

CHAPTER I

INTRODUCTION

In this chapter, there will be several important things to be discussed such as background of the study, research question, objective of the study, theoretical framework, significance of the study, limitation and scope, and definition of key terms.

1.1 Background of the Study

Literature is a way for expressing the opinion about event that happens in the particular time. It is used for expressing the idea of the writers, and describing an event that happens in the past or in the future. Literature is an essential record of what humans had seen, experienced, and thought of it that had the most immediate and enduring interest for all of us, and a basic expression of life through the language (Hudson, 1998, p.10). There are many forms of literature, such as prose fiction, limerick, or poems. Roberts and Jacobs (1989) states that we usually divide literature—imaginative literature into the genres of classes: prose fiction, poetry, and drama.

Among the types of literature mentioned, prose fiction is divided into the sub categories such as novels. Prose fiction is in a form of prose, it contains novels, short stories, myths, parables, romance, and epics (Roberts & Jacobs, 1989). Novels are used as a medium to declare important events that happened in the past. Novels can be a powerful instrument for social action and many novelists of varied persuasions have wielded (Kennedy, 1983). Novel is a kind of narrative which tells about some events which are

experienced by the writer such as a problem which is reflected on it. Novel is a book-length story in prose, whose author seeks to make a sense through it. While we read it, we can feel the actual life (Kennedy, 1983, p.180).

Novels have been consumed publicly since Victorian era. The readers spend the leisure time to read it. About more than half a century, until the advent motion pictures, a novel was the Victorian public's chief mass medium. The Victorians manages aside leisure time for it to immerse it as verbal texture as well as plot (Stewart, 2009, p.2). Victorian novel is the term that was popular at that time even though there was some misunderstanding about it. James stated that 'Victorian novel' was the best academic flag of convenience although there was a problem with dates. Queen Victoria died in 1901 and it seems too long after her coronation in 1837 for 'Victorian' to be precise significance, either for history or literature (James, 2006, p. 1).

Victorian novels are written through the form that equals to describe something which is related to social interaction and anxiety. The Victorian novels made into a unique form which suited for representing the dynamics, capturing the texture of social interaction, aspiration, and anxiety, within which social hierarchy could seem both a stimulus and a barrier to personal achievement (Adams, 2012, p.7). Victorian novels also portray children as a subject in the story. Even though it is not always made into anthologies in a single volume, the story about child is told in the Victorian period with increasing frequency and often with greater sensation (Berry, 1999).

Commonly, children in Victorian novel are described as workers in the factories. However, there is a policy which allows children to have time

for schooling as they work in the factories. Even the working time is also limited. Many Victorian novels deal with representing and critiquing education. The nineteenth century is close to the sequence of educational reforms, which are often related to factories and children's working hour. Although it has been existed since Victorian era, the factory act of 1833 endeavors to give two hours of schooling for children working in the factories (Moore, 2012, p.19).

Besides children as the context in the story, Victorian novels reflect the Industrial revolution. Among the various ramification of fiction in early Victorian period, the most significant one which reflected the spirit of industrial movement that its democracy and reform was Dickensian school that comprised of eminent novelists: Charles Kingsley, Charles Reade, Walter Besant, James Rice, and Richard Whiteing, whose social purpose are dominant (Sharma, 2002, p.68). Through the reflection of Industrial revolution in a form of literary work, Victorian novel has brought new understanding to the world. The Victorian age brought the expansion of British Empire, the Industrial Revolution, and breakthrough in science that made a new understanding of the world (New York Times, 2011, p.75).

The famous literary work which reflects children in Industrial Revolution is *Oliver Twist*. *Oliver Twist* was written in 1838, and it was the second novel of Charles Dickens. *Oliver Twist*, which was written in 1838 was the second Dickens novel published in installments—that was one small portion at a time (Saffer-Koros & Reppy, 1998, p.93). At first, it was published through monthly installment from February, 1837 to March 1839. In November, 1838, *Oliver Twist* was entirely published in book version. Morris (1985:23-24) stated that while *Oliver twist* was firstly published, it

appeared in monthly installments, each two or three chapters long, from February 1837 until March 1839. She added that *Oliver Twist* was completely published in book form in November 1838.

Oliver twist tells about the story of orphan boy who has an unhappy life. He suffers difficult things when he works at the workhouse. Then, he is punished because of asking for much food. For that reason, he is traded to Mr. Sowerberry as a punishment. In Mr. Sowerberry's shop, he is ill-treated by Noah Claypole, Charlotte, and Mrs. Sowerberry. For that reason, he escapes to London and meets the Artful Dodger and Charley Bates, the thieves. In London, *Oliver Twist* has to deal with many problems which he never thinks of such as doing the robbery practice with Toby Crackit and William Sikes.

By mentioning the children, industrial revolution, and *Oliver Twist*, the writer will do an analysis of the children in Industrial Revolution as reflected on *Oliver twist*. The writer has some reasons for conducting this study. First, children were not well treated during Industrial revolution. The poor child in the industrial revolution was a victim of circumstances of social and economic change (Pollock, 1983, p.62). Second, Industrial revolution is a miserable situation for citizens who experience the consequences to work hard especially, children to earn money. Industrial Revolution was also a great unhappiness for some people especially those who worked. There were women and children involved in laboring (Lari, 2010, p.24).

The reason why the writer chooses the novel is interesting and quite familiar because the author has ever heard about the novel and read some articles which are related to it. It sounds familiar for the author

because many people tell that it is the greatest novel so the writer interests to know the story of *Oliver Twist*. The writer finds the uniqueness of the context in the novel. It is contextualized on the children. Hopefully, the significance of the study can be an additional reference for the readers who want to analyze the problem in a novel. It can also be an extended resource for those who have not known how to analyze the problem in a novel.

1.2 Research Question

Based on the background of the research, the research questions are:

1. How does *Oliver Twist* reflect children in the Industrial Revolution?
2. What were the conditions of children in industrial revolution?

1.3 Objective of the Study

The objectives of the study are to find out the children's condition during industrial revolution and how *Oliver Twist* reflects the children condition in industrial revolution.

1.4 Theoretical Framework

In this study, the writer uses the theory of the importance of early childhood education, parenting, the importance of play and mimetic approach based on the experts.

The Importance of Early Childhood Education

Education began while the child was brought home from the hospital, and it still continued when the child started the school years. The humans' learning capabilities kept happening until the rest of their lives but not the intensity which meant that it was shown in preschool years.

The children needed positive learning experience for improving their intellectual, social, and emotional of them, and these were the keys for being successful at school (Cook, 2005, p.11).

The Importance of Play

The experts of child development admitted that playing was extremely important for learning and emotional development of children. Playing was multi-faceted, and it should be fun for children's experience. With playing, children learned many skills. Also, children learned relationship and social skills, and maintained values and ethics through playing (Cook, 2005, p.12).

The Theory of Parenting

In the mid of 1960s, Diana Baumrind did the study which investigated the effects of different parenting styles. Her studies and the similar ones were used by the other experts. It influenced the parents and professionals' perspective towards parenting. The research had found four different styles of parenting that represented the distinct combination of high and low warmth parental combined with high and low parental control (p.60).

Early Childhood Development

Children made considerable strides in physical and cognitive development in early childhood. There would be identification to understand about nutrition and health in early childhood since body growth had been charted in developmental milestones. The different facets in children's cognitive development would also be determined. It was based on Piaget's stage of preoperational thought (Santrock, 1999, p.199).

Mimetic Approach

There are two categories which were usually used: imitable and imitation. In contrast, Platonic philosopher considered three categories which made arts itself reflected as shadow or images on the water and mirror. The first is the eternal and unchanging ideas; the next one is world of sense, natural, or artificial; the last one is in turn reflect the second, combines such things as shadows, images in water and mirrors, and the fine arts (Abrams, 1953, p.8).

1.5 Significance of the Study

The significance of this study is to improve the readers' insights about the children during industrial revolution. Besides improving the readers' insights, this study can motivate adults not to harm children's life by ill-treating them. This study is expected to be a reference for the students who try to analyze the children condition in Industrial Revolution. Through this study, the writer also tries to inform the readers about mimetic approach as the approach to analyze novels.

1.6 Limitation and scope

Oliver twist has been made into two forms of artwork: the film and novel. This study will analyze the children condition and the treatment to the children during Industrial Revolution as reflected in Oliver twist novel.

1.7 Definition of key terms

Children: People who are able to form and express opinions to participate in decision-making process and influence solutions and they are not 'adults in training' (Buka, 2008).

Condition: Based on Hegel's logical terms, condition is the external probability since it is defined by probability, and it is decided to bring another external possibility (Maybee, 2009, p.225).

Industrial Revolution: A system change; New Technology and organization boosted production and propelled manufacturing over agriculture as the industrial society's greatest source of wealth and employment (Stearns, 2013).

Oliver Twist: The third edition of novel which was written by Charles Dickens, published in 1850 in Philadelphia by Lea and Blachard and printed by T.K. and P.G. Collins.