OPPRESSION TOWARDS CHILDREN DURING THE INDUSTRIAL REVOLUTION ERA REPRESENTED ON THE CHILDREN CHARACTERS IN CHARLES DICKENS' OLIVER TWIST

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Presented as Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra in English Letters

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Dr. Sinodorus Praptomo Baryadi, M.Hum
1 Corinthians 9: 24
“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.”

This thesis is dedicated to
My beloved parents
All fellows
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I deliver the very first great gratitude to my Lord, Jesus Christ, who always bless and guard me in every step in my life, especially in finishing this thesis. Without His mercy, I will never make it. This thesis is one of His great blessing that arouses my thankfulness.

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Intan Korentina
TABLE OF CONTENTS

TITLE PAGE .................................................................................................................. i
APPROVAL PAGE ........................................................................................................ ii
ACCEPTANCE PAGE ................................................................................................... iii
MOTTO PAGE ............................................................................................................... iv
ACKNOWLEDGEMENTS ......................................................................................... v
TABLE OF CONTENTS .......................................................................................... vi
ABSTRACT ................................................................................................................. vii
ABSTRAK ...................................................................................................................... viii

CHAPTER I: INTRODUCTION ................................................................................. 1
   A. Background of the Study ................................................................................. 1
   B. Problem Formulation ...................................................................................... 3
   C. Objectives of the Study ................................................................................... 4
   D. Definition of Terms ......................................................................................... 4

CHAPTER II: THEORETICAL REVIEW ................................................................. 6
   A. Review of Related Studies ............................................................................. 6
   B. Review of Related Theories .......................................................................... 10
      1. Theory on Character and Characterization ............................................. 10
      2. Theory on Setting ....................................................................................... 11
      3. Theory on Oppression .............................................................................. 13
      4. Theory on the Relation between Literature and Society ....................... 14
   C. Review on Historical Background .............................................................. 15
   E. Theoretical Framework .................................................................................. 19

CHAPTER III: METHODOLOGY .......................................................................... 21
   A. Object of the Study ....................................................................................... 21
   B. Approach of the Study ................................................................................. 22
   C. Method of the Study ..................................................................................... 23

CHAPTER IV: ANALYSIS ...................................................................................... 26
   A. Characterization of the Children Characters .............................................. 26
   B. The Characteristics of the Society .............................................................. 38
   C. The Oppression in Industrial Revolution Era ............................................ 49

CHAPTER V: CONCLUSION ............................................................................... 56

BIBLIOGRAPHY ....................................................................................................... 58

APPENDIX
   Summary of Charles Dickens’ *Oliver Twist* ................................................... 60
INTAN KORENTINA. Oppression towards Children during the Industrial Revolution Era Represented on the Children Characters in Charles Dickens’s *Oliver Twist*. Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University, 2008.

This thesis analyzes a novel written by Charles Dickens entitled *Oliver Twist*. The writer discusses oppression toward children that happened in industrial revolution era that appear in the novel as represented by the children characters, namely Oliver Twist, Dick, Charley Bates, and Jack Dawkins.

In order to analyze the novel, three problems are formulated. The first problem deals with the characterization of the children characters; Oliver Twist, Dick, Charley Bates, and Jack Dawkins. The second problem is about the characteristics of the society in the novel. The last problem is about how the characteristics of the children characters and the characteristics of the society represent the oppression in industrial revolution era.

In completing this thesis, the sociocultural-historical approach is used. Library research is applied to collect the data from books and other references. Theory of character and characterization, theory of setting, theory of oppression, theory on the relation between literature and society, and review on historical background are needed in solving three problem formulation in this thesis.

The result of this study shows oppression in industrial revolution era. The children who lived in the industrial revolution era are represented by the children characters in the novel *Oliver Twist*. Oliver Twist and Dick represent the orphans who lived in that era who are characterized as nice, but weak, pale and thin boys. Whereas, Jack Dawkins and Charley Bates represent the children who lived in the underworld because they are characterized as bad, crafty, jealous, and dishonest thieves. The society is dominated by people from the workhouse and underworld. They tend to give bad treatment to the children. However, there are also some gentlemen who are nice. Those characteristics of the children characters and the characteristics of the society show the oppression in that era. Generally, the society gives bad influence to the children so that the children become pale, thin, and weak as represented by Oliver and Dick, and become bad, crafty, and dishonest like Jack Dawkins and Charley Bates since they are involved in the underworld.

Skripsi ini menganalisis sebuah novel yang ditulis oleh Charles Dickens yang diberi judul Oliver Twist. Penulis membahas penindasan terhadap anak-anak yang terjadi pada masa revolusi industri yang muncul di novel tersebut yang ditampilkan melalui tokoh anak-anak yaitu Oliver Twist, Dick, Charley Bates, and Jack Dawkins.


Pendekatan sosiokultural-sejarah digunakan dalam menyelesaikan skripsi ini. Data-data yang dibutuhkan dikumpulkan dari berbagai buku dan sumber lain dengan metode kepustakaan. Teori tokoh dan penokohan, teori latar, teori tentang penindasan, teori hubungan antara sastra and masyarakat, dan gambaran tentang latar belakang sejarah dibutuhkan dalam menyelesaikan tiga rumusan masalah dalam skripsi ini.

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KEPENTINGAN AKADEMIS

Yang bertandatangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

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Pada tanggal : 10 Desember 2008

Yang menyatakan

Intan Korentina
CHAPTER I
INTRODUCTION

A. Background of the Study

In her book entitled *Society in the Novel*, Elizabeth Langland stated about her perspectives, “As soon as novelists select, arrange, and organize the disparate elements of culture, the arrangement takes meaning or value” (1984: 5). The cultural aspect that the novelists choose was in purpose referring to such meaning or value that was expected to be understood by the readers. It is such kind of sending a message through the novel. Moreover, Langland stated more in her next page:

Analyzing the values that inhere in a formal arrangement of society allows us to address questions of why novels mean what they mean to us and why they can affect us powerly. Society, as depicted in the novel, thus comments on roles and possibilities of society in our lives, and I shall point throughout to ways in which it does so (1984: 6).

The society in the novel may have similarities to the society in reality. The society described in the novel may become representation of the condition of the society in reality. We can consider it representation as long as there is a “bridge” which links the society in the novel with the society in reality. The “bridge” is more or less the similarities between them.

As an individual who lives as a part of society, we cannot live out of the influences of the society. Unconsciously, we live under the control of the society (mostly by the unwritten rules in the society).

The mode of production of material life conditions the general process of social, political and intellectual life. It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness” (Marx, 1971: 20).
Sometimes the society oppresses us. It can be seen when some norms sometimes force us to do things that we actually do not want to do or when we are not in the proper condition to do it and vice versa. In some cases, we are in a condition that does not allow us to do something that we really want to do. The oppression may be done by a group of people toward someone, usually by the supervisors to the people on the lower level. People in the lower level usually are considered the weak people that can be oppressed easily because they have no power to fight.

*Oliver Twist*, written by Charles Dickens, tells about the life of a child, Oliver, who lives as an orphan with many kinds of conflicts. In general, the story is about the sufferings of this orphan boy in a situation of the industrial revolution era. There is the workhouse where the lower class people are hired including the children. In the novel, there are descriptions about oppression in the industrial revolution era that can be seen in the workhouse.

Besides, in the story there are also some descriptions about the influences of industrial revolution that are seen from other children characters. The oppression is not only felt by Oliver Twist but also by Dick, Charley Bates and Jack Dawkins. The condition of the society in industrial revolution era gives some oppression toward the children. They experience the inappropriate condition for children that also cause them to be different from children outside their society and different time.

The object of oppression in this novel is the poor people that consists of young and old people, even the children. It becomes more interesting for the writer to analyze the topic since the focus of analysis in this thesis is the children
who should not get this kind of oppression because actually children need the stable, good, and safe condition to develop their personality. These conditions lead the writer’s curiosity to dive deeper into the story to find other conditions that show kinds of oppression that might happen in the novel toward Oliver and other children character.

The reason of writing this paper about oppression especially toward children during industrial revolution era seen on the main character Oliver Twist and other children characters in Oliver Twist by Charles Dickens is to reveal more about the oppression toward children during the industrial revolution era.

### B. Problem Formulation

In order to have thorough analysis, this thesis will focus on the problems stated below.

1. How are the children characters characterized?
2. How are the characteristics of society of industrial revolution era depicted in the novel?
3. How do the characteristics of the children and the characteristics of the society of industrial revolution era represent the oppression in that era?

### C. Objectives of the Study

The main purpose in this study is to analyze the oppressions that appear in Oliver Twist that happen to the children characters. Then, the objectives of this study are to answer questions on the problem formulation as stated above.
Therefore, the first objective of this study is to identify how the children characters are characterized. The second objective is to examine the condition of the society in the industrial revolution era in the novel. The last objective is to find out the representation of oppressions in industrial revolution toward children as represented by the characteristics of the children character and the characteristics of the society.

D. Definition of Terms

There are some terms that the writer wants to define to avoid confusion and differences in understanding about certain terms used in this thesis.

1. Character

According to Abrams in his book *A Glossary of Literary Terms*, characters are “the person presented in a dramatic or narrative work, who interrupt the readers as being endowed with moral and dispositional qualities that are expressed in what they say - the dialogue - and by what they do - the action” (1981: 20). It means that the personality of characters can be determined from their action and dialogue in drama or narrative work.

2. Characterization

Holman and Harmon in *A Handbook of Literature* say that characterization is the creation of imaginary persons in fictions (drama, novel, short story, or narrative poem), so that they exist for the reader as lifelike (1986: 81). While Rohrberger and Woods in their book *Reading and Writing about Literature* stated characterization as “the process by which an author creates a character, the
devices by which he make us believe a character is like particular type of person he is” (1971: 20). In this thesis, characterization is understood as a process of revealing the personalities or characteristics of the characters in the novel that the author tries to transfer to the readers.

3. **Industrial Revolution**

   In the *Worldbook Encyclopedia*, Industrial revolution which happened during the late 1700s and early 1800s gave great changes in the lives and work of people in several parts of the world. The term *industrial revolution* refers not only about the changes but also the period itself. It aimed to raise people’s standard of living but it also gave many bad effects such as air and water pollution. And the biggest effect was felt by the lower class because of the rapid industrialization in cities (1971: 186). In *Microsoft Encarta Premium 2006*, industrial revolution is defined as widespread replacement of manual labor by machine that began in Britain in the 18th century and is still continuing in some parts of the world.
CHAPTER II
THEORETICAL REVIEW

A. Review of Related Studies

As the writer understands, the previous studies are some studies about the related or same topic, author, or work that were done in the previous time. To help analyzing the problems in this study, there are two related articles and three previous theses that also studied about Charles Dickens’ *Oliver Twist* and industrial revolution era.

The first related study is an article entitled *Oliver Twist: The Nauseatingly Good, the Abominably Bad, and the Just Plain Ugly*. In this article, the writer commented about the novel which criticizes the British society in the 19th century to convince the reader that what has happened was not supposed to. It tells about the weakness of the story which was covered by the writing style as quoted follow, ”He says one thing, but his cleverly crafted diction says another. It's that current of sarcasm, flowing just under the surface of his ever-polite and respectable voice, that really kept me in this novel.”  

The comment in this article adds more sympathy to the condition in British society in the 19th century. Although it also gives bad comments besides commending the novel, in fact, it arouses the curiosity about the novel and the truth of the comments in this article.
The second related study is an article which just simply entitled *Oliver Twist* as the writer of this article wrote that the novel *Oliver Twist* sets on parochial management. The novel is a history of a child who was brought up by parish overseers which is a kind of pictures from tragic-comedy of lower life performed in natural agencies from the dying mother, gradations of crime to the self-assertions of humanity in scenes and among characters. The writer of this article tried to reveal the purpose of the story as stated below.

It is indeed the primary purpose of the tale to show its little hero, jostled as he is in the miserable crowd, preserved everywhere from the vice of its pollution by an exquisite delicacy of natural sentiment which clings to him under every disadvantage ([http://www.lang.nagoya-u.ac.jp/~matsuoka/CD-Forster-2.html#III](http://www.lang.nagoya-u.ac.jp/~matsuoka/CD-Forster-2.html#III)). This article does not strictly gives bad or good comments about the way novel *Oliver Twist* tells the story, but it notes more in the content of the story itself which talks about social aspects like humanity and crime. It gives more awareness about the social aspect of the novel.

Besides those studies, the writer also uses undergraduate theses as the related studies. The first thesis is an undergraduate thesis published in Yogyakarta by Sanata Dharma University in 2003 entitled *Dickens’ Criticism toward the Poor Law of 1834 through the Character of Oliver Twist* written by Silvia Octaliana. In this thesis, she concluded that the Poor Law influenced the character of people (especially poor people such as Oliver Twist, Mr.Bumble, Fagin, and his friends in the novel). The law indeed makes the poor people afraid to enter the workhouse so that they choose to be criminals instead of joining the workhouse. The law does
not satisfy the poor people. Dickens created characters that could describe the effect of The Poor Law toward poor people in Britain in the industrial revolution era. Some of them are criminals as the result of the bad condition after the application of the Poor Law. Dickens wants people to realize that not all the poor are bad. They become bad because of the bad condition. So, instead of hating them, it is better to help the poor people (Octaliana, 2003: 61-63). Through this study, the writer gets information about the content of the Poor Law and its influence toward poor people that is implied in Charles Dickens’ Oliver Twist. It gives wider description of the novel and the condition in the industrial revolution era.

The second undergraduate thesis was written by Indhy Agieviena Putri entitled as A Study of Characters and Setting to Reveal the Victorian Age Social Stratification in Charles Dickens’ Oliver Twist published by Sanata Dharma University in 2007. Her first problem is about how the characters and setting are portrayed in the novel. Based on her analysis, she stated, “The setting begins in parochial world. The parochial world is divided into three parts; the workhouse, the tradesmen, and the poor” (Putri, 2007: 64). This setting is represented by the characters of Mr. Sowerberry, Mr. Griemfield, Oliver Twist, the poor and people in the workhouse. Then the setting continues to the criminal world since Oliver Twist knows Fagin, the lord of underworld, Artful Dogder, Nancy, and Bill Sikes. The last is the world of respectable people which appears in the characters Mr. Brownlow, Dr. Losborne, and the Maylies who accept Oliver as their family member. The second problem is the exposure of Victorian Social Stratification.
She found four divisions which are Middle Class, Lower Middle Class, Lower Class, and Under Class (Putri, 2007: 64-66). From this study, the writer gets the knowledge of the existence of the social stratification in the novel. It also stimulate the writer to explore the influence of the society in industrial revolution era which consists of people from classes which are mentioned in the previous study toward the children characters in the novel.

The third thesis is entitled the Social Condition during the Industrial Revolution and Its Significances towards the Main Characters as Revealed in H.G. Wells’ Time Machine which belongs to Maximus Eko Raharjo. It talks about the condition in industrial revolution era and its effects toward the characters. The condition of industrial revolution era is depicted as an era which the upper class and lower class existed. The upper class led the economic aspect and put the lower class as the ones who must work hardly in long hours so that they are called the working class. They also only get low payment. The condition at that time was so hard for the working class (Raharjo, 2005:49-50). The explanation gives the writer information and description about the industrial revolution era which are needed in doing this thesis since it also talks about the influence of oppression in industrial revolution era.

Those related studies help the writer to see the value of the story wider and deeper. They also help in choosing the theories and approach to study about Charles Dickens’ Oliver Twist. However, this thesis will not talk about the fully similar topic or content to the previous related studies. The studies in the internet criticize the unfair condition in British society in 19th century and discuss about the little hero of the tale of Oliver Twist for its character’s unhappiness. The
undergraduate theses talk about the author’s criticism toward the Poor Law of 1834 which influenced the characters in the novel, the exploration about Victorian Age Social Stratification in *Oliver Twist* through the characters and setting, and the significance of the social setting of industrial revolution toward the characters in the Time Machine. This thesis focuses on the oppression in the industrial revolution through the characteristics of the children characters and the characteristics of the society in that era. The analysis would be gained through the help of some information from the previous studies.

**B. Review of the Related Theories**

1. **Theory on Character and Characterization**

   Abrams in his book *A Glossary of Literary Terms*, stated that characters are “the person presented in a dramatic or narrative work, who interrupt the readers as being endowed with moral and dispositional qualities that are expressed in what they say- the dialogue- and by what they do- the action” (1981: 20). According to Barnet and Berman in their book *Literature for Composition: Essay, Fiction, Poetry & Drama*, there are two kinds of character which are round character and flat character. A flat character usually simple and only has one trait such as loving wife, tyrannical husband, braggart, pedant, hypocrite, or whatever. While the round character embodies several even many traits that cohere to form a complex personality (1992: 112). It means that in flat character, the personalities of the character still have the relation that tend to show only one trait or characteristic without any personalities that are dissimilar. So, the round character has the different personalities in a character.
Theory of characterization by M. J. Murphy in his book *Understanding Unseen: An Introduction to English Poetry and English Novel for Overseas Student* tells that there are nine ways that an author can use in revealing the character’s personalities and traits to readers as mentioned below.

a. Personal description
The author shows the character’s appearances or how the character dresses.

b. Character as seen by other characters
The author uses the other character’s eyes or perspectives to describe a character.

c. Character’s speech
The saying of the characters can help the readers to conclude the character’s personality.

d. The character’s past life
The character’s past life can be drawn by the author to show the character.

e. Conversation of others
The conversation of people and what they say about a character can help to conclude the personality.

f. Reactions
How a character reacts toward something can give clues about the personality.


g. Direct comment
The author can directly describe or giving comments about a character.

h. Thoughts
The author can give a direct knowledge of people thought about a character.
i. Mannerism

The character’s manner or habit can be described to give clues to the readers (1972: 161-173).

2. Theory on Setting

Setting, according to Kennedy and Gioia, is about time and place. “The idea of setting includes the physical environment of a story: a house, a street, a city, a landscape, a region” (1995: 110). They also said that “some critics and teachers regard the setting of a story as its whole society, including the beliefs and assumptions of its characters” (1995: 111). Rohrberger and Woods Jr. told that setting never exist by itself. It explains the characters and situation and influences the atmosphere (1971: 22). Setting will help the readers understand what happens in the story.

Another theory of setting is drawn by Holman and Harmon. The setting of the story is not merely about its time and place but sometimes refers to the spiritual background where the story takes place. A better understanding of the setting will be gained from Holman and Harmon’s explanation in their *A Handbook to Literature* that there are four elements forming a setting, namely:

(1) The actual geographical location, its topography, scenery, and such physical arrangements as the location of the windows and doors in a room; (2) the occupations and daily manner of living of the characters; (3) the time or period in which the action takes places, for example, epoch in history or season of the year; (4) the general environment of the characters, for example, religious, mental, moral, social, and emotional conditions through which the people in the narrative move (1986: 465).
Langland said more about society. It is that society is not merely about people and their classes but also their custom, conventions, beliefs and values, their legal, religious and cultural institutions, and also their physical environment. (1984: 6)

This knowledge about setting in a novel will be helpful to understand the story deeper.

3. Theory on Oppression

An act is oppressive only when it prevents men from being more fully human (Freire, 1973: 42). Oppression is a situation where a person objectively exploits another for his own benefit and hinders him from insisting his humanity as a responsible person. Sometimes, oppression deals with violence.

Violence is initiated by those who oppress, who exploit, who fail to recognize others as persons—not by those who are oppressed, exploited, and unrecognized. It is not the unloved who initiate disaffection, but those who cannot love because they love only themselves…. For the oppressors, however, it is always the oppressed who are disaffected, who are “violent,” “barbaric,” “wicked,” or “ferocious” when they react to the violence of the oppressors (Freire, 1973: 41).

The oppression may happen because of the desire of the oppressor under his consciousness to transform everything; property, production, the creations of people, people themselves and time into objects of domination.

Money is the measure of all things, and profits the primary goal. For the oppressors, what is worthwhile is to have more—always more—even at the cost of the oppressed having less or having nothing. For them, to be is to have and to be the class of the “haves” (Freire, 1973: 44). This makes oppressors see humanity as a thing (commodity). They think that the more things they have the more
human they are. And it becomes their absolute right to possess more. This thought makes them exploit and oppress others to enrich themselves.

It is important that the oppressed realize the unfair condition and makes changes. However, overcoming oppression is more than recognizing the relationship between the oppressor and the oppressed. The oppressed must struggle to free themselves. The oppressors, who oppress, exploit, and rape by virtue of their power, cannot find in this power the strength to liberate either the oppressed or themselves. Only power that springs from the weakness of the oppressed will be sufficiently strong to free both (Freire, 1973: 28).

Unfortunately, the oppressed usually tends to be the next oppressor. “But almost always, during the initial stage of the struggle, the oppressed, instead of striving for liberation, tend themselves to become oppressors, or “sub-oppressors”… Their ideal is to be men; but for them, to be men is to be oppressors. This is their model of humanity” (Freire, 1973: 29-30).

The oppressors lose their humanity during the process of oppression. One of basic elements of the relationship between oppressor and oppressed is prescription. Every prescription represents the imposition of one man’s choice upon another, transforming the consciousness of the man prescribed to into one that conforms with the prescribes’s consciousness. Thus, the behavior of the oppressed is prescribed behavior, following as it does the guidelines of the oppressors (Freire, 1973: 31). Liberation is more than simply realizing that the oppressed are the direct opposite of the oppressor and that if the oppressor is eliminated, then oppression ends too. From Freire’s theory about oppression, the characteristics of the oppressed can be concluded as the person who is considered as thing or commodity, exploited, unrecognized, being the object of violence, he
or she must struggle for his or her liberation, and he or she has the tendency to be the next oppressor.

4. Theory on the Relation between Literature and Society

In her book *Society in the Novel*, Langland states that literature is mirror of society (Langland, 1984: 5). The society here is not only about peoples and their classes but also their customs, convention, beliefs and values, their institutions-legal, religious and cultural-and their physical environment (Langland, 1984: 6). In the novel, characters are a particular value that can affirm that statements. They reveal their effective perspectives and values through action, speech and thought, so that they need a society as medium to act and reflect (Langland, 1984: 9).

“Society, as depicted in the novel, thus comments on roles and possibilities of society in our lives, and I shall point throughout to ways in which it does so.” Society may also reveals through human relationships, through characters’ patterned interactions and their common expectation of one another (Langland, 1984: 6). The writer uses this theory because by using this theory the writer can analyze how the novel related with the society and how the characters in the novel can be representation of real society, in this case is the society in industrial revolution era.

C. Review on the Historical Background

The setting of the novel is taken in the industrial revolution era which happened in the late 17th century and the early 18th century. In this era, there were
so many fundamental changes in agriculture, textile and metal manufacture, transportation, economic policies and the social structure in England. This era did destroy the old manner of doing things. The changes were increased production and profits, the decreased public health, burdening law, a great shift in movement from the villages to cities because of rapid industrialization which placed the migrants, who were unemployed and lived in dirty streets, often took to crime, etc.

Some historians stressed the negative parts of the revolution mostly in the overcrowded and unsanitary housing also terrible working conditions created by rapid industrialization in the cities. The industrial revolution ultimately used power-driven machines replaced handwork, and factories developed as the best way of bringing together the machines and the workers to operate them. Both workers and employers must adjust to a new cold and impersonal relationship. Most workers lived and worked under cruel condition. Industrialist employed many workers and could not deal with them personally (1971: 191). The working time was about 12 to 14 hours a day for six days a week. But the machines forced the workers to work faster and without rest. Factory wages are low. Women and children who are under 10 years of age worked as unskilled laborers and made only a small part of men’s low wages. They were dreadfully poor.

The poor people were put in the workhouse based on the Poor Law Amendment Act. Poor people at that time were considered to be poor because of their laziness, so working in the workhouse was believed as the punishment for them. There are some rules that regulate the punishment for people in the workhouse who break such rules. For example, Sarah Rowe were locked up for
24 hours on bread and water because she was noisy and swearing; Mary Bartlett
were sent to prison for two months after breaking a window; and John Johnson
refused to work and as the punishment, he got no tea and cheese for supper and
not breakfast at all. Those were some examples of punishment that people in the
workhouse got.

The daily routine for workhouse inmates prescribed by the Poor Law
Commissioners in 1835 was as follows: during 25 March to 29 September, they
must rise on six o’clock and have breakfast on half past six to seven o’clock.
Then, they must work until the interval time for dinner on twelve to one o’clock
and continue their work until six o’clock. They may have supper on six to seven
o’clock. While during 29 September to 25 March, they were allowed to rise at
seven o’clock and start to work at eight o’clock.

In the workhouses, the diet was detailed. For example, in a workhouse in
St John at Hackney in the 1750s, the diet was 7 ounces of meat when dressed,
without bones, to every grown person, 2 ounces of butter, 4 ounces of cheese, 1
pound of bread, and 3 pints of beer each day. Although healthy in some respects,
for example sugar was rare in the workhouse diet until the 1870s; it was often
created from the cheapest ingredients. Milk was often thinned with water. Fruit
was a rarely included. The quality and quantity of food in the workhouse diet was
the subject of regular comment and debate. In 1841, Baxter condemned the
workhouse diet as being inferior to that given to transported convicts. The terror
of the food provided in some workhouse came to public attention in 1845 when
inmates at Andover workhouse were discovered to have been fighting over scraps
of decaying meat on the bones they were meant to be crushing.
Workhouse inmates were given a variety of work to perform, much of which was involved in running the workhouse. The women mostly did domestic jobs such as cleaning, or helping in the kitchen or laundry. In rural areas, inmates were sometimes used for agricultural labour. Other more menial work included stone-breaking (the results being saleable for road-making), corn-grinding (heavy mill-stones were rotated by four or more men turning a capstan; the resulting flour was usually of very poor quality), bone-crushing (this was abolished after the Andover scandal), gypsum-crushing (for use in plaster-making), oakum-picking, and wood-chopping.

In 1838, Assistant Commissioner Dr James Phillips Kay noted that children who ended up in the workhouse included 'orphans, or deserted children, or bastards, or children of idiots, or of cripples, or of felons'. The physical conditions in which workhouse children ended up were often appalling. The Poor Law Commissioners' Fourth Annual Report in 1838 recorded a visit by a physician to the Whitechapel workhouse who witnessed the pale and unhealthy appearance of a number of children in the workhouse, in a room called the Infant Nursery. These children appear to be from two to three years of age; they are 23 in number; they all sleep in one room, and they seldom or never go out of this room, either for air or for exercise. Despite these strict regulations, numerous instances of cruelty and abuse of children came to light over the years (http://www.workhouses.org.uk). Those are the description of the Poor Law and the workhouse condition in industrial revolution era. The oppression appeared mostly in the workhouses through the exploitation toward the workers since there
were too many things to do so that they have to work overtime but did not get enough food, care, or wages.

The novel was a kind of Dickens’ criticism toward the unfair social condition of the industrial revolution. He actually encouraged writing the story based on his own experiences. Young Dickens was suffered economic insecurity and humiliation. He had to work overtime with the very low wages in his childhood. Oliver portrays the feeling of despair that the author had experienced as a child. Dickens knew the real condition of the industrial revolution’s victim which he tried to reveal on this novel. In *Oliver Twist*, he tried to attack the Poor Laws which in fact burdened the poor people.

**D. Theoretical Framework**

The writer in this thesis talks about the oppression towards the children in the industrial revolution in the novel *Oliver Twist*. In analyzing this topic, the writer chooses theory on character and characterization, theory on setting, theory on oppression, theory on relation between literature and society, and sociocultural-historical approach. The writer chooses the theory on character of Barnet and Barnum which talks about round and flat character, definition on character by Abrams, and the theory on characterization by M. J. Murphy which is divided into nine ways as follows: personal description, speeches, past life, from other’s character, conversation, reaction, direct comment, thoughts, and mannerism to answer the problem number one about the characterization of the children characters who are Oliver Twist, Dick, Charley Bates, and Jack Dawkins.
To answer problem number two about the depiction of the society in the novel, the writer uses theory of setting of Kennedy and Gioia since they stated that setting is also about the whole society. There is also the theory on setting by Holman and Harmon because of their explanation about setting beside its time and place and also Rohrberger and Woods Jr’s. The most important to reveal the characteristics of the society is the application of the theory about society by Elizabeth Langland.

Then, to answer the problem number three, the writer uses the theory on oppression and theory on the relation between literature and society also the review on the historical background. Those theories and review help the writer to observe how the characteristics of the children and the characteristics of the society represent the oppression in the industrial revolution era.
CHAPTER III

METHODOLOGY

A. Object of the Study

The object of this study is the novel *Oliver Twist* by Charles Dickens which was published in 1947 by Laidlaw Brothers, Inc. This novel consists of 333 pages which are divided into 34 chapters. It is a kind of British tale which is very popular, especially in the year of its publication. Another proof of the success of this novel is that there was a film made based on this novel with the same title *Oliver Twist*.

The novel tells about a young boy who struggled for his life. He was an orphan from his birth since his mother died after his birth and left him without any identity or information about their family. Then on, he was taken care of in an orphanage that was sponsored by the parish. In his ninth birthday, he was sent to the workhouse where other children with the same fate were there. Unfortunately, he was badly treated and always in hunger. He became a weak boy physically and mentally. There was a time that forced him to ask for more food in the workhouse which then delivered him to a punishment to be sold as an apprentice. Not getting the better condition while being an apprentice, he collected his courage to run away to London.

After a long and tiresome journey, he arrived in London. There, he was introduced to the underworld which was too wild for a child like Oliver. It gave
him more oppression. Many kinds of events oppressed him which a child should not experience in his young ages. This condition influenced his personality.

Along the story, there were also other children characters who were not really exposed, but actually they were also the victims of the cruel condition in that era. They were Dick, Charley Bates, and Jack Dawkins. They actually also experience the oppression although Charley Bates and Jack Dawkins were not really aware about it because they seemed enjoying what they did.

B. Approach of the Study

According to Mary Rohrberger and Samuel H. Woods, Jr. in their book named *Reading and Writing about Literature*, a sociocultural-historical approach locates the real work in reference to the civilization that produced it. They define civilization as the attitudes and actions as its subject matter in which the work created and it reflects. They stated that “No one of course can deny their assertions, first, that literature is not created in a vacuum, and second, that literature embodies ideas significant to the culture that produced it.” (1971: 9). We need the awareness and knowledge about the sociocultural and historical condition of the setting of a work to understand the work itself. Moreover, they emphasized that “The traditional historical approach to literature usually takes as its basis some aspect of the sociocultural frame of reference combining it with an interest in the biographical as well as knowledge of and interest in literary history.” (1971: 9).
Later on they said about steps in using sociocultural-historical approach as concluded in the following sentences. First, we must make sure about the validity of a work. Second, we should examine and work in relation to others (such kind related previous work or studies). Third, we have to not only feel the art or the aesthetics but also the ethical judgment concerning the truth of an author’s statement. As stated by T. S. Eliot in his essay *Religion and Literature* that “the ‘greatness’ of literature cannot be determined solely by literary standards; though we must remember that whether it is literature or not can be determined only by literary standards” (1936: 92).

We must avoid judging a piece of literature as though it were merely a historical document, illuminating the past only, without relevance to contemporary life. The last, Rohrberger and Woods stated about two important factors which are: first, the accuracy in the presentation of historical facts is value to the historian, but necessarily to the author. The second is that a work of literature might have historical significance, but not necessarily literary significance.

This approach will be helpful to understand the real condition of the setting. In this case, it is about the society in the industrial revolution era in Britain. Since the thesis talks about society, the sociocultural-historical approach is needed.

C. Method of the Study

The writer applied the library research method in analyzing *Oliver Twist*. Then, the writer took some steps in writing this thesis and tried to do it
systematically. The writer tried to find out the important information through library and internet research. In analyzing this thesis, the writer divided the data into two categories. They are the primary and secondary data. In processing the data, there were some steps taken. The first step taken was dealing with the novel *Oliver Twist* by Charles Dickens which was published by Laidlaw Brothers, Inc. in 1947 as the writer’s primary data. The writer read and reread the novel followed by the action of noting down the things in the story which were important to this thesis, especially about the oppression.

The second step was about finding the secondary data to support the analysis in this thesis. They were some books and references that related to the problems in this thesis. Some of them were books which contain theories and approach that was needed in analyzing the novel such as *Understanding Unseens: An Introduction to English Poetry and English Novel for Overseas Students* by M. J. Murphy, *Literature for Composition: Essay, Fiction, Poetry & Drama* by Barnet and Berman, *Literature: An Introduction to Fiction, Poetry, and Drama* by X. J. Kennedy and Dana Gioia, *A Handbook to Literature* by Holman and Harmon, *Pedagogy of the Oppressed* by Paulo Freire, *Society in the Novel* by Elizabeth Langland, *Religion and Literature: Essay Ancient and Modern* by T.S. Eliot, *Reading and Writing about Literature* by Mary Rohberger and Samuel H. Woods, Jr.. and *The Worldbook Encyclopedia Volume 10*. After that the writer tried to gain the important information for doing the analysis.

Of course, the next step was analyzing the novel with the help from the secondary data. In this part, the writer tried to answer the three problem
formulation stated in Chapter I. There were three parts of analyzing the topic. The first part is about intrinsic element (character). The writer tried to analyze about the characterization of the main character Oliver Twist and the other three children characters who are Dick, Charley Bates, and Jack Dawkins, mostly about the characterization dealing with the oppression by using the theory on character by Barnet and Berman and the theory on characterization by M. J. Murphy. Then, in the second part the writer tried to analyze about the characteristic of the society considering the industrial revolution era depicted in the novel. This part was analyzed by using the theory on setting by Gioia, Rohberger and Woods Jr., Holman and Harmon, and Langland. After that, in the third part, the writer tried to relate the characteristics of the children characters and the characteristic of the society to answer the problem number three about the oppression in industrial revolution era which is reflected by the characteristics of the children and the characteristics of the society. The last problem was analyzed by using the theory on oppression by Freire and the review of historical background.

The last step is arranging the conclusion of the analysis. The conclusion was gained by relating the whole data in the analysis based on the theories and approach that were used in general.
CHAPTER IV
ANALYSIS

In this chapter, the writer tried to answer the problem formulation. The first part would be the analysis about the characterization of the main character Oliver Twist and the minor children characters who were Dick, Charley Bates, and Jack Dawkins. On the analysis the writer applied the theory of character by Barnet and Berman who said about flat and round character and the theory of characterization by M. J. Murphy which was divided into 9 ways as stated in Chapter II. So, in analyzing the children characters, the writer used the personal description, character as seen by other characters, character’s speech, character’s past life, conversation of others, reactions, direct comments, thought, and mannerism to find out the characterization and tried to decide them as round or flat characters.

A. Characterization of the Children Characters

1. Oliver Twist

Oliver Twist is the main character in this novel which of course attracts the reader’s attention. Oliver is a little orphan boy who lived in an orphanage which is supported by the parish since his birth in a town which is located about seventy miles north of London. He has nobody since the first breath of his. His mother died after a great effort of giving him birth. She left him no identity, evidence, or clue about their family.
Oliver grows up in the orphanage without enough food and care that a child needs. Mrs. Mann is the woman who should be responsible for the children in the orphan asylum keeps the money from the parish as much as possible for herself. This condition causes the children experience starvation; even some of them die. Oliver survives although he grows as a skinny and weak little boy. It can be known by applying Murphy’s theory which said that the characterization can be seen from author’s personal description, “Oliver Twist, however, survived, a half-starved little drudge like the others. By the time he was ten years old, he was a pale, thin, child, small for his age...” (1947: 4). However, Oliver is described as a good-looking boy as stated by the author as the opinion or thought of Mr. Sowerberry: “Finally, Mr. Sowerberry, who rather liked the boy and thought him a good-looking lad,...” (1947: 24) and Mr. Brownlow also expresses the same opinion while he has the conversation about Oliver with his old friend. “He is a nice-looking boy, is he not?” inquired Mr. Brownlow (1947: 93).

Besides giving him the poor physical appearance, the unfortunate condition that Oliver experiences also brings him to be a boy who often cries. It can be seen from some events that show Oliver’s reactions toward some conditions as Murphy’s theory on characterization. One of the causes is because he never feels full which makes him feel uncomfortable and cry easily as described in the novel when he is transferred from the orphan asylum into the workhouse and must join the new and strange people for him, “It was not hard for the boy to bring tears into his eyes. Hunger and ill-usage are great assistants if you want to cry, and Oliver cried very naturally indeed.” (1947: 5). The other logical reason of Oliver to cry is
because of the sadness that he feels since loneliness haunts him since he has nobody in the world. Especially after being transferred to the workhouse: “And yet he burst into an agony of childish grief as the cottage gate closed after him.... A sense of his loneliness in the great wide world sank into the child’s heart for the first time.” (1947: 6). There is also another reason why Oliver cries. The suffering that he experiences along his life from the first part of the story until the end is stressful to drive him into tears. One example of the oppression is when he is in the workhouse, he is treated badly. Mr. Bumble, the beadle, wakes him up by giving him a tap on his head and on the back with his cane. Then, he orders Oliver to work picking the oakum at six o’clock in the morning and does not give him enough rest and food. Being oppressed like that, what Oliver can do only cries. “Oliver bowed low, by the direction of Mr. Bumble, and was hurried away to a large ward, where, on a rough, hard bed, he sobbed himself to sleep.” (1947: 6).

The condition at that time often sets him in fear. He is afraid of people who do not like him and always want to hurt him by threatening him badly. Gentlemen who lead the workhouse fear him although they have not done anything yet to Oliver. “Oliver, frightened at the sight of so many gentlemen, answered in a very low and hesitating voice...” (1947: 6-7). Besides, the gentlemen, at first, Oliver is also afraid of Noah Claypole, another worker of Mr. Sowerberry to whom Oliver works as the punishment of his impudent to ask more food in the workhouse. Oliver gets frightened at the first meeting. Mr. Claypole is bigger and older than Oliver. This condition makes him feel brave enough to insult Oliver. Since the first day they meet, Noah tries to scare and show Oliver that he is more powerful
by saying bad words and doing bad things to Oliver. In their first meeting, Noah yells at Oliver to open the door and kicked the door to wake Oliver up.

“Open the door, will yer?”
“I will directly, sir,” replied Oliver.
“How old are yer?” inquired the voice.
“Ten, sir,” replied Oliver.
“Then I’ll whop yer when I get in,” said the voice, “you just see if I don’t, that’s all, my work’us brat!”
Oliver drew back the bolts with a trembling hand and opened the door.

(1947: 22).

Besides being afraid of people, the condition and environment also frightened him. The environment where he works as an apprentice is in an undertaker’s house which has coffins in it and some funerals to accompany Oliver’s days and nights.

Left to himself in the undertaker’s shop, Oliver set the lamp down on a workman’s bench and gazed timidly about him with a feeling of awe and dread. An unfinished coffin on black trestles, which stood in the shop, looked so gloomy and deathlike that a cold tremble came over him. He almost expected to see some frightful form rear its head, to drive him mad with terror (Dickens, 1947: 21)

In his loneliness in a wild place which is far from a warm house; Oliver lies there by himself in the night. This condition also frightened him, “When the night came, he turned into a meadow and creeping close under the haystack, determined to lie there till morning. He felt frightened at first...” (1947: 42).

Basically, Oliver is a patient boy. It can be seen since he mostly gives no reaction to any kind of treatment that he experiences. He tries to accept everything they are in his life. Actually, the condition does force him to accept them. It is the condition that he is only a little, thin orphan boy who has no power and capacity to rebel the unfair situation that is made by powerful adults. He obeys the rule to
move to the workhouse in his tenth birthday and being an apprentice in Mr. Sowerberry’s shop. The condition really does control Oliver’s attitude. When the condition forces him to accept it and gives him no chance to protest and fight, he will be so patient in doing everything people want him to do and behave calmly. However, he still has the power inside him which can arouse his bravery to fight the unfair situation that he cannot bear anymore which makes him react. The characteristics of Oliver can be seen through his reaction as said by Murphy. There is a case which lets Oliver to lose his temper although he has tried to be so patient to the torments of pulling him, tweaking his ear, calling him sneak, and announcing intention to see him hanged which is done by Noah Claypole. Those torments fail to make Oliver cries. Not being satisfied with that, Noah gets an idea that finally does work in making Oliver reacts. It is by insulting his mother cruelly:

“...But yer must know, Work’us, yer mother was a regular right-down bad’un.”
“What did you say?” inquired Oliver, looking up very quickly.
“A regular right-down bad’un, Work’us,” replied Noah, coolly. “And it’s a great deal better, Work’us, that she died when she did, or else she’d have been hard labouring in Bridewell, or transported, or hung; which is more likely than either, isn’t it?”
Crimson with fury, Oliver started up; overthrew the chair and table; seized Noah by the throat; shook him, in the violence of his rage, till his teeth chattered in his head; and, collecting his whole force into one heavy blow, felled him to the ground. (1947: 31-32).

Oliver was so quiet and calm before Noah Claypole talked about his mother harshly. Applying Murphy’s theory on characterization, it can be seen from his mannerism that actually Oliver is a nice boy. Oliver could still bear Noah’s tortures to himself, but not to his mother whom he missed and respected
so much although he never knew her directly. He became so mad and did not think about anything else even he did not think at all, but only express his emotion by attacking Noah until Noah cannot help himself although he had the bigger body than Oliver. Oliver who was weak, pale, small, and thin got the power to beat the bigger boy. When the condition is really not friendly to him, Oliver becomes boorish to defend his belief and understanding about his life, for this case is about his beloved mother.

Dickens directly gives comments about Oliver. This comment gives a description about Oliver’s characteristic as said by Murphy that one of the way of characterization is by seeing author's direct comment. Dickens gives comment that Oliver is a boy who is physically weak but has the sturdy spirit, “By the time he was ten years old, he was a pale, thin, child, small for his age but possessing a sturdy spirit.” (1947: 4). This characteristic that Oliver has was not only described directly through Dickens’s statement, but also appears through his description when the story comes to the part when Oliver runs away after being punished at the back kitchen as the consequence of his bravery in attacking Noah to defend his belief about his mother. After that event, Oliver decided to run to London. Although it is a long distance to be done by walking on his small and skinny feet, he never gives up. He faces the fear to the wild nature. When the night comes and the wind moaned, he is frightened at first. Besides, he also fears of the warnings that stated about the capture of everyone who are caught begging within the district and then will be sent to jail. It is not only the fear that Oliver should face during his journey to London. He must also fight the great hunger and tiresome.
The bad weather is also another factor that Oliver should face. He does not have an enjoyable journey at all. He gets injured as the consequences of the hard journey. “His feet were sore, and his legs so weak that they trembled beneath him. Another night passed in the bleak damp air made him worse; when he set forward on his journey next morning, he could hardly crawl along.” (1947: 42). All the challenge cannot make him surrender to get into London. Those obstacles cannot force him to go back to the town where he was born. It is enough to prove that Oliver has the sturdy spirit.

Oliver is a polite boy. He actually knows how to act and speak properly. This characteristic is shown through Oliver’s mannerism as said by Murphy that it is one of the way in characterization. His mannerism is described to show it. It is proven by his words which are nice and properly used, unlike the words which are used by Noah Claypole, Jack Dawkins, Charley Bates, and the others. He speaks like a gentleman. He respects everyone whom he talks to. It can be seen through some conversations which involved Oliver in it. Almost to all of them, he addresses them as ‘Sir’. Besides the polite words, Oliver also knows how to act. He does know that he should not join the conversation between gentlemen except they let him to do it. When he has a conversation with Mr. Brownlow, Mr. Grimwig, an old friend of Mr. Brownlow comes to visit him. Oliver knows that it is better for him to resign from that room.

Mr. Brownlow smiled. Turning to Oliver, he said that Mr. Grimwig was an old friend of his, and he must not mind his being a little rough in his manners, for he was a worthy creature at heart. “Shall I go downstairs sir?” inquired Oliver (1947: 92).
In the story, Oliver is depicted as an honest boy. He never tells a lie at all. He says everything as it is. This characteristic can be seen indirectly in the whole story. Oliver never has any intention to tell lies. His mannerism as an honest boy is also showed when he was asked by Mr. Brownlow to tell the truth about his identity, Oliver intended to tell the fact, although it was cut by the arrival of Mr. Grimwig, “Oliver was on the point of beginning to relate how he had been brought up at the orphan asylum and taken to the workhouse by Mr. Bumble, when a knock was heard at the street-door.” (1947: 92).

To be concluded, Oliver is an honest, patient, polite, weak but has a sturdy spirit, and faint-hearth boy. However, when he feels that the humiliation or oppression toward him is too rude, he can be brave or upset as can be seen in his case with Noah Claypole and his escape to London. Oliver is considered as a flat character because his characteristics still have a line which shows that he is a nice boy. Although there are some reactions when deal with some rude situation, it does not change reader’s perception that Oliver is a nice boy.

2. Dick

Dick is a friend of Oliver in the orphanage. He is a boy with whom Oliver spends time with during his days in the orphan asylum. He is Oliver’s playmate. They experience the bad time together, “The younger child had been his little friend and playmate; they had been beaten, and starved, and shut up together, many and many a time.” (1947: 40). Dick only gets a very little portion in this story. However, his short appearance in the novel gives a big contribution to the reader to get another proof and description about the condition of the children at
that time. This character only appears once when Oliver runs away from Mr. Sowerberry’s house to London. Oliver passes the orphanage in his journey. He decides to spend a little time, just a little time to meet his friend. Dick is there and they have a little conversation by whispering. From the conversation, as Murphy stated in his theory on characterization, the readers get the information about Dick who can be considered as one of the representation of children in the industrial revolution era. Not so different from Oliver, Dick is also illustrated as a little and unhealthy boy as the result of the careless treatment in the orphanage. He is depicted as a dying boy who has no capability to survive his life no longer.

“I heard the doctor tell them I was dying,” replied the child with a faint smile. “I am very glad to see you; but don’t stop, don’t stop!”
“Yes, yes, I will, to say good-bye to you,” replied Oliver. “I shall see you again, Dick. I know I shall! You will be well and happy!”
“I hope so,” replied the child. “After I am dead, but not before. I know the doctor must be right, Oliver.” (1947: 40).

This conversation shows the poor condition of the boy. Dick is physically pale and sick. Because of the condition, he becomes a hopeless boy that can be seen from his speech about his health and his possibility to reach the happiness only after his death but not in his life. The suffering that he gets during his life causes him to be pessimist about his happiness. He keeps talking about his death which comes after him in a short moment. The pain along his life removes the hope of happiness in his life, so that he prefers to dream about happiness that he may get after he dies rather than about his recovery. However, from his manner, it can be seen that Dick basically is a nice and kind-hearted boy. Although, he himself has no spirit to continue his life and reach the happiness, he can still motivate Oliver to keep moving on his journey seeking the fortune. He is not
selfish and jealous of the chance for Oliver to reach his fortune by making Oliver get caught. He lets Oliver go without telling anybody about Oliver’s escape. Rather than putting Oliver in difficulty, he prefers to give him bless which is the first, valuable, and a never forgotten bless that Oliver ever gets during his life, “He climb upon the low gate and flung his arms around Oliver’s neck. “Good-bye, dear,” he said. “God bless you!” (1947: 40). Dick gives strength to Oliver’s struggle through his hugs and bless. These things are worthy to Oliver. The characteristics of Dick can be analyzed through his speech, mannerism, and conversation with Oliver. Since his short appearance in the novel, Dick is included to the flat character because as Barnet and Berman’s opinion about flat character which is usually simple and he has no character development in the story. He has the simple character as a hopeless but kind-hearted boy.

3. Charley Bates

Charley Bates is another children character who pictures the condition of children in that time with another version which is much different from Oliver Twist and Dick who are orphans. He is a thief, one of Fagin’s pupils as a criminal. Murphy said that mannerism is one of the ways in characterization. Bates’ manner shows that he is not a good boy. He never shows goodness in himself. He likes to laugh at everything: ”Master Bates saw something so funny in this reply that he burst into another laugh and choked over his coffee. “He is so jolly green!” he gasped as he recovered his breath (1947: 56). Charley loves to laugh excessively without reasons.
Charley is also jealous of Oliver. It can be observed from his reaction when he sees him in good clothes brings book and a note of money. He does not like seeing Oliver in the nice clothing. “Put off the smart ones,” said Charley, “and I’ll give ‘em to Fagin to take care of. What fun it is!” (1947: 114).

There comes the day when Fagin lets Oliver out with Dodger and Charley Bates to work. Oliver does not get the real point yet of his being involved in the play about stealing which they do every morning. He does not understand that the work that Dodger and Charley do is stealing. He is not aware that he is trained to be a thief. When Dodger and Charley are in action, Oliver gets surprised and amazed. Then, when the victim realizes of the stealing, the boys run and let Oliver being chased and caught. Dodger and Charley do not help Oliver at all and let him be the fall guy and take the consequence of what they did. They, in fact, are afraid of being caught. They are selfish because they do not want to be responsible to the case and make the other person gets the risk unfairly. They are unfaithful to Oliver.

To support his profession as a thief, Charley has to be crafty to take goods from people and then run away. He usually cooperates with Jack Dawkins in doing their action:”..., to see Dodger plunge his hand into the old gentleman’s pocket and draw out a handkerchief! To see him hand it to Charley Bates! And finally to behold them both running away around the corner at full speed!” (1947: 62).

Charley Bates’ characteristics can be analysed by applying Murphy’s theory on characterization through his mannerism and reaction is considered as a
flat character because he has no changing character in the story. He is characterized as a bad, wily, unfaithful, jealous boy who loves to laugh very much.

4. Jack Dawkins

Jack Dawkins is a type of boy who is similar with Charley Bates since they come from the same background. He is another Fagin’s pupil as a thief. Charley Bates is pictured as a boy in Oliver’s age but in messy look. Murphy said that characterization can be done by seeing author’s personal description of the character.

The boy was about Oliver’s age, but was extremely queer in appearance. He was a dirty, snub-nosed, flat-browed, common-faced boy enough, but he had about him all the airs and manners of a man. He was short for his age, with rather bow legs and little, sharp, ugly eyes...He wore a man’s coat, which reached nearly to his heels (1947: 44).

The author gives a clear description about Jack Dawkins, even about how he dresses. He is not a good-looking boy, in addition of his suit which is actually adult’s clothes and his adult’s manner. His adult’s gestures and clothes may be a cause of his hard life in the underworld. He socializes with Fagin who is an old criminal. It may influence Dawkins to act like man around him. It may also shows the poor life that the boy should face that he cannot wear the proper and nice clothes for children.

He is the first person that Oliver knows in London. He comes to Oliver after seeing him alone, exhausted, and starving. He invites Oliver to follow him and promises him food to eat and place to live. He introduces his name, Jack
Dawkins, to Oliver, while his close friends call him as “The Artful Dodger”. Dodger brings Oliver into Fagin’s place. He seems like an angel who saves Oliver from starving and cold out there, but what he does finally only throw Oliver into the evil and cruel life. He brings Oliver into the underworld which commits the crime. He makes Oliver as the next Fagin’s pupil in crime by letting him live with them and shows him a play of stealing with Fagin and Charley Bates. He actually does not have a good purpose when bringing Oliver home.

As a thief, like Charley Bates, he is also a wily person. It can be seen through his mannerism. He can smoothly pick the handkerchief from a gentleman, ”... to see Dodger plunge his hand into the old gentleman’s pocket and draw out a handkerchief!” (1947: 62). The underworld and wild life teach him to be wily as he needs it to survive.

Jack Dawkins is a flat character since in the story, he is described as a boy with bad characteristics. He is a bad, selfish, unfaithful, and wily boy. He more or less has the similar characteristics to Charley Bates because of the same background.

B. The Characteristics of the Society

Society of the novel will be analysed by using theories of setting. As said by Kennedy and Gioia, setting is about time and place. “The idea of setting includes the physical environment of a story: a house, a street, a city, a landscape, a region”. The setting of time in the novel *Oliver Twist* is in early in the nineteenth century. It can be considered that the story happened in industrial
revolution era since the main feature of that era is the existence of the workhouse. In the story, the workhouse exists in the beginning of the story. The setting of place takes place in three different cities. They are a town which name is not mentioned, London, and Chertsey, a town near London. The first place is in a town about seventy miles north from London which the name was not mentioned, “Early in the nineteenth century, in a town some seventy miles of London...” (1947: 3).

In this town, the little poor Oliver was born and taken care by an orphanage in this town. Unfortunately, the society in the orphanage does not give the atmosphere and the things that a child needs to grow up properly. The matron does not give the children enough care. She corrupts the fund for children’s food for her own needs.

Mrs. Mann, the matron of the orphan asylum connected with the poorhouse....Her chief interest was in saving for herself as much as possible of the fee paid her by the parish for each children. The result was that all the children were under-nourished and some of them died of starvation (1947: 4).

This causes hunger among the children in the orphanage because they do not get enough food. The hunger does not let them to grow up as they should. The size of Oliver’s body is smaller than the boys in his age. He becomes a small, thin, and weak boy as the effect of the bad treatment in the orphanage.

Further, the society does not stop giving bad treatment only in the orphanage. It also forces the orphans to work in the workhouse. In his ninth birthday, Oliver is brought from the orphanage to the workhouse because he is thought to be too old to live in the orphanage in his age that time. So, the setting
of the story moves to the workhouse but still in the same town. The workhouse
gives no better treatment to Oliver. Children in the workhouse do not get enough
food whereas they need more energy to work. Oliver has to work from six o’clock
in the morning but he and his friends only get very little food. The hunger among
the children pushes them to have a council to get them out from starvation. They
plan to request for more food and a lottery is held to choose the one who should
tell the master to give more food. It falls to Oliver and causes him to get
punishment which leads to more suffering for Oliver. Beside he has to work under
his age, Oliver also must experience punishment. He must do the washing in cold
and flogged in front of his friends as a warning.

For a week after he had “asked for more,” Oliver remained a close
prisoner in a dark and solitary room. Every morning, though it was winter,
Mr. Bumble took him to the pump in the yard to wash in the freezing
water. Every second day he was taken to the hall where the boys dined,
and was there flogged as a public warning and example. Every evening he
was kicked into the same room for evening prayers. Every night he spread
his little hands before his eyes to shut out the darkness, crouched in a
corner, and tried to sleep (1947: 11).

The strict rules and bad handling that Oliver received from the orphanage since he
was a baby then continued by the worse rules and treatment in the workhouse.

The society in the novel is not only set in the orphanage and the
workhouse. It continues in Mr. Sowerberry’s house, the man who takes Oliver as
an apprentice. Being an apprentice is another punishment for Oliver after the
moment of his impudence to ask for more food in the workhouse. A little child
like him should not experience too hard punishments like that. It is too burdening
for him in his capacity as a little and weak boy who only receives little food and
care. The workhouse asks the children to work and work all the time. Even for a
punishment, the workhouse sends Oliver to work for another person and takes benefit from selling the boy. It shows that the people in the workhouse only care about the profit by exploiting the children. They took much from the children but give so little to them. They take more and more power from the children for their importance without give the consequences to children to have a better life with enough food, rest, and education.

Mr. Sowerberry’s environment gives another terrifying condition. Since Mr. Sowerberry is an undertaker, in the house, Oliver must sleep in a spooky place among the coffins which of course becomes a stressful thing especially for a little child like him.

An unfinished coffin on black trestles, which stood in the middle of the shop, looked so gloomy and deathlike that a cold tremble came over him...Against the walls were ranged, in regular array, a long row of elm boards cut into the same shape, looking, in the dim light, like high-shouldered ghosts with their hands in the pockets. Coffinplates, elm-chips, bright-headed nails, and shreds of black cloth lay scattered on the floor. The shop was close and hot, and the atmosphere seemed tainted with the smell of coffins. The space beneath the counter in which his mattress lay looked like a grave (1947: 21).

Dickens also described the setting as a time when there are so many poor people with terrible condition as exposed through the description of a place which Oliver visit in his first funeral with Mr. Sowerberry.

They walked for some time through the most crowded and densely inhabited part of the town. Then they turned down a narrow street more dirty and miserable than any they had passed through. The houses on either side were high and large, but very old, and the tenants were people of the poorest class. A great many of the buildings had shop-fronts, but these were closed and unused, only the upper rooms being occupied. Some houses were so shaky from age and decay that they were prevented from falling into the street by huge beams of wood reared against the walls and firmly planted in the road. The gutter was stagnant and filthy; the very rats were gaunt with hunger (1947: 24-25).
There is too much pressure given by the society toward the child, including in Mr. Sowerbery’s house that finally arouse Oliver’s bravery to run away. This condition shows that the society is too strict to a child so that he decides to run away. A warning about the capture of all beggars who are seen along the district is set along the way to London. It shows that at that time and place, there is a rule which forbid the beggars to beg to people. The society does not like poor people and give them bad treatment.

In London, there are also the dirty, low places which exist and lived by the poor people.

As Jack Dawkins objected to their entering London before nightfall, it was nearly eleven o’clock when they came to the outskirts of the great city at Islington. Through various narrow and winding alleys and courts, they came at last to a dirty, wretched street... the street was very narrow and muddy, and the air was thick with filthy odors. There were a good many small shops and many public houses. Covered ways and yards disclosed little knots of houses, where drunken men and women in and out. In several of the doorways great ill-looking fellows lounged (1947: 48).

Those are some pictures of the setting of time and place in the novel. The story happens in industrial revolution era since the existence of the workhouse beside many poor people described in the story. The places are London and towns around it which have dirty and low parts in it. This condition shows that there are many poor people that live in unhealthy places that illustrate the bad condition in that era. The difficulties on earning money may be the reason of the existence of poor people who most of them are put in the workhouse.

The setting is not only illustrated through the description of time and place but also through the society. Like what Rohrberger and Woods Jr. said about
setting that it never exists by itself otherwise explains the characters and situation and influences the atmosphere, the writer also tried to reveal more about the setting through the other characters and situation in the novel to get the description about the kind of society in the novel. From the exploration, the characteristics of the society could be described.

In the novel, there are opinions of people toward orphans in that era. Dickens made some characters that represent people’s opinion toward orphans which are characterized by Oliver. There are some bad perspectives about orphans which directly said by some characters in the novel just in their first meeting with Oliver. They just comment what they think about him without any knowledge about Oliver’s personality. The first opinion comes from a man who belongs to the parish board in the workhouse. “The boy is a fool—I thought he was,” said the gentleman in the white waistcoat” (1947: 7). Then, he becomes so sure about his bad opinion toward Oliver after the action of Oliver to ask for more food. “That boy will be hung,” said the gentleman in the white waistcoat. “I know that boy will be hung.” (1947: 10). His antipathy toward Oliver is getting bigger when Noah Claypole reports his fight with Oliver to the gentlemen in the workhouse. "I knew it!” exclaimed the gentleman in the white waistcoat, stopping short. “I felt from the very first that that young savage would come to be hung!” (1947: 34).

The other character that shows antipathy toward Oliver is Mrs. Sowerberry. In the first day Oliver brought to Mr. Sowerberry’s house, he is not welcomed by Mr. Sowerberry’s wife. She does not like him at all although Oliver does nothing at all yet to her. She thinks and gives bad comments about Oliver.
“Dear me!” said the undertaker’s wife. “He’s very small.”

“Why, he is rather small,” replied Mr. Bumble, looking at Oliver as if it were his fault that he was no bigger; “he is small. There’s no denying it. But he’ll grow, Mrs. Sowerberry—he’ll grow.”

“Ah! I dare say he will,” replied the lady crossly, “on our victuals and our drink. I see no saving in parish children, for they always cost more to keep than they’re worth. However, men always think they know best. There! Get downstairs, little bag o’ bones.” With this, the undertaker’s wife opened a side door and pushed Oliver down a steep flight of stairs into the cellar (1947: 19).

Mrs. Sowerbery herself has a bad opinion about children from the orphanage and the workhouse who are taken care by the parish. She talks about how parish children are unworthy since they will only force them to spent more cost. She does not only talk badly about Oliver, she also treats him rudely. She pushes him down and talks to him with rude words as if Oliver is not human. She even gives Oliver food which at first is prepared to be given to a dog.

“Here, Charlotte,” said Mrs. Sowerberry, who had followed Oliver down; “give this boy some of the cold bits that were put by for Trip. He hasn’t came home since the morning, so he may go without ‘em. I dare say the boy isn’t too dainty to eat ‘em—are you, boy?” (1947: 19).

People around Oliver do not appreciate his existence as a little young boy who needs to be taken care and educated properly. They treat him like an unworthy slave so that they can do anything they want.

Besides them, there is also another character that has a bad opinion about Oliver right in his first meeting with Oliver. He is Mr. Grimwig, an old friend of Mr. Brownlow who takes care of Oliver.

“Mealy. I know a friend who has a beef-faced boy—a fine boy, they call him—with a round head, and red cheeks, and glaring eyes; a horrid boy, with a body and limbs that appear to be swelling out of the seams of his
blue clothes, and with the appetite of a wolf. I know him! The wretch!..."They are not," replied Mr. Grimwig. “He may have worse.” (1947: 94).

Those kinds of opinions exist in the society. They just say and act as what they think about the boy although they have the opinion just right in their first meeting with Oliver which do not give any evidence about Oliver’s real personality yet. Those kinds of opinions lead them to treat the child badly. It may also happen to other children besides Oliver. Those characters represent common people with bad opinion toward poor children in that era especially toward orphans.

Bad treatments are indeed felt by the orphan. The society consists of people who are jealous, greedy, crafty, and cruel. Those kinds of people attack the young and weak Oliver. There are some characters that represent how the society treats the boy. Mr. Bumble is the first evidence. He is a cruel, greedy officer of the workhouse. He gives hard punishment to Oliver. Besides, he also slanders Oliver with Noah Claypole who also dislikes Oliver. Besides love to make slander, Mr. Bumble also tends to receive bribe which he should not. It shows that he is not an honest person, “Parish officer are not so well paid that they can afford to refuse any little extra fee, when it comes to them in a proper manner.” (1947: 191). This character strengthens Freire’s theory about oppression which said that money is the measure of all things, and profits the primary goal. For the oppressors, what is worthwhile is to have more—always more (Freire, 1973: 44). Mr. Bumble sacrifices Oliver’s good future to get money for his own sake.
Another character who treats Oliver badly is Noah Claypole. He is a bigger boy who also works for Mr. Sowerberry always insults and disturbs him. He loves to make Oliver scared even cry. He talks and acts rudely to Oliver.

“Yer don’t know who I am, I suppose, Work’us?” he inquired, continuing, as Oliver shook his head, “I’m Mister Noah Claypole, and you’re under me. Take down the shutters, yer idle young ruffian!” With this Mr. Claypole gave Oliver a kick and entered the shop with dignified air (1947: 22-23).

More than that, because of his jealousy, Noah also insults Oliver’s mother that make Oliver gets mad and causes them fall into a fight. Being a loser, Noah reports their fight to Mr. Bumble and the gentlemen in the workhouse. Mr. Bumble adds a slander to Oliver which is completed by Noah.

“He has likewise attempted, sir, to murder the female servant,” said Mr. Bumble, with a face of ashy paleness.
“And his missis,” interposed Mr. Claypole.
“And his master, too, I think you said Noah?” added Mr. Bumble.
“No! He’s out, or he would have murdered him,” replied Noah. “He said he wanted to.” (1947: 34).

Oliver has nobody to nurture or help him. There is nobody in his side. All people there blame him, including Mrs. Sowerberry, even Charlotte, the servant in that house. This condition makes Mr. Sowerberry has no choice beside punishes him. He is shut up in the back kitchen. In this town, the people treat Oliver cruelly.

Besides them, there is also Fagin, the head of the thieves. Fagin and his pupil make a good approach to Oliver. They show no harm at all. They are cunning and dishonest. They teach Oliver to be a thief through a play game that can be enjoyed by Oliver. Oliver is not really aware of his environment which is a community of criminals. Until one day, Fagin lets Oliver out with Artful Dodger
and Charley Bates. He follows the two boys as he knows that they are going to work. When Artful Dodger and Charley Bates are doing their action in front of a bookshop, Oliver just realizes that the boys are thieves and he lives with criminals. Because of his amazement of what they boys are doing, Oliver becomes the suspect of the stealing case that done by Dodger and Bates. While Oliver was still amazed by the situation, Dodger and Bates run away and let Oliver being thought as the thief. Oliver gets caught, injured, and brought to the court. He is dying there. This is another suffering that Oliver must experience as the result of bad people around him.

The worse suffering that Oliver experiences is caused by Bill Sikes, another criminal. He catches Oliver and involves him in his action to help him get in to the house which is planned to be his target of robbery.

It was now intensely dark. The fog was much heavier that it had been in the early part of night. They crossed the bridge and kept on toward the lights which they had seen before. They soon arrived at the town, which the boy heard them say was Chertsey. They hurried through the main street, which at that late hour was wholly deserted. A dim light shone at intervals from some bedroom window; and the hoarse barking of dogs occasionally broke the silence of the night (1947: 140-141).

It is too scary for a boy to walk out in the dark wild night, moreover, to do crime. A little boy like Oliver must deal with criminals and gets involved forcibly in a dangerous action of robbery. Moreover, Bill Sikes also threatens him with a pistol which of course frightens Oliver a lot.

With an oath, Sikes drew his pistol and aimed it at Oliver;...Sikes, pointing to the street-door with the pistol-barrel, briefly advised him to notice that he was within shot all the way, and that if he faltered, he would fall dead that instant (1947: 141-142).
The worst is that Oliver finally becomes the target of a bullet when they are found out and he gets injured. Living among criminal endangers Oliver’s growth, it even endangers his soul. Twice Oliver gets ill and almost dies because of the criminals who involve him into crimes. This kind of environment is absolutely not good for a child. The bad environment, of course, is not only felt by Oliver. Actually, Jack Dawkins and Charley Bates also experience the influence of the bad environment in the society at that time. They are exploited by Fagin to be his pupils in crime. They are trained and sent to be thieves for Fagin, whereas, Fagin only stays at home, wait for them to bring some money or goods for them to stay alive. Besides exploited in the workhouse, children outside in the workhouse are also exploited to be criminals by bad people like Fagin.

However, the society also consists of nice people who mostly precisely come from the upper class. In his journey, finally, Oliver meets nice people who help and save his soul when he is dying.

In fact, if it had not been for a good-natured turnpike-man and a benevolent old lady. Oliver would probably have fallen dead upon the king’s highway. But the turnpike-man gave him a meal of bread and cheese; and the old lady, who had a shipwrecked grandson wandering barefooted in some distant part of the earth, took pity upon the poor orphan and gave him what little she could afford, with kind and gentle words that sank deep into Oliver’s soul. (1947: 43-44).

Then, after Oliver’s unfortunate experience in the court, he meets with the nice Mr. Brownlow who saves his life. In Mr. Brownlow’s house, Oliver gets much care from Mr. Brownlow and his maid, Mrs. Bedwin until he is conscious from his sick. This time, Oliver lives around good people. They are really good people, not like Fagin and his pupil whose kindness is counterfeit. Oliver enjoys
his days in Mr. Brownlow’s house. He gets better each day. Mrs. Bedwin nurses him with much care and patient. The sick Oliver needs many days to recover his health. Mr. Brownlow cares about Oliver’s health. He even does not mind to remove a picture of a lady that seems to disturb Oliver’s mind for the sake of Oliver’s recovery.

“Oh!” said the housekeeper, watching the direction of Oliver’s eyes. “It’s gone, you see.”

“I see it is, ma’am,” replied Oliver. “Why have they taken it away?”

“It has been taken down, child, because Mr. Brownlow said that, as it seemed to worry you, perhaps it might prevent your getting well, you know,” rejoined the old lady. (1947: 88).

Mr. Brownlow facilitates Oliver with all the things that a boy needs. He even allows Oliver to read his book collections. He is really a gentleman who is gentle; a typical of a nice upper class gentleman.

Fortunately, there are still many good people that Oliver meets. He is saved by the target of the crime again. The Maylies help the dying Oliver who gets shot although they know that he is involved in the robbery. Like Mr. Brownlow, the Maylies, including their doctor, Dr. Losborne, take a good care of Oliver until he get well. “They agreed to keep him with them at least until he was well.” (1947: 171). The upper class are kind-hearted people. They tend to treat Oliver nicely.

The society consists of classes of people. There are upper-class which represented by gentlemen who are mostly nice people like Mr. Brownlow, Dr. Losberne, and also the ladies like Mrs. Bedwin, Mrs. Maylie, and Rose Maylie. They give good effects to Oliver. While, there are also people from lower class like Mr. Bumble and other orphanage and workhouse officers, Fagin, Bill Sikes,
Noah Claypole, and Monks who give bad influence to the children including Dick, Charley Bates and Jack Dawkins beside Oliver Twist. People from the lower class tend to be selfish and bad people because of the difficulties in fulfilling their needs. They tend to do anything to get what they need. It even makes them deal with lies, corruption, theft, murder, and such crime. The society condition oppresses and exploits the children.

C. The Oppression in the Industrial Revolution Era

In this part, the writer tried to illustrate the characteristics of the children and the society to show the representation of the oppression in the industrial revolution era. The characteristics of the society can be concluded from the previous analysis. It can be seen that the characteristics of the society are that it consists of nice people, bad people, and people with bad opinion toward the poor. The setting in the novel describes the poor condition in the industrial revolution era. There is a workhouse which exists as the realization of the Poor Law Amendment Act. This law makes poor people burdened because they must be put in the workhouse. Whereas, the workhouse itself actually does not give good treatment to the poor as it should. This circumstance happens because of the industrial revolution which concerns in using machinery and causes people lose their job. The existence of machinery eliminates manual power in producing things. This condition makes people lose their opportunities in getting a job and having income. This fact indeed causes the number of poor people increase. The changes increased production and profits, the decreased public health, burdening
law, a great shift in movement from the villages to cities because of rapid industrialization which placed the migrants, who were unemployed and lived in dirty streets, often took to crime, etc (1971: 191). Then, the powerful people who do not like seeing the beggars all around state the Poor Law Amendment Act to regulate the poor people in a place named workhouse so that they can work and earn money by themselves without asking people’s affection.

In the novel, it can be seen that some settings show the condition of poor, dirty, and low places. The society consists of the upper class which is represented such as by Mr. Brownlow, Mr. Grimwig, the Maylies, and Dr. Losberne, and the lower class people which is represented such as by Fagin, Mr. Bumble, Mrs. Mann, Monks, and Bill Sikes. From the previous analysis can be determined types of people in that society. The first is people that tend to think negatively toward the children, especially to the orphan which in the novel is represented by Oliver Twist. They are Mrs. Sowerberry, Mr. Grimwig, and a man from the board of the workhouse. These characters represent some people’s opinions about the poor in the industrial revolution era. People with this kind of opinion might be the source of the formulation of the Poor Law Amendment Act. They give the oppression toward the poor especially to the children through the realization of the workhouse which indeed oppressed people inside.

The workhouse is a place where people inside must live based on some disciplines. They must work over time about 12 to 14 hours each day for six days in a week (1971: 191). This condition is drawn by Charles Dickens in the novel through the character Oliver Twist who should work from the early morning. “So
you’ll begin to pick oakum tomorrow morning at six o’clock,” added the
gentleman in the white waistcoat (1947: 7). Besides, people in the workhouse
must also follow the diet. They only get little food; otherwise, they have to work
overtime. In a workhouse in St John at Hackney in the 1750s, the diet was 7
ounces of meat when dressed, without bones, to every grown person, 2 ounces of
butter, 4 ounces of cheese, 1 pound of bread, and 3 pints of beer each day.
Although healthy in some respects, for example sugar was rare in the workhouse
diet until the 1870s; it was often created from the cheapest ingredients. Milk was
often thinned with water. Fruit was rarely included. The quality and quantity of
food in the workhouse diet was the subject of regular comment and debate. In
1841, Baxter condemned the workhouse diet as being inferior to that given to
transported convicts (http://www.workhouses.org.uk). In the novel, it is depicted
clearly through the statement “Each of three daily meals henceforth was to consist
of a bowl of thin oatmeal gruel, with an onion twice a week and half a roll on
Sunday.” (1947: 7-8). Dickens criticized this condition through the character
Oliver who asks for more food to show the lack of food in the workhouse.

Other than that, the oppression in the workhouse also is showed through
the punishment that the officers applied in the workhouse. For breaking rules
paupers could be punished based on the rules. For example, Sarah Rowe were
locked up for 24 hours on bread and water because she was noisy and swearing;
Mary Bartlett were sent to prison for two month after breaking a window; and
John Johnson refused to work and as the punishment, he got no tea and cheese for
supper and not breakfast at all (http://www.workhouses.org.uk). This fact is also
clearly illustrated by Dickens throughout an event of punishment which is experienced by Oliver after he asks for more food that he must work more time and harder, showed as a warning to the other, and sold as an apprentice. These experiences may influence the children’s psychology development. Oliver is characterized as a pale, thin, and weak child both physically and mentally. Those are the representations of the oppression in industrial revolution toward children which are experienced in the workhouse. Like a review that was held with the result that a physician’s visit to the Whitechapel workhouse who witnessed the pale and unhealthy appearance of a number of children in the workhouse, in a room called the Infant Nursery (http://www.workhouses.org.uk).

Moreover, people with bad opinions toward the poor may give oppression to the poor not only through their voice which supports the Poor Law Amendment Act but they can also give oppression directly to the poor. It can be seen through the character Mrs. Sowerberry who shows her antipathy toward Oliver through her direct bad comment and bad treatment toward him. This character is a representation of people’s oppression toward the poor people in industrial revolution era.

Another characteristic of the society that can be seen from the previous analysis is that the society consists of bad people who give bad treatment and bad influence toward the children. They are represented by the characters of Mr. Bumble, Mrs. Mann, Fagin, and Bill Sikes. These characters denote that the society consists of criminals and corruptors. “The changes were increased production and profits, the decreased public health, burdening law, a great shift in
movement from the villages to cities because of rapid industrialization which placed the migrants, who were unemployed and lived in dirty streets, often took to crime, etc. “(1971: 191). The criminals are represented by Fagin and Bill Sikes who are thief and robber. While the corruptors are represented by Mr. Bumble and Mrs. Mann who are the workhouse officers. Mr. Bumble is the beadle that receives bribe from Monks and Mrs. Mann is the matron who corrupts the money that she gets from the parish for the orphans’ needs. These characters illustrate the fact in the industrial revolution era.

These characters represent the society which gives oppression to the children characters. Mrs. Mann as the corruptor matron brings oppression to the orphan in the orphanage by not giving enough food for the children’s growth and health. Her deed makes the children suffer malnutrition, hunger, and disease. It can be seen from Oliver’s small, thin body and the poor Dick who cannot survive from the disease. This condition sets the children to be weak and pessimistic children as can be seen through the character Oliver and Dick.

Mr. Bumble, Fagin, and Bill Sikes give bad treatments to Oliver that obviously oppressed Oliver. Mr. Bumble gives the hard task and punishment to Oliver in the workhouse. Besides, he adds slander about Oliver to the board of the workhouse. He also sells the information for Oliver’s goodness to Monks. Rather than giving Oliver the safety and joyful life, Mr. Bumble prefers to get them away from Oliver. While Fagin gives bad influence toward his pupils to be criminals. It can be seen through the characters Jack Dawkins and Charley Bates who become thieves and have the bad personalities such as crafty and jealousy. Being thieves,
of course, gives oppression toward Jack Dawkins and Charley Bates since they cannot live safely. They are afraid of the police because of their guilty. They must hide to save their souls. Fagin also tried to recruit Oliver as his pupil but the pure heart of Oliver save Oliver of becoming one of them. However, Oliver suffers from the frightening event and diseases because of Fagin and Bill Sikes who forcefully involve him in a theft and a robbery. The frightful event and sickness that Oliver experiences, of course, oppress him. It can be considered as violence which appears in oppression like what was said by Freire in his theory of oppression. Violence is initiated by those who oppress, who exploit, who fail to recognize others as persons—not by those who are oppressed, exploited, and unrecognized (Freire, 1973: 41). Moreover, Oliver is exploited by the workhouse, Fagin and Bill Sikes and this condition clearly shows an act of oppression. They treat Oliver inhumanly like what Freire said about his theory of oppression that oppression is an act when it prevents men from being more fully human (Freire, 1973: 42).

Besides those people, there is also another character that treats Oliver badly. He is Noah Claypole. He speaks to and treats Oliver harshly so that Oliver loses his control and turns to be a brave but rude child. His act of treating and slandering Oliver badly bring Oliver to another punishment which oppressed him more. Those are depictions of oppression that the children get. The characteristics of the society tend to give oppression to the children as can be shown in the children characters who become uneducated and neglected children. The children characters are divided into two types of children. The first type characterizes the
children in the orphanage and workhouse which is represented by Oliver Twist and his mate, Dick. They are characterized as weak, thin, pale boys who seem always suffering as the consequences of living in the orphanage and the workhouse. The second type embodies the children outside the workhouse which is represented by Jack Dawkins and Charles Dickens. They are characterized as bad, jealous, unfaithful, and crafty boys as the effect of the wild life that they experience among the criminals. They are some example of the oppressed who tends to become the next oppressors like stated by Freire, “But almost always, during the initial stage of the struggle, the oppressed, instead of striving for liberation, tend themselves to become oppressors, or “sub-oppressors”… Their ideal is to be men; but for them, to be men is to be oppressors. This is their model of humanity” (Freire, 1973: 29-30). Jack Dawkins and Charley Bates have the tendency to be the next oppressors since they do not have the power to liberate their selves and the oppressors (Fagin and his companions). Their way of thinking and acting which near to bad things like jealousy, unfaithful, and crafty in crime tend to set them to be the next criminals which will give oppressions toward others. These children characters may become the representation of the real children who existed in the industrial revolution era.
CHAPTER V
CONCLUSION

This thesis talks about the oppression in the industrial revolution era. There are three problems to be solved. The first is about the characterization of the children characters in the novel Oliver Twist. There are four children characters to be analyzed. From the analysis, it can be concluded that Oliver is a weak and small boy. He can easily cry whenever there are conditions that frighten him. However, during his suffering and fight to survive, Oliver experiences some changes which makes him to be stronger but still be an honest boy. After much oppression that he experiences, Oliver keeps his kind heart as a nice boy. While the other character, Dick, is Oliver’s mate in the orphanage. He is characterized as a pale, dying boy who also neglected by the matron. Having disease makes Dick pessimistic about his life. The other are Jack Dawkins and Charley Bates who more or less have the similar characteristics; jealous, crafty, bad, unfaithful, and dishonest.

The second problem is to find out the characteristics of the society. The society in the novel lives in industrial revolution era since the existence of the workhouse as the realization of the Poor Law Amendment Act. The condition at that time is described through many poor people and poor or low places. The society consists of three types of people. The first type is the common people but who think negatively toward the children especially towards the orphans. They are represented through the characters of Mrs. Sowerberry, Mr. Grimwig, and a man
from the board of the workhouse. The second type is bad people who give bad influence toward the children. They are Fagin, Bill Sikes, Mr. Bumble, and Mrs. Mann. The last type is nice people who save Oliver’s soul in the novel. They are represented by Mr. Brownlow, Mrs. Maylie, Rose Maylie, Dr. Losberne, a turnpike-man, and an old lady.

The last problem examines how the characteristics of the children characters and the characteristics of the society represent oppression during the industrial revolution. People who think negatively toward the children and who are bad bring the oppression toward the children by treating them badly. Oppression appears in punishments, less food and care. Moreover, they exploit the children for their own sake since money is their orientation. The oppression results in the weak, thin, pale Oliver and Dick and also the bad, crafty, jealous, and dishonest Jack Dawkins and Charley Bates who have a tendency to be the next oppressors. They are also exploited both by the workhouse and the underworld; even they also deal with violence. Those things prove that the children deal with oppression.
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APPENDIX

Summary of Charles Dickens’ *Oliver Twist*

In a town not really far from London, a little baby was born. Unfortunately, his mother died after his first cry in the world. This baby, then, has taken care by the orphanage and named Oliver Twist. He grew as a thin and weak boy because of the lack care of the matron who corrupted the money from the parish for the children in the orphanage for her own business.

Ten years after his life in the orphanage, Oliver was moved to the workhouse because he was thought to be old enough to work. There, he got no better care. Instead of getting a better life, Oliver exactly got oppression. He had to work overtime and got only a little food and rest. Until one day, Oliver was chosen by his companions to ask more food that finally brought him into a punishment which oppressed him more. The climax of his punishment was the event when he was sold as an apprentice to Mr. Sowerberry, the undertaker.

In Mr. Sowerberry’s house, he still did not have friends who can take and give care with him. Her mother was insulted by Noah Claypole, the other Mr. Sowerberry’s worker. This event took Oliver into a violent fight with Noah which put him into another punishment because there was nobody in his side. This bitter stimulate Oliver to set up his bravery to run away. Early in the morning, before people awoke, he got out from the house and run to London. In his way, he met his mate in orphanage, Dick. Dick is another poor orphan boy who was neglected
so that he was dying and had no hope to live longer. From Dick, Oliver got his first bless.

During his journey, Oliver felt the fear that caused by the wild nature and the warning that said that all beggars would be jailed. After a few days walking on the road, Oliver collapsed and dying. Fortunately, he met nice people who saved him. Then, Oliver tried to finish his journey and finally arrived in London. There, the exhausted boy met another boy in his age. He is Jack Dawkins as known as Artful Dodger. He brought Oliver to Fagin, the master of thieves. Oliver was taught to be a thief unconsciously. Until a morning, Oliver followed Jack Dawkins and Charley Bates who did their action and put Oliver into trouble. Oliver was suspected to be the thief and dying after a tiresome and painful escape. Luckily, Mr. Brownlow saved him and let him enjoy his happy days with him.

Unfortunately, it did not stay longer until Oliver was caught by Bill Sikes and Nancy, Fagin’s people. He, then, was involved in a robbery and got shot. The poor, injured boy was saved by the target of the robbery. They were the Maylies including their private doctor, Dr. Losberne. They were so nice. They took care of Oliver until he got well and helped him to see Mr. Brownlow.

While in another place, a stranger met Mr. Bumble, the beadle and Mrs. Mann, the matron to get information about Oliver. He, then, invite Fagin to plan bad thing toward Oliver. However, their conversation was caught by Nancy who then reported it to Rose Maylie and Mr. Brownlow to save Oliver. Unluckily, Nancy’s act was known by Bill who finally killed her. After all horrible events, Oliver was saved and the bad people were caught.