SOCIAL STRATIFICATION DEPICTED IN SALLY ROONEY'S *NORMAL*

PEOPLE

THESIS

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SOCIAL STRATIFICATION DEPICTED IN SALLY ROONEY'S *NORMAL PEOPLE*

THESIS

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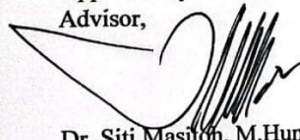Malang, 23 May 2023
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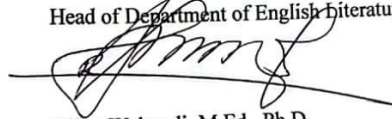
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MOTTO

Indeed, Allah would never change a people's state ˈof favourˈ until they change

their own state ˈof faithˈ.

(Q.S. Ar-Ra'd 13:11)

DEDICATION

I proudly dedicate this thesis to:

My beloved father and mother, Fikeri and Siti Rahmah.

Thank you for always supporting me and praying for me.

Thank you for being the best parents for me.

My academic supervisor and my thesis advisor, Mr. Edy Thoyib, and Mrs. Siti

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Thank you for the advice, guidance, and knowledge bestowed on me sincerely.

My Sister and Her husband, Vivi Andria Febiona and Arif Rahman, and My Little

Brothers, M. Aulia Ramadhan and M. Khairil Mukminin. Thank you for your

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ABSTRACT

Nasronuddin, Muhammad (2023) Social Stratification Depicted in Sally Rooney's *Normal People*. Undergraduate thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Siti Masitoh, M.Hum.

Key word: Social stratification, class, status, power

The issue of social stratification is an interesting topic because this phenomenon occurs in real life. Social stratification is a form of concept in sociology that discusses grouping, classification, and the division of social groups and a community in society into a certain class, level, or strata that form a certain layer. This phenomenon is reflected in the Novel *Normal People* written by Sally Rooney. The novel tells about Connell who is the son of a house cleaner and Marianne who comes from a rich family, they experience on-again-off-again in their relationship, and the state of the relationship cannot be separated from their social stratification factors. This study aims to identify social stratification in the novel and find out what impact social stratification has on Connell. Then, this research is a literary criticism that focuses on the problem of social stratification from a sociological perspective. This approach focuses on sociological problems in literary texts, which discusses the work itself and other things implied in it. The data are in the form of words, phrases, and sentences, which are taken from the Novel *Normal People* by Sally Rooney and analyzed using Weber's theory of social stratification (1947). This study reveals social stratification in Normal People includes three dimensions, namely class, status, and power. The class is based on economic circumstances, which consists of the upper class (Marianne, Gareth, and Jamie), the middle class (Sophie and Peggy), and the lower class (Connell). Then, the status can change depending on lifestyle and conditions or society's assessment, such as Connell who has high honor status in high school but low honor status at university, and Marianne who has low honor status in high school but high honor status at university. However, this research does not find any indication of power in Normal People. In addition to social stratification, this study reveals social mobility carried out by Connell through two factors that influence social mobility, namely, education and opportunity.

ABSTRAK

Nasronuddin, Muhammad (2023) Social Stratification Depicted in Sally Rooney's *Normal People*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Siti. Masitoh, M.Hum.

Kata kunci: Stratifikasi sosial, kelas, status, kekuasaan

Isu stratifikasi sosial merupakan topik yang menarik karena fenomena tersebut terjadi di kehidupan nyata. Stratifikasi sosial adalah salah satu bentuk konsep dalam sosiologi yang membahas mengenai pengelompokan, pengkelasan, beserta pembagian kelompok sosial maupun sebuah komunitas dalam masyarakat ke dalam suatu kelas, tingkat, maupun strata tertentu yang membentuk suatu lapisan tertentu. Fenomena ini terefleksi dalam Novel *Normal People* yang ditulis oleh Sally Rooney. Novel tersebut menceritakan tentang Connell yang anak dari seorang asisten rumah tangga dan Marianne yang berasal dari keluarga kaya, yang mengalami putus-nyambung di hubungan mereka, keadaan hubungan tersebut tidak terlepas dari faktor stratifikasi sosial mereka. Penelitian ini bertujuan untuk mengidentifikasi stratifikasi sosial dalam novel dan mencari tahu apa dampak stratifikasi sosial terhadap Connell. Kemudian, penelitian ini merupakan kritik sastra yang berfokus pada masalah stratifikasi sosial dari perspektif sosiologi. Pendekatan ini berfokus pada masalah sosiologi dalam teks sastra, yang membahas karya itu sendiri dan hal-hal lain yang tersirat di dalamnya. Data berbentuk kata-kata, frasa, dan kalimat, yang di ambil dari Novel *Normal People* karya Sally Rooney dan dianalisis menggunakan teori stratifikasi sosial Weber (1947). Penelitian ini mengungkapkan stratifikasi sosial di *Normal People* mencakup tiga dimensi, yakni kelas, status, dan kekuasaan. kelas didasarkan kepada keadaan ekonomi, yang terdiri dari kelas atas (Mariane, Gareth, dan Jamie), kelas menengah (Sophie dan Peggy), dan kelas bawah (Connell). Kemudian status yang bisa berubah tergantung gaya hidup dan kondisi atau penilaian masyarakat, seperti Connell yang memiliki status kehormatan yang tinggi ketika di SMA akan tetapi status kehormatannya rendah saat di universitas, dan Marianne yang memiliki status kehormatan rendah di SMA akan tetapi status kehormatannya tinggi ketika di universitas. Akan tetapi, penelitian ini tidak menemukan adanya indikasi kekuasan dalam novel Normal People. Selain tentang stratifikasi sosial, penelitian ini mengungkapkan mobilitas sosial yang dilakukan oleh Connell melalui dua faktor yang mempengaruhi mobilitas sosial yaitu, pendidikan dan kesempatan.

مستخلص البحث

نصران الدين، محمد (2023) التقسيم الطبقي الاجتماعي مصور في الناس العاديين لسالي روني. فرضية. قسم الأدب الإنجليزي كلية العلوم الإنسانية، الجامعة الإسلامية الحكومية مولانا مالك ا براهيم مالانج. المشرفة. Dr. Siti. Masitoh, M.Hum.

الكلمات المفتاحية: التقسيم الطبقي الاجتماعي، الطبقة، المكانة، القوة

تعتبر مسألة التقسيم الطبقي الاجتماعي موضوعًا مثيرًا للاهتمام لأن هذه الظاهرة تحدث في الحياة الواقعية. التقسيم الطبقي الاجتماعي هو شكل من أشكال المفاهيم في علم الاجتماع الذي يناقش التجميع والتصنيف وتقسيم الفئات الاجتماعية والمجتمع في المجتمع إلى طبقة أو مستوى أو طبقات معينة تشكل طبقة معينة. تنعكس هذه الظاهرة في رواية الناس العاديين التي كتبها سالي روني. تحكي الرواية عن كونيل وهو ابن مدبرة منزل وماريان الذي ينحدر من عائلة غنية ، والذين يعانون من تقلبات في علاقتهم ، لا يمكن فصل حالة العلاقة عن عوامل التقسيم الطبقي الاجتماعي. تهدف هذه الدراسة إلى تحديد التقسيم الطبقي الاجتماعي في الرواية ومعرفة تأثير التقسيم الطبقي الاجتماعي على كونيل. ثم يعد هذا البحث نقدًا أدبيًا يركز على مشكلة التقسيم الطبقي الاجتماعي من منظور اجتماعي. يركز هذا النهج على المشكلات الاجتماعية في النصوص الأدبية، والتي تناقش العمل نفسه والأشياء الأخرى المتضمنة فيه. البيانات في شكل كلمات وعبارات وجمل مأخوذة من رواية الناس العاديين لسالي روني وتم تحليلها باستخدام نظرية ويبر للطبقات الاجتماعية (1947). تكشف هذه الدراسة أن التقسيم الطبقي الاجتماعي في الأشخاص العاديين يشمل ثلاثة أبعاد، وهي الطبقة والمكانة والسلطة. تعتمد الطبقة على الظروف الاقتصادية، والتي تتكون من الطبقة العليا (ماريان وجاريث وجيمي) والطبقة الوسطى (صوفي وبيغي) ، والطبقة الدنيا (كونيل). ثم يمكن أن تتغير الحالة اعتمادًا على نمط الحياة والظروف أو تقييم المجتمع، مثل كونيل الذي يتمتع بمكانة مرموقة في المدرسة الثانوية ولكنه يحظى بمكانة شرف منخفضة في الجامعة، وماريان التي تتمتع بمكانة شرف منخفضة في المدرسة الثانوية ولكنها تتمتع بمكانة مرموقة عندما في الكلية. أخيرًا، القوة، التي تقوم على قدرة شخص أو مجموعة على السيطرة والسيطرة على الآخرين. إنه ينظر إلى جيمي ولوك اللذين لهما سلطة على ماريان. تكشف هذه الدراسة أيضًا أن التقسيم الطبقي الاجتماعي له تأثير على الحالة العقلية لكونيل ، بسبب الاختلافات الطبقية وتجربة الغرق الاجتماعي في بُعد المكانة.

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CHAPTER I

INTRODUCTION

This chapter contains a background of the study, problems of the study, significance of the study, and definition of key terms.

A. Background of the Study

Social stratification in society cannot be avoided in human life. The social stratification will have an impact on the formation of groups of people. In addition, community grouping is divided into two forms. First, horizontal grouping is in the form of differentiation, horizontal grouping is more clearly the same position between social groups. For example, there is no assumption that white people are superior to black people, or there is no assumption that men are superior to women. Second, vertical grouping is in the form of social stratification. Social stratification is a system of placing social positions hierarchically. For example, the rich are considered upper class, and the poor are considered lower class.

Social stratification is a system of individual or group differences in society, which places them in different hierarchical social classes and provides different rights and obligations between individuals at one layer and another (Muin, 2006, p. 48). The social stratification system is the difference in population or society into graded classes, which are manifested in the upper class, middle class, and lower class. The classification of these classes is based on a social system into a more hierarchical layer according to the dimensions of power,

privilege, and prestige (Lawang, 1998, p. 42). Social stratification occurs when there is a segmentation or division of social classes in society.

A group of people in society who have the same socioeconomic status is called social class (Giddens, 2006, p. 300). The social class consists of people who have the same social status and consider themselves equal in their social status. Each class has a view of the norms of values, attitudes, beliefs, and behaviors that are different for each class. Social class categories are usually arranged hierarchically from the lower to the upper class. The social class of each individual or people will affect the way they live and their needs as human beings, social class will also affect beliefs, attitudes, activities, and habits, which may be distinguished from other social classes.

It can be said that class is a group of people who have the same fundamental components that are specific in their life opportunities, where these components are illustrated by economic interests in the ownership of goods, opportunities to earn income, and also in commodity situations or the labor market. In Weber's definition, it is referred to as a class situation, where the class situation reflects one's life opportunities. life opportunity can be said as an opportunity for individuals to gain access to property that is rare and valuable in society.

Social class refers to any group that has the same typical opportunity in the supply of goods, external living conditions, and personal life experiences (Weber, Gerth, & Mills, 1946, p. 181). What is meant by opportunity is the power to dispose of goods or skills to earn income from an economic point of

view. However, the basic condition of the social class makes the distribution of economic power unequal and the distribution of opportunities unequal.

A social class system can be defined as a system for generating social wealth, then productive resources and productive results are not shared equally among social groups. Social class is a type of stratification that distinguishes each person's class from his economic situation (Berger, 1980, p. 79). People with a higher economic situation are at a high level in society. Social stratification is formed by class, status (prestige or honor, which may or may not be influenced by class), and party, it is the distribution power of community (Weber, Gerth, & Mills, 1946, p. 181).

Conditions of social stratification or social inequality have occurred until now, and it can be seen, such as people who cannot send their children to school because there is no money. The situation of social stratification is usually also described in literary works, the state of social stratification is either described by individuals or groups in the literary works. It is in line with the statement literary works are also a reflection of what happens in real life (Wellek & Warren, 1956, p. 216).

This study uses *Normal People* a novel by Irish author Sally Rooney, it is a New York Times best-seller novel, and this novel was published in 2018. It tells the story of two adolescents, Marianne Sheridan and Connell Waldron. They have been on-again-off-again in their relationship. They are both high school students in a small Irish town and will soon graduate and go to college. They

are both smart and love to read. Marianne lives with her older brother and widowed mother and they are a wealthy family. Connell's mother, Lorraine, works as a maid at the Marianne family home. Since his mother no longer drives, Connell often picks her up when her work is done, so Connell and Marianne see each other often. At school, Marianne is an anti-social person, while Connell is a handsome and athletic person because he is a school football player. In front of people, Marianne ignores Connell to maintain Connell's social status, but Marianne privately tells Connell that she likes him. Connell also has the same feelings, but he considers his relationship with Marianne a private matter, that no one needs to know, and that kind of thinking is part of Connell's desire to maintain his social status at school. After entering the world of college, many problems arise between the two of them.

The researcher found only a few previous studies that used *Normal People* as the object of their study. First, *Irish Begrudgery as Reflected in Sally Rooney's Normal People* (Karisa, 2021). This study aims to describe the characters and society in the novel. then also look at the depiction of begrudgery in the main character in the novel. Second, *A Relentless Quest a Paradoxical Normality: Sally Rooney's Normal People* (Sarıkaya-Şen, 2021). This study explores how Marianne's silence serves as a means to deal with emotional and physical abuse. It will then move on to analyze how Marianne's horrific past of violence and abuse prompted her to adopt masochistic sexual practices that gave her some even temporary relief. Lastly, *Inner Conflict Faced by Marianne in Sally Rooney's Normal People* (Ahadini, 2021). This study tries to find out the

inner conflict experienced by Marianne and finds that Marianne experiences three types of inner conflict, this study also finds that the inner conflict is resolved with positive, negative, and neutral valences.

Apart from previous studies that used Normal People as their object of study. The researcher also found previous studies that used different objects but the topics were still related to social stratification and social mobility. First, Social Mobility in Charles Dicken's Our Mutual Friend (Atrini, 2016). This study uses the concept of social mobility as its approach, in which the research shows that several characters in the novel experience social mobility caused by several factors that impact their lifestyle. Second, Social Mobility in Victoria Aveyard's Red Queen (Sufa, 2018). This study found that the main character has upward social mobility, and this is influenced by his motivation, achievement, education, talent and training. Third, Social Mobility in Shaw's Arms and The Man (1894): A Marxist Analysis (Gintarani, 2017). This research shows how George Bernard Shaw describes social mobility in the play Arms and the Man, and shows that there are three indicators in social mobility, job structure, wealth, and power.

From the previous studies, there is no research on social stratification. Therefore, the researcher is interested to examine the state of social stratification depicted in *Normal People* by using a sociological approach and using Weber's theory of social stratification. Sociology has often been used in various ways with other fields of study. Approach to literature by considering social aspects, by some writers, is called the sociology of literature. As for the

sociology of literature, problems can be classified into three things, first, the sociology of the author which questions social status, social ideology, and other matters concerning the author as a producer of literature, second, the sociology of literary works which questions the literary work itself, third, sociology which questions the reader and the social influence of literary works (Wellek & Warren, 1956, p. 96).

The characters in literary works also have social conditions experienced by characters in literary works. The characters displayed in literary works can be interpreted by readers through moral and dispositional qualities based on what they have said and done, also they interact with other characters. Because of that, characters can be studied from their actions and dialogues. Therefore, this study tries to analyze the social stratification that is reflected in *Normal People* by Sally Rooney.

B. Problems of the Study

1. How is the social stratification depicted in *Normal People*?
2. How Connell Waldron's social mobility depicted in *Normal People?*

C. Significance of the Study

The significance of the study is divided into two; theoretically and practically. Theoretically, this study is expected to show how to conduct literary criticism using Max Weber's social stratification theory. Practically, this study is expected to give a deep understanding to the reader of social stratification based on weber's theory.

D. Scope and Limitation

As the scope and limitation of this analysis, this study focuses on analyzing the novel *Normal People* by Sally Rooney using a sociological approach as the literary criticism. This study will describe about Connell Waldron, Marianne Sheridan and a little bit other characters to describe the social stratification represented in Normal People and try to find out the social mobility on Connell's life.

E. Definitions of Key Terms

In this research, some term often appears, to avoid misunderstanding the researcher explains each term's meaning.

1. Social Stratification: The term social stratification comes from stratum which means layer; and socius which means society. social stratification means the differentiation social position of individual in hierarchies society.

2. Class: (1) a number of people have in common a specific causal component of their life chances, (2) this component is represented exclusively by economic interests in the possession of goods and opportunities for income, and (3) is represented under the conditions of the commodity or labor markets.

3. Status: Status shall mean an effective claim to social esteem in terms of positive or negative privileges; it is typically founded on style of life, formal education, hereditary or occupational prestige.

4. Party: Party in the domain of power and politics. The actions of the party are directed at actions that are oriented towards gaining power and influencing others for political gain.

5. Social Mobility: In sociology, social mobility means the changes of status social, position of social individual or social family, or groups in hierarchies society.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theory used in the analysis of Sally Rooney's *Normal People,* which includes a sociological approach, the growth of social stratification and its dimension, and Max Weber's theory of social stratification.

A. Sociological Approach

Sociology is the scientific study of human social life, groups, and societies (Giddens, 2006, p. 4). It is also a study about social change and the social causes and consequences of human behavior, that is usually used to investigate the structure of groups, organizations, and societies, and how people interact in society.

Literature is an imaginative work that describes human life in a society that can be enjoyed, understood, and utilized by the community as well. According to Klarer, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (1999, p. 1). Furthermore, literature can be interpreted as literary work, and literary works are seen as imaginative works (Wellek & Warren, 1956, p. 21).

Sociology and literature are two different things, but these two disciplines are related to each other. As well as sociology, literature is related to society, when the author creates the literary works, it cannot be separated from the influences of the culture where the literary works were created. Literary works

can be studied with sociology, and the combination of these two different fields of study can become a new field of study, namely the sociology of literature. Damono stated that the sociology of literature is a scientific and objective study of human beings in society (1978, p. 6).

The sociology of literature is classified as follows, first, the social status of the author who issues social status, social ideology, and religion which concerns the author as a literary producer. Second, social literature is concerned with the literary work itself, which is the subject of the study, namely the purpose and what is implied in the literary work. Third, social literature concerns the reader and the social influence of literary works. Wellek and Warren also stated that sociology of literature is observed from three points of view: sociology of the author, concerns on the author's social status and social ideology; sociology of literature, it is about what is implied in literary works and what is their purpose; and literary sociology, it is an observed about readers responses and the social influence if literature (1956, pp. 95-96).

Sociology and literature are arguably the two faces of the same coin. In other words, the literary genre maintains the social environment, processes, and events. It is impossible to separate literature from the social context in which literary creation takes place. The sociology of literature has become an established and systematic field of study whose main function is to show the symbiosis, interconnectivity, interaction, and subtleties between literature and all sociological activities that occur in society. Investigating and analyzing literary genres from a sociological perspective has gained recognition and

momentum as sociologists as well as anthropologists try to build their arguments and theories on folklore, literature, and excavations among others.

The sociology of literature approach also has several theories that become references in research such as the Marxist theory by Karl Marx, the theory of Max Weber, the theory of hegemony by Antonio Gramsci, and the Mimesis theory of Plato and Aristotle. Meanwhile, the theory used in this research is the theory of social stratification proposed by Max Weber.

B. Max Weber's Theory of Social Stratification

Max Weber was born in Erfurt, a city in Germany, on April 21, 1864. Weber has contributed a lot to the development of social theory. His father worked as a bureaucrat and his mother is a loyal follower of Calvinism. At a young age he entered the University of Heidelberg, he was interested in sociology, history, and economics. in 1896, he earned a professorship in economics at the University of Heidelberg. A year later, after his father died, he experienced a breakdown. However, in 1903 he began to rise again and became an academic, and was sent to the United States (Wirawan, 2012, p. 99)

The highlighted aspect of stratification according to Max Weber is that he does not see stratification only on economic grounds, as did Marx, the concept of social stratification in Weber's view is multidimensional, where the determination of a person's position in the social hierarchy is determined by three dimensions. these three dimensions were stated by Weber as class, status, and power (Bendix and Lipset, 1966, p. 21). Then, society is grouped

hierarchically and based on: property, or the right to goods and services; power or ability to secure one's path in life even against the opposition, and prestige, or social honor.

Then, Weber looked at the class based on a person's economy. The basic category of the class is wealth, and the factor that creates a class is economic interest (Weber, Gerth, & Mills, 1946, p. 183). The economy depends on the ownership of land and property. Thus, the class engaged in economics uses their respective skills. Therefore, some groups get respect from other societies which is called *stand* (Soekanto, 2013, p. 205).

Weber argues that "class" occur when several people have the same causal component in their life chances, this component is reflected by economic interest in the ownership of goods and the income opportunities, and it is represented under the condition of commodity and labor. Briefly, class situation refers to the same opportunities of a number of people in a way to fulfill their needs, and it is determined by the amount of wealth and kind power, leastwise, to offer goods or skills for their income. Therefore, the term class refers to any group of people that are found in the same class situation (Weber, Gerth, & Mills, 1946, p. 181).

Then, when Weber said that class was based on economy or wealth, while status was stratified based on the principle of public consumption, which can be seen from the lifestyle used by the community. The status situation is each typical component of human life that is determined by a specific social

assessment, and it is positive or negative, on honor (Weber, Gerth, & Mills, 1946, p. 187). Status shall mean an effective claim to social esteem in terms of positive or negative privileges; it is typically found on style of life, formal education, hereditary or occupational prestige.

The status itself can be associated with a class, but class and status are not always related to each other. The wealth and position of an entrepreneur are not a status qualification, and a lack of property in itself is not a status disqualification. People who own property can be in the same status situation as people who do not own property (Weber, Gerth, & Mills, 1946, p. 187).

Apart from class and status, people can also be differentiated based on the power they have. Power is one of the dimensions that determine social stratification. Power itself is associated with parties, which according to Weber parties are concerned with power (Weber, Gerth, & Mills, 1946, p. 197). Usually, parties themselves are formed on the basis of class or status group or a combination of the two, but sometimes neither.

1. **Definition of Social Stratification**

The system of stratification in all societies is legitimized by an ideology that justifies equality (Marger, 2008). Despite that, the existence of equality is not absolute, so stratification appears in any society. "stratification" is the term from "stratum", plural: "strata" which means layers (Soekanto, 2013, p. 198). The concept of stratification refers to the different "layers" of social groups in various human societies. Sociologists who study social structure

can find layers of different types of social groupings, such as upper class, middle class, and lower class. These different groupings or strata related to each other are directed at the study of social stratification (Saunders, 1990, pp. 1-2).

A Greek philosopher, Aristotle stated, that in every country there are 3 layers of society, those who are very wealthy, those in the middle, and those who are poor. Soekanto states that there are two things that trigger social stratification, first, it emerges naturally as society grows, and, second, the intentional arrangement of social stratification to pursue common goals (2013, p. 199). In addition, social stratification occurs because of differences in strata and human competence to assess differences in strata by applying various criteria, which means, it indicates a difference in the value given by society to individuals or groups. As for things that are valued by society, income, wealth, power, knowledge, work, religion, or descent from a respectable family (Soelaeman, 2008, p. 148). As long as in a social group there is something that is considered valuable, and in a social group there must be something that is considered valuable, then during that time, there will also be social stratification (Singgih, 2010, p. 11).

Social stratification is a concept that shows the differentiation or grouping of a social group in society in stages. Social stratification is the classification of people belonging to a particular social system into hierarchical layers according to the dimensions of power, privilege, and prestige (Lawang, 2004). The existence of a hierarchy in social stratification

is due to differences in social layers vertically (Marger, 2008, p. 13), and these social layers have different levels from one individual to another. For instance, in the working environment at the university, there is a rector, vice-chancellor, dean, ordinary lecturer, administrative staff, library staff, cleaning service, and security. When sorted vertically according to the height of the position, they own different statuses, classes, and power. For that reason, in social stratification, each of them will be given a different prestige from society, despite the fact that they all work in university.

Theoretically, human beings can be considered equal. However, according to the reality of life in social groups, it is not like that (Williams, 1961, p. 88). The distinction between layers is a universal phenomenon that is part of the social system of every society. It is an unavoidable phenomenon in categorizing individuals and societies based on their strata, which is often referred to as a hierarchy. As a result, social stratification occurs not only because of differences in layers but also because human competencies are valued differently (Soelaeman, 2008, p. 90).

Furthermore, Social stratification has two characteristics, open social stratification and closed social stratification. Open social stratification is a stratification system in which every member of society can move from one stratum to another. For example, the level of education, wealth, position, power, and so on. someone who was poor and unknowledge can change his appearance and social strata for the better with school, college, courses, and mastering many skills so that he gets a high-level job with a high income.

Then, closed social stratification is a stratification in which each member of the community cannot move to higher or lower social strata or levels. For example, like the word system in India and Bali, there are blue or royal blood types and ordinary blood types. The system ruled out the possibility that someone descended from an ordinary person could become a descendant of nobility. Social mobility in the open stratification is quite large, while in the closed stratification it is very small.

Some sociologists have defined social stratification. To begin with, Max Weber argued that stratification is the organized manifestation of unequal power in society which is separated into three areas of activity for analytical purposes: economic, social, and political, and, within each field, power is organized according to class, status, and party (Pandey, 1983, p. 178). Weber sees social stratification based on three dimensions: class, status, and power, and he views property or privilege, power, and prestige as three interrelating, but separate bases where hierarchy is created in any society.

Then, Pitirim A. Sorokin in Bondet Wrahatnala's "*Sosiologi Untuk SMA dan MA kelas XI*" defines social stratification as the differentiation of the population or society into stratified layers or hierarchies (2009, p. 18). Its manifestation is the existence of layers in society. Each layer is called a social stratum. Moreover, he added that social stratification is a constant feature of any organized social group. The boundaries of the layers in society are not clear, but it appears that each layer will consist of individuals who have relatively the same level of social strata.

In addition, P.J. Bouman defines a social stratification is a group of people marked by a way of life that is aware of certain privileges and therefore demands social prestige (Wrahatnala, 2009). Soerjono Soekanto's definition of social stratification is the differentiation of the position of a person or group in different positions vertically (Wrahatnala, 2009). Bruce J. Cohen defines social stratification as a system that places a person according to the qualities they have and places them in the appropriate social class (Wrahatnala, 2009, p. 19). Then, Paul B. Horton and Chester L. Hunt define social stratification as a system of status differences prevailing in a society (Wrahatnala, 2009).

Furthermore, social stratification is a ranking of people and groups based on various social characteristics and sometimes physical features. Another definition refers to the division of population or society into classes hierarchically (stratified). Social strata are not generally accepted because each society has different characteristics (Rohman, 2013, p. 19). Finally, the concept of social stratification is usually taken by referring to different social structures, which are themselves defined by inequalities in social resources (Lambert & Griffiths, 2018, p. 19).

This study uses the theory of Max Weber. Weber sees stratification as a phenomenon that occurs because of the distribution of economics, social status, and power in society which then affects life chances. Meanwhile, Weber's theory is also associated with the explanation of Edward and Jeffries, social stratification is the difference in layers of society based on

three levels: power, privileges, and prestige (Jefrries & Ransford, 1980, pp. 57-80).

2. Social Stratification Dimensions

Max Weber defined stratification as the division of a society into distinct communities, which have varying assignments of "status honor" or prestige. Social stratification has been viewed by weber in three dimensions: 1) Class, 2) Status, 3) Party.

a. Class

Weber defines a class as : (1) a number of people have in common a specific causal component of their life chances, (2) this component is represented exclusively by economic interests in the posession of goods and oppurtunities for income, and (3) is represented under the conditions of the commodity or labor markets (Weber, Gerth, & Mills, 1946, p. 181).

It can be said that class is a group of people who have the same basic components that are specific in their life opportunities, where these components are represented exclusively by economic interests in the ownership of goods and opportunities to earn income, and also in commodity situations or the labor market. The three criteria mentioned in Weber's definition are referred to as a class situation, where the class situation reflects one's life opportunities.

People who are in the same class situation are members of the same class, and elements of class are economic elements, whether or not there is

ownership (property) of a person, both goods and services. The important thing to remember is that the ownership or assets have value in the context of the market, therefore the class situation is identical to the market situation. These assets can be exchanged and a person's opportunity in the process of exchanging economic ownership in the market determines a person's class.

b. Status

The second dimension of social stratification in Weber's theory is status groups. different from class which refers to economic aspects, status group refers to one's honor. Weber defines status as an award in the form of privileges in a positive or negative form; it is usually found in lifestyle, formal education, heredity or job prestige. Status groups usually take the form of communities bound together by the possession of appropriate lifestyles and the social honors that accompany them (Coser, 1977, p. 299).

Furthermore, Weber argued that honorary status does not have to be related to class situations (Tumin, 1970, p. 32). People who own or do not own property (goods or services) may be in the same status group, and exhibit a similar lifestyle.

There are three types of status, namely ascribed status, achieved status, and assigned status:

Ascribed status; is a status that a person achieves by himself without regard to spiritual differences or abilities. This status has been obtained by

someone since birth. For example, a child from an aristocratic family would naturally gain noble status. Usually, ascribed status is more common in societies with closed social layers and feudal societies.

Achieved status; is the status obtained by someone through deliberate efforts. This status is not obtained on the basis of heredity such as ascribed status, but depends on the individual's ability to achieve his goals. this type of status is open to anyone.

Assigned status; is the status obtained from the gift of another party. assigned status is closely related to achieved status. that is, a certain group or class gives a higher status to someone.

c. Party

The third dimension in Weber's concept of social stratification is the party. Party, can be said as a political power. People who have power can be said to be in a higher position than those who do not have it. Class is limited to the economic area and status groups to the status honor area, then the party is oriented towards gaining power, and actions to influence others for political gain (Morrison, 2005, p. 313).

In short, social stratification according to Weber consists of economic indicators, honor and power. Economic indicators (classes) are group classifications on the basis of economic ownership. Honor indicator (Status) is a group classification based on lifestyle. Power (Party) refers to how much influence a person or group has over another person or group.

3. Social Mobility

In sociology, social mobility is defined as a change in social status or social position of an individual or group in a social hierarchy. Studies on social mobility are conducted in the fields of sociology and economics. The study bases its understanding on changes in social status and position in the social hierarchy, and from an economic point of view leads to attention to changes in income.

Giddens (2006) defines social mobility as the movement of individuals and groups between different socio-economic groups (p. 300). That is, individuals or groups experience displacement in different socio-economic positions. Lipset and Bendix (1966) also stated that social mobility is a process by which individuals move from one position to another in society (p. 1). The position can be either a higher position or a lower position. The high and low position is determined by the agreement taken by the community. In addition, social mobility is also seen as a change or opportunity to make social changes or occupational groups (Aldrige, 2001, p. 189).

a. The Factors That Affect Social Mobility

In this section, several factors that contribute to social mobility will be described.

1) Education

Education has several functions for society. the function is to educate the public so that they can live according to their status and role in society. Education provides knowledge, skills and provisions for individuals to be able to survive in society.

Education is an engine of social mobility in industrial societies (Deng & Treiman, 1997). Education is a social escalator. Education not only provides knowledge but also the ability to individuals to get higher socially in the social hierarchy. The level of industrialization and education has an influence on the level of social mobility (Crompton, 1996). In this open society, education plays a role in providing opportunities for individuals to move to a higher social class. with education the community has the opportunity to achieve achievements to get social mobility. Society provides rewards for individuals who have high education and skills. Blau and Duncan in their research stated that family social background affects a person's opportunity to achieve success at work, but education has a greater influence on the opportunity to gain succes (Blau and Duncan in Jackson, 2001, p. 4).

2) Opportunity

In the context of social mobility, opportunity is the degree to which a person's income and social class are determined by their skills and ambitions, and not by anything inherited or acquired from their parents (McMurrer, Condon, & Sawhill, 1997, p. 1). The child's social status is

affected by the magnitude of the parents' socio-economic status, the magnitude of this status makes the child not really need to carry out social mobility because of his own business. Whereas children who have parents with little social influence, make these children have the ambition to carry out social mobility with their own efforts.

Every society has different opportunities depending on the value system adopted. One example is in a society that adheres to a meritocracy. Meritocracy is a social system that influences progress in society based on individual achievement rather than family basis, wealth, or social background (Kim and Choi, 2017). meritocracy is also interpreted as a condition that presents equal opportunities to all individuals in society to occupy a position or position in the public.

3) Family Background

Situations such as economic development, technology, expanding access to educational opportunities do not always happen to every individual in society, which means that not everyone can take advantage of these developments and opportunities to climb the social ladder.

Social mobility studies show a consistently strong relationship between the class origin of individuals and their class destination (Jackson, 2001, p. 4). From an absolute mobility perspective, the relationship between class origin and class destination weakens over time. This can be caused by job opportunities that are non-manual in nature which are increasingly

widespread. However, when examined with relative mobility, it appears that class origin is strongly related to class destination. Relative mobility can better describe social fluidity or community openness. the strong relationship between class origin and class destination in a society means a lack of social openness in that society.

4) Social Capital

Social capital increases opportunities for social mobility that can be achieved through social relations, by providing social support, motivation to move forward, and expanding social networks (Dominguez & Watkins, 2003, p. 111).

Social networks themselves are not only limited to individuals but also groups, companies, maybe even countries. Social networks are social relations that are bound by beliefs and then maintained through the norms that apply in society. The source of social relations from several factors, namely; information, friendship, time, money, business relationships, social support, and emotional support. social capital becomes the strength of individuals to adapt in order to be able to establish relationships so that it makes it easier for them to get the expected results.

Social capital is also a part of social life which is identified with three indicators, namely social networks, norms, and beliefs that each individual has from other people. Social network is one element of social capital as a bridge that connects between individuals. Social networks themselves are

not only limited to individuals but also groups, companies, maybe even countries. Social networks are social relations that are bound by beliefs and then maintained through the norms that apply in society. the source of social relations from several factors, namely; information, friendship, time, money, business relationships, social support, and emotional support (William, 2008).

The acquisition of one's social capital does not appear by itself, but is determined by many factors. Fathy (2019) mentions several factors that determine social capital, namely: culture, economy, education, and social status.

CHAPTER III

RESEARCH METHOD

The Researcher discusses the research methodology, which contains research design, data and data source, data collection, and data analysis.

A. Research Design

This research is a literary criticism because the discussion is about the social stratification described in literary work., especially a novel. There are a lot of theories in literary criticism, and this study focused on the sociological approach and use Weber's social stratification theory to analyze the social stratification depicted in *Normal People*.

B. Data and Data Source

The source of the data was taken from Sally Rooney's *Normal People* novel. It is published by Faber & Faber, London, in 2018. This novel has 298 pages. The data are in the form of words, phrases, and sentences in the novel.

C. Data Collection

For collecting the data of this study, the following steps can be done. First, the researcher read the *Normal People* novel as the data source to understand the contents of the story. To get a good and better understanding of the whole story, the researcher read repeatedly the novel. Then, the researcher tries to identify the data that contains words, phrases, and sentences that are related to

the topic of the study. Furthermore, classified the data as the related discussion on the problems of the study and analyze the data.

D. Data Analysis

After collecting the data, the researcher analyzes the data according to the problem of the study. To begin with, the researcher analyzes the data using the social stratification theory by Max Weber. In the process of data analysis, the researcher tries to investigate the social class, status, and power represented in the *Normal People* novel. Then, identified the social mobility on Connell Waldron's life.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings from the collected data viewed from Max Weber's theory on social stratification. The researcher found that there are class, and status projected social stratification in *Normal People*., the researcher didn't found power projected in Normal People. The researcher also found social mobility that is faced by Connell Waldron.

A. Depiction of Social Stratification in *Normal People*

This discussion is related to the classification of community members in a layer, which here is the characters in the *Normal People* novel. According to Weber, the basic category for distinguishing class is wealth, and the factor that creates a class is economic interest (Weber, Gerth, & Mills, 1946, p. 183). Then, Weber also states another dimension that people use to discriminate among members of society based on their honor, status, or prestige. Weber also states that people are also differentiated based on the power they have (Weber, Gerth, & Mills, 1946, p. 181).

Referring to Weber, there are three dimensions of social stratification namely; class, status, and party. class is a number of people who have the same components for their life opportunities, then these components are described as economic interests for property or goods ownership and opportunities for income, and this is described through commodities and the labor market. Status is a social reward in the form of positive or negative privileges, which can

generally be described through lifestyle, formal education, as well as family or work prestige. Status groups are usually communities bound together by the possession of appropriate lifestyles and the social honors and respect that go with them. The party is a dimension whose actions are oriented towards gaining power and actions to influence others for political gain.

> *"Instead everyone has to pretend not to notice that their social lives are arranged hierarchically, with certain people at the top, some jostling at mid-level, and others lower down." (Rooney, 2018, p. 32)*

The quotation above shows how the social conditions in *Normal People*'s novels are arranged hierarchically and it directly reveals the issue of social stratification which is reflected in this novel.

1. **Class**

The term class is the form used by Weber to characterize individuals according to the economic resources in society (Pyakuryal, 2008). Weber saw social class divided into three levels, namely; upper class, middle class, and lower class. The three levels are distinguished from one's ownership. the upper class is the highest level of class, the upper class is the people who own property that is used to generate profits, such as ownership of domestic buildings; productive establishments; warehouses; stores; agriculturally usable land; ownership of mines. then the middle class are people who have businesses on a small scale which they are commonly called petty bourgeoise and those who do not have property but have something to offer in the form of services in the form of work, where the work has value due to having the skills of the job These people must have high knowledge and

they are usually well-educated people, such as prosecutors, doctors or lawyers. then the lower class are people who have no property at all and people who are uneducated and can only offer low-paying jobs such as household help. The next analysis will show how the state of the class is depicted in *Normal People*, a novel by Sally Rooney.

a. **Upper Class**

The upper class is the highest level of wealth in individuals or society. Wealth itself can be seen from various types of ownership, whether it is in the form of companies, land, or other properties. Wealth itself can refer to the ability of people or individuals to buy things, which can be seen in the house where they live, clothes, or habits to shop for expensive goods. The following data are taken from Sally Rooney's *Normal People* representing the upper class from the characters Marianne:

> *"He put his back against the fridge and watches her lick the spoon. In school he and Marianne affect not know each other. People know that Marianne lives in the white mansion with the driveway and that Connell's mother is a cleaner, but no one knows of the special relationship between these facts"* (p. 4)

> *"He turns and looks out the window at the garden. Really the garden is more like 'grounds'. It includes a tennis court and a large stone statue in the shape of a woman."* (p. 6)

The data above took place at Marianne's house in January 2011, more precisely in the kitchen of Marianne's house, where Connell was picking up his mother from work at Marianne's house.

The quotation above indicates that Marianne is someone who is in the upper class based on class dimensions. As it is known that the upper

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class is synonymous with wealth, and this can be seen in property ownership such as houses or land. The explanation about the mansion where Marianne lives is a large and expensive house, it has a large courtyard, tennis court, and also a large statue. It shows how her wealth condition, so that it is also a benchmark for the class that places her in the upper class.

Then, when she entered the world of college, Marianne lived comfortably in her environment and she was also live in a one-bedroom apartment. Marianne also easily mingles with people in her college because of her position in the upper class or from a rich family. In the novel, it is shown again that the property owners of Marianne's family are in the form of an apartment, in addition, there is also Connell's statement that he is from a rich family, thus strengthening Marianne's position as an upper class in this novel. It can be seen in the quotation below:

> *"Marianne lives alone in a one-bedroom apartment belonging to her grandmother, and in the evenings she and Connell sit in her living room drinking wine together. …. That's why it's easy for you, by the way, he said. Because you're from a rich family that's why people like you"* (p. 98)

The quote above is an excerpt from the author's explanation which tells of a conversation between Marianne and Connell, the conversation took place in the car on the way home in February 2012 after the birthday party of one of Marianne's friends.

Apart from the mansion with a courtyard that has a tennis court and the apartment where Marianne was studying in Dublin, there is another property owned by the Marianne family. which is a vacation home and the house is in Trieste Italy, this house has four bedrooms, has a large room in which there is a stone gate, then the kitchen room is also long, and has a back garden. The explanation shows that this house is luxurious, moreover this house is in Italy, while Marianne herself is from Finland, of course, to own a house abroad is not a cheap cost. The explanation that has been mentioned can be seen in the quotes below:

> *"He and Niall and Elaine have arranged to get the train from Vienna to Trieste to spend their last few nights in Marianne's holiday home, before they all fly back to Dublin together." (p. 175)*

> *"Inside the hall a stone archway leads down on a short flight of steps. The kitchen is a long room with terracotta tiles, white cupboards and a table by the garden doors, flooded with the sunlight." (p. 179)*

> *"After lunch he goes upstairs to shower, there are four bedrooms, so he has one to himself, with a huge sash window over the garden." (p. 182)*

What happened in the quote above tells the story of July 2013, Connell and his friends took a train from Vienna, Austria to Trieste, Italy to stay a few nights at Marianne's vacation home. The quote also tells of the luxury of Marianne's vacation home, and they had lunch there.

Despite Marianne, Gareth, the first Marianne's boyfriend was also upper class and he was quite popular among the other students. When he was in high school, he was a student of one of the big private schools in Dublin. The explanation about "big private schools" here shows that this school is not just an ordinary school but a school that only can be

entered by upper-class people, then added with a private label whose costs are more expensive than public schools. It became a benchmark that he was in a wealthy family. It was stated in the following quotation:

> *"Gareth is one of these popular people who's involved in college societies. he went to one of the big private schools in Dublin and people are always greeting him on campus, like: Hey, Gareth! Gareth, hey! They'll greet him from all the way across Front Square, just to get him to wave hello" (p. 74)*

The data quoted is shown when Connell came to Gareth's house to attend a party held by Gareth in November 2011. At the party, it was told that Connell met Gareth who was known to be popular and was often involved with the campus community.

Then, the following quotation also explains another character in *Normal People* who also indicates that they are in the upper class, Jamie:

> *"Within a couple of weeks she was going out with someone else, a friend of her called Jamie. Jamie's dad was one of the people who had caused the financial crisis – not figuratively, one of the actual people involved.*
>
> *She was probably glad he'd had to leave Dublin because he was broke. She wanted a boyfriend whose family could take her on skiing holidays. And now that she had one, she wouldn't even answer Connell's emails anymore.*
>
> *I think her new boyfriend is a bit more in line with her social class." (pp. 139-140)*

The quote took place in Connell's work when Connell was told by Niall via text message that Marianne was in a relationship with Jamie. Then in July 2012, there was a conversation in the living room, between Lorraine and Connell discussing Jamie as Marianne's new boyfriend.

Jamie is the second Marianne's boyfriend, while studying at Trinity College, Dublin. He is someone who is quite popular and is also in the same class as Marianne. Jamie's father could have been a political figure

or an economist in Ireland. The statement about "she wanted a boyfriend whose family could take her on the skiing holidays" seems to refer to Jamie's wealth, where skiing itself is an expensive sport. then the words of Connell mention that Jamie is a bit more in line with Marianne's social class, as the researcher mentioned that Marianne is upper class. With such circumstances, it can be said Jamie is someone in a wealthy family and he belongs to the upper class.

b. Middle Class

The middle class is a class of people in the middle of the social hierarchy. In Weberian socio-economic terms, the middle class is a large group of people in contemporary society who socio-economically fall between the lower and upper classes. In terms of wealth, people who are in the middle class are not very rich, but they also cannot be said to be people who are not well off. In this sense, they are affluent people. Middle-class people can be identical to people who have few properties or enterprises but are not very educated (petty bourgeoisie such as only small shop owners or small entrepreneurs), and people who are propertyless but can earn quite high wages based on education and their qualifications (specialist and Inteligencia) (Saunders, 1990).

The depiction of people who are in the middle class in this novel is not that of the main character. They are just "side" characters who are in the scope of the main character of this novel. The researcher finds

Sophie, she is a friend of Marianne and Connell, and her father is the owner of the restaurant where Connell works there every weekend. It is mentioned in the following data below:

> *"He doesn't go home at the weekends anymore because their friend Sophie got him a new job in her dad's restaurant. Connell just sits in an upstairs office at the weekends answering emails and writing bookings down in a big leather appointment book. Sometimes minor celebrities call in, like people from RTÉ and that kind of thing, but most weeknights the place is dead. it's obvious to Connell that the business is haemorrhaging money and will have to close down, but the job was so easy was to come by that he can't work up any real anxiety about this prospect." (p. 109)*

In April 2012, it was explained that Connell did not need to go home again because Connell now worked at Sophie's father's restaurant.

It can be seen that the restaurant owned by Sophie's father is not fancy or famous, it is explained by the statement that sometimes those who come or book a place at the restaurant are minor celebrities. Then, added with a statement that almost of weeknight the restaurant is quiet ("but most weeknights the place is dead"). Under these circumstances, of course, the restaurant will only make a small profit, maybe not at all. It is shown from the quote, which also shows that the business is too draining of money and there is a possibility that the place is completely closed. These conditions indicate that Sophie is a petty bourgeois person who is in the middle class because her father owns a small business.

Furthermore, Peggy, is also someone from the middle class, she is a friend of Marianne and often with Marianne in her apartment, researcher determines Peggy as middle class based on the quote below:

"Marianne said she was worried about Peggy, who was the only one of the three of them not to get the scholarship. She said it would be hard on her. Connell inhaled and said nothing. Peggy didn't need subsidised tuition or free on-campus accomodation, because she lived at home in Blackrock and her parents were both doctors, but Marianne was intent on seeing the scholarships as a matter of personal feeling rather than economic fact." (p. 192)

The quote is a conversation between Marianne and Connell that took place in April 2013 at a cafe near the campus, they had breakfast there after the swearing-in ceremony. Later, Marianne is shown to be worried about Peggy not getting the scholarship. however, the quote explains that Peggy doesn't really need the scholarship because she lives in the Blackrock suburb of Dublin, and both of her parents are doctors.

It is known that Peggy does not need a scholarship or free accommodation on campus, because both of her parents are doctors. The explanation is related to the middle-class situation where, Peggy or her parents can afford the tuition fees and she doesn't need a place to live because her place of residence is in Blackrock, Dublin. Therefore, the situation suits the middle class who earn quite high salaries based on their education and qualifications.

c. **Lower Class**

The lower class or it can also be called the working class, they have unfavorable privileges. They don't have the resources to generate an income, nor do they have a very good education that can earn them a high salary (Saunders, 1990). In addition, they have a disadvantaged life opportunity, due to their weak or marginal position in the labor market (Bilton, et al., 1996).

The researcher found Connell and Loraine, the characters who have a relationship between children and parents are in the lower class. The next data is taken from the novel which shows that Connell and Lorraine are lower class:

"She turns and walks down the hall. He follows her, closing the door behind him. Down a few steps in the kitchen, his mother Lorraine is peeling off a pair of rubber gloves. Marianne hops onto the countertop and picks up an open jar of chocolate spread, in which she has left a teaspoon." (p. 1)

"He put his back against the fridge and watches her lick the spoon. In school he and Marianne affect not know each other. People know that Marianne lives in the white mansion with the driveway and that Connell's mother is a cleaner, but no one knows of the special relationship between these facts." (p. 2)

The setting of the quote takes place in Marianne's kitchen. The quotations describe Lorraine, Connell's mother who works as a cleaner at Marianne's house. It is a low-paying job. This shows the social class hierarchy of who is above and below. Of course, because Connell's mother worked at Marianne's house, Lorraine and Connell's position was below Marianne's family. This is a social system that is continuously used to evaluate other people or themselves and automatically puts itself or society in a vertical hierarchy (Marger, 2008, p. 13).

Then the researcher found that there are different views about college between Connell and Marianne which showed class differences between them. it is shown in the next following data quotation:

"You should study English, says Marianne.

Do you think I should, or are you joking?

I think you should, it's the only one subject you really enjoy in school. And you spend all your free time reading.

He looks at the laptop blankly, and then at the yellow bedsheet draped her over her body, which casts a lilac triangle of shadow on her breast.

Not all my free time, he says

Yeah, I'm not sure about the job prospects, though

Oh, who cares? The economy's fucked anyway." (pp. 22-23)

In March 2011, Connell discussed with Marianne about where Connell would continue his study. Connell is a little confused when he wants to choose what major he will go to college, and Marianne advises him to choose English, because Marianne thinks English is the only subject that Connell likes at school, and he also often spends his time reading.

From this confusion, Connell seems to be thinking about future job prospects. although he likes English, he is not so sure about his job prospects. Marianne doesn't seem too concerned about her future work. "the economy's fucked anyway" comments like this sound reasonable to Marianne, whose money is already available. however, this is of course different from Connell's, this decision is related to post-college employment ability, and therefore, this decision is important because of his working-class background.

Then, there was a situation where Connell's appearance reflected which class he belonged to. it is shown in the following quotation:

"He's dressed in a white button-down shirt, the same adidas sneakers he wears everywhere. The other boys are wearing shirts too, but more formal-looking, shinier, and worn with leather dress shoes." (p. 41)

It occurred in a bar on April 2011, at that time there was a fundraising event for the Debs (high school graduation ceremony).

The quote shows that there were different outfits worn by Connell and the other boys. This difference indicates the class difference between Connell and the other boys. Connell, there was wearing a white button-down shirt and the sneakers he wore everywhere, while another man was also wearing a shirt, but it was more formal and looked shinier and paired with leather shoes. that Connell's shoes were the same as the ones he wore every day, making Connell's clothes look ordinary compared to other men. Connell was a lower-class person, and it shows Connell's inability to afford clothes.

The next following quotations show Gareth's comment about Connell's backpack, and the quotations also show the difference in Connell's outfit from the others at the party:

> *"I like the backpack, very nineties. Connell is wearing a completely plain navy backpack with no features to distinguish it from any of the other numerous backpacks at the party"* (p. 74)

> *"Though his appearance has not changed, he feels objectively worse-looking than he used to be. He has become self-conscious about his clothes. All the guys in his class wear the same waxed hunting jackets and plum coloured chinos, not that connell has problem with people dresing how they want, but he would feel like a complete prick wearing that stuff. At the same time, it forces him to acknowledge that his own clothes are cheap and unfashionable. His only shoes are an ancient pair of adidas trainers, which he wears everywhere, even to the gym."* (p. 78)

The quotation occurred at Gareth's party in November 2011. By analyzing the use of clothing worn by Connell and his colleagues. The researcher found a contrast between what Connell and his colleagues wore. his comrades were well put together, wearing plum chinos and wax hunting jackets. While Connell, although it is not explained what clothes or what type of jacket he was wearing, by looking at the clothes

of his colleagues, Connell was forced to realize and admit that his clothes were cheap and out of date. In addition, he wears the same old-Adidas sneakers everywhere, even to the gym. The difference in clothes shows that there are class differences between them. Lawler stated, that bodies – in "their appearance, their bearing and their adornment" are central in positioning working-class groups lower than their middle-class counterparts in the cultural hierarchy of society (2005, p. 432).

In Dublin, Connell lives in a flat close to campus. he shared a room with a friend named Niall, with two single beds. In addition, they also share a kitchen with two other people who in the novel only mention Portuguese people who never come to the house. the flat has problems with humidity and gets very cold at night. It is stated in the following data quotation:

> *"Whereabouts are you living yourself?*
>
> *Connell tells him. It's a flat near college, just off Brunswick Place. He and Niall have one box room between them, with two single beds pushed up opposite walls. They share a kitchen with two Portuguese students who are never home. The flat has some problems with damp and often gets so cold at night that Connell can see his own breath in the dark, but Niall is a decent person at least."* (p. 77)

The quote above is a conversation between Connell and Gareth, at Gareth's house during a party. Then, the quote describes the condition of his flat which is humid and cold at night.

With such conditions of the flat, the researcher assumes that the flat is one of the places to live that suits Connell's economic conditions, considering that Connell is a person who is in the lower class. The cold

at night in the flat indicates that the place does not have a room heater so the flat is affordable, plus sharing a room and kitchen certainly cuts costs that need to be spent by Connell. From those data quotations, the researcher found that Connell's character is a person who belongs to the working class or lower class.

Connell's low-class circumstances made Connell try to find a way to continue his studies at Trinity University and stay in Dublin. He felt the need to fend for himself. It can be seen with him working in the garage in his hometown and forcing him to come home every weekend. Then, he quit his job before, because he works at one of Marianne's friends' restaurants and doesn't have to come back to Sligo often to work in the workshop. It can be seen in the next following data:

> *"He still goes home at the weekends, because he works in the garage Saturday afternoons and Sunday mornings. Most people from school have left town now, for college or for work." (p. 78)*

> *"He doesn't go home at the weekends anymore because their friend Sophie got him a new job in her dad's restaurant. Connell just sits in an upstairs office at the weekends answering emails and writing bookings down in a big leather appointment book." (p. 109)*

Then, the following quote data will also show one of Connell's efforts to still be able to study at Trinity University:

> *"The university scholarships were announced back in April. The Provost stood on the steps of the Exam Hall and read out a list of the scholars. The sky was extremely blue that day, delirious, like flavoured ice. Connell was wearing his jacket and Helen had her arm wrapped around his. When it came to English they read out four names, alphabetically, and the last one was: Connell Waldron." (p. 176)*

> *"The scholarships offer five years of paid tuition, free accommodation on campus, and meals in the Dining Hall every evening with the other scholars." (p. 154)*

The quote (page 176) tells of Connell getting a scholarship announced by the Provost in April in the exam hall. The next quote (page 154) explains the benefits of getting the scholarship, before the quote sentence, occurred a conversation between Marianne and her friends in her apartment who were discussing the scholarship exam.

The quotes explained that Connell took the exam for a scholarship from the campus and Connell passed and received the scholarship. As someone who is in the lower class, of course, this scholarship means a lot to him. Because he has received a scholarship, then, everything is possible, his rent has been paid, his tuition is covered, and he even gets free food every day in the dining hall of the college.

2. Status

Status refers to the difference in prestige that comes from an individual's lifestyle, not from mere economic factors. Then, the status dimension consists of groups that display a certain lifestyle and are aware of the differences in their group's lifestyle with others. Weber explained that status is grouped based on the principle of consumption of goods which are represented by certain lifestyles because people have different consumption patterns and lifestyles (Weber, Gerth, & Mills, 1946). This is what Weber called social status; each is made up of people who share the same expectations, social graces, and consumer relationships.

Weber then stated that the status situation is a distinctive part of the fate of human life which is determined by certain social rewards, positive or negative. Society can assess the "status" of an individual or group whether it is negative or positive (Weber, Gerth, & Mills, 1946, pp. 186-187). This honor can be attributed to any quality that plurality possesses, such as being associated with a class situation. However, each individual may be of the same social status despite being different in class situations.

The status groups in the normal people novel itself are divided into two groups, namely high and low. In this novel, people belonging to the high-status group are people who are popular and have similarities in consumption patterns and lifestyles, they also receive recognition or social graces from other people. Whereas people who are included in the low status group in the normal people novel are people who are not popular and are not respected by people from high status groups.

However, this status condition may change due to differences in community assessment conditions that differ from one place to another, which will be indicated by the difference in assessment from the condition of the school community at Carricklea and the Trinity University in Dublin.

In the *Normal People* novel, the researcher finds the status situation faced by the protagonist, Connell Waldron. Besides Connell Waldron, it's of course also experienced by other characters like Marianne.

a. Connel

Connell was popular in school. It was because he is a part of the football team in senior high school. It is stated in the following quotation:

"Connell Waldron was the centre forward. She could see him standing there in his football kit, the shiny white shorts, the school jersey with number nine on the back. He had very good posture, more so than any of the player. His figure was like a long elegant line drawn with a brush." (p. 13)

The quote above takes place when Connell and Marianne's school soccer team reaches the final of soccer competition, Connell is a member of the school's soccer team and Marianne is watching the game.

The quotation above, also explains Connell's stature where he has a good posture, even better than other members of football, which explains how Connell's lifestyle was at school. The statement about Connell's stature and he is a part of school soccer team show the reason how Connell became popular. At this point, Connell is the person who is dimensionally at the top of the status hierarchy.

However, Marianne and Connell actually have an unusual relationship that only the two of them know about. From what is known, Connell's mother works as a cleaner at Marianne's house, and Connell often goes to Marianne's house to pick up her mother. While Connell was waiting for his mother, Connell and Marianne often talked and shared their feelings with each other. Nevertheless, Connell has a fear about his relationship with Marianne, because Connell thinks it could threaten Connell's social status. This fear is shown by Connell who doesn't want their relationship to be known by people in school, and he also doesn't want to talk to Marianne in

school and he doesn't even glance at Marianne at all. It is shown in the following data quotation:

> *"Don't go telling people in school about this, okay? He said." (p. 18)*
>
> *"Connell, as usual, did not speak to Marianne in school or even look at her." (p. 19)*
>
> *"In school on monday he had to avoid looking at Marianne or interacting with her in any way. He carried the secret around like something large and hot, like an overfull tray of hot drinks that he had to carry everywhere and never spill." (p. 25)*

The quote (page 18) occurs when Connell visits Marianne's house several times. Connell and Marianne were talking about Connell's friends, Eric and Rob. then Connell asked about Marianne's statement that she likes Connell as a friend or not. The answer Marianne gave made Connell kiss Marianne. but Connell wanted to hide it from people. The quote (page 19) occurs in February 2011, in the morning during German class and it is explained that Connell didn't speak to Marianne and even saw her. Then the quote (page 25) is set at school on a Monday in March 2011.

The word "this" in the quote (page 8) refers to Connell and Marianne's relationship or kiss. Then, the statement about Connell not wanting to talk even glancing at Marianne. It shows Connell's fear of his relationship being known by people at school. Connell, who has a higher social status than Marianne, felt the need to maintain his position on the ladder of the status hierarchy. In the next following quotation can be seen that Connell fears losing his high social status in the eyes of people.

> *"Of course, he pretends not to know Marianne in school, but he didn't mean to bring that up. That's just the way it has to be. If people found out what he has been doing with Marianne, in secret, while ignoring her everyday in school, his life would be over. He would walk down the hallway and people's eyes would follow him, like he was a serial killer, or worse." (p. 30)*

The quote above is on the sidelines of a conversation between Connell and Marianne in Connell's room on March 2011. At that time Connell was confused about applying for college. Then Marianne suggested taking English at Trinity University, Dublin. Connell thinks about what life will be like after high school. Connell feared that his life in Dublin would not be the same as in Carricklea. He doubted Marianne and thought that Marianne would pretend not to know her at university just as she pretended not to know Marianne, because of her fear of losing her status position.

Connell's high social status cannot be separated from the judgment of those around him. People know Connell as an interesting person. Connell is not only known through the football team, but he is also known as a studious person and handsome, and he also does not want to get involved in a fight. These are the things that make Connell popular and well-liked by people. It is stated in the quote below:

> *"Nonetheless Connell is considered quite a catch these day these day. He's studious, he play centre forward in football, he's good looking, he doesn't get into fights. Everybody likes him. He's quiet. Even marianne's mother will say approvingly. That boy is nothing like a Waldron. Marianne's mother is a solicitor. Her father was a solicitor too." (p. 36)*

The statement above explained very clearly that Connell has a high social status in school life. His desire to maintain his social status is also shown when he chooses to invite other girls to the graduation night party or Debs. Connell tries to get Rachel, who is the most popular girl in school. With him taking the most popular girl in school which means she is one line

with his social status, Connell's status will remain at the top of the ladder. It is shown in the next following data quotation:

"On the walk back from lunch today he hung back behind the others. He knew Rachel would see him and wait with him, he knew that. And when she did, he screwed his eyes almost shut so the world was a whitish-grey colour and said: Here, do you have a date to the Debs yet? She said no. He asked if she wanted to go with him. Alright then, she said. I have to say, I was hoping for something a bit more romantic." (p. 61)

Connell's invitation to Rachel in the quote above occurred on the same day as his visit to the hospital in April 2011. At that time Connell was with his mother on his way home from the hospital to visit his grandmother. In the middle of Connell and Marianne's conversation, Connell said that he had invited Rachel Moran to pair up with him to Debs.

When Connell and Marianne had graduated from high school, they both continued their studies at Trinity university, Dublin. Then, the difference in social environment between school and university has an impact on the social status of each Connell and Marianne. As a result of that, the researcher found a change in status position, at the university Connell's social status was below the ladder hierarchy status. The following quote shows how Connell's social status at university was:

"Connell doesn't know anyone at the party. The person who invited him isn't the same person who answered the door and, with indifferent shrug, let him inside. He still hasn't seen the person who invited him, a person called Gareth, who's in his Critical Theory Seminar. Connell knew going to a party on his own would be a bad idea, but on the phone lorraine said it would be a good idea. I won't know anyone, he told her, and she said patiently: you won't get to know anyone if you don't go out and meet people. now he's here, standing on his own in crowded room not knowing whether to take his jacket off. it feels practically scandalous to be lingering here in solitude. He feels as if everyone around him is disturbed by his presence, and trying not to stare." (p. 73)

The incident quoted above took place in November 2011 at Gareth's party. The quote tells Connell didn't know anyone at the party. Connell also

doesn't think going to parties is the right thing to do. Connell is described as being embarrassed by his solitude in a crowd. He felt his presence was a nuisance to everyone present and they didn't try to stare at Connell at all. The quote shows that Connell's social status position has changed, from him being famously popular in school to someone who is not known by anyone in university.

The next following data also implies that Connell has low social status in university:

> *"He only has a few classes every week anyway, so he fills the rest of the time by reading. In the evenings he stays late in the library, reading assigned texts, novels, works of literary criticism. Not having friends to eat with, he reads over lunch. At the weekends when there's football on, he checks the team news and then goes back to reading instead of watching the building up." (p. 75)*

The quote shows how Connell's daily life is in his university life. Connell spends most of his time reading in the library, even at lunchtime he also reads. He had no friends to eat with. The statement that Connell has no friends, implies that Connell is at the bottom of the status hierarchy.

Moreover, in the next data quotation, the researcher finds a comparison of Connell's social status in high school and university:

> *"Back home, Connell's shyness never seemed like much of an obstacle to his social life, because everyone knew who he was already, and there was never any need to introduce himself or create impressions about his personality. If anything, his personality seemed like something external to himself, managed by the opinions of others, rather than anything he individually did or produced. Now he has a sense of invisibility, nothingness, with no reputation to recommend him to anyone. Though his physical appearance has not changed, he feels objectively worse-looking than he used to be." (p. 77)*

The statement from the quote compares how Connell now feels his social life is disrupted by his shyness, and it is in contrast to how he is in his

hometown. In university Connell is shown to have no self-confidence anymore. The quote also mentions that Connell now has a sense of insecurity because his reputation in university is not the same as his reputation in high school. His distrust and lack of reputation showed Connell's unpopularity with the university student. Therefore, this brought Connell to the bottom of social status, where he didn't have the prestige that people with higher status had.

His low social status made it difficult for Connell to make friends at university. It is stated in the next following quotation:

> *"He complains to her, about how hard it is to make friends in trinity. The other day he lay on her couch and rolled the dregs of wine around in his glass and said: people here are such snobs." (p. 98)*

The incident quoted above occurred in February 2012 when Connell and Marianne were traveling home from Sophie's house after attending her party. Connell and Mariane talk, the quote shows Connell complaining to Marianne about how difficult life is in Trinity. Then the next day at Marianne's apartment she said the people in Dublin kind of ostentatious.

The quote also explains how Connell views people at university. the word "snobs" that he addressed to the people in trinity represented that the people there had an excessive amount of respect. This is because these people feel they have a higher status position than those below them.

The social condition of Dublin is portrayed in the next following data quotations:

"This is what it's like in Dublin, all Connell classmates have identical accents and carry the same size Macbook under their arms." (Rooney, 2018) *75*

"He complains to her, about how hard it is to make friends in trinity. The other day he lay on her couch and rolled the dregs of wine around in his glass and said: people here are such snobs. Even If they liked me I honestly wouldn't want to be friends with them. He put his glass down and looked at Marianne. That's why it's easy for you, by the way, he said. Because you're from a rich family, that's why people like you." (p. 98)

The quote also explains that social class in Dublin is also the reason why Connell is hard to get along with and people don't like him. Connell on the class dimension is in the lower class. He, who is in the lower class, it makes him have a different lifestyle as well as the people in Dublin who are dominated by the upper middle class. It made him not very popular, so he was at a low status. It is also supported by the following quote:

"The men have not warmed to him in the same way. He is tolerated through his association with Marianne, but he's not considered in his own right particularly interesting. He's not even smart! One of her male friends exclaimed the other night when Connell wasn't there." (p. 99)

The honor of Connell's low status in Dublin made Connell feel the need to elevate his status. Connell felt that his intelligence would make it easier for him to be accepted at university. At High School Connell was known to be good at English lessons, and that was also a consideration why he took the English Department and studied at Trinity University. The following data quotation, shows that Connell is a smart person at the University:

"Before term ended he had to give a class presentation on the Morte Darthur, and while he spoke his hands were shaking and he couldn't look up from the printouts to see if anyone was actually listening to him. His voice wavered several times and he had the sense that if he hadn't been seated, he would have fallen to the ground. Only later did he find out that this presentation was considered very impressive. One of his classmates actually called him 'a genius' to his face afterwards, in a dismissive tone of voice, like geniuses were slightly despicable people. It is generally known in their year group that Connell has received the highest grade in all but one module, and he finds he likes to be thought of as intelligent, if only because it makes his interactions with other people more legible. He likes when someone is struggling to remember the name of a book or an author, and he can provide it for them readily, not showing off,

just remembering it. He likes when Marianne tells her friends – people whose fathers are judges and government ministers, people who went to inordinately expensive schools – that Connell is the smartest person they will 'ever meet'." (p. 110)

The quote described that Connell is giving an amazing presentation in the class. One of his classmates called Connell a genius, but with a disdainful tone. From there, the researchers found that one of his friends acknowledged Connell's intelligence, but he did not show respect to Connell because of his low status. Then, Connell got the highest score in all modules except one. The statement in the quote also explains that Connell likes him who is known to be smart because it helps his interactions or relationships with people at the university. Even Marianne also admits that Connell is indeed someone who is smart. The researcher determined that this was Connell's attempt to make his status more acceptable among people at the university.

Connell also participated in a scholarship program organized by the campus through a test. This is shown in the following quote:

> *"The university scholarships were announced back in April. The Provost stood on the steps of the Exam Hall and read out a list of the scholars. The sky was extremely blue that day, delirious, like flavoured ice. Connell was wearing his jacket and Helen had her arm wrapped around his. When it came to English they read out four names, alphabetically, and the last one was: Connell Waldron." (p. 176)*

The quote happens when who passes and is entitled to receive a scholarship is announced by the campus in the exam hall. Furthermore, the scholarship is not only a support for his life as a student in Dublin because he is in the lower class, but also a proof to the campus community that he is smart so that he is more accepted at the university.

b. Marianne

Social status Marianne in Sally Rooney's *Normal People* is presented in the following quotation:

> *"Marianne is grinning now, she exercises an open contempt for people in school. she has no friends and spends her lunchtimes alone reading novels. A lot people really hate her. Her father died when she was thirteen and Connell has heard she has a mental illness now or something. It's true she is the smartest person in school. he dreads being left alone with her like this, but he also finds himself fantasising about things he could say to impress."* (pp. 2-3)

The quote was part of a conversation Connell and Marianne had in Marianne's kitchen. At that time Connell came to Marianne's house to pick up her mother from work. The quote explains that Marianne has no friends and often spends time alone in high school. This also explains how Marianne's lifestyle was when she was at school.

The researcher has known that Marianne based on her class situation is in the upper class, but in high school, in Caricklea, Marianne's status position is inversely proportional to her class position. As stated in the quotation before, people do know Marianne, but no one wants to be friends with her, in high school she often spent her free time alone and reading, and many people at school hated her. The views of the people at school on Marianne brought her to the low status of honor. This is in accordance with Weber's statement which states that society can assess a person's status, either negatively or positively.

Marianne is the one at the bottom of the status. She is not interested in popularity, because Marianne herself feels that she is at the bottom of the

status hierarchy ladder, moreover she sees herself out of the status hierarchy. As quoted from the data below:

> *"Marianne sometimes sees herself at the very bottom of the ladder, but at other times she pictures herself off the ladder completely, not affected by its mechanics, since she does not actually desire popularity or do anything to make it belong to her" (p. 32)*

Marianne was at the bar at the time raising funds for the Debs event and Marianne was on the fundraising committee.

Regarding Marianne who positioned herself in low social status, it was not spared because of people's assessment of her and also because she had no friends.

Unlike Connell, Marianne in university became popular, as stated in the next following quotation when Connell and Marianne have a talk together at Gareth's party:

> *"That makes her laugh, and it's like everything is fine between them, like they live in a slightly different universe where nothing bad has happened but Marianne suddenly has a cool boyfriend and Connell is the lonely, unpopular one." (p. 81)*

Surprisingly the social environment at the university accepted Marianne well and it put her in a position of high social status. In the University Marianne also briefly dated Gareth, in which Gareth himself was one of the celebrities in college. Things turned upside down, with Marianne becoming popular and Connell becoming unpopular.

Connell also said that Marianne was very popular at university, this is stated in the following data quote:

> *"He shrugs, but he's smiling at her, and she smiles back. They don't advertise the relationship, but his friends know about it. He doesn't like public displays, that's all. Marianne asked him once if he was 'ashamed' of her but she was just joking. That's*

funny, he said. Niall thinks I brag about you too much. She loved that. He doesn't really brag about her as such, though as it happens she is very popular and a lot of other men want to sleep with her. He might brag about her occasionally, but only in a tasteful way." (p. 105)

The quote happened in Marianne's apartment on April 2012, before the quote, a conversation took place between Peggy, Marianne, and Connell. At that time Peggy asked about Marianne and Connell's relationship.

Then, the statement of Lorraine, Connell's mother, also confirmed that Marianne at university had a high social status. this happened when Marianne and Lorraine met at the Supermarket in July 2012:

"I hear you're very popular up there in Dublin, Lorraine says. See, I get all the gossip from Trinity now." (p. 122)

The social class conditions of the people in Dublin or at university are the reasons why Marianne can become Popular. As the researcher has previously found, Marianne is a person who is economically included in the upper class. Then the researcher found that in the university, people there on average were dominated by the middle to upper-class groups. Marianne was easy to get along with and accepted because Marianne was in the same class as them, and that made her a popular woman. Weber explained that the actual economic situation was not a status qualification, but Weber also mentioned that it could be a reason. Status is a specific social assessment of one's honor. Status is also associated with lifestyle similarity in society In university or Dublin where the people there are generally dominated by the middle to upper classes, the similarity of these classes makes there a similarity in lifestyle between them. Therefore, Marianne was more easily

accepted into university than in high school, of course also because of the similarity in lifestyle, as she was also in the upper class.

3. Party (Power)

Power is the ability of an individual or group of people to control other individuals or groups based on authority, charisma, or physical strength. Max Weber said that power is an opportunity that is owned by a person or group to fulfill his wishes or desires in social relations even though he has to oppose or face the will of others (Weber, Gerth, & Mills, 1946, p. 180). According to Saunder, referring to Weber, power comes from individuals or societies that govern, dominate, and force others to obey their orders. Social stratification on the dimension of power is caused by differences between individuals or groups through the power they have to control others (Saunders, 1990).

a. Connell

Connell as previously known was someone who came from the lower class, when in high school he was a popular student, and when he entered the university, he was just an ordinary student who was not very popular. The researcher did not find any indication that connell has power in his actions in this normal people novel. It can be said that Connell is a character who is in the low power class.

b. Marianne

Marianne is a character who is in the upper class, in high school she is just an ordinary student who is not popular and is hated by other students. However, when at university, Marianne's status changed to become a popular student. then the researchers also did not find the power that Marianne had either when she was in Carricklea or when she was in Dublin. Therefore, Marianne is a character that has low power.

c. Gareth

Gareth was Marianne's first boyfriend while at university, he was also in the upper class and was quite popular at university. Nevertheless, in the novel normal people there is no further explanation about the power possessed by Gareth. The researcher decided Gareth as a character who has low power.

d. Jamie

Jamie is also someone who is belong to the upper class. He is a student who is quite popular and also rich. However, once again, the researcher found no indication that Jamie had high power.

Party (Power) refers to how much influence a person or group has over another person or group. In this section, the researcher does not find any acts of power depicted in the Normal People novel, there is not a single indication of a group or character having power.

B. Social Mobility of Connell Waldron

Social mobility is defined as the movement of a person or group between different social groups.

In this sub-section, researchers focus on social mobility by Connell Waldron. Then, here we will refer to the process by which Connell Waldron moves from one position to another in society whether it be in a class or status situation. The transfer process can be in the form of moving from a low position to a higher position or vice versa.

In the novel Normal People, Connell Waldron is described as someone who is in the lower class, this has been known by researchers when analyzing how the condition of Connell's class is. In the novel, it is explained how Connell's appearance is described as different from men who are in the upper class when at a party in Dublin. Connell is described as always wearing ordinary clothes and the sneakers he wears every day, but other men wear formal clothes and look more luxurious, combined with leather shoes. Then when he was in college, Connell also lived in a flat that was cold and cold at night because there was no heating and he also shared a room with friends. while in college he also worked to have an income. Those explanation are stated in the next following quotation.

> *"He's dressed in a white button-down shirt, the same adidas sneakers he wears everywhere. The other boys are wearing shirts too, but more formal-looking, shinier, and worn with leather dress shoes." (p. 41)*
>
> *"Whereabouts are you living yourself?*
>
> *Connell tells him. It's a flat near college, just off Brunswick Place. He and Niall have one box room between them, with two single beds pushed up opposite walls. They share a kitchen with two Portuguese students who are never home. The flat has some problems with damp and often gets so cold at night that Connell can see his own breath in the dark, but Niall is a decent person at least." (p. 77)*

"He still goes home at the weekends, because he works in the garage Saturday afternoons and Sunday mornings. Most people from school have left town now, for college or for work." (p. 78)

"He doesn't go home at the weekends anymore because their friend Sophie got him a new job in her dad's restaurant. Connell just sits in an upstairs office at the weekends answering emails and writing bookings down in a big leather appointment book." (p. 109)

In the normal people novel shows how Connell Waldron's efforts to carry out social mobility. Connell's efforts were demonstrated by Connell, who after high school continued his education to college. At first he chose to major in law in Galway, but Marianne suggested taking English at Trinity because Connell really liked the subject at school and Connell also spent his time reading books. Connell was faced with a different choice, because it would affect the social mobility he would undertake in the future and he thought about how his status would stand in the eyes of the people.

"What are you thinking about? Says Marianne now. She's tucking her hair behind her ear. College, he says. You should apply for English in Trinity. He stares at the webpage again. Lately he's consumed by a sense that he is in fact two separate people, and soon he will have to choose which person to be on a full-time basis, and leave the other person behind. He has life in Carricklea, has friends, If he went College in Galway he could stay with the same social group, really, and live the life he has always planned on, getting a good degree, having a nice girlfriend. People would say he had done well for himself. On the other hand he could go to Trinity like Marianne. Life would be different then. He would start going to dinner parties and having conversations about Greek bailout. He could fuck some weird looking girls who turn out to be bisexual. I've read The Golden Notebook, he could tell them. It's true, he has read it. After that he would never comeback to Carricklea, he would go somewhere else, London, or Barcelona. People would not necessarily think he had done well; some people might think he had gone very bad, while others would forget about him entirely." (pp. 28-29)

The quote above shows Connell who is considering to continue his education, because it is important for him to carry out social mobility upwards. Choosing to study law at the university of Galway is likely to maintain or even increase their status position, while choosing to study English at trinity there is a possibility that people will see it as a failure and some will completely forget

about it which will have a negative impact on their status position. Through these considerations, in the end, Connell chose to study at Trinity College and chose the English language program according to the passion he had, even though there was a risk with his status.

> *"Alright, I'll put down English in Trinity, then. Really? She says. Yeah. I don't care that much about getting job anyway." (p. 30)*

When he was in college, Connell experienced social sinking, especially in terms of social status. Connell, who used to be in high school who had a fairly high-status position and had popularity, when he was in college, he became a person who did not have popularity. The decline in social status was because Trinity College was dominated by people from the middle and upper classes, so it was difficult for him to gain respect from these people because he came from the lower class.

As explained in chapter 2 education is one of the factors that influence social mobility. Education has a function for members of society. Here Connell performs social mobility through education. Education provides knowledge, skills and provisions for individuals to be able to survive in society. Besides that, thinkers from a structural perspective see education as a social escalator (Pattinasarany, 2016, p. 41).

Besides carrying out social mobility due to educational factors, Connell also carried out social mobility due to the opportunity factor is continuous with the educational factor because it relates to Connell's education. That opportunity is a scholarship given by the campus through exams.

To increase the chances of doing social mobility and relieve himself of college costs, Connell took the exam to get a scholarship from campus. The scholarship offers tuition payments for 5 years, free accommodation off campus, and dinner every night in the campus dining hall. Connell is indeed someone who is smart so he passed the exam and got the scholarship. The scholarship is very important for Connell, because with the scholarship he doesn't have to think about how to pay for his tuition.

> *"The scholarships offer five years of paid tuition, free accommodation on campus, and meals in the Dining Hall every evening with the other scholars." (pp. 154)*

> *"The university scholarships were announced back in April. The Provost stood on the steps of the Exam Hall and read out a list of the scholars. The sky was extremely blue that day, delirious, like flavoured ice. Connell was wearing his jacket and Helen had her arm wrapped around his. When it came to english they read out four names, alphabetically, and the last one was: Connell Waldron." (p. 176)*

> *"Everything is possible now because of the scholarship. His rent is paid, his tuition is covered, he has free meal every day in college. This is why he's been able to spend half the summer travelling around Europe, disseminating currency with the carefree attitude of a rich person." (p. 177)*

Connell's struggle for social mobility did not only end with him studying at Trinity University and getting a scholarship, he also started writing short stories, and these short stories also received a positive response from his friend who is the editor of his campus literary journal. Then, the story was published even though with a pseudonym because Connell himself did not want to know who wrote the story. Then in November 2014, he volunteered to be the editor of the campus literary magazine until they found a new editor, because the previous editor resigned. His writing habits presented him with opportunities and he often chatted with friends to discuss his career, and friends told Connell to apply for an MFA, a creative writing program at a university in New York.

Opportunities for Connell to carry out social mobility are increasingly wide open after a campus in New York offers a place in the MFA program for him.

> *"In April, Connell sent one of his short stories, the only really completed one, to Sadie Darcy-O'Shea. She emailed back within an hour: Connell it's incredible let us publish it please! xxx . When he read this message his pulse hammered all over his body, loud and hard like a machine. He had to lie down and stare at the white ceiling. Sadie was the editor of the college literary journal. Finnaly he sat up and wrote back: I'm glad you liked it but I don't think it's good enough to be published yet, thanks though. Instantly Sadie replied: PLEASE? XXX. Connell's entire body was pounding like conveyor belt. No one had ever read a word of his work before the moment. It was a wild new landscape of experience. He paced around the room massaging his neck for a while. Then he typed back: Ok, how about this, you can publish it under a pseudonym. But you also have to promise you won't tell anyone who wrote it, even the other people who edit the magazine. Ok?"(pp. 271-272)*

> *"Back in November, when the new editor of the college literary magazine resigned, Connell offered to step in until they could find someone else. Months later no one else has come forward and Connell is still editing the magazine himself. Last night was the launch party for the new issue, and Sadie Darcy-O'Shea brought a bowl of bright-pink vodka punch with little pieces of fruit floating in it. Sadie likes to show up at these events to squeeze Connell's arm and have private discussions with him about his 'career'." (p. 284)*

> *"I just got this email. Oh? From who? He looks dumbly at the laptop and then back at her. His eyes look red and sleepy. She's doing the shirt buttons. He's sitting with his knees propped up under duvet, the laptop glowing into his face. Connell, from who says. From this university in New York. It looks like they're offering me a place on the MFA. You know, the creative writing programme." (pp. 290-291)*

Once again Connell had the opportunity to continue his education by continuing the MFA program at a university in New York. Opportunity can be interpreted as an opportunity for individuals to achieve life goals (Pattinasarany, 2016, p. 43). Then, opportunity can also be interpreted as an open opportunity for someone to have a better life for himself and his family. In the context of social mobility itself, opportunity is defined as the degree to which a person's income and social class are determined by their skills and ambitions, and not by anything inherited or acquired from their parents (Daniel P. McMurrer, 1997, p. 1).

Through Connell's intelligence and writing skills, he has the ambition to continue his education to a higher level. This was proven by him sending his writing to apply for the MFA program in the United States on the advice of his friend. Therefore, Connell was able to carry out upward social mobility due to two factors, namely education and the opportunities he got.

> *"She closes her eyes. He probably won't comeback, she thinks. Or he will, differently. What they have now they can never have back again. But for her the pain of loneliness will be nothing to the pain she used to feel, of being unworthy. He brought goodness like a gift and now it belongs to her. Meanwhile his life opens out before him in all directions at once. They've done a lot good for each other. Really, she thinks, really. People can really change one another." (p. 294)*

The sentence "*meanwhile his life opens out before him in all directions at once*" in the quote above explains that Connell's social mobility has produced results and opened up opportunities for his life to be better.

These two factors of social mobility have changed how the condition of Connell's social stratification is. Connell, who was originally in the lower class, can move upwards to become part of the middle class. His social status also changes, even though after entering college his social status becomes low due to the domination of the middle-upper class society, but his social status can become high status again. However, the researcher did not find any change in Connell's power because this novel did not explain about Connell's power.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

To conclude, the researcher had found the social stratification that portrayed in Sally Rooney's *Normal People*. First is class that classified based on wealth or economic resources. Marianne, Gareth, and Jamie belongs to the upper class, Sophie and Peggy are from middle class, and Connell from the lower class. Second is status, it is based on the prestige of lifestyles and assessment of people. Connell when in Carricklea has high-status, but in Dublin he has low status. Marianne when in Carricklea has low status, but in Dublin she has high status. Status change depending on the social condition of society, in Carricklea class differences are not a reference to get a high-status position, but in Dublin class becomes a reference because there are dominated by people who are in the middle to upper class.

Then, the researcher found that there was an action from Connell Waldron trying to do upward mobility. He did this mobility through the education and opportunity factor.

B. Suggestion

Literary criticism can be done from various aspects and approaches. This study uses Max Weber's social stratification to analyze the social stratification contained in Sally Rooney's *Normal People*. The readers, especially those who study literature, can use the results of this study as an additional reference in

literary studies. Furthermore, this study still can be developed for the next research. Future researchers are expected to be able to investigate further and more deeply about the effect of social stratification on Connell.

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