



**THE DEHUMANIZATION OF ENGLISH WORKING CLASS  
AS THE IMPACT OF INDUSTRIAL REVOLUTION  
AS DEPICTED IN ELIZABETH GASKELL'S *MARY BARTON***

A Final Project  
submitted in partial fulfillment of the  
requirements for the degree of *Sarjana Sastra* in  
English

**UNNES** by  
Colly Asfatach Thachduryany  
UNIVERSITAS NEGERI SEMARANG  
2211411024

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF SEMARANG**

**2017**

**PAGE OF APPROVAL**

This final project was approved by the Board of Examiners of the English Department of Faculty of Languages and Arts of Semarang State University on January 10<sup>th</sup> 2017

Board of Examiners:

1. Chairman

Prof. Dr. Agus Nuryatin, M.Hum.

NIP. 196008031989011001

2. Secretary

Arif Suryo Priyatmojo, S.Pd., M.Pd.

NIP. 198306102010121002

3. First Examiner

Bambang Purwanto, S.S., M.Hum.

NIP. 197807282008121001

4. Second Advisor as Second Examiner

Galuh Kirana Dwi Areni, S.S., M.Pd.

NIP. 197411042006042001

5. First Advisor as Third Examiner

Fatma Hetami, S.S., M.Hum.

NIP. 197708272008122002



Handwritten signatures of the five board members, each on a horizontal line. The signatures are: 1. Prof. Dr. Agus Nuryatin, M.Hum. (top), 2. Arif Suryo Priyatmojo, S.Pd., M.Pd., 3. Bambang Purwanto, S.S., M.Hum., 4. Galuh Kirana Dwi Areni, S.S., M.Pd., and 5. Fatma Hetami, S.S., M.Hum. (bottom).

**UNNES**

Approved by

The Dean of Faculty of Languages and Arts



Prof. Dr. Agus Nuryatin, M. Hum.

NIP. 196008031989011001

## PERNYATAAN

Dengan ini saya:

Nama : Colly Asfatach Thachduryany

NIM : 2211411024

Prodi/Jurusan : Sastra Inggris/ Bahasa dan Sastra Inggris

Menyatakan bahwa skripsi/ tugas akhir/ final project dengan judul:

**THE DEHUMANIZATION OF ENGLISH WORKING CLASS  
AS THE IMPACT OF INDUSTRIAL REVOLUTION  
AS DEPICTED IN ELIZABETH GASKELL'S *MARY BARTON***

Merupakan hasil karya sendiri, yang saya hasilkan melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian, dalam rangka untuk memenuhi salah satu syarat dalam memperoleh gelar sarjana sastra. Seluruh kutipan yang ada di dalam karya ilmiah ini, baik secara langsung maupun tidak langsung, telah disertai keterangan identitas sumbernya sesuai dengan tata cara penulisan karya ilmiah sebagai mana mestinya. Dengan demikian, walalupun tim penguji dan pembimbing telah menandatangani tugas akhir ini sebagai suatu keabsahan, namun isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima sanksi yang diberikan kepada saya. Demikian harap pernyataan ini dipergunakan sebagaimana mestinya.

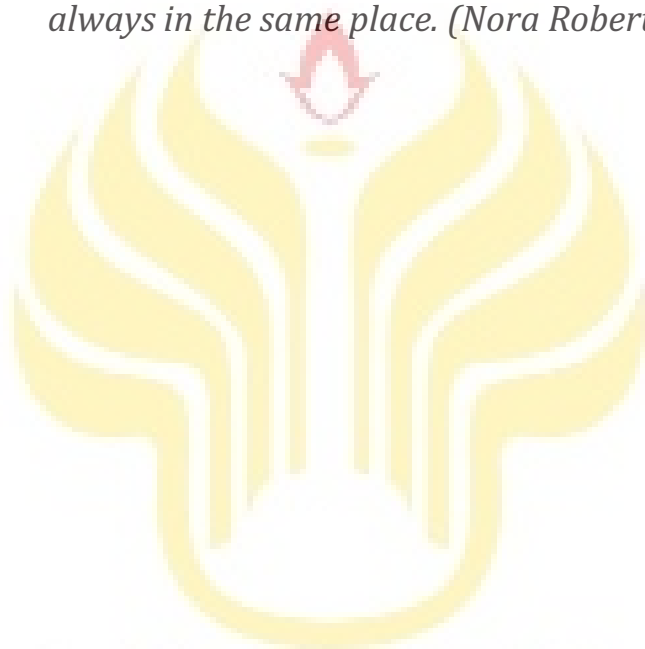
Semarang, 10 Januari 2017

Penulis

Colly Asfatach Thachduryany

## MOTTO AND DEDICATION

*If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. if you don't step forward, you're always in the same place. (Nora Roberts)*



**UNNES**  
UNIVERSITAS NEGERI SEMARANG

*This final project is dedicated to:*

*My beloved mother and father (Suparyah and Slamet Asngari)*

*My beloved sister (Ossy Nila Chandra)*

*All members of English Literature 2011*

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, since I'm nothing and could not have done anything in doing this final project without His blessing and unconditional guidance.

Second, I would like to give my best appreciation to my final project advisors Fatma Hetami, S.S., M.Hum. and Galuh Kirana Dwi Areni, S.S., M.Pd. for their endless patience, valuable guidance, support and encouragement upon me in completing this final project. Afterwards, I would like to give my special honour to the head of English Department and all of the lecturers in State University of Semarang for their endless support, guidance, assistance and precious lesson during my study.

Third I would like to show my deepest love and gratitude upon my beloved parents Supariyah and Slamet Asngari, my sister Ossy Nila Chandra and all of my family for their unconditional love and endless support upon me. Last but not least there will never be another supports like the way my English Literature 2011 friends have given to me, thanks for all the joys and experiences.

Semarang, January 10<sup>th</sup> 2017

Colly Asfatach Thachduryany

## ABSTRACT

Thachduryany, Colly Asfatach. 2017. *The Dehumanization of English Working Class the Impact of Industrial Revolution as Depicted in Elizabeth Gaskell's Mary Barton*. A Final Project. English Department. State University of Semarang. First Advisor: Fatma Hetami, S.S., M.Hum. Second Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Keywords: Dehumanization, English working class, Industrial Revolution, Expectation, Irony.

The overriding of this study is to investigate the values of British Industrial Revolution according to the expectation and irony which led to the dehumanization experienced by the English working class. The topic of this study is the dehumanization of English working class as the impact of industrial revolution as depicted in *Mary Barton* written by Elizabeth Gaskell. The objectives of this study are: 1) to describe how the English working class in the mid-19<sup>th</sup> century is dehumanized as it is presented in Gaskell's *Mary Barton*, and 2) to describe how the English working class gain their humanity and equality as part of British industrial revolution advancement as presented in Gaskell's *Mary Barton*.

This is a qualitative research which tries to answer questions about dehumanization of English working class and the research produces data in the form of words. Gaskell's *Mary Barton* is used as the object of the study. The analysis discussion was conducted by relating the data with the real phenomena in the society based on the sociology of literature theory, social psychology theory to understand about behaviours and Haslam's theory about dehumanization.

The result findings and the analysis of the study shows that 1) English working class in Manchester was dehumanized during the progress of industrial revolution era in mid-19<sup>th</sup> century through a number of attitudes and behaviours by the masters as the factory owner. The dehumanization is including the alienation which was done by the master upon the working class, the masters refused to listen the worker's miseries, considering the workers only as machines to pile up the master's fortunes and seeing them as rough uncultured beast. 2) The working class did attempt to gain their humanity back as presented by John Barton who joined chartist organization to create a good communication with the masters and spoke up the miseries, injustices and dehumanization that had been experienced by the working class.

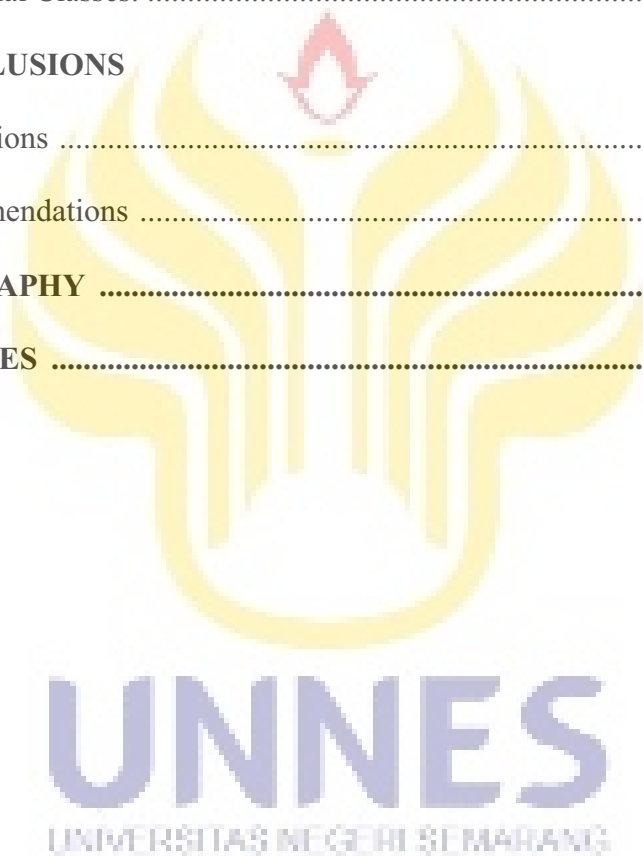
## TABLE OF CONTENTS

<b>APPROVAL</b> .....	<b>ii</b>
<b>PERNYATAAN</b> .....	<b>iii</b>
<b>MOTTO AND DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
 <b>CHAPTER</b>	
<b>I. INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	6
1.3 Statements of the Problems .....	7
1.4 Objectives of the Study .....	7
1.5 Significance of the Study .....	8
1.6 Outline of the Report .....	9
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Review of the Previous Studies .....	10
2.2 Theoretical Reviews .....	15
<b>III. RESEARCH METHODOLOGIES</b>	
3.1 Research Design .....	40

3.2	Research Instruments .....	42
3.3	Data Collection .....	42
3.4	Data Analysis .....	43
<b>IV. RESULT AND DISCUSSION</b>		
4.1	The Dehumanization of English Working Class as the Impact of Industrial Revolution as Depicted in Elizabeth Gaskell's <i>Mary Barton</i> .....	45
4.1.1	The English Working Class Expectation toward Industrial Revolution.....	46
4.1.1.1	Expectation of Having Prosperous life and Better Living Condition. ....	47
4.1.1.2	Expectation of Having the Same Opportunity to Take Part in the Progress of Industrial Revolution. ....	54
4.1.1.3	Expectation of Getting the Same Social Right in the Society .....	59
4.1.2	The Irony of British Industrial Revolution. ....	62
4.1.2.1	Poverty and Worst Living Condition. ....	63
4.1.2.2	Having no Chance of Taking Part in the Progress of Industrial Revolution. ....	66
4.1.2.3	Having Different Social Right in the Society. ....	68
4.1.3	The Dehumanization of English Working Class as the Impact of Industrial Revolution. ....	72
4.1.3.1	Mechanistic Dehumanization. ....	74
4.1.3.2	Animalistic Dehumanization. ....	82



4.2	The Working Class Attempt to Gain the Humanity as Part of British Industrial Revolution Advancement as Presented in Gaskell’s Mary Barton. ....	88
4.2.1	Clarifying Existence by Forming Trade Union. ....	89
4.2.2	Clarifying Existence by Maintaining a Good Communication between Social Classes. ....	91
<b>V. CONCLUSIONS</b>		
5.1	Conclusions .....	97
5.2	Recommendations .....	99
<b>BIBLIOGRAPHY</b> .....		<b>101</b>
<b>APPENDICES</b> .....		<b>104</b>



# CHAPTER 1

## INTRODUCTION

Chapter 1 presents introduction to the study, which consist of general background of study reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report. Further description of each subchapter is presented as follows.

### 1.1 Background of the Study

In 1750-1900s, the Industrial Revolution had changed England from agricultural country into an industrial developed country; it has brought enormous changes in the lifestyle of English. According to Frader (2006:12) “Industrialization involved the application of new inventions and technologies to production. New machines harnessed sources of energy like water and steam power and made the manufacture of goods more efficient than ever.” The changes are indicated by starting to use the engine power as a means of production in factories replacing human and animal power.

The changes did not only happen in the technological aspect but also in the economical aspect. The time before the era of industrial revolution, the aristocracy regulated and controlled the kingdom’s economy. Adam Smith (1776) in Frader (2006:43) criticized the economic regulation system of England and Europe. In his book, he states that, “In order to increase the wealth of nation, governments should let individuals do as they wished in all spheres of the economy.” As the

result, the government allowed individual privately owned the factors of production and money is invested in business venture to make profit. According to Selden, Widdowson and Brooker (2005:88) “capitalism developed by destroying the feudal mode of production and replacing it with one based on absolute private property and the market, which made possible far higher levels of productivity”. This economic system let the owner of the industry and business set working condition without interference, provides opportunity in the development of the factories, increases production and higher demands for raw materials, leads to world-wide trade, increases new invention and innovation, and changes in transportation, agriculture and communication.

Industrial revolution brought many positive changes in England. By 1850, England became the wealthiest country in the world. In this era, factories spread and steam machines was invented, it created jobs for many people in UK to support their family life. The new methods of farming and livestock made the food production increase significantly and increase the standard of living. The development of science and invention in medicine had saved the life of many people especially children who suffer epidemics such as cholera, diarrhea, and tuberculosis. Those positive impact brought rapid growth of population in England. Goods became cheaper and easy to get because the work was done with the help of machines. The invention of steam engine played major role in the industrial revolution, it helped mining activity by increasing the production of coal and iron and also revolutionized the production of cotton goods. The transportation also changed enormously as a means to be more efficient, faster,

cheaper, and more comfortable; for example, railways and locomotives were invented both for public transportation and industrial purposes. The middle class and upper classes prospered immediately from the industrial revolution. For the workers it took longer, but their lives gradually improved during the 1800s. Laborers eventually took higher wages, shorter hours of work and better working conditions after they joined together and formed labour unions.

However, it could not be denied that the industrial revolution also brought many problems to England especially in the social condition. As the advanced development of industrial revolution, people tend to move from rural areas to the city for a work and higher standard of living. The early nineteenth to mid nineteenth century was the time where the poor as the provider of the required labours did not get what they deserved from their hard work on the company. To provide the mill owners with high profits, workers laboured under terrible conditions. Their hard works were only paid with low wages, while the middle class got the high amount of profit by sacrificing their humanity and the working class. The worker which consisted of men, children and women were working under hard conditions with little amount of wages. According to Mitchell (2009:39) “Most Victorian men, women, and even children worked long and hard at jobs that require physical labour than present day occupations...The work day and the work week were extremely long”. If the machines ran day and night, there were two 12-hour shifts for worker, it means that the worker had to work for 12 hours until 14 hours a day. As in Mitchell (2009:39) “In agriculture, labour from sunrise to sundown during the busy summer days was not unusual. Other outdoor

jobs (building, hauling, dock work) followed the same pattern: long days in summer, when it was light, and short hours (which also meant short wages) in winter”. Even if there was only one shift, the usual factory day was 6 A.M – 6 P.M or 7 A.M – 7 P.M. The worker had half-hour breakfast period in the midmorning and an hour for dinner in early afternoon. They typically lived near the factory and the factory whistle usually was sounded to get them up to work in the morning. According to Mitchel the incomes were divided into several tiers based on the job and class they were in.

semiskilled working men and for skilled women in factories and shops were £50–£75, farm labourers, soldier and typist only got £25. The highly skilled mechanics and artisan got £150–£300 per year, the middle class such as doctors, barristers, solicitors, civil servants, senior clerks got £300–£800 per year. “wealthy merchants, banker and manufacturer which got about £10,000 and the aristocrats which got £30,000 per year. Mitchel (2009:33)

This kind of condition led to social inequality for the working class who had worked very hard in the factory. They did not get decent salary in accordance with their working hours.

Though it brought an enormous amount of wealth to the nation, industrial revolution also affected English living condition. Industrial revolution had caused great urbanization and affected the cities condition. Cities became overcrowded without any development plans, sanitary systems, and building code. Perry (2011:298) in *Western Civilization, A Brief History* states “...between 1801 and 1851, the population of Birmingham rose from 73,000 to 250,000 and that of Liverpool from 77,000 to 400,000. Industrial cities expanded rapidly, without planning or much regulation by local or national government”. Most of people

who moved from the countryside to the cities were lack of place to live and education. They poured into the city center to seek jobs. The living condition of the workers were as bad as the factories they worked in. The workers tended to choose to build houses in the same area with the factories to avoid long journey to the workplace. Perry (2011:299) “The houses were several stories high and built in rows close to each other. Sometimes a whole family huddled together in one room or even shared a room with another family”. They lived in miserable and extremely unhealthy condition, the houses were too small for the whole family members and the area was always cloudy with the smoke from the factories. Perry (2011:299) states, “Open sewers, polluted rivers, factory smoke, and filthy streets allowed disease to spread”.

That was the era where England changed from agricultural into industrial developed country with its various innovations and revolutions in every level of aspects. The economic condition began to increase, emerging a new idea of enterprise. The death rate began to decrease and the birth rate increased significantly. That was the golden time of England which led to the great expansion of the British Empire, but the very different condition experienced by the majority of English working class, they became the subject of dehumanization. This research is aimed to analyse this issue by doing research related to how the industrial revolution led to the dehumanization in British society in the novel *Mary Barton* by Elizabeth Gaskell.

## 1.2 Reasons for Choosing the Topic

In this research, the writer has chosen the dehumanization of English working class as the effect of industrial revolution as depicted in Elizabeth Gaskell's *Mary Barton* for some reasons stated as follows.

Firstly, Dehumanization had become serious problem from time to time. According to Kelman, (1976); Staub, (1989); Opatow, (1990) in Christoff, (2014:1), early psychological theories viewed dehumanization as an extreme phenomenon, occurring primarily in the context of ethnic or racial intergroup conflict. Until this present time most of people see that it is a kind of serious crime like war and genocide. It is true that war and genocide crime are kinds of dehumanization problems, but dehumanization occurred in every level of society with different level of problems. Therefore, this study conducted to analyze dehumanization that emerged in the level of everyday society life.

Secondly, that was the era when the British Empire experienced the first industrial revolution, in which various innovation in the field of technology made the production of goods become easier and improve the quality of life. This also provided jobs opportunities for the citizens that caused a large wave of urbanization and emerged new social class which controlled the manufacturing sectors such as the owner of the factory. England experienced the increase of economic aspect which led to trade across the ocean including a large scale of expansion. In the nineteenth century Britain dominated the world industry, and The Great Exhibition, whose purpose to celebrate the age of industrialization, had

attracted millions of visitors to London. However, the fact about the working class shows the different condition. The conditions were well described in Elizabeth Gaskell's novel entitled *Mary Barton* where the working class had to endure the miserable living and working condition, while the middle class as the factory owner exploited them in order to increase their profit. In such stage, the act of dehumanization emerged; working class became the subject while the middle and the upper class became the perpetrator, the situation of the middle and the working class was profoundly affected by the arrival of industrial revolution. This research is aimed to identify this problem in order to find the pattern of similarity with the condition of England at the time of industrial revolution.

### 1.3 Statements of the Problem

In order to limit and specify the analysis of the dehumanization of the working class as the effect of industrial revolution, this research will answer the following questions:

- a) How is the English working class in the mid-19<sup>th</sup> century dehumanized as the effect of industrial revolution as it was presented in Gaskell's *Mary Barton*?
- b) How does the working class gain their humanity and equality back as part of the British industrial revolution advancement as presented in Gaskell's *Mary Barton*?



#### 1.4 Objectives of the Study

Based on the research problems, the objectives of the study can be stated as follows.

- a) To describe how the English working class in the mid-19<sup>th</sup> century is dehumanized as it is presented in Gaskell's *Mary Barton*.
- b) To describe how the English working class gain their humanity and equality back as part of British industrial revolution advancement as presented in Gaskell's *Mary Barton*.

#### 1.5 Significance of the Study

This research is conducted for several significances, namely for the writer, for the reader, and for the university. For the writer, this study is conducted as a fulfillment for the degree of *Sarjana Sastra* in English. The process of conducting the research also gives the writer opportunity to apply the knowledge he earned during his study as well as to improve the skill in literary criticism especially about sociological and psychological approach about dehumanization.

As for the readers, this research contributes to the variation of analysis to the reader of the novel *Mary Barton* by Elizabeth Gaskell. This study is expected to help the reader to comprehend the social background in England especially industrial revolution era that influences the plot of the novel. This research provides a model in the study using sociological approach and psychological approach about dehumanization by Nick Haslam.

For the university, this research contributes to the variation of the researches conducted in Semarang State University. This research report contributes to the university's various collection of literature and as a reference for further study related to the topic.

## **1.6 Outline of the Report**

The report of the research will be composed in the following structure:

The first chapter is the background of the study related to the condition during the first industrial revolution in England especially in Manchester city, the reasons for choosing the topic, the research questions, the purpose of the study, the significance of the study and the outline of the report.

Chapter two will present the review of the related studies, which consists of the review of the previous studies and the review of the related theories and approaches.

Chapter three will talk about the research methodology used in this study which consists of the research design, the research instruments, the data collection and the data analysis.

Chapter four will present the results and the analysis of the data by using the relevant theories and approaches as designed in chapter three.

Chapter five will present the conclusion and suggestion based on the result of the analysis.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, the writer would like to present the review of related study to support his analysis concerning to the topic. These reviews consist of review of previous studies which presents the summary of several previous studies related to the topic of the study and review of theoretical study which provide the theories and approaches used in the analysis.

#### 2.1 Review of the Previous Studies

In order to have a better understanding toward the topic, the writer would like to provide some reviews of previous studies related to the topic.

The first previous study was conducted by Hetami (2009) entitled *The Industrial Revolution and Its Consequences as Revealed in Dickens' Great Expectations*. In her study she found that British industrial revolution did not only bring highest point of development, wealth and modernization but also bring consequences.

As depicted in Dickens' *Great Expectation*, firstly industrial revolution makes people move from village to town and work as labor for a better life which caused poverty and explosion in population. Inadequate housing and financial condition forced people to live in the same place without any privacy. Secondly industrial revolution shaped the materialistic way of thinking where the money become the main goal. Money had become the standard value of behavior and

thought. Industrial revolution had made competitive atmosphere; people start to fight with each other in order to get higher income. Thirdly the wealth brought by industrial revolution corrupt individuals, wicked their minds and made them ignoring faith, moral and benevolence. Industrialization and materialism put people's mind and orientation solely to gain money. People were forced to work harder, extend their working hour to get satisfying result, which put them in boring daily routine, waste their human potential as if they were locked themselves in prison of daily routines. Finally, industrial revolution emerged a new idea that sought to treat people as mere number and machines with having no attention on their humanity side.

The similarity between her study and my study is that both of them discuss about the impact of industrial revolution. The difference is the present research focuses on the act of dehumanization to the English working class as the impact of industrial revolution. Through Gaskell's *Mary Barton*, my study will analyze the character's behavior that is considered as the act of dehumanization.

Prawesti (2012) conducted a research entitled *Lower Class Social Problems as the Impact of Industrial Revolution in Charles Dickens's Oliver Twist* in 2012. In her study, she found some forms of lower class problems happened during industrial revolution namely injustice treatment to the poor in the workhouse, poverty, starvation in the workhouse, crime, child abuse and social stratification. There are three things brought by the Industrial revolution. Firstly, urbanization brought many unskilled people exile to the big cities for jobs that caused overpopulation and high rate of poverty. Secondly economic inequality

between the rich and the poor which caused some chained of problems such as starvation and crime. Third industrial revolution brought liberalization, which caused the master of the workhouse implements cruel regulation to instill discipline. The regulation allowed the master at the workhouse punish or hit the children, violence and verbal abuse became a common thing.

The similarity between her research and my study is that both studies focused on the impact brought by the industrial revolution. The difference lies in the different impact of the industrial revolution. The previous study analyzed the lower class social problem as the impact of the industrial revolution, meanwhile my study will analyze the dehumanization of English working class as the impact of the industrial revolution.

The third is a previous study by Wardani (2010) entitled *Humanization Versus Dehumanization Captured in Wall-E Movie*. The study found that the values of humanization that firmly implemented by the traditional society start to weaken in modern society, people are enslaved by the technology and decrease their quality of relationship with others. They are dehumanized by the technology and people communal lifestyle began to change into individual lifestyle. To prevent the dehumanization caused by the technology and gain humanity, firstly people have to be educated about citizenship, in order to maintain good and mutual relationship, harmonious and peaceful society. Secondly people have to be more selective in receiving reformation in their life especially reformation of modern life.

The similarity between her research and my research lies in the analysis of social behaviors related to value of humanization and dehumanization that was found in the society. Meanwhile, my study focusses on the dehumanization of English working class in the era of industrial revolution, and my research analyzes the way the working class got their humanity back as part of industrial revolution.

The next research was conducted by Kalpakli (2002) entitled “Elizabeth Gaskell’s questioning of the Victorian attitude towards class and gender: *North and South* and *Cranford*”. In this study Kalpakli want to emphasize the importance of the communication between the members of difference classes. In the Victorian society there are strict rules to define class boundaries. However, the novel shows that people from different classes could still try to communicate with each other and take the decisions together because it is the only way to achieve harmony between different classes. She stated that although class struggle cannot be extinguished totally, it can be lessened or “softened” for the benefit of each class. The softening of the class boundaries paves the way for more “cooperation and communication between the members of different classes” and in this way Gaskell’s ideal society would be achieved, therefore “communication” become the only way to abolish conflicts and boundaries between the classes.

The similarity between her study and my study is that both of the study analyze the social condition during the era of industrial revolution. Both of the study give concern to the importance of communication between social classes in England in order to achieve harmony among social classes. Meanwhile my study

focuses on the social problems which lead to the act of dehumanization that were experienced by the English working class in the industrial revolution era.

The next research was conducted by West (2007) entitled “*Mary Barton, North and South, and Shirley: Women and Faith in Industrial England: An Examination of Three Novels by Elizabeth Cleghorn Gaskell and Charlotte Bronte.*” This research revealed that through those three novels Gaskell and Bronte question the status quo, and pose significant queries about the practical application of traditional religious mores. Both author focus on the problems of industrial time and critics the Christian institutions. They believe that faith and social action go together. Each of the novels use gender issues as a way of challenging claims to spiritual and social power. Gaskell and Bronte through those novels offer the readers about empowered protagonist who strengthened by their faith and personal principles, move out of their private spheres and have an impact on their communities. Highlighting female influence, *Mary Barton*, *Margaret Hale*, *Caroline Helstone*, and *Shirley Keeldar* illustrate how women can achieve a type of social reformation within the traditional construct of the marriage plot.

The similarity between her study and my study lies on the same material object that is used in the study, the novel entitled *Mary Barton* by Elizabeth Gaskell. The difference is that her study focused on the relationship between faith and social action in the progress of industrial revolution, while my study focus on the behavior that leads to the act of dehumanization.

Those several studies above provided clear information and brief illustration about the condition of England during the Victoria’s industrial time,

social class problems and the impact of the industrial revolution which led to the act of dehumanization. Despite the difficulties in searching the previous studies related to dehumanization, the studies above indirectly have already showed the dehumanization that occurred as the impact of industrial revolution. Therefore, in this study, the writer is going to present another perspective of further investigation related on how the British industrial revolution had created dehumanization to the English working class and how the English working class reacted upon the dehumanization that happened to them to gain their humanity and equality back.

## **2.2 Theoretical Reviews**

After knowing about the previous study, here the writer provides theories and approaches which are related to the topic in order to support this research.

### **2.2.1 Novel**

Novel refers to long story book which the characters and events are usually imaginary. Hornby (2010:1006) states in *Oxford Advanced Learner's Dictionary 8th Edition*, "Novel is story long enough to fill a complete book, in which the characters and events are usually imaginary."

While Cuddon (2013:477) states in *A Dictionary of Literary Terms and Literature Theory*, "Novel Derived from Italian novella, 'tale, piece of news', and now applied to a wide variety of writings whose only common attribute is that they are extended pieces of prose fiction." This definition is the same with Abrams (1999:190), "The term "novel" is now applied to a great variety of



writings that have in common only the attribute of being extended works of fiction written in prose.”

Another characteristic of the novel lies on the amount of words which contained in the novel as Cuddon (2013:477) states that, “The length of novel varies and has been much debate on how long is or should be... but it generally agreed that in the contemporary practice the length of novel will be between 60,000 words and say 200,000.” In the earlier study Abrams (1999:190) states, “... as an extended narrative, novel different with short story and middle length narrative called novelette. The magnitude of novel contains greater variety of characters, greater complication of plot, ampler development of milieu, and more sustainable exploration of characters’ motive.”

Due to the category above, Elizabeth Gaskell’s *Mary Barton* is categorized as a novel because it consists about 180,000 words and 437 pages. The novel sets setting in Manchester city on the Victorian industrial time and contain great variety of characters. *Mary Barton* is fictional story although the murder case of the story based on the true case happened at that time. even though the novel is rather long, but the story is not boring because not only enjoying the intrinsic element of the story but the novel also provide a brief image of England during the industrial time which belong to the extrinsic element of the story. Novel consist of two elements to be analysed, first the intrinsic elements analyse the content of the story such as the characters, setting, plot, and theme, while the extrinsic elements dealing with anything outside the content such as society, author’s biography, economic and political condition.

## 2.2.1.1 Intrinsic Elements of a Novel

### 2.2.1.1.1 *Theme*

Theme describes the recurring idea and become the central idea in the story as Quinn (2006:417) states that, “theme is a significant idea in literary text, sometimes used interchangeably with motif. Theme also used to describe a recurring idea in a number of texts, for example the theme of alienation, death, love and time.” In line with Cuddon (2013:721) who states that, “The theme of work is not only about its subject but rather its central idea, which may be stated directly and indirectly. For example, the theme of *Othello* is jealousy.”

Considering both opinions, theme can be stated as not only a subject but as a main and central idea which dominating the idea in the literary work. Theme considered as the subject of the discourse that connect literary work with our real experienced in life, such as love, faith, revenge and etc. Theme is an abstract concept which is made to become real through characterization.

Finally theme is useful to organize the reading in the context of interxtuality and understand the literature genre as Quinn (2006:417) states that, “Theme is useful as way to organize the reading of a text, to be connect one text to another (intertextuality), and to apply reading to the experience of life, appears to be indispensable to understanding literature.”

### 2.2.1.1.2 *Plot*

Plot contain the interaction of causes and effects as they develop sequentially or chronologically. Jacobs (1998) states, “It is a plan or groundwork for a story, with the action resulting from believable and authentic human responses to a conflict. A story’s action follows one another in time as the protagonist meets and tries to overcome opposing forces. Sometimes plot has been compared to a story’s map, scheme, or blueprint.”

Plot become the pattern of events and situation in narrative or dramatic work as Baldick (2001:195) states, “Plot is the pattern of events and situations in a narrative or dramatic work, as selected and arranged both to emphasize relationships— usually of cause and effect—between incidents and to elicit a particular kind of interest in the reader or audience, such as surprise or suspense.” In line with Aristotle’ opinion related to plot, Baldick (2001:196) states that “Aristotle saw plot as more than just the arrangement of incidents: he assigned to plot the most important function in a drama, as a governing principle of development and coherence to other elements... A plot should have a beginning, a middle, and an end, and that its events should form a coherent whole.”

Abrams (1999:227) states, “The German critic Gustav Freytag, in *Technique of the Drama* (1863), introduced an analysis of plot that is known as Freytag's Pyramid. He described the typical plot of a five-act play as a pyramidal shape, consisting of exposition, rising action, climax, and falling action and resolution”

Basically, there are two important elements of a plot, conflict and climax. Conflict deals with the struggle between two opposing forces in the story. Holman

(1985:98) states, “The protagonist as the major force usually involved in four different kinds of conflicts: (a) “a struggle against the forces of nature;” (b) “a struggle against another person;” (c) “a struggle against the society as a force;” and (d) “a struggle for mastery by two elements within a person.” This idea is the same with Baldick (2001:42) who states that, “When the struggle of the opposing forces arise to the greatest suspense, comes to a head in some one incident (crisis) which come to the point called climax. Climax is the great intensity in a literary work, especially in drama.”

Generally, plot structure divided into four types:

- (1) A dramatic or progressive is the type of plot the most used in story. The plot starts with setting and occurrence of the conflict that followed by the rising action and reach the climax of the conflict (the peak of the action and turning point). From the climax conflict come to denouement and leads to conclusion as the end of the story.
- (2) An episodic plot is chronological structure, but consist of series that arranged loosely with the incidents or the problems related to the other. It usually in a form of chapter and tied together with common theme and/or characters. This plot usually used by the writer to explore the personality of the character because it presents the details characterization, theme and setting.
- (3) In parallel plot the writer weaves two or more dramatic plot and linked by a common character and a similar theme.
- (4) A Flashback convey the earlier event and information. In the beginning the writer will start with the present scene and then suddenly jump in to the past

events in order to give a better understanding to the present scenes. Flashback could occur for more than one and in the different parts of the story (Russell 2009).

### 2.2.1.1.3 Character

Character in the novel usually refers to fictional person involved in the plot of the story and become the subject of critic. Childs and Fowler (2006:23) state, “The term character as a fictional representation of a person, which is likely to change, both as a presence in literature and as an object of critical attention, much as it changes in society.”

Characters usually have a particular moral, intellectual and emotional quality and recognized by the reader through their thought, speech and action. Abrams (1999:32) states, “characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it (the dialogue) and from what they do (the action).”

Roberts, Jacobs (1998:154) state, there are five ways to make their characters alive:

- (a) Action. What the character *do* become the best clue to understand what they *are*.
- (b) Descriptions. Both personal and environmental. Appearance and environmental reveal much about a character's social, economic status and character trait. For example, desire for elegance is a trait of Mathilde in Maupassant's “The Necklace”.
- (c) Dramatic statement and thought. Although the speeches of the characters are functional, it is essential to keep the action moving along because they provide material from which we can draw conclusions. For example, Fortunato in Poe's “The Cask of Amontillado”, for Montesor fortunate seems friendly and sociable

but for us he is lurid and cynical. Fortunato is a vengeful schemer, and we conclude this from his indirect and manipulative language. (d) Statements by other characters. By studying about what characters say about each other, we may enhance our understanding of the character being discussed. (e) Statement by the author speaking as story teller.

There are two major types of characters that is proposed by novelist and critic E. M. Foster as Roberts, Jacobs (1998:152) state,

Round characters is *dynamic*, they are characterized by both individuality and unpredictability, they *recognize, change with, or adjust to* circumstances. The changes can be shown in (A) an action or actions, (B) the realization of new strength and therefore the affirmation of previous decisions, (C) the acceptance of a new condition and the need for making changes, or (D) the discovery of unrecognized truths. Round characters usually play a major role in a story, he or she often called as “hero” or “heroine”. In contrast with round character, flat characters are static, unchanging and do not grow as they end where they begin. Flat characters are not worthless; however, they highlight the development of round characters.” Sometimes they become prominent in certain type of literature such as in cowboy, police or detective story because the focus is on the performance than on the characterization. “Flat character divided in to stereotype and stock character.”

#### 2.2.1.1.4 Setting

The same with human being, literary characters do not exist in isolation. Literary characters need setting to give them identity, Roberts, Jacobs (1998:253) state:

The character gains their identity because of their possession, their jobs, their homes and their cultural and political allegiances. Plays, stories and narrative poems must therefore necessarily include description of objects, places and background “the setting”. Setting is a work’s natural, manufactured, political, cultural and temporal environment, including everything that characters know and own.

The same with Holman (1985:413) who states that, “setting is the physical, and sometimes spiritual, background against which the action of a narrative takes place.” Roberts, Jacobs (1998:253) state that there are types of settings:

(1) Nature and outdoors. The natural world is obvious location for the action of many narrative (and plays). For example, natural surrounding (hills, shorelines, valley, mountains, meadow, fields, trees, lakes, streams), living creature (birds, dogs, horses, snakes), and times (day or night, summer or winter, sunlight or darkness, fogginess or clarity, hot or cold) any or all of which may influence character or action. (2) Objects of human manufacture and construction. In order to reveal or highlight qualities of character, and also to make narrative lifelike, authors include many details about objects of human manufacture and construction. Houses both interior and exterior, are common as possessions, such as walking sticks, fences, park benches, toys, necklaces, hair ribbons and cash registers. (3) Cultural condition and assumption. Just as the physical setting influences characters, so do historical and cultural condition and assumption.

Holman (1985:413) states that there are some elements which go to make up a setting: (a) “the actual geographical location, including its topography, scenery, and such physical arrangements as the location of the things in a room;” (b) “the occupations and daily manner of living of the characters;” (c) “the time or period in which the action takes place;” and (d) “the general environment of the characters.”

### 2.2.2 *Sociology of Literature*

Literature is said to be the reflection of society. Society is not only enjoying the work of literature but also takes part in producing it. Wellek and Warren (1971) states:

Literature is a social institution, using as its medium language, a social creation. They are convention and norm which could have arisen only in society. Furthermore, literature represent life, and life is in large measure a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literary imitation.

Based on the statement above, it can be said that the literary work is a reflection of the society. Through the literary work we can analyze certain society in a certain period of time. This can be happening because in producing the literary works, the author is inspired by his / her experience in the society around him / her. From this statement we can conclude that literature has relation with sociology as a science of society.

From the statement above sociology and literature share the same problems. The same with sociology, literature also deal with the human in the society as the effort to adapt and bring themselves to society or the effort to change the society itself. Novel can be said tries to create a new society, it is a relation between human and family, environment, politics, country, economy which also discussed by sociology. Those statement strengthen by Glickberg (1967:75) in Endraswara (2011:77), “all literature whether it is fantastic or mystical, is animated by profound social concern, and this is true even the most flagrant nihilistic work.” This statement clearly indicated that whether the work of literature is fantasy or mystic. In another section Glickberg (1967:75) in Endraswara (2011:77) states “literature is putting concern on social concern even though in the end each writer has their own idealism in writing their story.” We can conclude that sociology can give clear explanation related to literature.

Sociology of literature study the aspects of literature, with the base that literature is a pictures or portrait of social phenomena. Baldick (2001:238) states, “Sociology of literature is a branch of literary study that examines the relationships between literary works and their social contexts, including patterns



of literacy, kinds of audience, modes of publication and dramatic presentation, and the social class positions of authors and readers.” The same with Abrams (1999:289):

The term "sociology of literature," however, is applied only to the writings of those historians and critics whose primary, and sometimes exclusive, interest is in the ways that the constitution and form of a literary work are affected by such circumstances as its author's class status, gender, and political and other interests; the ways of thinking and feeling characteristic of its era; the economic conditions of the writer's profession and of the publication and distribution of books; and the social class, conceptions, and values of the audience to which an author addresses the literary product, or to which it is made available.

In dealing with the society it is necessary to define the literature's real relationship with the society, Wellek, Warren 1977 (1990:111) state, “the descriptive relationship (not normative) can be classified as follows” (1) “Sociology of the author, author's profession, and literary institution.” (2) “The sociology of literature which concerned with literary work itself including its examination object or what is implied in the literature and what is its purpose.” (3) “Sociology of literature which concerned with the reader and the social impact of literature.”

There are several things need to be concerned why literature having strong relationship with the society, and for that reason it has to be analyzed its relationship with the society as Ratna (2003:332) states,

(a) Literary work written by the author, retold by story teller, copied by translator whereas three of them are the members of society; (b) literary work live in the society, absorb the aspects of life in the society which in turn also functioned by the public; (c) The medium of literary works, spoken or written is borrowed through the social competence which automatically contains social problems; (d) Unlike science, religion, custom and other traditions, literary work contains aesthetic, etc, even logic which important in the society; (e) The same

with society, the literary works are the nature of intersubjectivity in which the society found their identity in a piece of work.

Sociology of literature studies and analyzes the literary works in its connection with the reality and society social aspects. As one of the approach in literary criticism, sociology of literature can analyze and understand literary works by considering the social aspects. In this research sociology of literature will analyze the social background of British first industrial revolution, along with dehumanization, the sociological approach will be used to analyze the problem of dehumanization that happened to the English working class as the impact of industrial revolution as depicted in Gaskell's *Mary Barton*.

### 2.2.3 *Psychology of Literature*

The form of appreciation in the work of literature not only in the way of reading and enjoying the work of literature, but also evaluating the content of the work. Tuloli (1990:902) states, "The research of literature having important role in all aspect of humanity, it also having positive influences concerning to the founding and development of literature itself." For the reason, the reader is expected to be more critical both to the content and the purpose of the work, it is including what the writer is going to say to the reader and where the reader's opinion will be aimed. As Pradopo (1990:942) states, "More specifically, the intention and the role of literature research is to understand the meaning and purpose of the work of literature deeply." And one example of evaluating the work of literature is through analyzing the characterization in the novel. Minderop (2013:53) states, "In this modern era the work of literature such as novel, drama, poetry and poem contain

with the elements of psychology as the manifestation of: the author, serialized fictional characters and the reader psychological aspect...” It can be said literature is one of the important tools to get knowledge concerning to man and their behavior. In this stage the “Psychology of Literature” is needed in order to help the reader analyzing the characterization, so the reader will get better comprehension about the characterization in the work of literature. Before we understand about the psychology of literature, firstly we have to understand about the term of psychology.

psychology is the study of the mind, including consciousness, perception, motivation, behavior, the biology of the nervous system in its relation to mind, scientific methods of studying the mind, cognition, social interactions in relation to mind, individual differences, and the application of these approaches to practical problems in organization and commerce and especially to the alleviation of suffering (Matsumoto, 2009:411).

In *Pengantar Psikologi Umum* Walgito (2004:10) states, “psychology is a science which study the behavior or the activities that seen as the manifestation of human psychological aspect.” From this statement we can say that using psychology as the approach in literary criticism means, we are studying the psychological aspects that exist in literature especially related to characterization. Endraswara (2008:16) in Minderop (2013:59) states, “Psychology of literature is an interdisciplinary between psychology and literature. Psychology as science can exist side by side with other science.” As Bressler (1999:148) states in his book *Literary Criticism*, “Psychoanalytic criticism can exist side by side with any other critical method of interpretation. This approach attempts to explain hows and whys of human actions without developing an aesthetics theory... Marxist,

feminist, and new historicist, can use psychoanalytic methods in their interpretations without developing their own hermeneutics.” In line with those statement, the writer uses sociological approach along with psychoanalysis and dehumanization to help the reader analyzing the content of the novel to find the act of dehumanization.

Research about psychology of literature having an important role to comprehend the work of literature as Endraswara (2008:12) in Minderop (2013:2) states (a) “the important of psychology of literature to have a deeper investigation to the aspects of characterization.” (b) “Through this approach, can give a feed back to the researcher about the problems and concerns of characterization that still being developed.” (c) “This approach will be very helpful as the method to analyze the work of literatures that contain full of psychological problems.”

Sigmund Freud was the founder of psychoanalysis and the psychodynamic approach to psychology. This school of thought emphasized the influence of the unconscious mind on behaviour. Cherry (2015) states “Much of Freud's work and theories were developed through individual case studies. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes for behavior.” Endraswara (2008:15) in Minderop (2013:2) states, “Both literature and psychology are dealing with human problems as the individual and social being and using human experiences as the source of study.” In line with this opinion, In *Theory of Literature* Wellek and Warren (1990:90) state, “the terms of psychology of literature have four possibility of understanding.” (a) “Psychology of the author as the individual;” (b) “study of

creative process;” (c) “the study of psychological type and laws that applied in the work of literature;” (d) “study the impact of literature to the reader (psychology of the reader).” In this research the writer will use the third terminology to analyze the social behavior related to the act of dehumanization that happened to the English working class in the Victorian industrial revolution era as depicted in the novel *Mary Barton* by Elizabeth Gaskell by using theories of psychology that applied in the work of literature. This approach will help the reader to understand the social behavior and finding the act of dehumanization to the English working class as the impact of industrial revolution as depicted in the novel *Mary Barton*.

There are three steps to comprehend the psychology of literature as Endraswara (2008:89) in Minderop (2013:59) states “first by understanding the theories of psychology and then doing an analysis to the work of literature” second “deciding the work as the object of the study that will be discussed, and deciding the theory of psychology that relevant to be used in the analysis” third “simultaneously find the theories and objects object of the study.”

#### 2.2.3.1 Social Psychology

This research is going to have an analysis about dehumanization of English working class that happened in the British industrial revolution, but before having theories about dehumanization firstly we have to understand about the social psychology that study about the human psychological aspect related to the social behavior.

Social psychology is the branch of psychology that specializes in studying processes of social interaction among humans including ways the thoughts, feelings, and beliefs of the individual are affected by the real or imagined presence of others. This includes study of

attitudes, affiliation, mass communication, compliance, conformity, cross-cultural issues, authority, social roles and status, interpersonal attraction, group processes, social attribution, altruism, and nonverbal communication (Matsumoto, 2009:504).

Gordon Allport (1985:5) states, “Social psychology is the scientific study of how people’s thoughts, feeling and behaviors are influenced by the actual, imagined, or implied presence of other human beings. Social psychology looks at a wide range of social topics, including group behavior, social perception, leadership, nonverbal behavior, conformity, aggression, and prejudice.” As Cherry (2014) states “It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behavior”. Psychology divided into several categories, and each of them have different role and focused study as Cherry (2014) states

personality psychology different with social psychology, personality psychology focuses on individual traits, characteristics and thoughts while social psychology is focused on situation. Social psychology interested in the impact that social environment and group interactions have on attitudes and behaviors. ...the sociology and social psychology also different. While there are many similarities between the two, sociology tends to looks at social behavior and influences at a very broad-based level. Sociologists are interested in the institutions and cultures that influence how people behave. Psychologists instead focus on situational variables that affect social behavior. While psychology and sociology both study similar topics, they are looking at these topics from different perspectives.

In another section Cherry (2015) as a psychology expert states that, “understanding the social psychology can be very useful for many reasons. First, we can better understand how groups impact our choice and actions. Additionally, it also allows us to gain greater appreciation for how our social perception with other people.” For this study, social psychology gives better understand about

social condition and behaviors, especially to understand the social behavior and action in Victorian industrial revolution era related to the act of dehumanization. Social psychology also helps the researcher understand social environment of British industrial revolution.

#### *2.2.3.1.1 Humanization*

From time to time the concept about humanity is developed and each person have its own perspective about being human. Heschel (1965:3) states, "What is means by the essence of human is what is the meaning of human for him/herself, and what is the meaning of human with the other human." He also proposed the essence modes of human being as followed:

- (1) Preciousness, it means that a human is oneself, one individuality and as an individuality it is not repeatable. Human is individuality that have no copy of it, cannot be duplicate and changed;
- (2) Uniqueness, a human has ability to choose and decide, they have their own characteristic and different from others. To be fully human means understand his/her human uniqueness:
- (3) Opportunity, unlike animals, human having indefinite capacity to develop themselves. Human having opportunity to develop their microcosm within themselves. For example, a human baby could be an Einstein who shake the world, while a baby cow will only be a cow. So, humanizing human is not only actualized their potentials but also affirmed their potentials;

(4) Nonfinality, it means that human always developed themselves, human is indefinite. We cannot see a human in this present time but also have to see their development in the future;

(5) Process and events, human is not only live in the sequences of processes but also in the sequences of events. They live in a process of development and influence in the making of events;

(6) Solitude and solidarity, a human is independent, they need freedom, and having ability to stand alone. Solitude is a period of curing and healing to escape from the society's hysteria, and human will never feel satisfied until they share their achievement;

(7) Reciprocity, a person will understand their existence as human when he/she understand the meaning of accepting and giving. Our sensitivity toward others' suffers is our humanness indication;

(8) Sanctity, being human is contemplating the mystery of human personal life and realizing that this life, whether it is our life, or others', is not merely created or fully possessed by us. Being human is realizing the sanctity, the form of sanctity may different from one culture to another culture but realizing the sanctity is universal. (Heschel 1965)

Haslam (2006:256) states "being human means having attribute and uniqueness that human should have. ...Having human attribute and uniqueness differentiate us from animals and things (machines)". Nick Haslam (2006:256) proposed "two distinct senses of humanness", there are "Uniquely Human (UH)



and Human Nature (HN)”, and those different forms of dehumanization will occur when the characteristics which constitute each sense are denied to people.

(1) Uniquely Human (UH), Haslam (2006:256) states, “UH characteristics define the boundary that separates human from the related category of animals. It means it does not apply to other species, it reflects socialization and culture which different from animal. UH characteristics reflect social learning and refinement, they might be expected to vary across culture and differentiate within population. In short UH may not correspond and equal to our shared humanity.” For example, there are different cultures between Javanese people with Sundanese people. He continues “UH characteristics may not be essential because they are seen as acquired rather than inborn and as likely to vary between people and cultures, UH characteristics might even be perceived as nonessential.” Moreover he states “UH traits were judge to be low in prevalence and universality, to appear late in development and to be unrelated to emotionally. UH characteristic involve refinement, civility, morality and higher cognition and are believed to be acquired and subject to variant between people.” Kashima & Foddy, (2002) in Haslam (2006:257) state, “This resembles an Enlightenment sense of humanness, emphasizing rationality and cultivation.”

(2) Human Nature (HN), Haslam (2006:256) states, “HN stands for normative or fundamental characteristic of human. The HN characteristics would be expected to link humans to the natural world, and their inborn biological disposition. HN should be normative (i.e., species typical): prevalent within population and universal across cultural. HN characteristics should be seen as something which is

essential to humanness.” Haslam, Bastian, & Bissett, 2004; Rothbart & Taylor, (1992) in Haslam (2006:256) state that, “HN should be essentialized, viewed as fundamental, inherent, and natural. HN traits were judge to be high in prevalence, universality, and emotionally and to emerge early in development. HN characteristics involve cognitive flexibility, emotionally, vital agency and warmth and are shared as a shared and fundamental “nature” that is embedded in person.”



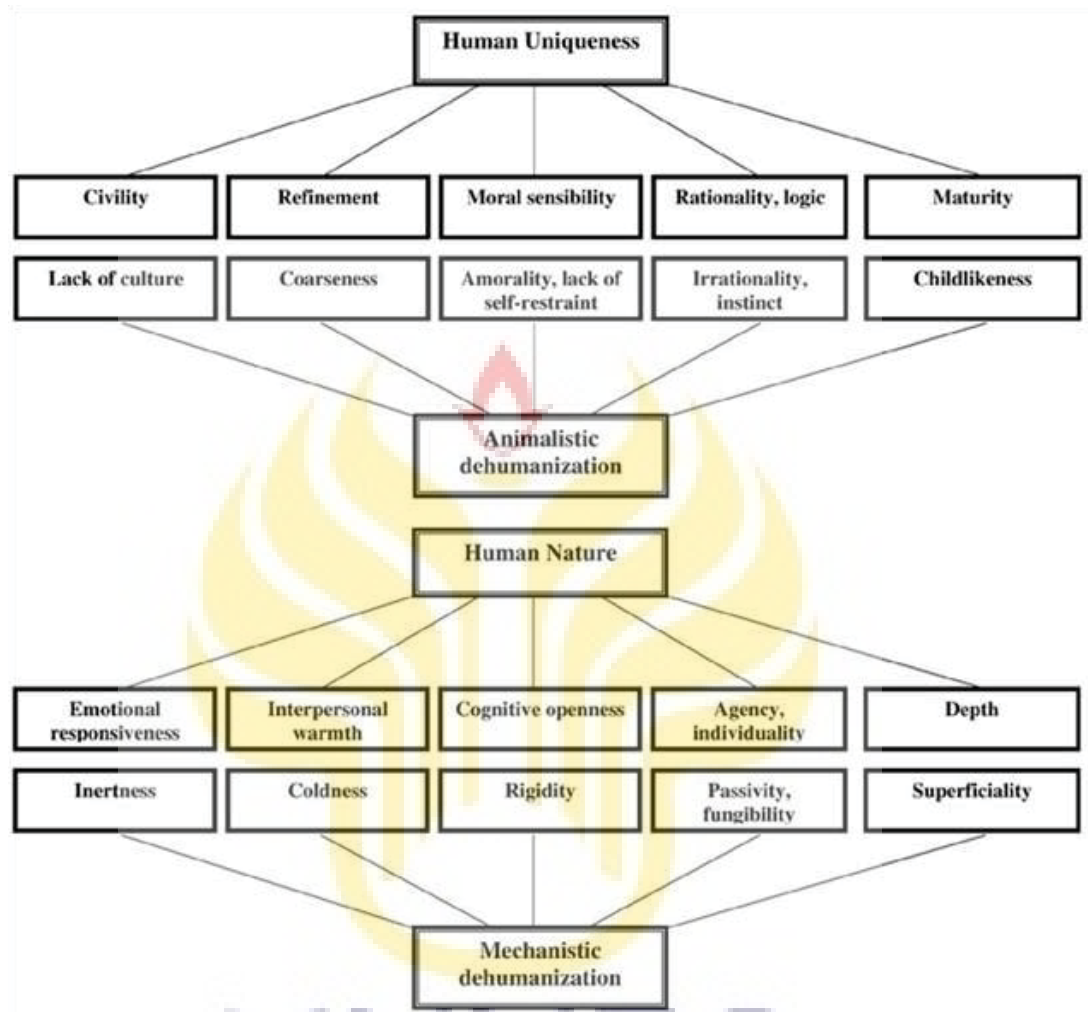


Figure 2.1 proposed link between conception of humanness and corresponding forms of dehumanization (Haslam, 2006:257).

### 2.2.3.1.2 Dehumanization

How do people are dehumanized and dehumanizing others? When someone is dehumanized, people are perceived as lacking qualities that considered to be the characteristic of human. Generally, dehumanization can be realized as the process of reducing human being including seeing and treating people as something less or other than human, it can be animal or machines. David Matsumoto (2009:152)

states, “Dehumanization is the process of reducing human beings to something less than human, which can be a mental exercise in recategorization or a set of actions that has significant negative effects on a person or a group of people.” In line with Statt (2003:36) “the process of treating other people as something other than human. Dehumanization also can be recognized as the process of denying the ‘humanness’ quality.” As Haslam (2006:252) states “...’humanness’ the quality that is denied to others when they are dehumanized...”

Dehumanization not only happen in a form of genocide act or war, Haslam and Loughnan (2014) in Christoff (2014:2) state, “dehumanization could happen in our everyday life. The levels of dehumanization vary from blatant and severe to subtle and relatively mild. ...The relatively mild dehumanizing behaviors can be in a form of subtle disrespect, condescension, neglect, social ostracism and other relational slights. These subtle and mild, everyday forms of dehumanization are often viewed as innocent and inconsequential, for example bullying in school, the bad working rule and condition.”

There are two distinct forms of dehumanization as Haslam (2006:260) states “Animalistic Dehumanization and Mechanistic Dehumanization” according to the “denying of two senses of humanness, Uniquely Human (UH) and Human Nature (HN).”

(1) Haslam (2006:257) states, the animalistic dehumanization “occurs when UH characteristics to distinct between us and animals such as refinement, self-control, intelligence, and rationality is denied. This kind of dehumanization often happen

in the context of ethnicity, race, and genocide. It is often accompanied by emotions of contempt and disgust toward other or certain race and ethnicity.”

(2) Haslam (2006:258) states, the mechanistic Dehumanization “occurs when human is linked to object, automata or machine. In this state the HN characteristics such as warmth, emotion, and individuality is denied. This dehumanization often occurs in the context of interpersonal interactions and organizational settings such as in a factory or working place. It is often accompanied by indifference, a lack of empathy, an abstract and deindividuated view of others.” This form of dehumanization mostly found in the Elizabeth Gaskell’s *Mary Barton* which pictured the condition of the poor as the working class in England during the industrial revolution.

#### **2.2.4 British Industrial Revolution at Glance**

Novel as literary work reflects social condition at a certain time, through novel we can analyses the general background of social condition which influence and give the author inspiration to write. In short when we are analyzing society in the novel we also have to learn the real condition when the novel was written. Elizabeth Gaskell’s novel entitled *Mary Barton* as the object of the study was written in the industrial revolution era. This novel took Manchester city as the background of the novel, it depicts the social condition happened in the industrial time. So, in order to have a better understanding about the society background of the novel, we also have to understand the industrial revolution in England.

The term industrial revolution used to mark the progressive development of England from the agricultural country to industrial developed country, this progressive development started with the invention of steam engine by James Watt in 1776. The major changes brought by this era was the progressive development in technological aspect which aimed to increase goods production, facilitate human, and increase the rate of profit both for the nation or for the industrialist investor. This opinion is strengthen by Frader (2006:12) who states that:

...New machines harnessed sources of energy like water and steam power and made the manufacture of goods more efficient than ever... The profits made from producing goods under the system of factory production and the manufacture of new products increased the wealth of capitalists— middle-class investors in industry—and ultimately their power. (Frader, 2006:12)

The industrial revolution brought both positive and negative effect. It cannot be denied that it brought a lot of inventions that surely played the important role to the development of modern world. As Frader (2006:28) states, “New machines and inventions were the hallmark of the industrial revolution”. Not only in technological aspects, but also the social aspect of industrial revolution played role in reducing death rate. Before the industrial revolution England suffered from diseases and hunger because they lack of food during the winter, while in the industrial revolution one man with machines could produce foods for 1000 people, food became easy to get. Various diseases can be cured because the invention in the medicine.

Focusing on the social background of British industrial revolution, on the positive side the industrial revolution had brought a tremendous wealth for the

kingdom, in the other side it brought terrible concentration of poverty. Frader (2006:14) states:

“The middle class which mostly consisted by the businessman, industrial inventors and factory owner got much profit while the low class had to endure terrible and unsafe working condition, long hours of working with low amount of wages. Whereas the middle class businessman could afford to live in spacious home in green, leafy, suburb, far from the dirt of industrial district, while the working class had to live behind the shadow of the factory and workshop.”

As in Manchester which also become the setting of *Mary Barton*, James Phillips Kay in 1832 made a pamphlet containing the description of the Manchester working class' physical and moral condition. This pamphlet described the painful effects of industrialization had on factory workers and their families.

In this pamphlet James Phillips Kay (1832) in Perry (2011: 298) states that:

“The township is consisted by the dense masses of houses, inhabit by people who worked in the manufactories of cotton trade. Prolonged and exhausting labour, continued from day to day, and from year to year, it is not calculated to develop the intellectual or moral faculties of man. The worker had to face the dull routine of a ceaseless drudgery, in which the same mechanical process is incessantly repeated. While the population is crowded into one dense mass in cottages separated by narrow and unpaved streets, with the atmosphere loaded with smoke from the factory. Harsh working condition with heated atmosphere containing dust or filaments of cotton. When they arrived at home they did not get the comfortable condition, their house often ill furnished, uncleanly, and ill ventilated. The working class often lack of religious feeling and, neglect of all religious ordinance.

Concerning about working condition, Mitchell (2009:41) states that, “Both men, women, even children had to work very hard at jobs that need physical labor. There were no laws to regulate hours, wages, safety, job security, or working condition. Worker generally had no contracts, no pensions, and no fringe benefit. The work day and the work week were extremely long, both outdoor and

indoor was just the same, in summer people had to work for 14-16 hours a day.” Meanwhile concerning to the workday of the workers, Mitchell (2009:41) states that, “Sunday was a day of rest for most worker except servant. People had to work for six days in a week, but later in the period, Saturday became short day of work. Child labor was not unusual thing in that period, however child labor was not invented by Victorians, before the industrial revolution children used to work, but not as much as in the industrial revolution.”

In this era, there were no official laws that regulated the minimal age to work in a factory, so in this era children also labored under the same condition with adult worker in a factory. Children from the orphanage usually put as factory workers to support their own daily need such as foods, cloths and a place to live as Mitchell (2009: 42) states:

Mill owners made agreements with the local authorities in impoverished areas to take orphan children as young as age seven off their hands. They were lodged in dormitories and worked in shifts, 12 hours at a time, day and night. Other children came into the factories with a parent or older sister, doing the finicky bits of work that required a small body and small hands. In coal mines, children worked underground in small dark spaces opening and closing the traps that provided ventilation (Mitchell, 2009:42)

The fact that women did not work during the industrial revolution only applied to middle and upper class women. Poor and working class women did many jobs that were hard, dirty and dangerous. Mitchell (2009:45) states that:

“Women still continued to work above ground in sorting and loading coal. They often worked in brickmaking, chain making, and collecting trash from city streets, although the Mines and Collieries Act of 1842 ended the practice of using women underground to haul sledges of coal. It wasn’t usual for women to work in a dirty area and wearing trouser and appear almost indistinguishable from men in the same trades.”



This kind of condition really different from what England had achieved. While the country experienced a progressive development of inventions and tremendous amount of wealth, the working class had to face miserable life, bad living condition with low amount of wages. Even women and children were allowed to work in jobs that needs physical strength as the man did in the mill factory. At this moment dehumanization happened in the context of daily life. This condition well described in Elizabeth Gaskell's *Mary Barton*. This research is trying to dig deeper to the case of the dehumanization of English working class as the impact of industrial revolution, using the theory of dehumanization proposed by Nick Haslam as portrayed in Elizabeth Gaskell's *Mary Barton*.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions drawn from the analysis of the topic answering the statement of the problem of the study. In addition, it provides a number of recommendation for further study related to the topic of the study.

#### 5.1 Conclusions

Based on the analysis and discussion that has been conducted in the previous chapter, it can be concluded that Gaskell's *Mary Barton* depicted the dehumanization of English working class as the impact of industrial revolution in 19<sup>th</sup> century. That was the era when the British Empire experienced the first industrial revolution, in which various innovations and revolutions in every aspect was expected to improve the quality of life. The highest intensity of desire to be the part of the industrial revolution progress came from the working class. The expectation of the working class started to grow bigger and giving them a new hope of better living condition, but they only got irony which made them became the subject of dehumanization. In the golden time of British Empire, the hardship of English working class itself as the second-class society was being neglected by the first-class society. The working class had become the subject of dehumanization of the first-class society. The factory owners who saw them merely as machines to pile up their own profit made the workers experienced mechanistic dehumanization which lack of HN (Human Nature) characteristics.

Meanwhile the workers experienced the animalistic dehumanization when they were seen as brutal creatures which lack of UH (Uniquely Human) characteristics. The problem of empathy as the source of dehumanization came when the factory owners and even the parliament refused to listen the working class miseries, suffers, and pain related to the worst living condition they had experienced. Those issues were presented by the working class characters in the story especially John Barton and Ben Davenport. John Barton and Ben Davenport as the working class and part of chartist organization experienced the dehumanization done by the first class society. They ended up sick and died of illness as the result of suffers and dehumanization they had experienced. Therefore, the progress of industrial revolution did not only bring a huge amount of expectation, but also brought miseries and suffers in a form of irony which led to the dehumanization that was experienced by the poor Manchester working class.

Secondly, seeing the worst living condition, John Barton, Job Legh and George Wilson as the representation of Manchester working class, did attempt to gain humanity back as part of industrial revolution advancement progress. It can be seen in a number of occasion happened in the story, John Barton as the main character in the story who actively joined the chartist organization had become the agent of change in creating a better living condition of the poor by joining chartist organization. His acts as a representative of chartist delegation were support by many people around him including his friends Job Legh and George Wilson. He came to London as a chartist delegation to have a communication with the masters and the parliaments. Together with chartist organization he wanted to express

suffers and miseries that had been experienced by the working class as the impact of the regulations which were given by the masters (factory owners). John Barton, Job Legh, George Wilson and people around him as working class wanted to emphasize that a good communication and feeling of empathy could become the best way to overcome the problems of alienation and dehumanization. Failure to empathize could form the feeling of alienation and create the act of dehumanization. In this novel, dehumanization appeared as the impact of the master's ignorant upon the poor. The masters and the workers must create a good communication in order to have a better understanding of each condition which resulting in the maintaining of a good living condition for both social classes.

## 5.2 Recommendations

Based on the conclusions above, the writer presents several recommendations based on the result of the study for further research related to the study. Written in the golden time of British industrial revolution era, Gaskell's *Mary Barton* is recommended for further study dealing to the condition in that era, particularly related to the condition of English working class in Manchester as represented by the characters in the novel. The novel provide clear pictures on how the working class was expecting a better living condition and the ironies which formed dehumanization they had gotten from the masters. The novel originally made in the 19<sup>th</sup> century, so at first it is a little bit hard to understand the language, but the novel provide clear story line and conflicts which easy to be understand.

Another thing to be highlighted is although the novel mostly provide about Mary and Jem's love struggle, it is worth deep analysis which contain numerous social issues according to the condition of British industrial revolution era. Therefore, future further research related to the issues other than dehumanization is highly expected to dig up more values from the novel. This research is expected to be the reference for further study related to the topic.

Finally, for the student of English Department, especially Literary Program, the writer hopes that this research could be used as a useful reference for those who conducted a further research on the topic of dehumanization. Therefore, the writer also suggests to the student of English Department to read the novel *Mary Barton* since the story line contained in this novel could give some knowledge related to the social problems of dehumanization.

## BIBLIOGRAPHY

### Books :

- Abrams, M. H. 1999. *A Glossary of Literary Terms* (Seventh ed.). United States of America.
- Baldick, C. 2001. *The Concise Oxford Dictionary of Literary terms*. New York: Oxford University Press.
- Bressler, Charles. E., 1999. *Literary Criticism*. New Jersey: Prentice Hall.
- Child, P., & Fowler, R. 2006. *The Routledge Dictionary of Literary Terms*. New York: Routledge.
- Cuddon, J. A. 2013. *A Dictionary of Literary Terms and Literature Theory* (Fifth ed.). Chichester: Wiley-Blackwell.
- Endraswara, S. 2008. *Metode Penelitian Psikologi Sastra*. Yogyakarta: FBS Universitas Negeri Yogyakarta.
- Endraswara, S. 2003. *Metodologi Penelitian Sastra*. Yogyakarta: Pustaka Widyatama.
- Flick, U., Ernst, v. K., & Ines, S. 2004. *A Companion to Qualitative Research*. London: Sage Publication Ltd.
- Frader, L. L. 2006. *The Industrial Revolution: A History in Documents*. New York: Oxford University Press.
- Gaskell, E. 2006. *Mary Barton*. New York: Oxford University Press.
- Heschel, A. J. 1990. *Man is Not Alone: A Philosophy of Religion (Fifteenth Printing)*. New York: Farrar, Straus & Giroux.
- Heschel, A. J. 1965. *Who is Man?* Stanford: Stanford University Press.
- Holman, H. C. 1985. *A Handbook to Literature* (4th ed.). New York: Odyssey Press.
- Hornby, A. S. 2010. *Oxford Advanced Learner's Dictionary, International Student's Edition* (Eighth ed.). New York: Oxford University Press.

- Matsumoto, D. (Ed.). 2009. *The Cambridge Dictionary of Psychology*. New York: Cambridge University Press.
- Mlinderop, A. 2013. *Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Mitchell, S. 2009. *Daily life in Victorian England* (second ed.). London: Greenwood Press.
- Perry, M. 2011. *Western Civilization, A Brief History* (10 ed.). New York: Wadsworth, Cengage Learning.
- Quinn, E. 2006. *A Dictionary of Literary and Thematic Terms* (second ed.). New York: Facts On File, Inc.
- Ratna, N. K. 2004. *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Roberts, E. V., & Jacobs, H. E. 1998. *Literature: An Introduction to Reading and Writing* (Fifth ed.). New Jersey: Prentice-Hall, Inc.
- Selden, R., Widdowson, P., & Brooker, P. 2005. *A Reader's Guide to Contemporary Literary Theory* (5th ed.). Great Britain: Pearson Education Limited.
- Statt, D. A. 2003. *The Concise Dictionary of Psychology* (Third ed.). New York: Routledge.
- Sugiyono. 2007. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Walgito, Bimo. 2004. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Wellek, R., & Warren, A. 1990. *Teori Kesusastraan*. (M. Budianta, Trans.) Jakarta: PT Gramedia.
- Wellek, Rene. & Warren, Austin. 1990. *The Theory of Literature*. New York: Harcourt, Brace & World.

### **Final Projects, Thesis and Dissertations :**

- Prawesti, M. 2012. *Lower Class Problems as the Impact of Industrial Revolution in Charles Dickens' Oliver Twist*. Skripsi. Semarang: Fakultas Bahasa dan Seni Unnes.

Wardani, M. 2010. *Humanization Versus Dehumanization Captured in Wall-E Movie*. Skripsi. Semarang: Fakultas Bahasa dan Seni UNNES.

West, H. K. 2007. *Mary Barton, North and South, and Shirley: Women and faith in Industrial England: An Examination of Three Novels By Elizabeth Cleghorn Gaskell and Charlotte Bronte*. Thesis. Georgia. University of Georgia.

### Journals

:

Christoff, K. 2014. Dehumanization in organizational settings: some scientific and Ethical considerations. *Frontiers in Human Neuroscience*. Article 748(8): 1-8.

Hetami, Fatma. 2009. The Industrial Revolution and Its Consequences as Revealed in Dickens' *Great Expectations*. *LANGUAGE CIRCLE Journal of Language and Literature*. IV(1) Oct: 41-47.

Haslam, N., & Loughnan, S. 2014. Dehumanization and infrahumanization. *Annua. Rev. Psychol.* 65: 399-423.

Haslam, N. 2006. Dehumanization: An Integrative Review. *Personality and Social Psychology Review*. 10(3): 252–264.

Haslam, N., Bain, P., Douge, L., Lee, M., & Bastian, B. 2005. More Human Than You: Attributing Humanness to Self and Others. *Journal of Personality and Social Psychology*. 89(6): 937–950.

Haslam, N., Bastian, B., & Bissett, M. 2004. Essentialist beliefs about personality and their implications. *Personality and Social Psychology Bulletin*. 30: 1661–1673.

### Websites

:

Cherry, K. 2015. *What is Psychoanalysis?*. Online at: <http://psychology.about.com/od/historyofpsychology/a/psychodynamic.htm> [accesed 2/02/16]

Cherry, K. 2015. *What are the Major Perspective in Social Psychology?*. Online at: <http://psychology.about.com/od/socialpsychology/f/socpersp.htm> [Accessed 02/02/16]

Cherry, K. 2014. *What is Social Psychology?*. Online at: <http://psychology.about.com/od/socialpsychology/f/socialpsych.htm> [Accessed 02/ 02/ 16]