

CHAPTER I

INTRODUCTION

1.1. Background of the Study

According to Karl Marx, man begins life with primitive communism (thesis), then capitalism (antithesis), and will advance to a truly communist society (synthesis) through class struggle. Marxists say that all human conflicts and wars are based on class struggles and battles. Primitive communism was the state of life of ancient people. They did not have a hierarchical system and still became hunters, anglers, and gatherers to survive and maintain everyday life. There is no ownership of the property because all are jointly owned. However, this society will gradually develop into a capitalist society based on oppression or exploitation by high-ranking officials. This happens because of the emergence of a social class society. A society that was originally filled with freedom, fraternity, and equality turned into the antithesis when several people occupied a piece of land, sowed some seeds, and waited for the harvest (Weij, 1972:129).

Those people who owned the land, or we can refer to them as the capital, have changed the way of production and consumption of the community. Such things form a new relationship in social life between the landowners (capital owners) who provide jobs and wages and the laborers who seek work and receive wages. The land or capital owners have great power to regulate members of the lower social

class, the working class, or workers (Weij, 1972:130-131). This great power represents an unequal and unfair relationship with the lower class (labor). Inequality of social position between the owners of money and the workers triggers the emergence of various acts of violence and injustice. Ultimately, this unequal relationship and unjust behavior breeds, shapes, and develops slavery.

Slavery is a system in which a particular group of people is deprived of their freedom of life to work indefinitely for the interests of other human groups. The history of slavery in the United States dates back to around the 1400s until the 1860s when Europeans sent people from Africa (forced migration) to the area known as the New World to be enslaved. Slavery means to make another person, by force or 'unwillingly,' a servant, or salaried person. Enslaved people are people who are given no wages because of their status as people who are traded or have been bought (Kachur, 2006:13-16).

The portrayal of the conflict between classes is depicted in the film titled *Harriet*. Harriet Tubman is the second generation of enslaved who saved hundreds of other slaves using the underground railroad to northern America. She risked her life frequently going back and forth to the South to rescue them, and miraculously no enslaved were left behind or caught during Tubman's evacuation. This rescue effort allowed many enslaved to have a decent life compared to their old ones, but unfortunately, only 10% of African-Americans managed to breathe the scent of freedom in 1860.

The film *Harriet* becomes the object the writer wants to analyze in this thesis. The writer acknowledges that Tubman's struggle to achieve freedom for African-American people inspires and encourages society in the fight for human rights and dignity. Her contributions to the liberation of African-Americans are genuinely honorable. The history of slavery in the United States significantly contributed to the daily racism experienced by black people right now, making this topic intriguing to analyze. Thus, raising the theme focusing on class struggle and slavery in this thesis hopefully can contribute to raising awareness and understanding more about the history of the African-American's perseverance in combating slavery.

1.2. Research Problems

The research problems for this study are as follows:

- a. What made Tubman decide to run away from home and her enslavers in the storyline of *Harriet*?
- b. What kinds of problems did Tubman have to face to free the slaves throughout the storyline of *Harriet*?
- c. What impact did Tubman have on slavery history in the United States?

1.3. Objectives of the Study

The objectives of this study are as follows:

- a. To identify social class problems that arise throughout the storyline of *Harriet*.

- b. To identify the struggle faced by African-Americans to get fundamental human rights.
- c. To identify how Harriet Tubman influenced other African-American to fight for their rights.

1.4. Previous Studies

In analyzing the intrinsic and extrinsic elements of the film *Harriet*, the writer has managed to find and collect several related studies successfully. These studies will be used as references in the writer's research.

The first study is entitled "*The Social System Alteration in a Society Ruled by Capitalism Reflected in J. M Barrie's Peter Pan, and Gerald Brom's the Child Thief: An Intertextual Analysis*" written by Maria Elfrida Concilia (2017) from Airlangga University. This study discusses the issue and effects on society from capitalism and the social system. The author used Marxism theory to see how absorption and transformation show in Peter Pan's story with the method of intertextuality from Julia Kristeva.

. The second one is "*Class Struggle in Capitalist Society as Depicted in George Bernard Shaw's Pygmalion*" written by Yohanes Tuaderu (2008) from Sanata Dharma University. Analysis of this study used Marxist criticism to analyze the class struggle done by the main character of Pygmalion. Tuaderu intends to indicate to the readers that by employing the sociological approach of literature, one can reveal the social condition of a group of people of a certain time and place.

The third study is “*Class Struggle in Capitalist Society in Ally Condie’s Novel “Crossed”*” written by Asti Amri Yani Yaris (2014) from Alauddin Islamic State University. This study used the same theory as the writer’s theory, Marxism Social class, using Karl Marx's theory. The author wants to inform the readers about class struggle because of capitalist oppression, and the author was able to conclude that the class struggle shown in the novel has the same goals as Marx’s theory.

The fourth study is “*Analisis Kesenjangan Kelas Sosial dalam Novel Sekuntum Nozomi 3 karya Marga T Perspektif Marxisme*” written by Eva Sahwamah (2016) from Mataram University. In this study, the author analyzed the social class gap in Sekuntum Nozomi 3 by Marga T using Karl Marx's theory. Eva was able to find two kinds of class gaps that occur in the novel Sekuntum Nozomi 3. The author was using the bourgeoisie and the proletariat to analyze the main characters’ classes in the novel.

The last one is “*Ideologi Sosialisme Marxisme dan Perjuangan Kelas dalam Puisi “Solidaritätslied”*” Karya Bertolt Brecht: Kajian Semiotika Riffaterre” written by Sri Ayu Habibah (2015) from the State University of Yogyakarta. The author used the theory of class struggle by Karl Marx to analyze the ideologies of Socialism, Marxism, and class struggle in Bertolt Brecht's poem “Solidaritätslied.” The author was able to conclude that the poem indeed has a connection with the Socialist ideology of Marxism and class struggle.

Based on all the research collected above, the writer will further identify research deficiencies and complement them in this study. This study hoped to provide a new understanding of the class conflict and struggle that occurred in *Harriet*, which led to the abolition of slavery and can be a new reference for future research.

1.5. Scope of the Study

In order to prevent an ambiguous and similar analysis, the writer will limit the study to just discussing the intrinsic and extrinsic elements focusing on the class struggle faced by Harriet Tubman to free enslaved people thru the film *Harriet*.

1.6. Method of Study

1.6.1. Data and Data Source

Data is a collection of information that will be used to discuss and answer questions that arise in a study. There are two types of data that the writer uses in this study. The main data is obtained from the film *Harriet*. For supporting data, the writer uses the data from several sources; books, the internet, articles, papers, dissertations, journals, and other significant data.

1.6.2. Method of Research

The research method is a process of gathering information from any media and other sources. Creswell (1998:15) states, “qualitative research is the multi-method in focus, involving an interpretive, naturalistic approach to its subject matter.” There are two types of researching or collecting data; quantitative and

qualitative. For this study, the writer uses library research and qualitative research method. The writer did several steps in collecting data; 1) The writer is watching and understanding the film as the main source. 2) The writer made a list based on the experiences and difficulties of the main character, Harriet Tubman. 3) The writer broke down the list using Karl Marx's theory. 4) The writer concluded from all the data collected above.

1.6.3. Method of Approach

In this study, the writer will use Abram's theory of objective approach to focus on the intrinsic elements and incorporate extrinsic elements related to social class struggle. Specifically, the analysis will draw upon Karl Marx's theory of class struggle and Kevin Bales' theory of forms of slavery to provide a broader historical and sociological context for the literary text. While the objective approach emphasizes analyzing the text as an independent work of art, incorporating extrinsic elements related to social class struggle can deepen our understanding of the text and its relevance to broader social and political issues.

1.7. Organization of the Thesis

The study is composed of five sections in the following order:

Chapter I: Introduction

This chapter consists of the background of the study, the research problems, the objectives of the study, the previous studies, the scope of the study, and the organization of the study.

Chapter II: Theory and Method

This chapter consists of the theories that the writer will use for the study. The approach will later be divided into two theories: theories related to intrinsic elements and extrinsic elements in the film *Harriet*.

Chapter III: Analysis

This chapter consists of a section of complete analysis of the intrinsic and extrinsic elements including the research questions from the film *Harriet*.

Chapter IV: Conclusion

This chapter consists of a summary and conclusion from the overall discussion throughout the previous chapters.