

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In the last chapter, the writer would like to conclude the result of the analysis related to the study and provide some suggestions for the readers who tend to do this kind of research.

#### 5.1 Conclusion

Industrial Revolution was a moment when everything in the country changes from the traditional into the modern one. Thus, Industrial Revolution was identical with the use of machines in producing something. However, the workers were still needed to be employed in the factories or workhouse. The workers came from various ages which meant that children were also involved. Children in Industrial Revolution suffered miserable life, and they did not get a proper treatment. This social problem had inspired some writers to pour it as a subject in literary works. One of the writers was Charles Dickens who wrote *Oliver Twist*.

*Oliver Twist* told about an orphan who faces many difficulties in his life. He experienced miserable life which was not suitable for an innocent child such as working in the workhouse and being apprenticed to somebody who needed him for trade or business. Those mentioned struggles occurred unexpectedly to him as a child. Yet, it could not be avoided because he lived in the condition when Industrial revolution happened.

However, at the end of the story, Oliver Twist is able to live happily and peacefully. In the study, the writer has analyzed some struggles

experienced by children in Industrial Revolution as reflected in Charles Dickens' *Oliver Twist*. The struggles in the novel are closely similar to the problems stated in the history of Industrial Revolution. The struggles are being apprenticed, working in the workhouse, having less food to be eaten, and being thieves. The other similarities were the provision of the needs by the master who apprentices the children, the robbery done in a group, and the thieves using special tools to sneak into the house.

In the previous chapter, the results have been indicated through several categories which influence children development and the tables which show the similarities between children condition in the novel and in the history. The categories used to classify the condition are nutrition, physic, psychology, friendship, and education. In the nutritional aspect, it is found that the nutritional conditions of the children maintained carelessly, poor and atrocious. The factor making the nutritional conditions of children are poor is the insufficient amount of food. For physical aspect, it is determined that the children physical conditions are thin, small, unhealthy, unsafe, and neglected. The factors which influence the physical condition of children are the attention and the protections from adults are poor. In psychological aspect, the children conditions are found to be disregarded, damaged, and cheapened because of family background and the maltreatment from the adults. In the friendship aspect, the children conditions are found to be poor and meretricious since the children could not recognize whether his friends are good or bad. In the last aspect which is education, it is found that children condition is not well-educated since the children are taught to read, write, and speak kindly to people. Actually, the children need to learn essential things besides reading, writing, and speaking such as responsibility.

While the researcher analyzed the similarities between children condition in the novel and in the history, the researcher found aspects that influence the children during Industrial Revolution. These aspects were social and economic. The social aspect of the problem in the study is related to the children's rights. The children in Industrial Revolution are not well-educated; however, they must be educated thoroughly. Furthermore, they are ill-treated emotionally and physically. And then, the economic aspect is children's prosperity. The children do not live prosperously because of the economic issue that makes them work in the workhouse. The next proof is the children are involved in the robbery since poverty and unemployment occur at that time.

The writer has analyzed and compared the children during Industrial Revolution both historically and literally. Through the table presented in the previous chapter, the writer found the similarities of children during Industrial Revolution as reflected in *Oliver Twist* and Industrial children based on history. It is done to prove that *Oliver Twist* is a reflection of children during Industrial Revolution. Moreover, the results are quite noticeable.

The first one was children were found to be employed in the factories in history. In contrast to the history, the children in the novel were not stated that they work in the factories. In the novel, the children were described to be employed in the workhouse instead of the factories. The second proof is the orphans were farmed with some people to fulfill the orphans' need both historically and literally. The third proof is children did oakum picking in the workhouse. It had been stated in the novel and the history of Industrial Revolution. The fourth one is a rule which was applied

by the workhouse authorities. In the history, it is mentioned that children should eat food with less carbohydrate, and the children are not really fed. Then, the children in the novel were given gruel in a small porringer only. The fifth proof is the main course described in the novel was gruel. Furthermore, there were gruel and bread which were mentioned in the history. The sixth is the apprenticeship of the children both in the novel and in the history. Historically, children in Industrial Revolution were apprenticed to serve their masters.

The seventh is the masters were supposed to teach their apprenticed children something which was meaningful. The writer finds that the masters both in history and in the novel taught the children to work on the field which the masters are good at. The eighth one is children became the thieves and they were trained by their companions both historically and literally. In the history, it is stated that children became the thieves since there were poverty and unemployment occurred at that time. The same as the history, the writer also finds that children in the novel became the thieves since they have followed the companions. Moreover, the companions have provided them food and place to stay. The ninth proof is the thief children were trained through the handkerchief hung on the wall, and they are supposed to pull it without making the bell ring. It had been explained clearly in the history and in the novel. Based on the history, the writer has analyzed and determined that children in the novel also experience the same kind of situation. The tenth proof is the robbery done in gangs or groups and the tools used to rob which determined that they were either professionals or opportunistic robbers. Both history and the novel mentioned this as the experience whichever occurred to the children in Industrial Revolution. Then, the writer found that the thieves in the novel

used the specialized tools, and it was definitely concluded that the thieves are the professionals. The last proof is the existence of Poor Laws both in the story and in the history. Literally, Poor Laws were rejected by juvenile offenders. In contrast to the literary work, in the history, Poor Laws were the organization which formed some units to build workhouse.

According on the analysis which has been mentioned, the writer has reached the conclusions which are related to the research question and title. There are two conclusions in this study. The first conclusion is that children condition in industrial revolution is found to be dreadful both nutritionally, physically, psychologically, affably, and educationally. It is shown through the events which are related to each category. The children are not given insufficient food as it is described in the novel. Besides that the children are harmed physically by the treatments from the adults, and it is found that the children meet friends who are not good for his development. The educational condition of the children is not good enough since the child is taught to read and write and speak kindly only.

The second conclusion is that Charles Dickens' *Oliver Twist* is reflected the children in Industrial Revolution. It is adapted based on the real experience faced by the children. The aspects which are dominantly indicated in the reflection of children in Industrial Revolution are social and economic. The social aspect is indicated through the situation of the children who are not well-educated at school, and they mostly spend their time in the workplace. There is also Poor Laws which existed as the strong prove that the setting of time in the story is Industrial Revolution. For the economic aspect, it is revealed through the children who become the thieves as poverty and the unemployment occur at that time.

## 5.2 Suggestions

For the last section of this chapter, the writer wants to provide some useful suggestions which are related to the study. The suggestions have been stated as the following:

1. Regarding to the condition of the children in Industrial Revolution which has been described both in history and in the novel, the writer suggests that the adults should not ill-use the children since children have different treatment from the adults. Moreover, the adults have to reduce the ill-treatments occur in the society by providing a shelter for the homeless children and the orphans.
2. The adults can protect the children by prioritizing their rights such as safety, education, and prosperity. With this way, the ill-treatments which have been occurred in the society can be minimized, and the children's childhoods are still conserved safely.
3. Besides prioritizing the children's rights, the adults are also able to promote the action for not treating children unpleasantly through the commercial advertisement which can be published in television, radio, and all digital media. By promoting this action, the citizens can be more aware of children's safety.
4. When the writer does the study, the writer has some difficulty which should be reduced by the next researchers who may do the similar research. The difficulty is categorizing the aspects based on the events in the novel. It is suggested to think of some categories while reading the novel since the languages in the novel are literal,

the writer has to determine each event carefully. It is suggested for the next researcher to make notes contained about the events after reading the novel

5. The writer also has the suggestions for the researchers who want to analyze the similar novel. Since the writer has analyzed the novel from the sociological field, it is suggested that the next researcher will find the other fields which are related to the novel such as psychology, and anthropology.

6. This study is expected as a reference to the students of English Department in Widya Mandala who tend to analyze about Victorian novels which portray the children condition in industrial revolution occurred in England. The study also provides information of mimetic approach to the students who may use mimetic approach for analyzing literary works.

## REFERENCES

- Abrams, M.H. (1953). *The Mirror and the Lamp*. United States: Oxford University Press, Inc.
- Adams, E.J. (2012). *A History of Victorian Literature*. United Kingdom: John Wiley & Sons Ltd.
- Ayungningtiyas, N. (2007). *Thesis: Child Labor in 19<sup>th</sup> Century England Reflected on Charles Dickens' Oliver Twist*. Retrieved from [etheses.uin-malang.ac.id/4564/1/02320047.pdf](http://etheses.uin-malang.ac.id/4564/1/02320047.pdf).
- Berry, C. L. (1999). *The Child, the State, and the Victorian Novel*. America: The University Press of Virginia.
- Buka, P. (2008). *Patients' Rights, Law and Ethics for Nurses: A practical guide*. Boca Raton: Taylor & Francis Group, LLC.
- Card, O.S. (2010). *Elements of Fiction Writing-Character & Viewpoint: Proven advice and timeless techniques for creating compelling characters by an award-winning author*. England: F+W Media International.
- Cunningham, W and Ellen A.M. (2013). *Outlines of English Industrial History*. New York: Cambridge University Press.
- Cook, J.L, Cook, Greg. (2005). *Child Development: Principle and Perspectives*. Boston: Pearson Education.
- Dare, A, Margaret O. (2000). *Good Practice in Child Safety*. United Kingdom: Nelson Thomes Ltd.

- Dickens, C. (1850). *Oliver Twist*. Philadelphia: Lea and Blachard.
- Ekelund Jr, Robert B and Robert F.H. (2014). *A History of Economic Theory and Method: Sixth Edition*. America: Waveland Press, Inc.
- Floud, R and Paul J (Ed). (2004). *The Cambridge Economic History of Modern Britain*. Cambridge: Cambridge University Press.
- Furze, B, Pauline S, Robert J. B, and John L. *Sociology in Today's World*. Retrieved from <https://books.google.co.id/books?id=5OTLuh2uXMoC&printsec=frontcover&num=13#v=onepage&q&f=false>
- Gestwicki, C. (1999). *Developmentally Appropriate Practice*. Delmar Publishers.
- Gilfillan, R. (2014). *Crime and Punishment in Victorian London: A Street-Level of the City's Underworld*. England: CPI Group (UK) Ltd, Croydon, CR0 4YY.
- Grabowski, R, Sharmistha S, and Michael P.S. (2007). *Economic Development: A Regional, Institutional, and Historical Approach*. New York: M.E. Sharpe, Inc.
- Hess, K.M, Christine H. Orthmann, and Henry Lim Cho. (2015). *Introduction to Law Enforcement and Criminal Justice, Twelfth Edition*. Boston: Cengage Learning.
- Hosking, R. (2004). *Nurture: Proceedings of the Oxford Symposium on Food and Cooking*. Bristol: Footwork.

- Hudson, W.H. (1998). *An Introduction to the Study of Literature*. India: Atlantic Publishers and Distributors.
- Jacob, E and Roberts. (1989). *An Introduction to Reading and Writing*. New Jersey: Prentice Hall.
- James, Louis. (2006). *The Victorian Novel*. Australia: Blackwell Publishing.
- Kapoor, K and Ranga K (Ed). (1995). *Canonical Texts of English Literary Criticism with Selections from Classical Poeticians*. Delhi: Academic Foundation.
- Kennedy, X.J. (1983). *An Introduction to Fiction, Poetry, and Drama*. Boston: Little, Brown and Company.
- Klein, D. M, Ruth E. Cook, Anne M.R. (2001). *Strategies for including Children with Special Needs in Early Childhood Settings*. New York: Delmar.
- Lari, O. (2010). *Industrial Sociology: A Comprehensive Approach*. India: Word press.
- Laue V, Theodore H, Margaret J, James J, Myrna C, Marvin P. (2012). *Western Civilization: Ideas, Politics, and Society, Volume II: From 1600*. United States: Wadsworth, Cengage Learning.

- Lipson, E. (1965). *The History of the Woollen and Worsted Industries*. London: Frank Cass & Co. Ltd.
- Marshall, D. (1973). *Industrial England, 1776-1851*. London, New York: Routledge Taylor and Francis Group.
- Maybee, J.E. (2009). *Picturing Hegel*. United Kingdom: Lexington Books.
- McCannon, J. (2014). *Barron's AP World History*. New York: Barron's Education Series, Inc.
- McMillan, J.H. (1992). *Educational Research: Fundamentals for the Consumer*. New York: Harper Collins Publishers Inc.
- McNeese, T. (2000). *The Industrial Revolution Era: 1760-1830*. Dayton: Miliken Publishing Company, a Lorenz company.
- Mitchell, S. (1996). *Daily Life in Victorian England*. London. Greenwood Press.
- Moore, G. (2012). *The Victorian Novel in Context*. London: Continuum International Publishing Group.
- Morgan, K. (2013). *The Birth of Industrial Britain: 1750-1850*. New York: Routledge.

- Morris, V.B. (1985). *Charles Dicken's Oliver Twist*. New York: Barron's Educational Series, Inc.
- M. Paiz, J, Elizabeth A, Jodi W, Elena L, Kristen M, Michael A, Lars S, Allen B, and Russell K. (2014, November 11). *APA Citation Basics*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/02/>
- M. Paiz, J, Elizabeth A, Jodi W, Elena L, Kristen M, Michael A, Lars S, Allen B, and Russell K. (2015, March 27). *Reference List: Electronic Sources (Web Publications)*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/10/>
- M. Paiz, J, Elizabeth A, Jodi W, Elena L, Kristen M, Michael A, Lars S, Allen B, and Russell K. (2013 September 28). *Reference List:Books*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>
- Pakarova, K. (2014). *Bachelor Thesis: The Theme of Childhood in Oliver Twist*. Retrieved from [https://is.muni.cz/th/396688/pedf\\_b/The\\_Theme\\_of\\_Childhood\\_in\\_Oliver\\_Twist.pdf](https://is.muni.cz/th/396688/pedf_b/The_Theme_of_Childhood_in_Oliver_Twist.pdf)
- Pike, E.R. (1966). *Human Documents of the Industrial Revolution in Britain*. Oxon: Routledge.

- Pollock, L.A. (1983). *Forgotten Children: Parent-Child Relations from 1500 to 1900*. New York: Cambridge University Press.
- Powell, M.A. (1990). *What is Narrative Criticism?*. Minneapolis: Augsburg Fortress.
- Pritchard, R.E. *Dickens's England*. Available from <https://books.google.co.id/books?id=wE47AwAAQBAJ&printec=frontcover#v=onepage&q&f=false>
- Redford, A. (1976). *Labour Migration in England*. Manchester: Manchester University Press.
- Santrock, J. (1999). *Life Span Development*. Boston: McGraw-Hill.
- Shaffer-Koros, Carole M and Jessy M. R. (1998). *Explorations in World Literature: Reading to Enhance Academic Skills*. America: Cambridge University Press.
- Sharma, S.D. (2002). *Victorian Fiction: Some New Approaches*. New Delhi: Sarup & Son.
- Stearns, P.N. (2013). *The Industrial Revolution in World History*. Colorado: Westview Press.
- Stewart, G. (2009). *Novel Violence: A Narratology of Victorian Fiction*. London: The University of Chicago Press, Ltd.

Turner, M.J. (1998). *The Study of English Literature*. Canada: Ardmore Publishing.

Wild, T. (2004). *Village England: A Social History of the Countryside*. New York: I.B. Tauris & Co Ltd.

Wright, J.W (Ed). (2011). *The New York Times Guide to Essential Knowledge: A Desk Reference for the Curious Mind*. New York: Saint Martin's Press.