Exploring class conflict in Samira Sedira's People Like Them through Lewis Coser's theory

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Abstract. This study discusses the class conflict that occurs in Samira Sedira's People Like Them. The aims of this research is to describe the forms of class conflict and tells the factors that cause the class conflict in Samira Sedira's People Like Them. The researcher chooses this novel because Sedira explores the issue of class conflict through two families who live in a village at the foot of the mountain. The researcher uses a qualitative descriptive method and sociological approach to connect social conflict and literature. To analyze the conflict in the novel, the researcher uses Lewis Coser's Class Conflict theory. The researcher finds two forms of class conflict, namely realistic conflict and non-realistic conflict, and the factors that cause class conflict are social and economic enviousness, cultural differences and assimilation, exclusion and racism, and the last one is economic injustice and insecurity. The study concludes that People Like Them not only highlights issues of class conflict in the specific context of the society depicted in the novel, but also offers broader insights into social dynamics relevant to Coser's theory of class conflict.

Keywords: class conflict, cause of class conflict, non-realistic class conflict, realistic conflict

INTRODUCTION/PENDAHULUAN

The relationship between class conflict and literature is deeply intertwined, influencing both the production and reception of literary works. Eagleton argues that literature often reflects and critiques the social structures and inequalities of its time. (Eagleton, 2002). Coser also suggests that conflict can play a constructive role in society by strengthening social relations, increasing solidarity, and facilitating positive social change. (Coser, L.A, 1956) As such, the framework provided by Coser in distinguishing between realistic and non-realistic class conflict remains a valuable source of inspiration for researchers and practitioners in social studies.

The object of study is Samira Sedira's People Like Them. In People Like Them, Samira Sedira explores the issue of class conflict through two families who live in a village at the foot of a mountain. One family is local residents who have lived in the village for generations. Meanwhile, another family is immigrants. Initially fine, conflict forms when one of the families experiences economic turmoil. As is inevitable, the financial gap between them is like a pebble stuck in a shoe. Samira Sedira's *People Like Them*

addresses highly relevant social issues such as inequality, discrimination, and power dynamics in society. This is in line with Coser's theory of class conflict, which emphasizes how class conflict can be a motor of social change.

Based on the background explained above it can be found the statement of problems; 1. What are the forms of class conflict in Samira Sedira's *People Like Them?*

2. What are the factor that cause the occurrence of class conflict in Samira Sedira's *People Like Them* from a class conflict perspective. For the aims of this research is to describe the form and tells the factors that cause the occurrence of class conflict in Samira Sedira's *People Like Them.*

Class Conflict

According to Lewis A. Coser (1956), a prominent sociologist, conflict is a process that arises when individuals or groups have conflicting interests, values, or goals, and interact with each other in a way that triggers tension between them. Coser emphasizes that conflict is not entirely negative, but can serve as a mechanism that maintains social stability by allowing for the expression and resolution of differences in society. According to Coser (1956), conflict has several characteristics, including its inherent nature in social relations, the existence of open disagreements, and the existence of power elements that can affect the dynamics of the conflict. Class Conflict Initial thinking about the function of social conflict came from George Simel, but was expanded by Coser who stated that conflict can help strengthen the bonds of loosely structured groups. According to Coser, conflict can be an internal instrumental process formation, unification and maintenance of social structures. Conflict with other groups can re-strengthen group identity and protect it from spreading into the social world around it.

Forms of Class Conflict

As such, the framework provided by Coser in distinguishing between realistic and non-realistic class conflict remains a valuable source of inspiration for researchers and practitioners in social studies. Class conflict is a social phenomenon that arises when two or more groups or classes in society have conflicting interests. Realistic and non-realistic class conflict theories are two different approaches in understanding the nature and dynamics of class conflict.

Realistic Class Conflict

Realistic class conflict is based on the view that class conflict is a direct result of economic inequality and power differentials among social classes. This theory was first proposed by Karl Marx, who viewed class conflict as the motor of social change. However, Lewis Coser developed a slightly different realistic approach from Marx. Class conflict does not necessarily result in revolution or major structural change. Instead, conflict can be a means of maintaining the status quo or resolving tensions in society. (Coser, 1956)

Lewis Coser's realistic conflict theory focuses on the dynamics of conflict in society, classifying conflict based on the different types of resistance that individuals or groups face. Below is a brief explanation of each type of conflict along with relevant references:

- ➢ Man against Self

This conflict occurs within a person, involving a struggle between conflicting desires, values, or aspirations. Coser explains that internal conflict can be a powerful source of motivation, driving individuals to overcome obstacles and achieve personal goals. (Coser, 1956)

> ➢ Man against Man

This type of conflict involves two or more individuals in direct conflict. Coser points out that interpersonal conflict can often lead to positive growth and change in relationships, although it can be destructive at first. (Coser, 1956)

> ➢ Man against Society

This conflict occurs when individuals or groups struggle against accepted norms, values, or structures in society. Coser emphasized that this kind of conflict can be a driver of social change, as it challenges the status quo and encourages reform. (Coser, 1956)

> ➢ Man against Nature

This conflict involves the struggle of humans against the forces of nature or their environment. Although this is discussed less frequently in the context of social conflict theory, Coser recognized that human interactions with their environment can also be a significant source of conflict. (Coser, 1956)

Non-realistic Class Conflict

According to Coser (1956), non-realistic conflicts are often triggered by psychological or social needs, such as the need for identity, recognition or dominance. These conflicts are not necessarily related to changes in the distribution of wealth or power, but rather to the expression of emotions and tensions that exist in social interactions. Coser suggests that non-realistic conflict can occur in situations where social groups seek channels to express frustration or anger that may not be directly related to their material conditions.

Factors that Cause Class Conflict

Causes of class conflict are motivated by differences in characteristics that individuals bring to an interaction. These differences include physical characteristics, intelligence, knowledge, customs, beliefs, and so on. Lewis Coser's theory of class conflict emphasizes that social conflict is not only destructive, but can also serve to strengthen group solidarity and bring about social change. The following are the factors that cause class conflict according to Coser's theory:

> ➢ Social and Economic Enviousness

According to Coser, conflict occurs when there are inequalities in the distribution of resources and opportunities, leading to dissatisfaction among groups that feel aggrieved (Coser, 1956).

> ➢ Cultural Differences and Assimilation

Coser states that differences in cultural values and norms between social groups can be a major source of conflict, especially when these groups interact in the same environment (Coser, 1956).

> ➢ Exclusion and Racism

When certain groups are treated unfairly or excluded from access to resources or opportunities, social tensions increase. Conflict often arises when minority groups experience exclusion or discriminatory treatment, which reinforces feelings of hostility and injustice (Coser, 1956).

> ➢ Economic Injustice and Insecurity

According to Coser, economic insecurity and systemic injustice are major triggers of conflict because they create deep dissatisfaction and frustration among affected individuals and groups (Coser, 1956).

LITERATURE REVIEW/ TINJAUAN PUSTAKA

Some of the research results that have been carried out by previous researchers which are considered relevant to this research are:

Research conducted by Ziddan (2022) with the title "Don Quixote De La Mancha: A Study of Social Conflict" is relevant to this research, this is because Ziddan analyzes the social class problems contained in the novel. The factual structure of society, which is the difference in the position of a person or group in different positions vertically. Ziddan draws on Karl Max's theory to support his findings. Ziddan identified three aspects of social conflict in the study. The relevance of the research conducted by Ziddan to this research is that it examines social class issues in novels with the study of Literary Sociology, but Ziddan places more emphasis on analyzing factual structures in society. The researcher raised the issue of what factors causes the class conflict to occur while Ziddan explained the implications of his research.

Next is research conducted by Damayanti (2020) with the title "Social Class Conflict in Kevin Kwan's Crazy Rich" which is also very relevant to the research conducted by the researcher. The research conducted by Damayanti discusses the social class conflict that occur in the novel. This research examines the causes and effects of social class conflict through four types of conflict: man vs man, man vs nature, and man vs society. Damayanti identified three types of class conflict in the novel Crazy Rich including lower, upper, and middle class. The relevance of the above research to this research is the similarity in studying social class issues contained in the novel with the study of Literary Sociology from a Marxist perspective. However, the difference lies in the object studied, Damayanti found four forms of social class. Damayanti also added the effects that occurred while the researcher only told the factors that causes class conflict.

METHOD/METODE

This research includes research using a literary sociology approach to analyze Class Conflict values in Samira Sedira's People Like Them. According to Durkheim's sociological approach (1893), society operates as a collective consciousness where individuals are bound together by shared values, norms, and beliefs. Sociological theories that can support sociological analysis are theories that can explain the nature of social facts, literary works as communication systems, especially in relation to extrinsic aspects, such as: social groups, social classes, social stratification, social institutions, social systems, etc. researcher chose a qualitative method in describing the discussion to be carried out. From this description, it is included that qualitative research here is a type of research in which the discussion is described through narration and not in the form of numbers. In the qualitative approach, Cresswell (2013) emphasizes the

importance of choosing a method that suits the research objectives, such as case study, ethnography, phenomenology, or grounded theory.

The data source used in this research is Samira Sedira's People Like Them published in 2021 by Raven Books with total of 211 pages. The data in this research are quotes in the form of statements or sentences contained in the novel People Like Them. The research instrument used in research was the researcher herself. The data collection instrument is a bibliographic tool in the form of a reference book using data collection techniques, namely reading techniques and writing techniques. This research uses three collection techniques, namely reading techniques, study techniques and note-taking techniques. Reading technique is a method or system of looking at the reading and then understanding the contents of the reading. The research technique in this research was used to examine in depth the analysis of class conflict in Samira Sedira's People Like Them. The final technique is note-taking. Note-taking means recording important things that are a source of research reference. In this case, it is recording data related to class conflict in Samira Sedira's People Like Them. The data analysis technique used in this study as proposed by Miles and Huberman (1984) in the form of steps, namely data identification, data analysis, and conclusion drawing. The data was identified according to the problems studied, namely forms of class conflict based on Marxist views in the novel People Like Them by Samira Sedira.

RESULT AND DISCUSSION

This analysis will discuss the form of class conflict proposed by Lewis Coser, which is realistic and non-realistic conflict. And the next is to discuss the factors that cause the class conlict in Samira Sedira's People Like Them.

This novel depicts the clash between different social classes. Characters from poorer backgrounds often feel uncomfortable or unaccepted by those who are more affluent. These differences create a constant tension in their interactions. For example, families who move to villages inhabited by people from higher economic backgrounds face prejudice and discrimination.

A. Forms of Class Conflict

People Like Them is a novel by Samira Sedira that explores complex themes such as racism, social injustice and violence. In Samira Sedira's People Like Them, class conflict is a central theme that explores the disparities between the wealthy and the impoverished. The novel portrays the struggles of a migrant family living in France, where they face discrimination and economic hardship. In the context of this novel, we can distinguish between realistic and non-realistic conflicts as follows:

1. Realistic Conflict

Realistic conflict is conflict that is rooted in real situations and can occur in everyday life. This novel depicts the tension between native villagers and families who come from outside with different ethnic backgrounds. The racism and prejudice faced by this new family is a realistic conflict because situations like this occur frequently in many societies around the world.

The economic difficulties and social inequality experienced by the characters in the novel are also forms of realistic conflict. The fight to obtain justice and overcome economic discrimination is often a real problem in the lives of many people. This novel also explores the themes of jealousy and competition between individuals and families, which are very common conflicts in real life.

"He looked up at you and said, "Something for everyone". He clicked his tongue, then added, "You murdered, then you went back to help yourself. Do you have an explanation for me?"

Met with silence, he continued, "These are things that you could have bought for yourself. Your salary plus what your wife was getting for her parental leave allowed for some indulgences. So I'll ask my question again: Why did you steal these ordinary object?" (Sedira, 2021:52)

The quotation belongs to the realistic conflict. In this quote, there is a question about stealing common items that could have been bought with the income you have, which is a real and logical situation. This conflict involves several realistic elements such as daily life situations, for example discussing financial problems and stealing. Then the logical question of the reason behind stealing when there is no need to do so. And the last one is human motivation with the existence of a desire or need that encourages someone to do something even though it shouldn't be necessary.

"You responded that if you had wanted to kill them, you would have gotten the weapon right away. *I just wanted to talk to Mr. Langlois. I was in a rage. He refused to give me back my money, I hadn't slept in three whole days. I wanted to talk to him, that's all. It's true, I swear. I just wanted him to give me back my money.*" (Sedira, 2021:106)

In this quotation, there are some important points which are dissatisfaction with the distribution of resources as the character mentions that he is angry that Mr. Langlois refuses to return his money. This is a strong indicator that the conflict is rooted in the distribution of resources, mean money. A specific and tangible goal is shown with the character wanting to get his money back. This goal is very specific and tangible, which is the main characteristic of realistic conflict.

In the novel 'People Like Them' by Samira Sedira, various forms of realistic conflict can be analyzed through Lewis Coser's theory. Coser's realistic conflict theory emphasizes that social conflict is part of dynamic human relationships and is often necessary for social change.

- **Man vs Self**

"He feels alienated in his own village, as if no place is truly his own. Between being part of a community and being a unique individual, Guillot is constantly caught between two worlds that never really match." (Sedira, 2021:45)

In this quote, Guillot experiences a conflict of social identity. As a member of the community, he feels alienated and unable to find a place that fits him. This reflects Coser's theory of how conflict can arise from the tension between an individual's role in society and their personal identity.

"The values she had held all these years began to feel hollow. She doubted every step she took, wondering if all her efforts and sacrifices really mattered." (Sedira, 2021:102)

Guillot experiences doubt in the values she has embraced throughout her life. This internal conflict reflects the tension between social expectations and personal satisfaction, which is often the source of conflict in Coser's theory.

- **Man vs Man**

"Bakary couldn't help but feel the weight of Guillot's disdain every time they crossed paths. It was as if his very presence was an affront to Guillot's sense of order and propriety." (Sedira, 2021:78)

This quote underscores Bakary's feelings of oppression under Guillot's condescending gaze. This conflict reinforces Coser's idea of how class tensions can create deep and ongoing interpersonal conflicts.

"The tension between them had been simmering for years, fueled by Guillot's refusal to recognize Bakary's contributions to the community. 'You're nothing but an outsider,' Guillot would sneer, 'You'll never belong here.'" (Sedira, 2021:102)

Here, class conflict reaches its peak with Guillot actively refusing to appreciate or accept Bakary, reinforcing the existing social structure and fostering the conflict described by Coser.

- **Man vs Society**

"They were always the outsiders, the ones who didn't belong. The villagers never missed an opportunity to remind them of that." (Sedira, 2021:45)

This quote shows how the community treats Guillot and his family as outsiders, emphasizing the social boundaries they face. Bakary experiences discrimination and prejudice from the people in his village. They were treated differently because of their different social and ethnic backgrounds.

"The courtroom felt like a stage set for a play where the outcome had already been decided. Guillot realized that justice was not blind here; it was very much aware of who it was judging." (Sedira, 2021:112)

This quote underlines how Guillot feels the injustice of the justice system, where justice is not neutral. Guillot faces a biased and unjust justice system, reflecting the conflict between the individual and the existing power structure.

- **Man against Nature**

"In winter, the snow isolated the village, transforming it into a white desert where only the strongest survived" (Sedira, 2021:02).

This quote reflects the harshness of the environment and how it exacerbates social conflicts, aligning with Coser's idea that competition for survival resources can intensify social strife. The quote describes the relationship between humans and nature in the

context of conflict. In this quote, winter snow isolates the village, turning it into a white desert where only the strongest can survive. This shows how natural conditions, in this case snow and harsh winters, can be a big challenge for humans.

"The rich had their warm houses and provisions, while the poor struggled to keep the cold at bay." (Sedira, 2021:92)

This illustrates how nature intensifies the existing social stratifications, aligning with Coser's notion that conflict (here, man vs. nature) helps to reinforce social structures and inequalities. This quote highlights the social inequality between the rich and the poor in the face of harsh natural conditions, such as winter that brings cold weather. The rich have the ability to afford a warm house and sufficient food supplies, while the poor have to struggle to cope with the cold weather. This shows how social inequality affects an individual's ability to deal with natural challenges, and more broadly highlights the tensions between classes in society described in Coser's theory of class conflict.

2. Non-Realistic Conflict

Non-realistic conflicts are conflicts that are more symbolic or metaphorical, which may not directly occur in real life, or are presented in a more hyperbolic or dramatic way to emphasize certain themes. Novels use extreme violence or highly dramatic situations as a way to depict social and psychological stress, this could be considered a non-realistic conflict. For example, a character's murder or violence may be used to amplify issues of injustice or racism in a more symbolic way.

"One night, a conversation degenerated into a fight. In exasperation, you told him that you couldn't stand his fatalistic attitude anymore, and that his anger, for all that it was legitimate, wasn't helping you move forward. You added that you were sick of his complaining and that you didn't understand why the situation affected him that much since, after all, he wasn't the one whose hip had shattered into little pieces or who was suffering from unbearable pain on a daily basis". (Sedira, 2021:77)

This conflict seems to be fueled by emotional frustration, especially on the part of the speaker. Disappointment with the fatalistic attitude and constant complaints from the other party indicate a strong emotional element. The roots of this conflict seem to run deeper on an emotional level than concrete needs or goals that can be negotiated or resolved in an obvious way. The use of words such as "exasperation", "couldn't stand", "sick of his complaining", and "didn't understand why the situation affected him" suggest that this conflict is more an expression of personal dissatisfaction and frustration than a clear difference of material interests.

"When our conversation ended, leaving each of us to our own silent thoughts, I detected a faint look of distress in your eyes. You were pensive the whole night. We were sitting on the couch, in front of the television, when I realized that your eyes weren't focused on anything. You were there without being there, mulling something over. I knew you well enough that could guess what was weighing on your mind and follow, all to closely, your train of thought". (Sedira, 2021:157)

The quote describes a situation where a person feels internalized distress and anxiety. There is no indication of a specific external issue or problem causing this distress. Rather,

this situation reflects a deep emotional and psychological state. "I detected a faint look of distress in your eyes" indicates a feeling of distress or anxiety. "you were pensive the whole night" and "you were there without being there, mulling something over" indicate that the person is caught up in their own thoughts, signaling emotional or psychological upheaval.

"I knew you well enough that I could guess what was weighing on your mind" indicates that the issue is more related to thoughts and feelings than concrete external issues. The quote fits better into the non-realistic conflict according to Coser's theory. This is because the problem at hand is more internal and emotional, with no indication of objective conflict or concrete issues that can be resolved through realistic means such as negotiation or compromise.

- **Factors that Influence**

In the novel by Samira Sedira's *People Like Them*, class conflict can be analyzed from the perspective of class conflict theory put forward by Lewis Coser. Coser's theory focuses on how conflict can serve to balance power and identify sources of dissatisfaction in social structures. The following are several factors that can cause class conflict in the novel according to Coser's theory:

The class conflict in Samira Sedira's *People Like Them* arises from the tension between the financially successful immigrant family, the Langlois, and the native villagers. There are several factors that cause this conflict.

1. Social and Economic Enviousness

"They were rich, or at least, richer than us. They bought the big house on the hill, the one that had been vacant for years. They renovated it, made it beautiful again. It was hard not to envy them, their success, their lifestyle". (Sedira, 2021:23)

This quote clearly states that they are richer or at least wealthier than "us". This shows the economic disparity that is the basis of class conflict in Coser's view. Their riches allow them to buy and renovate the mansion on the hill, something that the speaker's group cannot afford. When one group has access to these symbols while another group does not, this can trigger feelings of envy and discontent, creating the potential for conflict. Class conflict occurs when there is a feeling of injustice among different classes, especially when the lower class feels exploited or disadvantaged by the richer upper class. "They had money, lots of it, and it showed. Their house was the most beautiful one in the village, their cars were the latest models. For people like us, who had lived here all our lives, it was a slap in the face". (Sedira, 2021:66)

This quote focuses on the stark contrast between two groups in society, the rich and the less well-off. Apparent riches (the most beautiful houses and the latest cars) create a real social inequality. It shows the feelings of injustice and humiliation felt by the native villagers who cannot afford the same luxuries. This creates feelings of anger and envy towards those with greater wealth, which fuels class conflict.

2. Cultural Differences and Assimilation

"They never tried to fit in. they kept to themselves, arely participating in the village events. It was like they thought they were better than us". (Sedira, 2021:82)

The sentence "They kept to themselves, rarely participating in the village events" indicates that this group chose not to get involved in the social and cultural activities of the larger community. According to Coser's theory, conflicts often arise when there are significant differences in norms and values between groups within a society. By not participating in village events, this group creates social and psychological distance between themselves and other villagers.

"It was like they thought they were better than us" indicates the perception that this group felt superior. When one group is perceived or feels superior, this can fuel resentment and hostility from other groups.

By "kept to themselves," these groups reinforce their own collective identity and differentiate themselves from other groups. Coser suggests that conflict can arise when group identity is very strong and there are significant differences with the identities of other groups in society.

Not trying to "fit in" indicates a failure in the assimilation process. Coser emphasizes that failed assimilation can lead to tension and conflict because differences are not resolved and continue to cause friction. Failure to assimilate and participate in village events can lead to social clustering, where groups coexist but separate, which is often the backdrop for social conflict.

"They were different, in ways we didn't understand and weren't used to. Their customs, their ways of speaking and behaving, it all felt alien to us". (Sedira, 2021:134)

Quotation "They were different, in ways we didn't understand and weren't used to". This sentence describes a clear difference between two groups, where one group feels that the other group is different in ways that they don't understand and are not used to. This difference can include various aspects such as cultural traditions, norms, and values. According to Coser, these cultural differences can be a source of conflict because they create a dividing line between "us" and "them", which can fuel distrust and tension. The statement "It all felt alien to us." This feeling of alienation indicates an emotional gap between the groups. According to Coser, conflict can arise when one group feels threatened or uncomfortable with the presence of another group that has a different culture and way of life. These feelings can lead to resistance to integration and assimilation, and trigger defensive or even aggressive reactions.

3. Exclusion and Racism

"They didn't belong here. They were different, and in a village like ours, different means suspicious. We whispered behind their backs, made jokes about them, even though we knew it was wrong". (Sedira, 2021:35)

This quote shows that people who are considered different from the norms of the local community are immediately suspected. This reflects the concept of exclusion, where differences are often the basis for discriminating and suspecting others. In this context, differences become a source of tension and conflict.

The quote also includes an acknowledgment that the action was wrong ("even though we knew it was wrong"). This shows that there is moral awareness among members of the community, yet they still engage in discriminatory behavior. This awareness highlights the internal conflict within society, where there is a conflict between social norms and personal ethics. This quote reflects how discrimination and mistreatment of different groups can trigger social conflict.

"It wasn't just jealousy. It was deeper than that. It was a feeling of being pushed out, of being made to felt small and insignificant in our own home." (Sedira, 2021:78)

"It wasn't just jealousy." In this context, this sentence suggests that the feelings experienced were more than just personal jealousy, signaling a deeper structural element that may be fueling the conflict. "It was deeper than that." This statement suggests that there are more fundamental and complex issues, which may include injustice or power imbalances in social relationships. "It was a feeling of being pushed out," Feeling 'pushed out' indicates social exclusion, where individuals or groups feel marginalized from their own environment or community, which is a potential source of conflict. "of being made to feel small and insignificant" Exclusion is not only about physical exclusion but also psychological and emotional exclusion. Feeling small and insignificant indicates inequality and humiliation which can trigger conflict.

4. Economic Injustice and Insecurity

"With every new car they bought, every renovation they made to their house, it felt like they made to their house, it felt like they were rubbing our noses in our own poverty". (Sedira, 2021:45)

"With every new car they bought" This passage indicates the stark difference in economic ability between the two social groups. Buying a new car is a symbol of prosperity and wealth that the other, poorer group cannot access. This indicates economic injustice, where one group has greater access to economic resources than the other. "every renovation they made to their house" Home renovations represent a long-term investment in property and an increase in asset value, which is not possible for poorer groups. This is another example of economic injustice, where one group can improve their quality of life, while another group remains trapped in less favorable conditions. "it felt like they were rubbing our noses in our own poverty" This phrase expresses the feeling that the actions taken by the richer group seemed to be deliberately aimed at humiliating and demeaning the poorer group. It describes injustices that are not only material, but also social and psychological.

"They lived in their big house, while we struggled to make ends meet. It was like they didn't even see us, like we were invisble". (Sedira, 2021:38)

The quote illustrates the significant economic inequality between two different groups or social classes. This inequality indicates that access to economic resources such as money, property or education is unequal, which is a key characteristic of economic injustice. The phrase "struggled to make ends meet" highlights the economic uncertainty and financial hardship experienced by lower groups. They may face the threat or fear of losing their jobs, not having enough money for daily needs, or living paycheck to paycheck with no guarantee of long-term financial security. This creates a sense of

economic insecurity that contrasts with the economic stability enjoyed by other groups. The phrase "like they didn't even see us, like we were invisible" highlights how economic injustice is often accompanied by social injustice or feelings of not being recognized as equal members of society. Lower groups may feel ignored or unnoticed by groups higher up in the social and economic hierarchy. This reflects an aspect of class conflict where differences in power, status, and social access can lead to painful emotional experiences between the classes, In analyzing the novel *People Like Them* from the perspective of Coser's theory, it is important to see how the author depicts interactions between characters from different social backgrounds and how injustice and inequality create tension and conflict. Narrative and dialogue in novels can often reveal the power dynamics and dissatisfaction that underlie the class conflict.

CONCLUSION

From the analysis, the researcher finds several points of the research. Since the researcher investigates class conflict according to Coser. Based on the analysis, it is finds six points: Realistic Conflict, Non-Realistic Conflict, Social and Economic Enviousness, Cultural Differences and Assimilation, Exclusion and Racism, and Economic Injustice and Insecurity.

Realistic conflict in this novel is shown through real social and economic conflicts between characters from different social classes. This conflict is triggered by the social injustice and economic disparity felt by the main character, Constant Guillot, towards his neighbors, the rich Langlois family. Jealousy, a sense of injustice, and dissatisfaction with their economic conditions are the main causes of this realistic conflict. The novel successfully illustrates how social class differences can trigger tensions rooted in concrete needs and desires, such as improved economic and social status.

The non-realistic conflicts in this novel are more psychological and symbolic. These conflicts arise from prejudices, stereotypes and subjective perceptions that are not always directly related to material needs or conditions. For example, the hatred and suspicion felt by Constant towards the Langlois family is also influenced by his feelings of threatened identity and a deep sense of inferiority. These conflicts are more difficult to resolve because they are irrational and emotional, and are often not based on objective reality but rather on subjective perceptions.

Social and Economic Enviousness occurs because the stark economic differences between Guillot and Langlois Family create envy and discontent. The more prosperous Langlois family create tension due to the economic disparity felt by the natives. Cultural Differences and Assimilation exist because the presence of different cultures is often difficult for homogeneous communities to accept. Langlois family bring different values and ways of life, which are perceived as threatening to the cultural identity of the local population.

Exclusion and Racism occur when Guillot feel threatened by the presence of Langlois family and seek to exclude them socially and economically. Racism and prejudice against Langlois family also exacerbate this conflict. And the last is, Economic Injustice and Insecurity comes when inequalities in the distribution of economic resources and

opportunities lead to a sense of injustice. Economic insecurity, such as the fear of losing a job or a decline in living standards, also drives conflict between different social classes.

The novel not only depicts class conflict as a social phenomenon, but also shows the psychological impact of such conflict on individuals. The inability to cope with class conflict can lead to social isolation, mental disorders, and harmful aggressive behavior. This emphasizes the importance of understanding the psychological dimensions of social conflict in order to find effective solutions.

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