotes, sentence, the conversations and the actions of *The Hunger Games* novel is shown the exploitation happens to lower class society.

The data source is the object that is used to be analysed in the research. The data source that is used in this research is in the form of a novel by Suzanne Collins that is *The Hunger Games* was published in 2008. The number of pages in the novel is 374 sheet of paper.

### **3. Data Collection**

The researcher does some step of data collection as follows:

- a. The researcher read and carefully understood the novel *The Hunger Games* in order to obtain the main points of the book
- b. The researcher collect the data and information related to the study; the Exploitation happens in lower-class society.
- c. The researcher classifies the data collects.

#### **4. Data Analysis**

After collecting the data, the researcher analyses the following below:

- a. The researcher identifies the data in the forms of actions and conversation by using a kind of Exploration that happens in lower-class society using a sociological perspective.
- b. The researcher applies the theory using Exploitation happens in lower-class society on a sociological approach to answer the research question, i.e., the types and struggle of Exploitation
- c. The researcher concludes the result of the analysis.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses the theories used in research that support the analysis. The writer considered that it is essential to involve several books used in this study. To reach the related literature in her work, the researcher has some books, thesis, journals, and other printed works that support the theory applied in her thesis.

#### **A. Sociological Literary Criticism**

There are many definitions of sociology. Etymologically the word is derived from the Latin "socius" (companion) and the Greek "Logos" (science). However, it would be incomplete to stop at this analysis and say that sociology is the study of society, for it is only one of several related subjects, called social sciences, which study society. At the same time, each of the social science considers some special aspects of society (Murray, 1946:3).

Sociology is the knowledge that is the object of study concerns with human social activity. Literature is an artwork constituting living human expression. Other words between literary work and sociology are two different fields, but both are mutually completing. Sociology not only connects people of a society to their socio-cultural environment but also nature. Sociology of literature study is mostly done by Marxism, stating that literature is a reflection of society affected by the historical condition (Eagleton in Fanani: 1983).



Joseph S. Roucek and Roland L. Warren, in their book *Sociology an Introduction* (1964:3), state that sociology is the study of human beings in their group relationships. As such, it studies interaction within and between groups of people. These groups may be as small as two people talking on a street corner or as the crowd at a Rose Bowl game or a nation's people.

According to George Ritzer and et al. in their book *Sociology: Experiencing A Changing Society* (1979:7), sociology is the study of individuals in a social setting that includes groups, organizations, cultures, and societies; and of the interrelationship of individuals, groups, organizations, cultures, and communities.

*Dictionary of Sociology* edited by Henry Pratt Fairchild (1944) defines sociology as the scientific study of the phenomena arising out of human beings' group relations. Furthermore, the definition of sociology is given by Franz Mueller in his book *The Formal Object of Sociology* (1940: 59) says that sociology studies social life with a view to that particular thing, which gives inter-human life its social character.

For Indonesian sociologist like Selo Soemarjan and Soelaeman Soemardi (1974) state that:

*Sociology or social study is a study which learns about social structure and social process. Still according to them, social structure that is entire relation between main social elements, social norms, social institutions groups and social stratification. Social process is reciprocal influence between various collective living dimension, like reciprocal influence between economical living dimension and religious living dimensions, economy, etc. one of the social process which has own characteristic is in the case of accounting changes in social structure.*

Sociology illuminates the human experience. It invites us to examine aspects of the social environment that we often ignore, neglect, or take for granted. By studying sociology, we can better grasp how our society is organized, where power lies, what beliefs channel our behavior, and how our community has come to be what it is. Sociology provides a unique perspective that encourages us to look behind the outer aspects of social life and discern its inner structure to suspend the belief that things are simply as they seem. In other words, sociology equips us with a particular form of consciousness. This consciousness helps us better understand the social forces we confront, especially those that constrain us (James, 1988); thus, sociology is a liberating science. (<http://www.brocku.ca/english/courses/4F70/crit.vs.sociology.html>, accessed on 5 November 2007, at 5:35 pm).

Sociologists focus on three basic types of arrangements: the arrangement of words and ideas (culture) that we use to make sense of one another and our surroundings; the display of social relationships (social structure) such as those linking authors and readers, parents and children, rich and poor; and understanding of people in physical space (ecology), from how the placement of furniture can affect who emerges as a group's leader to the differences between life in large, populous cities and experience in small.

Sociological critics argue that literary works should not be isolated from the social contexts in which they are embedded. Sociological critics emphasize the ways power relations are played out by varying social forces and institutions (DiYanni 1571). Sociological critics examine expressions of specific areas in

Literary works including economic conditions during which a piece was written, the political arena and popular political beliefs, and cultural issues.

Types of sociological criticism:

1. Feminist theory: looks closely at fiction from a specific lens. Feminist criticism, women were expected to work in factories, maintain the home front, and manage the household; after the war world ended, women were expected to resume previous subservient roles. The women's movement slowly grew as a result of frustration. Then feminist criticism was one way that women were able to comment on their social status.

Feminist theory was initially represented by "white, educated, heterosexual Anglo American women" (Guerin et al. 222); however, practitioners of feminist theory have grown beyond this limiting social strata. The feminist theory now encompasses "Biological, linguistic, psychoanalytic, Marxist, cultural studies, ethnic and race studies, postcolonial theory, lesbian and gay studies, and gender studies" (Guerin et al 222)

2. Marxist theory: developed in the 1930s. The Marxist theory looks closely at fiction from a different lens. Marxist is one of the literary theory that is the basis of modern communism theory. Talking about Marxist theory, this theory is contained in the book *Manifesto Communist* created by Marx and Friedrich Engels. Marxism is a form of Marx's protest against capitalism. He considers that the capitalists raised money at the expense of the proletariat. According to Karl Marx theory, capitalism was nothing more than a necessary stepping stone for man's progression, which would

then face a political revolution before embracing the Capital as "a social, economic relation" between people (rather than between people and things).

## **B. Karl Marx's Theory of Exploitation**

Karl Marx started as a German philosopher; became a French-style political activist, political analyst, and political historian; and ended up trying to become a British style economist and economic historian. At the start of his career, he believed that all we had to do to attain real human emancipation was to think correctly about freedom and necessity. Later on, he recognized that thought was not enough: that we had to organize, politically. And then in the final stage, he thought that the political organization had to be with and not against the grain of the truly decisive factor, the extraordinary economic changes that the coming of the industrial revolution was bringing to the world (understanding Karl Max, 2009).

For Marx, exploitation was a phenomenon that characterized all class based societies, not only capitalism. Indeed, it is feudal society, not capitalism, where the exploitative nature of class relations is clearest. Under feudalism, it is readily apparent that serfs use some of their labor power for their own benefit, while another part (the corvee) is used for the benefit of the feudal lord. In contrast, under slavery workers appear to work entirely for the benefit of their masters (though in reality a part of their labor goes toward providing for their own subsistence). And under capitalism workers appear to work entirely for the benefit

of themselves, selling their labor to capitalists as free independent contractors (Cohen 1978:332-3).

In reality, Marx thought, workers labor under capitalism is neither truly voluntary not entirely for the benefit of the workers themselves. It is not truly voluntary because workers are forced by their lack of ownership of the means of production to sell their labor power to capitalists or else starve. And workers are not labouring entirely for their own benefit because capitalists use their privileged position to exploit workers, appropriating for themselves some of the value created by worker's labor.

To understand Marx's change of exploitation, it is first necessary to understand Marx analysis of market prices, classical economists such as Adam Smith and David Ricardo. Under capitalism, Marx subscribed to a labor theory of value, this means that just like any other commodity. And because Marx subscribed to a labor theory of value, this means that just like any other commodity such as butter or corn, the price (or wage) or labor power is determined by its cost of production specially, by the quantity of socially necessary labor required for the conservation and reproduction of workers labor power. In other words, Marx though that workers under capitalism will therefore be paid just enough to cover the bare necessities of living. They will be paid subsistence wages.

According to Marx, then, it is as though the workers day is split into two parts. During the first part, the labourer works for himself, producing commodities the value of which is equal to the value of the wages he receives. During the

second part, the labourer works for the capitalist, producing surplus value for the capitalist for which he receives no equivalent wages. During this second part of the day, the laborer's work is, in effect, unpaid, in precisely the same way (though not as visibly) as a feudal serf corvee is unpaid (Marx 1867)

According to Marx, there are two models of exploitation firstly is the surplus labour provided by workers and taken by capitalists in production is the source of exploitation. Marx well develops this model. In Neo- pro modals, other forms of exploitation may be based on assets (p.32 and 33-34). For example, some groups of workers with special skills or ways of human Capital may gain some part of a surplus (e.g., athletes). Other workers may be able to use their special technical knowledge (computer programmers) or special place within the productive process (top managers) to gain economic advantages, which could be considered part of exploitation. This can considerably confuse the class structure because these individuals may be regarded as workers at one level, but are so highly paid that they appear to be part of the exploitation class.

Secondly In the household (p.37). Folbre notes that production for use can be as exploitative as production for exchange. The exploitation of this form can occur as an unequal distribution of human labour or inequalities in the redistribution of market income among household members. For example, the family wage provides the possibility that the male worker will share his income with all family members in an equitable manner. But there is nothing that obliges him to do so, and a male with considerable income may deprive his wife and family of an adequate or reasonable level of living. Note that there is

redistribution but no explicit exchange within the household, so that the models of exploitation and extraction of surplus value do not apply here; that is, within the household, the mechanisms of exploitation are not systematic, but depend on coercion, bargaining, norms concerning proper and acceptable male or female interaction and behavior, etc. (<http://www.marxists.org/subject/women/authors/davis-angle/housework.htm>)

It is clear that in the capitalist system, both labour that can gain some part of the surplus and labour that cannot achieve the rest are exploited.

In the capitalistic society, the class of women is more exploited than the other class. They are exploited in the family and also in the workplace. In the family, they are exploited by their husband. It is influenced by the patriarchal system. As we know, in the patriarchal system, men's power is more dominant than women, and it is also affected the structure of the family. In the system of Patriarchal family, women's life is dependent on men because men's work is more productive than women. By dependence on men's wages, spontaneously, women give access for men to control their life. According to as many (Feminisme profit,2007), 'Fundamentally, men and women have an essential role in taking care of the central family. But, it is changed along with the rise of the division of labor. The man fights the wars, goes hunting and fishing, procures the raw materials of food, and the tools necessary for doing so. The women look after the house and the preparation of food and clothing, cooks, sews. The rise division of labor gives the benefit for men and then women. Because of their work are more productive, the accumulation of men's property is higher than women. Men's

position in family causes this accumulation of stuff is more important than women (p.90). Thus, as many argue that basically men and women have an equal status in the family but change since the rise of labour division.

## **1. Kinds of Exploitation**

### **a. Working-class**

Workmen faced more immediate problems. They had to find jobs and to make ends meet on inadequate wages. The industrial revolution intensified the business cycle, with its alternations of full employment and unemployment. Factories at first made little attempt to provide a fairly steady level of employment. When a batch of orders came in, machines and men were worked to capacity until the orders were filled. Then the factory simply shut down to await the next flurry of orders. Labour sometimes got such low wages that only a single man could maintain himself on his earnings. The worker who was a family man might have to put both his children and his wife to work as a matter of sheer economic necessity. The humanitarian tradition probably exaggerates how industry exploited and degraded women and children, probably tends to view the exceptional instance of extreme hardship as the average situation. Nevertheless, exploitation and degradation unquestionably did occur. Just as one lynching is a shocking thing, so it is an incredible thing to encounter one example of the kind here.

They were recorded in the testimony of a factory worker, Samuel Coulson, who said that the workingmen, including women and children, had to work



nineteen hours a day for six weeks of labour. They had only three shillings a week. Also, he said that this excessive term of delivery also occasioned much cruelty; the strap was very frequently used. ([http://Victorian- Working Class-Wikipedia, the free encyclopedia.htm](http://Victorian-Working-Class-Wikipedia,the-free-encyclopedia.htm), accessed on 13 November 2007, at 09:20 pm.)

From the explanation above, we can understand that this excessively long hour, low pay, and subhuman working conditions were the most general industrial workers' general grievances. It is well to remember that probably the worst abused child labour in the country was that of the climbing boys, the wretched children apprenticed to chimney sweeps, small masters who were only too close to those they employed, for they beat them when they would not go up flues in which they might be suffocated; or that the unhappy stresses also seemed to have normally been working for small- scale employers who were not mechanized at all. Even in the factories and mines, the children were often not directly employed by the factory owner but by the worker himself, while the overseer inflicted some of the worst cruelties. ([http://Victorian- Working Class-Wikipedia, the free encyclopedia.htm](http://Victorian-Working-Class-Wikipedia,the-free-encyclopedia.htm), accessed on 13 November 2007, at 09:20 pm.)

One of the most remarkable characteristics of Victorian working-class autobiographies is the uncomplaining acceptance of conditions of life and work which to the modern reader seem brutal, degrading, and almost unimaginable of near-poverty and, sometimes, extreme poverty, of over-crowded and inadequate housing accommodation, of lousy working conditions, periodic unemployment and generally restricted opportunities, and of the high incidence of disease,

disablement, and death. Yet most of those who experienced such conditions are not, in their writings at least, consciously discontented, let alone in a state of revolt.

b. Domestic servitude

Domestic servitude involves carrying out household chores and often caring for the children of that household. Since the work takes place behind closed doors and the domestic workers often lives in the home. The exploitation is usually hidden. Victims can work long hours with no rest days and have their finances controlled by the employer. Victims have been forced to sleep on the floor and are often denied contact with their family. One of our clients suffered from permanent damage to her lungs because she forbidden from seeking medical treatment for tuberculosis. It is common for domestic workers to suffer from physical sexual and emotional abuse as well.

c. Sex exploitation

Young people are particularly vulnerable to sexual exploitation, and both boys and girls are trafficked for this reason. Sexual exploitation can be the form of exploitation, such as through prostitution or pornography, or it can be a means of control such as with sexual servitude or other forced sexual services. Sexual exploitation can exist in private homes, brothels, massage parlours, or nightclubs. It often involves the receipt of gifts which can include for example, money, affection, or accommodation, in exchange for performing sexual activities. Sexual activities can also be used as punishment. Violence and intimidation are often

involved which increases the young persons vulnerability and inability to escape the situation of exploitation. It is more common for sexual exploitation of children to take place with other forms of exploitation (i.e. forced labour) than for it to occur in isolation.

d. Labour exploitation

The exploitation of labour is the act of maltreating one's workers for one's benefit. It is a social relationship based on asymmetry in a power relationship between workers and their employers. When talking about exploitation, there is a direct affiliation with consumption in social theory. Traditionally, this would label exploitation as unfairly taking advantage of another person because of his or her inferior position, giving the exploiter the power.

Karl Marx, has some forms of exploitation, the exploitation of labor by capital in the case of equal labor quantity exchange, while the others is the exploitation of poor countries by rich ones through unequal labor quantity exchanges. The exploitation theory of interest, i.e., the exploitation of labor by capital, was criticized by Boehm-Bawerk from the point of view of the comparison of values differently dated. Marx own consideration of the international exploitation was fragmentary, but it was succeeded and developed by modern Marxist economists. The same criticism seems to be applicable to this Marxian theory of international trade, however, as the one used by Boehm-Bawerk against the exploitation theory of interest. (Boehm-Bawerk, E.V. (1851-1914) was a follower of C. Menger and the professor at Vienna University. He contributed greatly to the theory of capital).

There are two forms of exploitation of labor. That is child labor and adult labor.

a. Child Labor

Children make up a quarter of the reported number of victims of domestic servitude. They are often be held in private fostering arrangements, which may or may not be with a member of their extended family. They are usually kept away from school and health services. There are also cases where traffickers from West Africa corrupt traditional belief systems to control their victims, who believe they will be punished or killed by the spirits of the deceased for disobedience. These traffickers are notoriously difficult to prosecute due to the victim's overwhelming fear of these spirits. (Marx, Karl, 1977. *Manifesto of the communist party*. Moscow: Progress Publishers)

Children in nineteenth century were forced to do several works as a labor. There are some types of work they do whether in the good condition of work places or the dangerous area.

1) Outdoor jobs

Many children take the outdoor jobs as a street cleaner, when they should sweep the mud for pedestrians, as wagon driver, street seller of products to sell followers, lace, muffins. Besides, they also work as the

shoeshine boys, as an errand or courier. Some of them work at crops as bird scarier.

2) Factory work

The children work in the factory of match dipper. The children should dip the matches into the phosphorous and it has many bad impacts to inhale. The chemical makes their teeth to rot even died. Another factory is cotton mills. Most of orphans are hired here. The children sometimes got injured or even should scalp in the machine factory.

3) Coal miners

The children here as the trapper to open a trap door with pull on the string when they saw the coal carts has coming. For the older children, work as the coal bearers when they should carry the cart full of coals on their backs, many children suffered from lung illness even cancer.

4) Domestic

At this rate, children mostly work as the chimney sweeper in factories. Some houses also hired the children from age of 5 to work as the chimney sweeper. This work cause many wounds to them, and respiratory sickness while sweeping the soot particles (Koolbreeze, 2017).

b. Adult Labor

This exploitation is the other benefit that will be obtained by someone who has power. The exploitation of labour is the most famous in the world of exploitation; exploitation of labour itself is the act of maltreating one's workers for

one's benefit. There is some labor exploitation are forced labour, bonded labour, and slavery.

- 1) Forced labor: According to the ILO's Forced Labour Convention of 1930, forced labor is defined as "all work or service which is the exacted from any person under threat of penalty for which he or she offered involuntarily." Forced labour is one of the significant forms of exploitation, it happens when employers or owners of labour take advantage of gaps in legislation to exploit vulnerable workers (world vision, 2009). It is considered to be elusive because it is not easily identified by authorities unless the victims report the case themselves. Globally, 12.3 million people are trapped in forced labour (ILO, 2009). Force labour is also expanded to include deception or false promises about types and terms of work, and withholding or non-payment of salaries (Directorate General ILO, 2005).
- 2) Bonded labor: occurs when a person has to work to pay back an inherited debt, or when a debt is incurred as part of the terms of employment. It sometimes happened when the worker agreed to provide labour in exchange for a loan, but later develops into bondage as the employer adds more and more "debt" to the bargain (World vision, 2009) , and makes it impossible for the worker to pay the debt and regard his freedom.

## 2. Struggle Against The Exploitation

Relating to the class struggle, Elster (1999) insists "what makes a conflict into a class struggle is first, that the parties involved are classes and the second is that object of the struggle are interests they have as classes, not as, say, citizens or ethnic groups" (page.134). In Communist Manifesto (1848), Marx argues that "every class struggle is a political struggle". It determines that class struggle is the only source of revolutionary change. Political classes hold power in society by virtue of an extended range of institutions and organizations supporting the prevailing mode of production. Hence, major political, social, and economic change is impossible without class struggle. The revolution will bring democracy which consists of equality for all members of the society (Schmitt, 1997, p. 171).

### a. Ideology Struggle

The ideology struggle, the class struggle is also present at the ideology level as a struggle between the ideology of the exploited class and the ideology of the exploiting class. (communist june 1930, vol.9,no.6, page.500)

In capitalist society, this struggle is a struggle between *bourgeois ideology* in all its manifest forms and *proletarian ideology* based on the Marxist theory of history.

This struggle, to be successful, must, in contrast to the forms of struggle, attack the enemy where he is strongest, that is, where the best exponents of ruling class ideology are to be found. Often this ideology is criticized by oversimplifying it or choosing its weakest supporters. This frequently allows the enemy to advance

rather than forcing him retreat. (party Organizer, nov.1931,vol.4,no.10 “for clarity on the forms of organization of the employed” page 2-6.)

Marx actually use a lot of terms created by Hegel of explain his concept, including the concept of class struggle, In general, Marx borrowed Hegel’s concepts in term of proletarians class consciousness divides into two class in itself / an sich (class itself), and a class for itself/ fursich (class for itself). Conceptually, a class in itself is referring to what is called Drapper as otomized working class, the class workers who are not organized. As a worker, he realized he was different from his employer no more. Meanwhile, the class for itself is the realization that social presence inherent in the structure of capitalist society needs antagonistic, so if he wanted to free his class then he should destroy capitalism, but the destruction itself is not only a prerequisite for the release of his class, but he release of the communities overall. (Drapper, Hal.1978. Karl Marx’s theory of revolution the politics of social classes. Vol II, Monthly review press pp 40)

#### 1) Class consciousness

The class consciousness is both precondition and result of the class struggle and can only be created by the working class itself (Schmitt, 1997, p. 154). Next, the theory addresses the class struggle. According to Schmitt (1997), types develop in the course of class struggle, composed of groups of people who have similar economic conditions, interests, culture, at least in some respects. The full development of classes takes place in the course of an extended and complicated process. First, small groups struggle locally over issues of interest to



them. Those struggles give rise to initially quite ephemeral organizations and only gradually manage to last (Schmitt, 1997, p. 151).

Karl Marx argued that the workers (the proletariat), would eventually become aware of their shared experience with other workers of exploitation by the capitalists (the bourgeoisie), and rise up and overthrow their oppressors. The nature of this understanding was termed by Marx as 'class consciousness'. The proletariat becomes aware of its class position in relation to the bourgeoisie and its historic role in the overthrow of capitalism and the establishment of socialism. This term thus refers to the subjective dimension of class. The proletariat would develop from class 'in itself', which refers to no common collective awareness of class positioning, into a class 'for itself', an awareness of the common nature of exploitation by the bourgeoisie.

## 2) Social class

Social class is an unorganized group of people who become members by birth or by later entry into the group, who treat each other as approximate equals, who associate with each other more intimately than with other persons, and who have approximately the same relationship of super ordination or subordination to persons from other groups within society. While social classes have no formal organization, they nevertheless comprise broad groups of people of approximately the same social status, with roughly the same access to life offers.

There is a reciprocal relationship between the individual factor and the person's social class position. So, for example, type and amount of education help determine one's social class position. Still, one's social class position helps

determine the type and amount of this formal education, similar to the other factors. The two most important determinants of social class seem to be the amount of income and social class position of the family into which one is born. Sometimes there is a lag between income and social class part of the family. A man may amass a fortune and still not be accepted in the "upper crust" because of high social class position seems to outlast a reduction of income to a point corresponding to the average of a lower social class (Roucek, 1964: 61-62).

Then, the most critical social change flowing from the Industrial Revolution was not the increase in the population but the alteration in its structure and balance. Wherever mills, mines, and factories were opened, towns and cities appeared. The growths of an urban population arose in the numbers and influence of the two social classes that form an industrial society's backbone. Those are the businessmen and the workingmen. There was a great contrast between the wealthy businessmen or capitalists (such as industrialists, mine-owners, shipping companies, and ship-owners) and poor workingmen or laborers. On the one hand, poor workingmen or laborers lived in slum areas of London. Their housing was often overcrowded and had terrible sanitation. Children had low education. On the other hand, the wealthy capitalists lived in luxury. Housing was much better, more streets were being paved, and more forms of entertainment and amusement were available. Children, especially boys, had better educational opportunities. The Victorian age was the age of the widening cleavage between rich and poor.

Class is a problematic term, in use since the late eighteenth century, and employed in many different ways. In our context, types are the more or less

distinct social groupings that were taken as a whole, constituted by British Society at any given historical period. Different social levels can be (and were by the classes themselves) distinguished by inequalities in such areas as power, authority, wealth, working and living conditions, life-styles, life-span, education, religion, and culture. Early in the nineteenth century, the labels "working classes" and "middle classes" were already common usage. The old hereditary aristocracy, reinforced by the new gentry who owed their success to commerce, industry, and the professions, evolved into an "upper class" (its consciousness formed in large part by the Public Schools and Universities) which tenaciously maintained control over the political system, depriving not only the working classes but the middle classes of a voice in the political process. However, the increasingly powerful (and class conscious) middle classes undertook organized agitation to remedy this situation: the passage of the Reform Act of 1832 and the abolition of the Corn Laws in 1846 were intimations of the extent to which they would ultimately be successful.

However, the working classes remained shut out from the political process and became increasingly hostile not only to the aristocracy but also to the middle classes. As the Industrial Revolution progressed, there was further social stratification. Capitalists, for example, employed industrial workers who were one component of the working classes (each class included a wide range of occupations of varying status and income; there was a large gap, for example, between skilled and unskilled labour), but beneath the industrial workers was a submerged "under class" — contemporaries referred to them as the "sunken

people" who lived in poverty. In mid-century skilled workers had acquired enough power to enable them to establish Trade Unions (Socialism became an increasingly important political force), which they used to improve their status further, while unskilled workers and the underclass beneath them remained much more susceptible to exploitation, and were therefore exploited.

This basic hierarchical structure (presented here in the highly oversimplified form), comprising the "upper classes," the "middle classes," the "Working Classes" (with skilled laborers at one extreme and unskilled at the other), and the impoverished "Under Class," remained relatively stable despite periodic (and frequently violent) upheavals, and despite the Marxist view of the inevitability of class conflict, at least until the outbreak of World War I. A modified class structure remains in existence today.

#### **b. Political Struggle**

The political struggle is the confrontation which is produced between the classes in their struggle for political power, that is, in the struggle to make state power their own.

*Every class struggle is political struggle. We know that the opportunist, slaves to the ideas of liberalism, understood these profound words of Marx incorrectly, and tried to put a distorted interpretation on them. Among the opportunists there were, for instance, the economists, the elder brothers of the liquidators. The economists believed that any clash between classes was a political struggle. The economists therefore recognize as "class struggle" the struggle for a wage increase of five kopeks on the ruble, and refused to recognize a higher more developed, nation-side class struggle, the struggle for political aims. The economist recognize, in other words, only that part of class struggle that was more tolerable to the liberal bourgeoisie, they refused to go farther than the liberalism, they refused to recognize the higher form of class struggle that is unacceptable to the liberals. By so doing, the Economists became liberal workers politicians. By so doing, the economists rejected the Marxist, revolutionary conception of class struggle.*

*To continue, it is not enough that the class struggle becomes real, consistent and developed only when it embraces the sphere of politics. In politics, too, it is possible to go deeper, to the very foundation. Marxism recognizes a class struggle as fully developed, "nation-side" only if it does not merely embrace politics but takes in the most significant thing in politics- the organization of state power.*

*On the other hand, the liberals, when the working class movement has grown a little stronger, dare not deny the class struggle, but attempt narrow down, to curtail, and emasculate the concept of class struggle. Liberals are prepared to recognize the class struggle in the sphere of politics, too, but on one condition that the organization of state power should not enter into that sphere. It is not hard to understand which of the bourgeoisie class interests give rise to the liberal distorting the concept of the struggle. (Quote in Seymour, Helen, When clients organize. American public Welfare association; 1937, page 14-15)*

From what has been said above we can conclude that this statement must be understood in the sense that the definitive confrontation of the antagonist classes is only produced when the oppressed class come to question the system of power which makes its condition of exploitation possible. In order for there to be real class confrontation neither the economic nor the ideological struggle alone is sufficient. It is necessary to advance to the level of political struggle, of the struggle for power. It is only in this moment that the class struggle acquires its full meaning. Until then it is only a question of partial confrontations which do not question the system which allows for the reproduction of the antagonist classes such as they are.

### **c. Economic Struggle**

The economic struggle is the confrontation which is produced between antagonistic classes at the level of the economic struggle. This confrontation is

characterized by the resistance which the exploited classes put up at this level against the exploiting classes.

Lenin defines the economic struggle of the proletariat in the following way:

*The economic struggle is the collective struggle of the workers against their employers better terms in the sale of their labor power, for better living and working conditions. This struggle is necessarily a trade-union struggle, because the working conditions differ greatly in different trades, and consequently, the struggle to improve them can only be conducted on the basis of trade organizations. (Daily worker, feb.24,1930, page 1.)*

Marx and Marxism have been associated with Eurocentrism and economic determinism, where economic ‘laws’ determine the course of human history and where ‘the economy’ determines other spheres of human life such as politics, ideas and state actions. Once such a starting point is accepted other precepts can logically follow: A comprehension of capitalism as operating according to its essential ‘laws of motion’ that cannot be disregarded (or contravened); a linear (straight line) view of history, where all countries follow the same path, for example, through the five stages of human history (primitive communism, slavery, feudalism, capitalism, socialism); and a form of Eurocentrism, where the economically dynamic West ‘delivers’ development to the stagnant East. Criticising such an approach, Edward Said highlights Marx’s early writings on India, arguing that ‘every writer on the Orient [including Marx] saw [it] as a locale requiring Western attention, reconstruction and even redemption’ (2003: 206) and that ‘Marx succumbed to thoughts of the changeless Asiatic village’ (Said 1993: 183). Similarly, Eisenstadt (2000: 1) writes that Marx (and Durkheim and Weber) ‘assumed... that the cultural program of modernity as it developed in

modern Europe and the basic institutional constellations that emerged there would ultimately take over in all modernizing and modern societies'. Hobson (2011: 115) argues that 'the Eurocentric cue in Marx's work emerges in his belief that European societies self-generate through an *endogenously-determined linear development path* according to their own exceptional properties.

There are indeed writings by Marx that can be construed as embodying such an approach. Far more damaging, however, such formulations were subsequently adopted and formalised by latter-day Marxists. Thus in early 20<sup>th</sup> century Russia for example, Georgi Plekhanov argued that '[t]he organisation of any given society is determined by the state of its productive forces', and that 'technical progress constitutes the basis of the entire development of humankind' (Plekhanov 1976: 33, cited in Kiely 1995: 17). In the same vein, an official (1963) Soviet text, 'fundamentals of Marxism' (cited in Kiely 1995: 14), states that: "All peoples travel what is basically the same path... The development of society proceeds through the consecutive replacement, according to definite laws, of one socio-economic function by another".

In his analysis of English colonialism in India, Marx appears to suggest that advanced nations' actions can assist 'backward' countries emerge from stagnation. And it is here that he is sharply criticised by Said and others, as embodying Eurocentrism.

For example, writing about the impacts of British colonialism in India Marx wrote how: "English interference. dissolved these small semi-barbarian, semi-civilized communities, by blowing up their economical basis, and thus produced

the greatest, and to speak the truth, the only social revolution ever heard of in Asia”. (Marx: 1853)

Further, and most notoriously: “England has to fulfil a double mission in India: one destructive, the other regenerating – the annihilation of old Asiatic society, and the laying of the material foundations of Western society in Asia”. (ibid)

In the Communist Manifesto, Marx and Engels highlight the differences between capitalism’s dynamism and pre-capitalist economic formations: ‘The bourgeoisie cannot exist without constantly revolutionising the instruments of production, and thereby the relations of production, and with them the whole relations of society (Marx and Engels 1848). And further. The bourgeoisie has through its exploitation of the world market given a cosmopolitan character to production and consumption in every country (ibid).

If the above quotes genuinely represent Marx’s conception of human development, then turning away from Marx would represent a minimal loss. Indeed, Ray Kiely identifies this kind of Marxism as a dogma, and notes that it ‘has rightly been identified as an example of the worst kind of Eurocentric, modernist arrogance, in which the “superior” west looks at the “inferior” Rest as a backward, stagnant and incomprehensible “other”’ (Kiely 1995: 23). Kiely also argues, however, that Marx himself provides an alternative comprehension of human development, which, I shall argue in the following section, was based on continually evolving and conflictual class relations.



In this view, exploitation is an essential term in the class struggle. For Marx, exploitation is the term that refers to the extraction of surplus value from one section to another section of the society by taking the form of a subordinate class producing surplus value that a dominant ruling class appropriates with the use or threat of force. In a capitalist society, the extraction of surplus-value is more subtle, with workers selling their labor power to the capitalists who then use this labor power to generate a surplus-value which they then own (Walker and Gray, 2007, p. 101). In Marx's sense, a person is exploited if he performs more labor than is necessary to produce the goods he consumes. Meanwhile, a person is an exploiter if he works fewer hours than are needed to sustain his consumption. However, capitalist exploitation rests on economic coercion if the capitalist interferes with alternative employment opportunities for the workers (Elster, 1999, p. 80-82).

### **C. Previous Studies**

In conducting this study, the researcher starts from some previous research. There are some previous studies of this research.

Firstly, a thesis by Jennifer Cristin Rimnum under the title A Marxist Analysis of Social Classes And Exploitation Of The Lower Class In Suzanne Collins The Hunger Games, the student from Satya Wacana Christian University. In this study, the examiner the concept of social class and exploitation that focused on the lower level. Jennifer argues that a great example of Marxist theory is The Hunger Games part. However, this story also makes the emotion of this

pleasure at the page details of people's struggle in district Panem. I choose this thesis because the analysis of social struggle is the main point of this research, the object of this research is also same that makes me easier to get more references.

Secondly, a thesis by Asyi Afiani under the title *Class Struggle As A Criticism Toward Capitalism System Reflected In Suzanne Collins The Hunger Games Trilogy*, a student from Muhammadiyah University Of Surakarta. This study shows the class struggle between a capitol and the districts; in her opinion, the capitol maintains their power to keep their empire roll in; meanwhile, the district demands their freedom from the long-lasting operation by the capitol. She also argues that the idea of Panem circencess as the capitol political orientation is related to capitalism's ideology. Struggle and capitalism are essential things for my research with this thesis. I, as the writer more open mind to find other problems and solve them.

Thirdly, the previous study is a journal by Morina from the University of Bina Nusantara under the title *an Analysis Of Social Class And Class Struggle In Hunger Games Using Marxist Theory*. This study is almost the same as the other previous study, but a writer focuses on the problem and solving for this journal. She argues that globalization and increasing dynamics in the world to be triggered caused by inevitable class differences. People who live in low-class social status are somewhat often marginalized or exploited by people from the higher class. She also argues that social struggle becomes apparent thought two things the hard life in the district and games as the only medium to get a better experience. I

choose this journal because the most focused is on the class differences related to my research.

Fourth, the previous study is a thesis by Agung Wirana Kusuma from State Islamic University of Maulana Malik Ibrahim Malang under the title Marxist analysis on Daniel Defoe's *Robinson Crusoe*; this study focus on the Marxist analysis, he thinks that a Marxist theory refers to the philosophy and social theory on Karl Marx's work, on the other hand, Marxism identifies that this world ideology moves towards communism in several stages. The Marxist analysis is one of my theories; that's why this thesis became one of my previous studies. It is also can help me to solve the research theory.

Fifth, the previous study is a thesis by Nina fire from the Islamic University of Malang under the title *Women Exploitation Under Capitalism On the Danielle Steel 'Wings'*. This study focuses on capitalism and exploitation. She things that capitalism describes as a system in which the means of production are all or most privately owned and operated for profit. In which investments, distribution, income, production, and pricing of goods and services are determined through a market economy's operation. I choose this study because this study discusses exploitation under capitalism, which is happening in women. The main problem is the exploitation in women; it is almost the same as my thesis discussing the exploitation in the lower class society. There is much exploitation that occurred and can be used as my reference.

### **CHAPTER III**

#### **FINDING AND ANALYSIS**

This chapter presents her analysis's primary content, exploitation, and Struggle analysis. A struggle that happens in lower class society in Suzanne Collins *The Hunger Games*.

#### **A. Forms of Exploitation**

This part will explain about the forms of exploitation. Based on the theory, there are some forms of exploitation, those are sex exploitation, Domestic exploitation and labour exploitation. In this analysis the writer found labour exploitation happened in the lower class society. The Capitol as a person who did the exploit, forced the victims to carry out his command.

Based on the theory, the term proletariat designated the class of wage workers who were engaged in industrial production and whose chief source of income was derived from the sale of their labour, District 12 is one example of the lower class society or known as proletariat. Most people in this District are miners, which are all activities controlled by the Capitol. In this case, the lower class's exploitation happens because there is a capitalist form carried out by Capitol on several districts. District 12, known as Panem, is one of the District victims of exploitation by the Capitol.

## 1. Labour Exploitation

The exploitation of labour is the act of maltreating one's workers for one's benefit. It is a social relationship based on asymmetry in a power relationship between workers and their employers. When talking about exploitation, there is a direct affiliation with consumption in social theory. Traditionally, this would label exploitation as unfairly taking advantage of another person because of his or her inferior position, giving the exploiter the power.

Karl Marx, who is considered the most classical and influential theorist of exploitation, did not share the same traditional exploitation account. Marx's theory explicitly rejects the moral framing characteristic of the notion of exploitation and restricts labour relations. In analysing exploitation, many political economists are often stuck between the explanation of the exploitation of labour given by Marx and Adam Smith

As we can see from the quotations below :

*Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out of the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails, the lines of their sunken faces. But today, the black cinder streets are empty. Shutter on the squat gray houses are closed. The reaping isn't until two. May as well sleep in. If you can. (page 6-7)*

From the quotations below, we can see that exploitation of labour happens. The quotes show that in the morning, women and men in Panem must go to where they work, coal mines with hunched shoulders, swollen knuckles, their nails have broken because of trying to scrub the coal dust out

even their face look like a sunken face. Here, we can imagine that the way of life in Panem is not easy. They have to fight and survive in daily life. Besides the exploitation of labour which is seen from the mentioned below:

*My father knew and he taught me some before he was blown to bits in a mine explosion. There was nothing even to bury. I was eleven then. five years later, I still wake up screaming for him to run. (page 7)*

Katniss Everden, as the main character of this novel, describes that her father blown to bits in a mine explosion and there was nothing even bury. As a child who was only eleven years old, the incident was very devastating to her, mostly because it was the lack of attention from the Capitol regarding the safety of the mineworkers. People in District did not want to become coal miners because, as we know that the work was hazardous, and many people also died as a result of the work but because this is an order from the Capitol. Here Capitol as ruler in all Districts so, no one dares to rebel. Other quotes are also below :

*Starvation's not an uncommon fate in District 12. Who hasn't seen the victims? Older people who can't work. Children from a family with too many to feed. Those injured in the mines. Struggle through the streets. And one day, you come upon them sitting motionless against a wall or lying in the Meadow, you hear the wails from a house, and the peacekeepers are called in to retrieve the body. Starvation is never the cause of death officially. It's always the flu, or exposure, or pneumonia. But the fools no one. (page 20)*

In Panem, many people quickly die because of Starvation, but other causes are because mine workers are mostly exposed to the flu, too long in the open air, or pneumonia. Here, we can conclude that the Capitol doesn't care about the health and safety of mineworkers. Capitol only thinks about

how to keep the business going, and profits continue to grow, and it's very inhumane.

Exploitation involves being groomed, forced or coerced into doing something that you don't want to do for someone else's gain. Exploitation can happen anywhere, including children and adult are being identified as victims. It takes place in urban and rural areas and effects people of all ages, genders and ethnicities.

As we can see from the quotations below:

*Tonight. After the reaping, everyone is supposed to celebrate. And a lot of people do, out of relief that their children have been spare for another year. But at least two families will pull their shutters, lock their doors, and try to figure out how they will survive the painful weeks to come. (page 10)*

From the quotations below, we can see that the Capitol really can doing anything, even inhumane treatment. We can imagine how the District's people are under pressure with what the Capitol is doing to them. After reaping, at least two families must survive the painful weeks to come. They will watch how their child killed and killed by other tributes. On the other hand, there is a part also showing human exploitation, as mentioned below:

*Taking the kids from our Districts, forcing them to kill one another while we watch, this is the Capitol's way of reminding us how we are at their mercy. How little chance we would stand of surviving another rebellion. Whatever words they use, the real message is clear. "Look how we take your children and sacrifice them and there is nothing you can do. If you lift a finger, we will destroy every last one of you. Just as we did in District Thirteen. (page 14)*

*To make it humiliating as well as torturous, the Capitol requires us to threat The Hunger Games as a festivity, a sporting event pitting every District against the others. The last tribute alive receives a life of ease back home, and their District will be showered with prizes, largely*

*consisting of food. All year, the Capitol will show the winning district gifts of grain and oil and even delicacies like sugar while the rest of us battle Starvation. (page 14)*

From the part below, we can see that the Capitol forced them to follow *The Hunger Games*. A sporting event between one district and another. This event also benefits the last participant who survives. Their District will be presented with prizes, most of which are plenty of food, while the losing districts have to fight, so they don't starve to death

The Capitol has a power to force the children to follow the match although the match was very inhumane. It is a duty and a necessity for all of them, no one can stop this case.

The forms of exploitation here is exploitation of labour where the Capitol force them to coal miners in their work, which is wages that are not comparable to terrible health insurance. The other exploitation also happens when the Capitol forced to take their children the boys and girls from in every District that is around twelve to eighteen years old to fight each other until death while parents watch the match.



## **B. Struggle Against Exploitation**

This part will explain about the social struggle of the lower class against the exploitation. Based on Karl Marx theory there are three types of struggle, those are ideology, political, and economic but In this study the researcher finding two part way to struggling. The first is in ideology way where class consciousness will explain the different social class between the bourgeois and proletarian; the second is in economic way where the game as the only medium to get a better life.

### **1. Ideology Struggle**

The class struggle is also present at the ideology level as a struggle between the ideology of the exploited class and the ideology of the exploiting class. (communist june 1930, vol.9,no.6, page.500)

In capitalist society, this struggle is a struggle between bourgeois ideology in all its manifest forms and proletarian ideology based on the Marxist theory of history.

Human society's history is the history of class struggle, which gave birth to bourgeois and proletarian groups. The groups who realized that their position was with the proletariat were consciously made various efforts to rebel against the bourgeoisie. It was this conflict between classes that gave birth to changes in society. The state certainly has an interest. Therefore, this is exploited by the bourgeoisie. The bourgeois group, which can undoubtedly own and control production, certainly demands legitimacy or

proof of legal ownership. Proof of ownership can be obtained through the state. Therefore, the bourgeoisie has the power to determine what will be produced and distributed.

In this analysis, *The Hunger Games* represent ideology struggle with the different social classes between bourgeois and proletariat. The bourgeois is a capitol that can control all districts from doing anything even though inhumane treatment. A Proletariat (from Latin proles) is a term used to identify low social classes; members of the class are called proletarians. As we can see from the quotations below :

*When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually, I understood this would only lead us to more trouble. So I learned to hold my tongue and turn my features into a different mask so that no one could ever read my thoughts. Do my work quietly in school. Make only polite small talk in the public market. Discuss little more than trades in the Hob, the black market where I make most of the money. Even at home, where I am less pleasant, I avoid discussing tricky topics. Like the reaping, or food shortages, or The Hunger Games. Prim might begin to repeat my words, and then where would we be? (page 8)*

From the quotations below, we can see that the main character, Katniss Everdeen, feels scared when hearing the name of "Capitol" because she thinks that it is better to concern with other activities rather than having to think about it. She also tried to avoid complicated topics such as reaping, lack of food, or hunger games, even though his sister always asked her.

The lower class is typified by poverty, homelessness, and unemployment. People of this class, few of whom have finished high school, suffer from a lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. The media often stigmatize

the lower class as "the underclass," inaccurately characterizing poor people as welfare mothers who abuse the system by having more babies. These welfare fathers can work but do not, drug abusers, criminals, and societal "trash." As we can see from the quotation below:

*That's why my mother and Prim, with their light hair and blue eyes, always look out of place. They are. My mother's parents were part of the small merchant class that caters to officials, peacekeepers, and the occasional Seam customer. They ran an apothecary shop in the more excellent piece of District 12. Since almost no one can afford doctors, apothecaries are our healers. My father got to know my mother because, on his hunts, he would sometimes collect medicinal herbs and sell them to her shop to be brewed into remedies. She must have loved him to leave her home for Seam. I try to remember that when all I can see is the woman who sat by, blank and unreachable, her children turned to skin and bones. I try to forgive her for my father's sake. But to be honest, I'm not the forgiving type" (page 9)*

From the above quotation, we can see that actually, her grandmother from lower-class traders which is serving officials. Here we can see that it can always remain like that from generation to generation when you are from a lower-class society. Moreover, there is some evidence that shows differences in treatment in the lower classes of society, as mentioned below:

*The reaping system is unfair, with the poor getting the worst of it. You become eligible for reaping the day you turn twelve. That year, your name is entered once. At thirteen, twice, and so on until you reach the age of eighteen, the final year of eligibility, when your name goes into the pool seven times. That's true for every citizen in all twelve districts in the entire country of Panem. (page 11)*

*But here's the catch. Say you are poor and starving as we were. You can opt to add your name more time exchange for tesserae. Each tesserae is worth a meager year's supply of grain and oil for one person. You may do this for each of your family members as well. So, at the age of twelve, I had my name entered four times. Once, because I had to, and three times for tesserae for grain and oil for myself, Prim, and my mother. In fact, every year I have needed to do this. And the entries are cumulative. So now, at the age of sixteen, My name will be in the reaping twenty times. (page 11)*

From the quotations below, we can see that the main character, Katniss Everdeen, tries to explain how the games are unfair. We can imagine that the poorer. And famine their lives will be, they will be willing to put more names to get a lot of food supplies to live their lives, even though by entering the name many more opportunities to participate in hunger games, which in these games they must be willing to be killed and killed one to each other. On the other hand, the second quotations show that Starvation has become a habit for them and makes them have to survive to not starve to death.

The bourgeois during Middle Ages usually was a self-employed businessman – such as a merchant, banker, or entrepreneur – whose economic role in society was being the financial intermediary to the feudal landlord and the peasant who worked the fief, the land of the lord. Yet by the 18th century, the time of the industrial revolution (1750-1850) and industrial capitalism, the bourgeoisie had become the economic ruling class who owned the means of production (capital and land) and who controlled the means of coercion (armed forces and legal system, police forces and prison system). As we can see from the quotations below:

*Once inside, I'm conducted to a room and left alone. It's the richest place I've ever been in, with thick, deep carpets and a velvet couch and chairs. I know velvet because my mother has a dress with a collar made of the stuff. When I sit on the couch, I can't help running my fingers over the fabric repeatedly. It helps to calm me as I try to prepare for the next hour. The time allotted for the tributes to say good-bye to their loved one. I cannot afford to get upset, to leave this room with puffy eyes and a red nose. crying is not an option. There will be more cameras at the train station. (page 23)*

From the quotations below, we can see that the way of life between proleeta society and Bourjois is very different in almost all aspects. The main character of this novel, Katniss Everdeen shows how she was surprised when she was at the most luxurious place she had ever visited. Although in the end she felt sad because she had to part with his family and shad to prepare herself to pass the next day at *The Hunger Games* match. Furthermore, besides that there are some parts showing a bourgeois style, as we can from the quotations below:

*The tribute train is fancier than even the room in the Justice Building. We are each given our own chambers that have a bedroom, a dressing area, and a private bathroom with not and cold running water. We don't have hot water at home, unless we boil it." (page 27)*

*The train finally begins to slow and suddenly bright light floods the compartment. We can't help it. Both Peeta and I run to the window to see what we've only seen on television, the Capitol, the ruling city of Panem. The cameras haven't lied about its grandeur. If anything, they have not quite captured the magnificence of the glistening building in a rainbow of hues that tower into the air, the shiny cars that roll down the wide paved streets, the oddly dressed people with bizarre hair and painted faces who have never missed a meal. All the colours seem artificial, the pink too deep, the greens too bright, the yellows painful to the eyes, like the flat round disks of hard candy we can never afford to buy at the tiny sweet shop in District 12. (page 37)*

From quotations below, the first look of Capitol lies the scene where Katniss and Peeta are on the train taking them from their District. The city's color is grey, too, but it is the high-technology buildings and not the grey and dry ground like District 12. Capitol appears as a clean, modern, a big city with people dressed in colourful clothes. They were also surprised by how the bourgeois people. Dressed, mix, and match her style: all the colours seem artificial, the pink too deep, the greens too bright, the yellows painful to the eyes. There is no sign of sadness. People are laughing, and they know

how to dress. It leaves the impression that they don't have poverty, hunger, joblessness, and such in the Capitol.

In this case, the difference between the proletariat and bourgeois not only about the city, high technology, and their different style but also food and how to eat its other as mentioned below:

*The top splits and from below rises a second table top and holds our lunch. Chicken and chunks of oranges cooked in a creamy sauce laid on a bed of pearly white grain, tiny green peas and onions, rolls shaped like flowers, and for dessert, a pudding the colour of honey. (page 41)*

*I try to imagine assembling this meal myself back home. Chickens are too expensive, but I could make do with a wild turkey. I'd need to shoot a second turkey to trade from an orange. Goat's milk would have to substitute for cream. We can grow peas in the garden. I've have to get wild onions from the woods. I dont recognize the grain, our own tessera rations cooks down to an unattractive brown mush. Fancy rolls would mean another trade with the baker, perhaps for two or three squirrels. As for the pudding, I can't even guess what's in it. Days hunting and gathering for this one meal and even then it would be a poor substitution for Capitol version. (page 41)*

*What must it be like? I wonder, to live in a world where food appears at the press of a button? How would I spent the hours I now commit to combing the woods for substance if it were so easy to come by? What do they do all day, these people in the Capitol, besides decorating their bodies and waiting around for a new shipment of tributes to roll in and die for their entertainment? (page 41)*

Life in District and Capitol has many different aspects; one of them is how to serve food. In days fruits, meat, turkey, and other delicacies are arranged as well and as much as possible on the table. People in the Capitol only need to press the button, and then the food comes. Everything looks so easy; it is so different from life in the District where you have to struggle and work hard to get decent and plenty of food to stay alive.

The population is divided into 12 districts, each of them isolated from the rest, immersed in poverty, and in charge of providing the wealthy Capitol with resources. Thus, Panem's politics turn the country into one that

resembles the Roman Empire with its gladiator fights. Indeed, the slogan for Roman entertainment was 'Panem et circenses' (bread and games). Every year, the Capitol holds *The Hunger Games*. This competition, created as a social punishment for the past riots against the Capitol, demands yearly two tributes. From every district a boy and a girl between twelve and eighteen years old to fight for their survival. As we can see from the quotations below :

*Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out to the morning shift at this hour. (page 7)*

*Our house is almost at the edge of the Seam. I only have to pass a few gates to reach the scruffy field called the Meadow, separating the Meadow from the woods, in fact enclosing all of District 12, is a high chain-link fence topped with barbed-wire loops. In theory, it's supposed to be electrified twenty-four hours a day as a deterrent to the predators that live in the woods packs of wild dogs, lone cougars, bears that used to threaten our streets. But since we're lucky to get two or three hours of electricity in the evenings, it's usually safe to touch. Even so, I always take a moment to listen carefully for the hum that means the fence is live. Right now, it's silent as a stone. Concealed by a clump of bushes, I flatten out on my belly and slide under a two foot stretch that's been loose for years. There are several other weak spots in the fence, but this one is so close to home I almost always enter the woods here. (page 7)*

From the quotations above, we can see that District 12 is the poorest in Panem. The main occupation for the people is mining. This describes its geographical condition. District 12 is dry and grey, with extreme water difficulty. The nearest wood is right outside the border of the District. There is no easy way to live decently in District 12. Available ways to at least get food to eat every day is by hunting in the off-limits.

As a district ruled by the Capitol, District 12 is strictly guarded by Peacekeepers whose work is to make sure there is no rebellion, and there is no contact between each District. This way, the Capitol can stay robust and

the districts powerless. Besides hard life in District 12, which is seen from the mentioned below:

*In school, they tell us the Capitol was built in a place one called the Rockies. District 12 was in a region known as Appalachia. Even hundreds of years ago, they mined coal here. Which is why our miners have to dig so deep. (page 27)*

*Somehow it all comes back to coal at school. Besides basic reading and math most of our instruction is coal-related. Except for the weekly lecture on the history of Panem. it's mostly a lot of blather about what we owe the Capitol. I know there must be more than they're telling us, an actual account of what happened during the rebellion. But I don't spend much time thinking about it. Whatever the truth is, I don't see how it will help me get food on the table.(page 27)*

The condition of the District has already been hard to live. There is no possible way to get richer. The only rich life in District 12 is the life where there is food to eat to survive every day. The condition is bad for the people, for them to struggle daily, there is no way people of District 12, or even the other 11 districts, can make it to fight against the oppression of the Capitol.

## **2. Economic Struggle**

In this study, the economic struggle of the lower class against the exploitation indicated by the games as the only medium to get the better life. The Games symbolize the survival of the oppressed District and symbolize the Capitol's power over all districts. Katniss Everdeen and Peeta Mellark participate in the 74th Hunger Games on behalf of District 12, the poorest District in Panem. As we can see from the quotations below:

*"Ladies and gentlemen, let the Seventy-fourth Hunger Games begin!" (page 90)*

*Sixty seconds. That's how long we're required to stand on our metal circles before the sound of a gong releases us. step off before the minutes*



*is up, and land mines blow your legs off. Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with curved tail, the mouth of which is at least twenty feet high, spilling over the things that will give us life here in arena. Food, containers of water, weapons, medicine, garments, fire starters. Strewn around the Cornucopia are other supplies, their value decreasing the farther they are from the horn. For instance, only a few steps from my feet lies a three-foot square of plastic. Certainly it could be of some use in a downpour. But there in the mouth, I can see a tent pack that would protect from almost any sort of weather. If I had the guts to go in and fight for it against the other twenty-three tributes. Which I have been instructed not to do. (page 91)*

*We're on a flat, open stretch of ground. A plain of hard-packed dirt. Behind the tributes across from me, I can see nothing, indicating either a steep downward slope or even a cliff. To my right lies a lake. To my left and back, sparse piney woods. This is where Haymich would want me to go, immediately. (page 91)*

From the quotations above, we can see how the games begin. The games start when the sound of a gong releases them. For the first step, as the main character, Katniss Everdeen, does not want to kill anyone, she chooses to protect herself by running away and carrying essential items to continue to survive in this Game.

She is a strong, identifiable character as well as a potential victor of the Games. Most importantly, she is the family provider, illegally hunting for Game in the woods beyond her District's fence, and she is even a semi-parent to her sister Prim.

Katniss likes to hunt and forage in the woods. She loved the forest so much that that's where he got food for her mother and sister. Personally, it is demonstrated Katniss's fantastic ability to focus and her incredible knowledge about how nature works. To survive in the condition, one has to be creative, healthy, and fearless. Katniss has it all. She does something different than the majority of the District. She has a strong physics to hunt.

She is not feared to go outside her District to be in the wood. As we can see from the quotations below:

*Funny though, I don't feel too bad. The days of gorging myself have paid off. I've got staying power even though I'm short on sleep. Being in the woods is rejuvenating. I'm glad for the solitude, even though it's an illusion, because I'm probably on-screen right now. Not consistently but off and on. There are so many deaths to show the first day that a tribute trekking through the woods isn't much to look at. But they will show me enough to let people know I'm alive, uninjured and on the move. One of the heaviest days of getting is the opening, when the initial casualties come in. but that can't compare to what happens as the field shrinks to handful of players. (page 93)*

From the quotes below, we can see that Katniss made it through her first day perfectly and did not hurt or hurt anyone. Moreover, the previous day she ate a lot of food, which is why Katniss did not feel hungry and could survive all day in the forest.

*In another hour, It's clear I've got to find a place to camp. Night creatures are coming out. I can hear the occasional hoot or howl, my first clue that I will be competing with natural predators for the rabbits. As to whether I will be viewed as a source of food, it's too soon to tell. There could be any number of animals stalking me at this moment. (page 95)*

*Before settling down, I take my wire and set two twitch up snares in the brush. I know it's risky to be setting traps, but food will go so fast out here. And I can't set snares on the run. Still, I walk another five minutes before making camp. (page 95)*

*I pick my tree carefully, a willow, not terribly tall but se in a clump of other willow, offering concealment in those long, flowing tresses. I climb up my bed. It takes some doing, but I arrange the sleeping bag in a relatively comfortable manner. I place my backpack in the foot of the bag, then slide in after it. As a precaution, I remove my belt, loop it all the way around the branch and my sleeping bag, and refasten it at my waist. Now if I roll over in my sleep, I won't go crashing to the ground, I'm small enough to tuck the top of the bag over my head, but I put on my hood as well. As night falls, the air is cooling quickly. Despite the risk I took in getting the backpack, I know now it was the right choice. This sleeping bag, radiating back and preserving my body heat, will be invaluable. I'm sure there are several other tributes whose biggest concern right now is how to stay warm whereas I may actually be able to get a few hours of sleep. If only I wasn't to thirsty. (page 95)*

From those quotations, we can see that Katniss has many ways to survive in the forest, starting from how to choose a tree to sleep, think of ways to keep it safe by installing snares in the bushes, then she also makes his body to stay warm in its path. Another struggle of Katniss Everdeen mentioned below :

*There's nothing I can do but continue with the plan. I walk to the archery station. Oh, the weapons! I've been itching to get my hands on them for days! Bows made of wood and plastic and metal and materials I can't even name. Arrows with feathers cut in flawless uniform lines. I choose a bow, string it, and sling the matching quiver of arrows over my shoulder. There's a shooting range, but it's much too limited. Standard bull's-eyes and human silhouettes. I walk to the center of the gymnasium and pick my first target. The dummy is used for knife practice. Even as I pull back on the bow, I know something is wrong. The string's tighter than the one I use at home. The arrow's more rigid. I miss the dummy by a couple of inches- es and lose what little attention I had been commanding. For a moment, I'm humiliated, then I head back to the bull's-eye. I shoot again and again until I get the feel of these new weapons. Back in the gymnasium center, I take my initial position and skewer the dummy right through the heart. Then I sever the rope that holds the Sandbag for boxing and the bag split open as it slams to the ground. Without pausing, I shoulder-roll forward, come upon one knee, and send an arrow into one of the hanging lights high above the gymnasium floor. A shower of sparks bursts from the fixture.*

*It's excellent shooting. I turn to the Game makers. A few are nodding approval, but most of them are fixated on a roast pig that has just arrived at their banquet table.*

*Suddenly, I am furious that they don't even have the decency to pay attention to me with my life on the line. That a dead pig is upstaging me. My heart starts to pound, and I can feel my face burning. Without thinking, I pull an arrow from my quiver and send it straight at the Game makers' table. I hear shouts of alarm as people stumble back. The arrow skewers the apple in the pig's mouth and pins it to the wall behind it. Everyone stares at me in disbelief.*

*Thank you for your consideration," I say. Then I give a slight bow and walk straight toward the exit without being dismissed. (page 62)*

From the quotes below, we can see that she showed her Struggle as a representative of participants from District 12 who did not want to be cheated on by the judges from Capitol. Her courage was tested when the

judges ignored her even though she managed to shoot an extraordinary arrow. Then what she did was shoot an arrow at the apple right above the roast pig. And at that moment, she managed to surprise the judges and was astonished.

*I really think I stand a chance of doing it now. Winning. I can only do that by winning and thereby making myself unforgettable (page 145)*

*“Ladies and gentlemen, I am pleased to present the victors of the seventy-fourth Hunger Games, Katniss Everdeen and Peeta Mellark! I give you the tributes of District twelve!”.*

From the quotes below, we can see that District 12 is the winner of this game. The tributes Katniss Everdeen and Peeta Mellark will go back to their home with richer, District also took advantages of their victory. The people will be given nutritious food every day for a year until The next game begins.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the thesis based on the findings and the analysis presented in previous chapter. The conclusion section would discuss the result of the analysis with brief explanation about the result. In the end of this chapter followed by suggestion for other researcher to have further research similar topic in order to fulfil the gaps.

#### A. Conclusion

Based on the analysis above, the result will bring up several things. In Suzanne Collin's *The Hunger Games*, the forms of exploitation here is labour exploitation. In their daily life, women and men must go to where their works. Coal miners with hunched shoulders, swollen knuckles, their nails have broken because of trying to scrub the coal dust out even their face look like a sunken face. Which is wages that are not comparable to terrible health insurance. In the points of other benefits obtained by the Capitol, every year the Capitol force to take their children boys and girls in every District that is around twelve to eighteen years old to become a tribute in Hunger Games. They fight each other until death while parents watch the match.

Besides, the struggle of the lower class against the exploitation divide into two ways. The first one is in ideology way where class consciousness will explain different social class happened in District 12, there are two different classes in District 12. The Capitol as representative of the bourgeoisie, and District 12 to be representative of the proletariat. The Capitol as the owner of the mode of Production has wealth and power. It makes them able to do anything they want. While District 12 is the lower class, who do not have anything. They can only work for the bourgeoisie to survive. As the owner of the mode of production, Capitol exploits the District to meet their interest.

The second, is in the economic way, where the Games as the only medium to get better life. The Hunger Games symbolize the survival of the oppressed District and the represent against the power of the Capitol all over the District. The Games' victor will go back to their home District and live in the Victory Village with riches. While for the District, Capitol will be giving food and nutritious meal nonstop for a year until the next Game begins.

## **B. Suggestion**

Based on the conclusion before, the writer wants to point out that child abuse is an interesting topic to be discussed because it happened around us and stated as a severe problem. Therefore, the writer hopes that there will be more research regarding the exploitation topic. The writer also suggests the reader to:

The first is to develop this topic by analysing other aspects closely related to exploitation happen to lower class topics to get further understanding. The

second is to reference adults and parents about parenting advice in raising a child without causing any harm by knowing all the adverse effects caused by exploitation. And the last is the future research also can apply another theory relates to the discussion to get more information about analysing this novel.

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