

**THE REFLECTION OF CHILDREN ABUSE IN
INDUSTRIAL REVOLUTION**

A STUDY OF SOCIOLOGY OF LITERATURE ON ELIZABETH

BARRETT BROWNING'S THE CRY OF THE CHILDREN



A THESIS

Submitted in Partial Fulfillment of the Requirements to Obtain

S1 Degree in Faculty of Foreign Language and Culture

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APPROVAL

A THESIS ON

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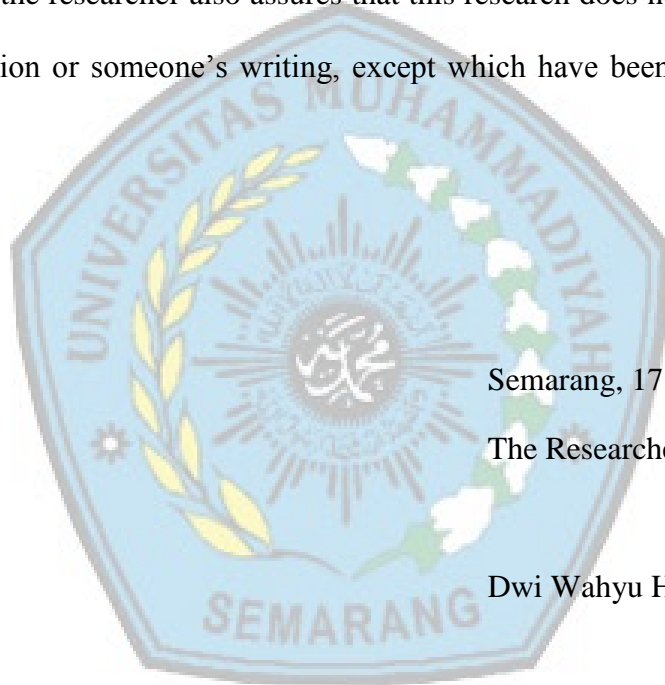
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STATEMENT

The researcher truly states that this thesis ‘‘ THE REFLECTION OF CHILDREN ABUSE IN INDUSTRIAL REVOLUTION. A STUDY OF SOCIOLOGY OF LITERATURE ON ELIZABETH BARRETT BROWNING’S THE CRY OF THE CHILDREN’’ is written without taking other research result for a degree at University; the researcher also assures that this research does not include material for publication or someone’s writing, except which have been mentioned in the references.



Semarang, 17 Agustus 2016

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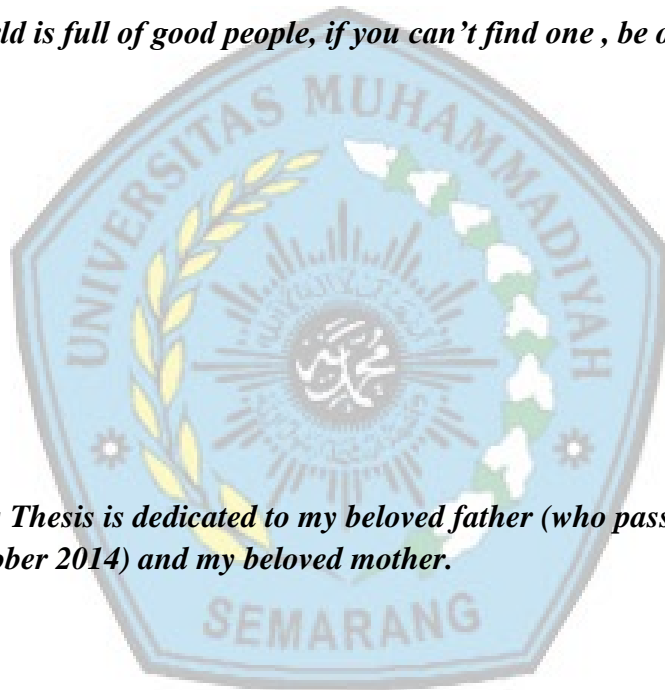
MOTTO

Verily, With Hardship Comes Ease. (94:6) إِنَّ مَعَ الْعُسْرِ يُسْرًا

(Inna ma'al 'usri yusra)

World is full of good people, if you can't find one , be one.

This Thesis is dedicated to my beloved father (who passed away on 31 October 2014) and my beloved mother.



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The Researcher,

Dwi Wahyu Haryanti

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ABSTRAK

The Cry of Children adalah salah satu karya puisi yang ditulis Elizabeth Barret Browning. Puisi ini menceritakan tentang kekerasan pada anak sebagai buruh kerja. Hal ini terjadi karena dampak dari revolusi industri yang terjadi di Inggris pada jaman Victoria. *The Cry of Children* menjelaskan tentang anak-anak dari ekonomi kelas bawah yang harus bekerja sebagai buruh di pabrik dan tambang. Anak-anak bekerja untuk membantu orang tua mereka dan agar bertahan hidup. Pada masa itu, anak-anak kehilangan hak-hak nya untuk bermain dan belajar, bahkan berkumpul dengan keluarga juga tidak ada waktu. Anak-anak sangat menderita karena kelelahan bekerja, bahkan sampai ada yang meninggal seperti gadis kecil bernama Alice yang telah diceritakan di *The Cry of Children*.

Tujuan dari penelitian ini adalah menganalisis puisi *The Cry of Children* terkait pada unsur intrinsik dan ekstrinsik. Penelitian ini menggunakan dua metode pendekatan. Yang pertama, pendekatan structural untuk menganalisis elemen yang terdapat pada puisi tersebut, seperti pemilihan kata, gaya bahasa, simbol, pencitraan dan tema. Yang kedua, pendekatan sosiologi untuk menganalisis tentang hubungan puisi *The Cry of Children* dengan masyarakat pada saat itu berdasarkan pada teori Allan Swingewood. *The Cry of Children* ingin menyampaikan kritik sosial lewat puisi pada pemerintah Inggris yang tega memperkerjakan anak-anak sebagai buruh. Peneliti menggunakan metode kepustakaan untuk memperoleh informasi dan data yang mendukung penelitian. Landasan teori yang digunakan peneliti mengacu pada teori yang berhubungan dengan diksi, gaya bahasa, simbol, pencitraan dan tema untuk mengkaji unsur intrinsik. Sedangkan untuk mengkaji unsur ekstrinsik, peneliti menggunakan teori pendekatan sosiologi menurut Allan Swingewood.

Kesimpulan dari penelitian ini adalah peneliti menemukan anak-anak mengalami tindakan kekerasan anak dengan menggunakan tenaga anak-anak dibawah umur untuk bekerja di pabrik dan tambang. Hal ini disebabkan karena dampak dari revolusi industri di jaman Victoria. Anak-anak kehilangan hak-hak nya untuk bermain dan belajar karena mereka harus bekerja dari pagi hingga malam. Anak-anak sangat menderita karena kelelahan bekerja.

Kata kunci: *anak-anak, kekerasan pada anak, pekerja anak, revolusi industri.*

CHAPTER I

INTRODUCTION

A. Background of The Study

Early age is period when children are grow. Early age is referred to as the golden age, who was supposed to play, learn, gain the affection of parents, and protect with right of children. Based on psychological context, childhood growth stage is from infancy to age five or six years, usually this period is called the preschool period (Psikologizone, 2014). Children's rights are the human rights with particular attention to the rights of special protection care, health care and criminal laws appropriating for the age and development of the child. Interpretations of children's rights range are from allowing children being physically, mentally and emotionally free from abuse, though what constituted abuse is a matter of debate (Unicef, 2014). Children are sometimes in fact treated badly physical from their parents, and they should be a beggar to fulfill their life. This is one of child abuses because they don't live normally. Child abuse definition by Oxford dictionary (2008: 2) is “*the crime of harming a child in a physical, sexual or emotional way*”. According to the World Health Organization (WHO) :

“Child abuse or maltreatment constitutes all forms of physical or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power”.

(http://www.who.int/topics/child_abuse/en/)

Based on definitions, it is clear that child abuse covers several harmful treatments to children such as physical or maltreatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation.

Until now a child abuse happened because of trafficking, bullying and sexual abuse. Taken from a book of *Department of communities, child safety and disability services*, child abuse are divided into 4 different types that lead to harm such as: physical abuse, sexual abuse, emotional abuse, and neglect (Child abuse:6) this book explains that physical abuse occurs because child suffered, non-accidental physical trauma or injury, Sexual abuse as an adult uses their authority to involve a child in sexual activity, Emotional abuse occurs when a child's emotional is impaired or threatened, and then Neglect occurs when a child's basic necessities of life are not met and their health and development are affected.

A lot of cases of child abuse has happened from the past till present. For example, as broadcasted by the *Radio Times* and *Newyork Times*, *Radio Times* stated that when industrial revolution happened in England there were 30 boys and 60 girls working in the cotton mills with spinning machine. They were working 13 hours every day. These children were required to work in the factories because their ability to repair damaged threads, even though they were exhausted, but it is done for a living ([Radio Times, 2013](#)). Other articles that have same topic about child abuse in modern era from *Newyork Times* explained that Human Rights Watch paints a grim picture of child labor in the United States. Children as young as 7 are working on tobacco farms in North Carolina. Some of the children

who as worker in tobacco companies' interviewed by Human Rights Watch say they often vomit, lose their appetites, have nausea and suffer from headaches symptoms associated with nicotine poisoning (Newyork Times, 2014).

Based on above explanation, in this research the researcher wants to analyse a poetry *The Cry of Children* by Elizabeth Barret Browning to reveal the condition of the children particularly those who become laborers in Victorian era as reflected in the poem. English Writers written child abuse as the theme, such as poetry their works such *Eagle* a poem written by Tennyson, *My Last Duchess* by Robert Browning, *Child Asleep* by Elizabeth Barret Browning, *The Waste Land* by T.S. Eliot and novel *David Copperfield* by Charles dickens, etc. Researcher chooses *The Cry of Children* by Elizabeth barret Browning because children's feeling during Industrial Revolution is well represented.

'*The Cry of Children*' (later called as *TCC*) is a poem written by Elizabeth Barret Browning. It is a very popular poem and a lot of critics have conducted study on *TCC* of literature because it describes social issues such as the abuse of children that is considered being the impact of industrial revolution. Therefore, the researcher is interested in analyzing *TCC* to find out more children abuse in England during industrial revolution.

B. Statement of The Problem

The problem that will be discussed in this thesis is formulated as Follow:

1. What is the diction, figurative language, symbol, imagery and theme in poetry *The Cry of Children* by Elizabeth Barrett Browning?

2. How social conditions abuses of children are described in a poem *The Cry of Children* by Elizabeth Barrett Browning?

C. Purpose of The Research

Based on the problem above, the objective of the study is:

1. To describes the diction, figurative language, symbol, imagery, and theme, in poetry *The Cry of Children* by Elizabeth Barrett Browning.
2. To analyze the social conditions abuses of children are described in poetry *The Cry of Children* by Elizabeth Barrett Browning.

D. Significance of the Research

In this final project, the researcher analyzes social condition particular children labour in industrial revolution as reflected in *The Cry of Children (TCC)* through the diction, figurative language, imagery and theme. Then, it is analysed with sociology of literature to have better understanding of the conditions of children in industrial revolution. The researcher also hopes this research can be useful for other students who analyze a literary work, especially poems using sociology of literature approach.

E. Scope of The Research

The scope of the research is the poem *TCC* analyzed by sociology of literature approach. This research wants to reveal social condition, especially children which is reflected in the poem. The limitation of this research is that the research

analyzes the intrinsic of the poem, and describes the social condition of poetry through documentary aspects study of industrial revolution in Victorian era.

F. Underlying Theories

1. Structure of Poem

The researcher uses intrinsic theory to analyze intrinsic elements of literary work. The intrinsic elements of poem are diction, theme, figurative language, imagery, rhythm, alliteration; meter, etc. Hence, the researcher uses intrinsic elements in this research are diction, theme, figurative language, and imagery to understand poem.

2. Sociology of Literature

In this research, the researcher uses sociology of literature approach. The theory is used by the researcher to reveal the meaning of *TCC*. *TCC* describes about children as one of social issues in England Victorian era.

G. Method of The Research

1. Research Approach

The research approach of this study is library research and internet. It means the data is obtained from the library and internet. There are two elements which build literary work, intrinsic and extrinsic element. The first is intrinsic approach and the second is extrinsic approach. Intrinsic approach is a research that analyses sources in the text (Wellek and Warren, 1989:75). Extrinsic approach is an approach of context of the research based on

documentary aspect in literary text. The researcher will analyze diction, figurative language, imagery and theme in Barret Browning's *TCC*. In conducting this research, then the researcher uses sociology of literature approach.

2. Method of Collecting Data

In this research, the researcher determines two categories of resources. Firstly, primary data is Elizabeth Barrett Browning's *TCC*. Secondly, secondary data is the study of books, journals, biography of the author, and other sources relevant to the research.

3. Method of Analysis TCC

In method of analysis, the researcher takes some steps to analyze the poem such as: firstly, the researcher reads poetry several times. After the researcher reads the poetry, the researcher try to understand the meaning of poem. The researcher searches the literal meaning word by word, and also explores the whole meaning of the poetry. Finally, the researcher analyzes the poem according to intrinsic elements and is supported with sociology of literature approach.

4. Method of presentation TCC

In this section, the researcher presents *TCC* into two parts. Firstly, the researcher puts the poetry in each stanza. Secondly, the researcher gives mark off with a word that refers to explanation. The researcher also gives in each

line. This method has a purpose to give well informative analysis to the readers clearly.

H. Thesis Organization

The researcher organizes this research into 5 chapters as follow:

Chapter I is introduction. It explains about background of the study, statement of the problem, purpose of the research, scope of the research, underlying theories, method of the research and thesis organization.

Chapter II is biography of the author and the meaning of the poem. It explains about the biography of the author and the interpreting of the poem.

Chapter III is literary review. It explains about theoretical review which consists of structural and sociology of literature theory.

Chapter IV is analysis *The Cry of Children*. It explains about analysis of poem reflection of children abuse during industrial revolution.

Chapter V is conclusion. It explains about the conclusion of the research and suggestions for further research.

CHAPTER II

BIOGRAPHY OF THE AUTHOR AND THE TEXT OF *THE CRY OF CHILDREN*

A. Elizabeth Barret Browning's Biography

Elizabeth Barret Browning is an English novelist and poetes. She is one of the most popular writers in the history of literature. Elizabeth Barrett Moulton-Barrett was born on March 6, 1806 in Durham, England. Her father is Edward Moulton-Barrett who has a Jamaican sugar plantation. Her mother died when she was 22. Since child, she has read Shakespeare, part of the Pope's translation of Homer, the verses of Paradise Lost, and the history of Britain, Greece, and Rome before the age of ten. At the age of twelve she had written an '*Epic*' poem consisting of four books of rhyming couplets.

In 1838, *The seraphim and other Poems* appeared, the first volume of poetry Elizabeth to appear under her own name. John Kenyon is a friend who eventually became her husband, in August 1846 they were married. In 1849, they had a son, Robert Wiedeman Barrett Browning.

The second edition of her poems, including sonnets help increasing the popularity of her to be a poet in Victorian era. No female poet is cherished among cultured readers in both the United States and England than Elizabeth Barrett

Browning during the nineteenth century. Her Poetry has a great impact on other literary works.

As a critic of literature Barrett saw as social injustice in the American slave trade, suppression of Italy by Austria, employment of children in mines and factories of the United Kingdom, and the restrictions against women during industrial revolution. It is then manifested in many of her poems. Two poems, Casa Guidi Windows and Poems before Congress, dealt directly with the struggle for Italian independence. Casa Guidi Windows first half (1851) are filled with the hope that the new liberal movement awakened moving toward unification and freedom in the Italy. The second part of the poem, which was written after the movement has destroyed liberalism in Italy, dominated by her disappointment. After a decade of ceasefire, Italy once again began to fight for their freedom, but were forced to cease-fire that would leave Venice under Austrian control. Browning Poems Before Congress (1860) responded to this incident by criticizing the British government for not providing assistance. One of the poems in this collection, "A Curse For the Nation," which attacks slavery, has previously been published in the journal abolitionist in Boston.

Elizabeth Barrett Browning died on June 29, 1861. She will be remembered for '*The Cry of the Children*', '*Child Isobel*', '*Bertha in the Lane*', and most of the work of other literatures.
(<http://www.browningsociety.org/ebb.html>)

B. Poetry The Cry Of Children By Elizabeth Barret Browning And Interpretation The Poetry

In this sub chapter, there is text poetry *The Cry of Children* by Barret Browning, then researcher explains the whole meaning of poetry *The Cry of Children* based on researcher's interpretation.

1. Poetry The Cry Of Children By Elizabeth Barret Browning

<i>Do you hear the children weeping, O my brothers,</i>	1
<i>Ere the sorrow comes with years?</i>	
<i>They are leaning their young heads against their mothers,</i>	3
<i>And that cannot stop their tears.</i>	
<i>The young lambs are bleating in the meadows ;</i>	5
<i>The young birds are chirping in the nest ;</i>	
<i>The young fawns are playing with the shadows ;</i>	7
<i>The young flowers are blowing toward the west—</i>	
<i>But the young, young children, O my brothers,</i>	9
<i>They are weeping bitterly !</i>	
<i>They are weeping in the playtime of the others,</i>	11
<i>In the country of the free.</i>	
<i>Do you question the young children in the sorrow,</i>	13
<i>Why their tears are falling so ?</i>	
<i>The old man may weep for his tomorrow</i>	15
<i>Which is lost in Long Ago --</i>	
<i>The old tree is leafless in the forest --</i>	17
<i>The old year is ending in the frost --</i>	
<i>The old wound, if stricken, is the sorest --</i>	19
<i>The old hope is hardest to be lost :</i>	
<i>But the young, young children, O my brothers,</i>	21
<i>Do you ask them why they stand</i>	
<i>Weeping sore before the bosoms of their mothers,</i>	23
<i>In our happy Fatherland ?</i>	
<i>They look up with their pale and sunken faces,</i>	25
<i>And their looks are sad to see,</i>	
<i>For the man's grief abhorrent, draws and presses</i>	27
<i>Down the cheeks of infancy --</i>	
<i>"Your old earth," they say, "is very dreary;"</i>	29
<i>"Our young feet," they say, "are very weak !"</i>	
<i>Few paces have we taken, yet are weary--</i>	31
<i>Our grave-rest is very far to seek !</i>	
<i>Ask the old why they weep, and not the children,</i>	33

<i>For the outside earth is cold --</i>	
<i>And we young ones stand without, in our bewildering,</i>	35
<i>And the graves are for the old !"</i>	
<i>"True," say the children, "it may happen</i>	37
<i>That we die before our time !</i>	
<i>Little Alice died last year her grave is shapen</i>	39
<i>Like a snowball, in the rime.</i>	
<i>We looked into the pit prepared to take her --</i>	41
<i>Was no room for any work in the close clay :</i>	
<i>From the sleep wherein she lieth none will wake her</i>	43
<i>Crying, 'Get up, little Alice ! it is day.'</i>	
<i>If you listen by that grave, in sun and shower,</i>	45
<i>With your ear down, little Alice never cries ;</i>	
<i>Could we see her face, be sure we should not know her,</i>	47
<i>For the smile has time for growing in her eyes ,--</i>	
<i>And merry go her moments, lulled and stilled in</i>	49
<i>The shroud, by the kirk-chime !</i>	
<i>It is good when it happens," say the children,</i>	51
<i>"That we die before our time !"</i>	
<i>Alas, the wretched children ! they are seeking</i>	53
<i>Death in life, as best to have !</i>	
<i>They are binding up their hearts away from breaking,</i>	55
<i>With a cerement from the grave.</i>	
<i>Go out, children, from the mine and from the city --</i>	57
<i>Sing out, children, as the little thrushes do --</i>	
<i>Pluck you handfuls of the meadow-cows lips pretty</i>	59
<i>Laugh aloud, to feel your fingers let them through !</i>	
<i>But they answer, " Are your cowslips of the meadows</i>	61
<i>Like our weeds Annear the mine ?</i>	
<i>Leave us quiet in the dark of the coal-shadows,</i>	63
<i>From your pleasures fair and fine!</i>	
<i>"For oh," say the children, "we are weary,</i>	65
<i>And we cannot run or leap --</i>	
<i>If we cared for any meadows, it were merely</i>	67
<i>To drop down in them and sleep.</i>	
<i>Our knees tremble sorely in the stooping --</i>	69
<i>We fall upon our faces, trying to go ;</i>	
<i>And, underneath our heavy eyelids drooping,</i>	71
<i>The reddest flower would look as pale as snow</i>	
<i>For, all day, we drag our burden tiring,</i>	73
<i>Through the coal-dark, underground --</i>	
<i>Or, all day, we drive the wheels of iron</i>	75
<i>In the factories, round and round.</i>	
<i>"For all day, the wheels are droning, turning, --</i>	77
<i>Their wind comes in our faces, --</i>	
<i>Till our hearts turn, -- our heads, with pulses burning,</i>	79

<i>And the walls turn in their places</i>	
<i>Turns the sky in the high window blank and reeling --</i>	81
<i>Turns the long light that dropped down the wall, --</i>	
<i>Turn the black flies that crawl along the ceiling --</i>	83
<i>All are turning, all the day, and we with all ! --</i>	
<i>And all day, the iron wheels are droning ;</i>	85
<i>And sometimes we could pray,</i>	
<i>'O ye wheels,' (breaking out in a mad moaning)</i>	87
<i>'Stop ! be silent for to-day ! ' "</i>	
 <i>Ay ! be silent ! Let them hear each other breathing</i>	89
<i>For a moment, mouth to mouth --</i>	
<i>Let them touch each other's hands, in a fresh wreathing</i>	91
<i>Of their tender human youth !</i>	
<i>Let them feel that this cold metallic motion</i>	93
<i>Is not all the life God fashions or reveals --</i>	
<i>Let them prove their inward souls against the notion</i>	95
<i>That they live in you, or under you, O wheels ! --</i>	
<i>Still, all day, the iron wheels go onward,</i>	97
<i>As if Fate in each were stark;</i>	
<i>And the children's souls, which God is calling sunward,</i>	99
<i>Spin on blindly in the dark.</i>	
 <i>Now tell the poor young children, O my brothers,</i>	101
<i>To look up to Him and pray --</i>	
<i>So the blessed One, who blesseth all the others,</i>	103
<i>Will bless them another day.</i>	
<i>They answer, " Who is God that He should hear us,</i>	105
<i>While the rushing of the iron wheels is stirred?</i>	
<i>When we sob aloud, the human creatures near us</i>	107
<i>Pass by, hearing not, or answer not a word !</i>	
<i>And we hear not (for the wheels in their resounding)</i>	109
<i>Strangers speaking at the door:</i>	
<i>Is it likely God, with angels singing round Him,</i>	111
<i>Hears our weeping anymore?</i>	
 <i>"Two words, indeed, of praying we remember;</i>	113
<i>And at midnight's hour of harm, --</i>	
<i>'Our Father,' looking upward in the chamber,</i>	115
<i>We say softly for a charm.</i>	
<i>We know no other words, except 'Our Father,'</i>	117
<i>And we think that, in some pause of angels' song,</i>	
<i>God may pluck them with the silence sweet to gather,</i>	119
<i>And hold both within His right hand which is strong.</i>	
<i>'Our Father !' If He heard us, He would surely</i>	121
<i>(For they call Him good and mild)</i>	
<i>Answer, smiling down the steep world very purely,</i>	123
<i>'Come and rest with me, my child.'</i>	
 <i>"But, no !" say the children, weeping faster,</i>	125

" He is speechless as a stone ;	
And they tell us, of His image is the master	127
Who commands us to work on.	
Go to ! " say the children,--"up in Heaven,	129
Dark, wheel-like, turning clouds are all we find !	
Do not mock us ; grief has made us unbelieving --	131
We look up for God, but tears have made us blind."	
Do ye hear the children weeping and disproving,	133
O my brothers, what ye preach ?	
For God's possible is taught by His world's loving --	135
and the children doubt of each.	
And well may the children weep before you;	137
They are weary ere they run;	
They have never seen the sunshine, nor the glory	139
Which is brighter than the sun:	
They know the grief of man, without its wisdom ;	141
They sink in the despair, without its calm --	
Are slaves, without the liberty in Christdom, --	143
Are martyrs, by the pang without the palm, --	
Are worn, as if with age, yet unretrievingly	145
No dear remembrance keep,--	
Are orphans of the earthly love and heavenly :	147
Let them weep ! let them weep !	
They look up, with their pale and sunken faces,	149
And their look is dread to see,	
For they think you see their angels in their places,	151
With eyes meant for Deity;--	
"How long," they say, "how long, O cruel nation,	153
Will you stand, to move the world, on a child's heart, --	
Stifle down with a mailed heel its palpitation,	155
And tread onward to your throne amid the mart?	
Our blood splashes upward, O our tyrants,	157
And your purple shrews your path;	
But the child's sob cursed deeper in the silence	159
Than the strong man in his wrath!"	

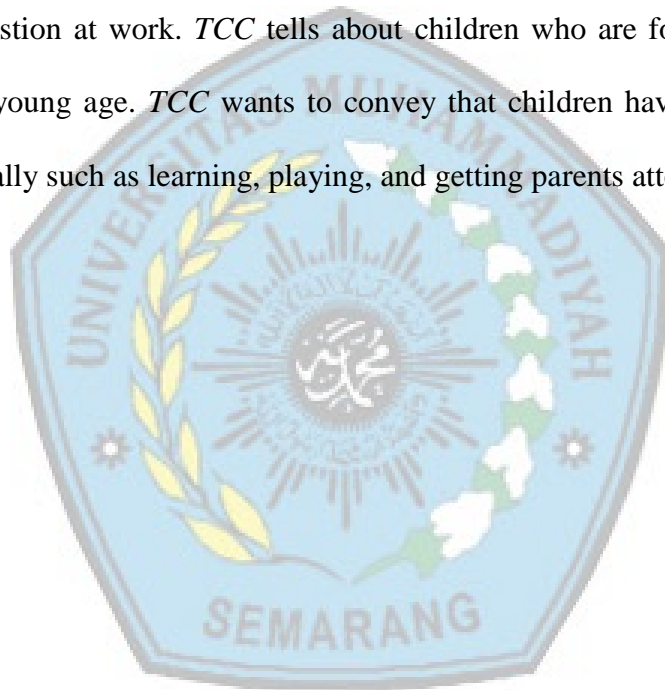
2. Brief Interpretation The Cry of the Children by Elizabeth Barrett

Browning

The Cry of the Children by Elizabeth Barrett Browning tells about child labor in industrial revolution. The poem reflects conditions at the time of Victorian era where society were living in poverty. They should work in factories and

mines to fulfill their life. In addition, the industrial revolution also gives impact on economical activity shifting from agriculture to industry.

The Cry of the Children concerns about child labor. Because of this, the poem tells around the children. *TCC* shows the life of children who have to go through day by day in factory and mine. *TCC* also describes a little girl representative of children labor named Alice who eventually died of exhaustion at work. *TCC* tells about children who are forced to work at a very young age. *TCC* wants to convey that children have the right to live normally such as learning, playing, and getting parents attention.



CHAPTER III

LITERARY REVIEW

A. Previous Study

There is a research that has been done before. The research is found in student showcase essay in 2012 entitled Elizabeth Barrett Browning's "*The Cry of the Children: A Poetical Manifesto*" by Amanda S. Her analysis focused on the condition of children as workers because of the impact of industrial revolution. From her research, she discovered that the industrial revolution affected the lives of children that time. Children had to work because of economic reason to survive.

The difference between that research and the researcher's is that her research used only intrinsic approach to analyze *TCC*. She focused on the combination of sound device, and repetition to ensure the reader about condition of children as workers during industrial revolution. While this research uses structural theory which is intrinsic elements of poetry such as diction, figurative language, symbol, imagery, theme and sociology of literature approach to reveal the relation between literature and society. In the context this research, *TCC* as a literary work that reflects children workers or labors on several aspects during industrial revolution in Victorian era.

B. Theoretical Review

The researcher uses two theories to analyze. The first is structural theory which is intrinsic elements of poetry such as diction, figurative language, symbol, imagery and theme. The second is extrinsic theory. The researcher uses sociology of literature approach to analyze the extrinsic elements of poetry.

1. Structure of Poetry (Intrinsic Analysis)

a. Diction

Diction is the selection of words in a work of literature. Diction is also one of the intrinsic elements of poetry that has an important role in determining the words. Through the poetry's diction, the true meaning can be revealed. Diction is divided into two components, namely the connotation and denotation.

“Connotation is very important in poetry, for it is one of the means by which the poet can concentrate or enrich meaning say more in fewer words” (Perrine, 1988: 539-540)

This quotation explains that connotation is very important to get the meaning of poetry. In poetry, connotation will cause it is meaning to be more vibrant and meaningful.

b. Figurative Language

Figurative Language is used to help the reader visualize or see what is happening in the story of poetry. Wren and Martin (1991: 488) said that figurative language *is a departure from the ordinary form of expression or they ordinary course of ideas in order to produce a greater effect.*

According to Perrine in Literature; structure, sound and sense:

A figure of speech is any way of saying something other than the ordinary way. A figure of speech is more narrowly definable as a way of saying one thing and meaning another. Figurative language-language using figures of speech-is language that cannot be taken literally (1988:565).

Based on that definition, it is clear that the main function of figurative language is appearing of meaning effect more widely in poetry. It means that figurative language is a rhetorical device. It achieves a special effect by using words in distinctive ways.

In literature, there are many figurative languages such as metaphor or simile, allusion, symbolism, irony, hyperbole, paradox, personification, analogy, etc. Here the kind of figurative language that is included to be analyzed in *TCC* is metaphor.

1) Metaphor

Perrine(1988:565) states that between metaphor and simile is similiar. Both of them are comparison between two things that are essentially unlike. The only distinction between them is use of connective words. In simile, the poet uses the connective word such as: like, as than, similiar to, while in metaphor the comparison is implied the figurative term is substituted for or identified with the literal term.

c. Symbol

According to Perrine, *"a symbol may be roughly defined as something that means more than what it is"* (1988: 585). In other words symbol can be defined as something that has more meaning than just what is written.

d. Imagery

In literature especially poetry, the imagery serves to make life in the picture sensing. Imagery is one of the important elements to understand and interpret poetry because it can help the authors to convey their feelings.

"Imagery may be defined as the representation through language of sense experience. Poetry appeals directly to our senses, of course, through its music and rhythm, which we actually hear when it is read aloud. But indirectly it appeals to our senses through imagery, the representation to imagination of sense experience (Perrine, 1988: 54).

Pradopo said that there are several kinds of imagery, visual imagery, auditory imagery, thermal imagery, kinesthetic imagery. Visual imagery is the most widely used type of poetry.

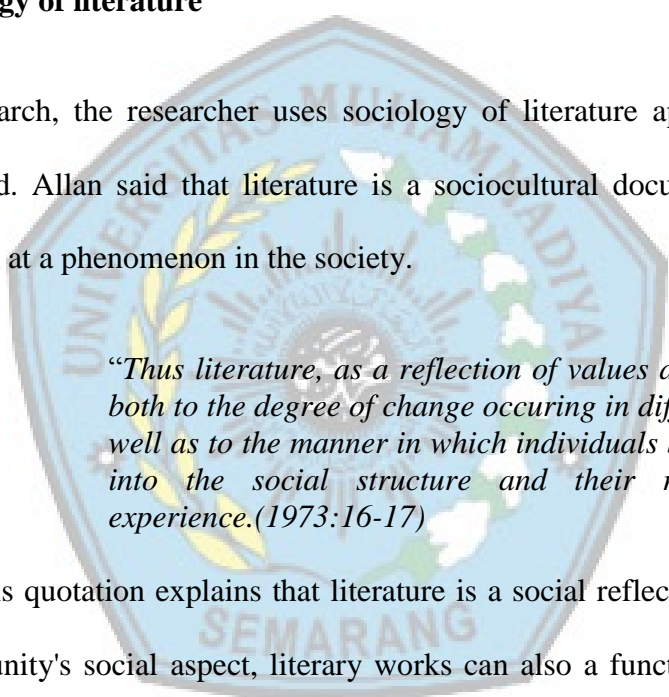
- (1) Visual imagery to give a stimulus to the senses of sight, often the things that do not look as if to be seen (sense of picturing).
- (2) Auditory imagery is also commonly used, often resulting in imagery to mention or describes the sound of a voice (represent a sound).
- (3) The thermal imagery (appeals to the sense such as hardness, softness, wetness, or heat and cold), it is rarely used.
- (4) Kinesthetic imagery describes something that is not really move, but describes as can be move (1987: 86-87).

e. Theme

Theme is the main idea of a literary work. It is idea which is embodied in the poetry. This is what the poetry is all about. According to Perrine, *“theme is the main idea of a story that many be directly stated in the story or indirectly implied by the story (1988: 12)”*.

2. Sociology of literature

In this research, the researcher uses sociology of literature approach by Allan Swingewood. Allan said that literature is a sociocultural document that can be used to look at a phenomenon in the society.



“Thus literature, as a reflection of values and feeling, points both to the degree of change occuring in different societies as well as to the manner in which individuals become socialized into the social structure and their response to this experience.(1973:16-17)

This quotation explains that literature is a social reflection. As a portrait of a community's social aspect, literary works can also a function as a result of human creation that is influenced by the diversity of culture and social status. Swingewood said that *“The most popular perspective adopts the documentary aspect of literature, arguing that it provides a mirror to the age. (Swingewood, 1973:13)”*

Based on quotation, literature is a documentation of the history. Continuity of history that happened in the past is recorded in literary work. Besides as documents that present social circumstances, literary work is also often

used as a tool to criticize the social circumstances in the community. Swingewood said that;

“sociologists of literature and literary critics are agreed: one studies great writers and their text precisely because their greatness implies deep insight into human and the social condition (1973: 22).

In this research, the researcher uses a sociology of literature approach which uses historical theory in relation between literature and society, that is especially literature (TCC) as a reflection of the industrial revolution in Victorian era.

a. Industrial Revolution in Victorian Era (1837-1901)

As times changed, culture changed too. The industrial revolution was a change in technology, socioeconomic, and cultural in the 18th century and early 19th century that occurred with the replacement of a worker with industry machine. There were a lot of big changes in the Victorian era too, one of them was in science. This change was one aspect of the so-called industrial revolution, but it caused the striking differences between the rich and the poor.

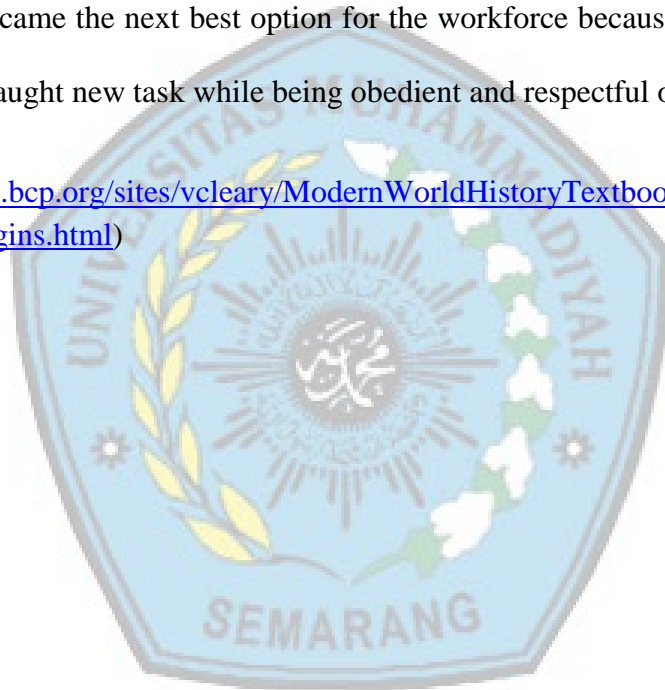
The impact of the Industrial revolution in social and economy was children abuse. children abuse happened at that time because many children were employed with low wages in factories. The children and not a few women who fell into prostitution. Actually they did not want to do that, but they did to survive.

In the 1830s and 1840s, many children labored in textile mills and coal mines, where working conditions often proved deadly. Rural children worked on

farms or in cottage industries, while thousands of urban children worked as street hawkers, selling matches or sweeping.

During this revolution children were one of the groups that were drastically affected because they were called to work in the factories. The demand for manufactured goods had increased to such a level that there was a shortage of workers who were willing to learn the new technologies of the textile mills. Children became the next best option for the workforce because they were young and easily taught new task while being obedient and respectful of authority.

(<http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IRbegins.html>)



CHAPTER IV

STRUCTURAL AND SOCIOLOGY

OF LITERATURE ANALYSIS

A. Structural Analysis of *the Cry of Children*

In this part, the researcher would like to discuss about structural theory which is intrinsic elements of poetry such as theme, diction, figurative language, symbol and imagery. Diction which explains the selected word in *TCC*. Next, figurative language explains metaphor then, it is followed by symbol which is used in *TCC*. Then, *TCC* explains imagery such as visual imagery, auditory imagery, thermal imagery, and kinesthetic imagery. Visual imagery is sense of sight, auditory imagery is represent of sound, thermal imagery describes appeals to the sense, and kinesthetic imagery describes something that is not really move. At the end of this part, the main idea will be explained

1. Diction

TCC has 13 stanza and 160 lines. So, there are many connotation and diction in each words. These analysis in below :

<i>Do you hear the children weeping, O my brothers,</i>	<i>1</i>
<i>Ere the sorrow comes with years?</i>	<i>2</i>
<i>They are leaning their young heads against their mother</i>	<i>3</i>
<i>And that cannot stop their tears.</i>	<i>4</i>
<i>The young lambs are bleating in the meadows ;</i>	<i>5</i>
<i>The young birds are chirping in the nest ;</i>	<i>6</i>

<i>The young fawns are playing with the shadows ;</i>	7
<i>The young flowers are blowing toward the west</i>	8
<i>But the young, young children, O my brothers,</i>	9
<i>They are weeping bitterly !</i>	10
<i>They are weeping in the playtime of the others,</i>	11
<i>In the country of the free.</i>	12

In the first stanza (line 1-12) reflects about the life of children in industrial revolution Victorian era. In the first stanza in line 2 word ‘sorrow’ means misery of children as labor in industrial revolution. The children suffered because they must work in factory and mine. They can not live with their condition and their mother can not stop their cry ‘*And that cannot stop their tears*’.

TCC has dictions which expresses the condition of children. The children are playing with the shadows and can not spend their childhood to play while study because they must work, they just can imagine they play with their shadows. In the next line, TCC convinces readers that the children still crying in the young life, and it describes again in line ‘*They are weeping in the playtime of the others*’. Children can not used their childhood to play because they must work to survive in free country ‘*In the country of the free*’.

The second stanza TCC still reflects children where they cry everyday as child labor. stanza in below will explains about that:

<i>Do you question the young children in the sorrow,</i>	13
<i>Why their tears are falling so ?</i>	14
<i>The old man may weep for his tomorrow</i>	15
<i>Which is lost in Long Ago --</i>	16
<i>The old tree is leafless in the forest --</i>	17
<i>The old year is ending in the frost --</i>	18
<i>The old wound, if stricken, is the sorest --</i>	19
<i>The old hope is hardest to be lost :</i>	20
<i>But the young, young children, O my brothers,</i>	21

<i>Do you ask them why they stand</i>	22
<i>Weeping sore before the bosoms of their mothers,</i>	23
<i>In our happy Fatherland?</i>	24

In line 13, *TCC* describes why the children is cry. The life of children at the time is very sad, and it shows in the word sorrow. Verse '***Do you question the young children in the sorrow***' shows people do not know the children is feeling happy or sad. They feel isolated from living society. Word '***sorrow***' has denotative that industrial revolution era where children labour get exploitation. It is very bad situation because the children suffered a lot from industrial revolution effects. Word '***Fatherland***' has connotation government which government should give children a freedom to study and live a happy life.

The third stanza has many dictions which reflects condition children as child labor in the factory and mine. Stanza in below will explain about that:

<i>They look up with their pale and sunken faces,</i>	25
<i>And their looks are sad to see,</i>	26
<i>For the man's grief abhorrent, draws and presses</i>	27
<i>Down the cheeks of infancy --</i>	28
<i>"Your old earth," they say, "is very dreary;"</i>	29
<i>"Our young feet," they say, "are very weak !"</i>	30
<i>Few paces have we taken, yet are weary--</i>	31
<i>Our grave-rest is very far to seek !</i>	32
<i>Ask the old why they weep, and not the children,</i>	33
<i>For the outside earth is cold --</i>	34
<i>And we young ones stand without, in our bewildering,</i>	35
<i>And the graves are for the old !"</i>	36

This stanza has many words that reflect how the condition children as children labor because of the impact industrial revolution in England. In this stanza '***They look up with their pale and sunken faces (25)***'. it shows the condition of children are not only pale, but also they have sunken face because less sleep, getting sick and starvation. Then, readers can see children sad face '***And their***

looks are sad to see (26)’ because children depress in their young life. Phrase *‘cheeks of infancy (28)’* tells the children are still very young, but they must live as adult worker and get many suffer *‘For the man's grief abhorrent, draws and presses (27)’*. The children think that as long as they live, they get suffering. because they must work everyday until tired. The children have not choice to go away, they must work to fullfil their life *‘Few paces have we taken, yet are weary (31)’*.

Dictions in fourth stanza reflects condition of children as child labor. stanza will explain about that:

<i>"True," say the children, "it may happen</i>	<i>37</i>
<i>That we die before our time !</i>	<i>38</i>
<i>Little Alice died last year her grave is shapen</i>	<i>39</i>
<i>Like a snowball, in the rime.</i>	<i>40</i>
<i>We looked into the pit prepared to take her --</i>	<i>41</i>
<i>Was no room for any work in the close clay :</i>	<i>42</i>
<i>From the sleep wherein she lieth none will wake her,</i>	<i>43</i>
<i>Crying, 'Get up, little Alice ! it is day.'</i>	<i>44</i>
<i>If you listen by that grave, in sun and shower,</i>	<i>45</i>
<i>With your ear down, little Alice never cries ;</i>	<i>46</i>
<i>Could we see her face, be sure we should not know her,</i>	<i>47</i>
<i>For the smile has time for growing in her eyes ,--</i>	<i>48</i>
<i>And merry go her moments, lulled and stilled in</i>	<i>49</i>
<i>The shroud, by the kirk-chime !</i>	<i>50</i>
<i>It is good when it happens," say the children,</i>	<i>51</i>
<i>"That we die before our time !"</i>	<i>52</i>

TCC reflects condition of children abuse in this stanza. TCC just see how felt of children at the time and reflects on Alice who is one victim of children abuse in Victorian era. industrial revolution has bad impact from economical world especially in England. The children and woman have to work to fullfill their living necessity. Word *‘pit’* has denotation the hole on the ground, but in connotation it means a grave to Alice who is died because exhausted. In the grave,

the children can not hear the loud of sound from factory machine. They think that the death in the young age is good for them '*It is good when it happens, say the children*'.

The fifth stanza still reflects children abuse with diction from *TCC*.

Alas, the wretched children ! they are seeking 53
Death in life, as best to have !
They are binding up their hearts away from breaking, 55
With a cerement from the grave.
Go out, children, from the mine and from the city -- 57
Sing out, children, as the little thrushes do --
Pluck you handfuls of the meadow-cows lips pretty 59
Laugh aloud, to feel your fingers let them through !
But they answer, " Are your cowslips of the meadows 61
Like our weeds Annear the mine ?
Leave us quiet in the dark of the coal-shadows, 63
From your pleasures fair and fine!

This stanza still explains the voice of children because of their misery. Word '*Alas*' means appeal like "*oh*", "*ahh*" , "*ihh*". *TCC* uses word '*Alas*' because it means the sad voice of children. *TCC* tells children to go and run from mine and factory '***Go out, children, from the mine and from the city***'. *TCC* wants the children sing happily '*Sing out, children*' but they know it is difficult because they still in the dark coal and can not go '*Leave us quiet in the dark of the coal-shadows*'.

The seventh stanza *TCC* still tells the condition of children when they work in factory.

"For all day, the wheels are droning, turning, -- 77
Their wind comes in our faces, --
Till our hearts turn, -- our heads, with pulses burning 79
And the walls turn in their places
Turns the sky in the high window blank and reeling -- 81
Turns the long light that dropped down the wall, --

Turn the black flies that crawl along the ceiling -- 83
All are turning, all the day, and we with all ! --
And all day, the iron wheels are droning ; 85
And sometimes we could pray,
'O ye wheels,' (breaking out in a mad moaning) 87
'Stop ! be silent for to-day ! ' "

TCC has diction which reflects children abuse in this stanza. Phrase '**For all day, the wheels are droning, turning (77)**' reflects condition of children who work at factory in industrial revolution. Word '**burning (79)**' means the emotion of children because they do not concerned by government. Word '**sky**' in phrase '**sky in the high window blank (80)**' means the dream of children to get goodness. Phrase '**Stop ! be silent (88)**' means the children want to stop from their work. They feel really tired and they pray to God to help them.

The eight stanza:

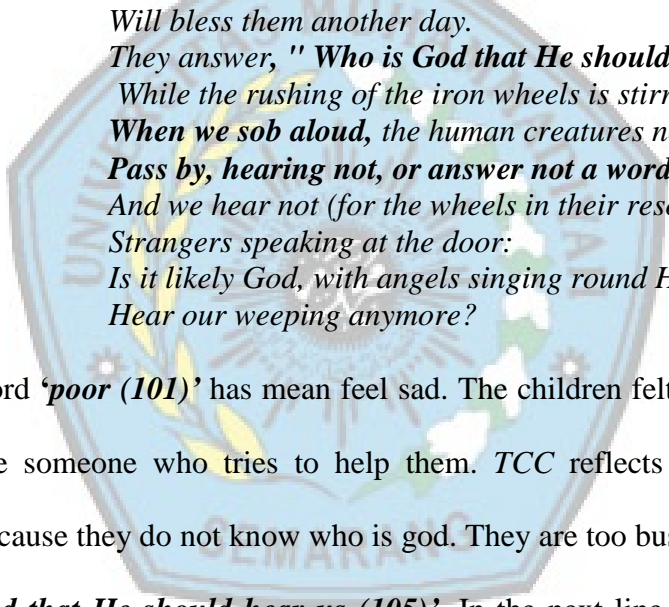
Ay ! be silent ! Let them hear each other breathing 89
For a moment, mouth to mouth --
Let them touch each other's hands, in a fresh wreathing 91
Of their tender human youth !
*Let them feel that this **cold metallic motion** 93*
Is not all the life God fashions or reveals --
Let them prove their inward souls against the notion 95
That they live in you, or under you, O wheels ! --
Still, all day, the iron wheels go onward, 97
As if Fate in each were stark;
And the children's souls, which God is calling sunward, 99
Spin on blindly in the dark.

The eight stanza reflects condition of factory where children work. Phrase '**Ay, be silent (89)**' means connotation like scream, TCC uses word '**silent**' because the children feel useless if they scream in the loud of sound factory machine. The children hope they can take a rest in order to socialize with each other to share their feel and can inhale fresh air. But in reality, the children just

feel cold of machine wheels '*Let them feel that this cold metallic motion(93)*'.

The children still hope to God to help them from their sorrow in darkness coal '*Spin on blindly in the dark (100)*' and factory '*And the children's souls, which God is calling sunward (99)*'.

Below is ninth stanza of *TCC*, this stanza tells about condition of children.



Now tell the poor young children, O my brothers, 101
To look up to Him and pray --
So the blessed One, who blessed all the others, 103
Will bless them another day.
They answer, " Who is God that He should hear us, 105
While the rushing of the iron wheels is stirred?
When we sob aloud, the human creatures near us 107
Pass by, hearing not, or answer not a word !
And we hear not (for the wheels in their resounding) 109
Strangers speaking at the door:
Is it likely God, with angels singing round Him, 111
Hear our weeping anymore?

Word '*poor (101)*' has mean feel sad. The children felt sad because they do not have someone who tries to help them. *TCC* reflects that children are confused because they do not know who is god. They are too busy with their work '*Who is God that He should hear us (105)*'. In the next line, word '*sob aloud (107)*' has same meaning with cry to get sympathy of people, but in fact people just ignore and do not care with them '*Pass by, hearing not, or answer not a word (108)!*'.

Next stanza is the tenth stanza that tells about children are praying:

Two words, indeed, of praying we remember; 113
And at midnight's hour of harm, --
'Our Father,' looking upward in the chamber, 115
We say softly for a charm.
We know no other words, except 'Our Father,' 117

*And we think that, in some pause of angels' song,
 God may pluck them with the silence sweet to gather, 119
 And hold both within **His right hand which is strong.**
 'Our Father !' If He heard us, He would surely 121
 (For they call Him good and mild)
 Answer, smiling down the steep world very purely, 123
 'Come and rest with me, my child.'*

This diction in stanza reflects that the children have time to pray, although it is difficult to them '*of praying we remember (113)*'. Phrase '*our father*' means God. They pray in the midnight, and they hope to God to help them with his strong '*His right hand which is strong (120)*', and giving them a time to take a rest '*Come and rest with me, my child (124)*'.

The eleventh stanza :

*"But, no !" say the children, weeping faster, 125
 " He is speechless as a stone ;
 And they tell us, of His **image is the master** 127
Who commands us to work on.
 Go to ! " say the children,--"up in Heaven, 129
 Dark, wheel-like, turning clouds are all we find !
 Do not mock us ; grief has made us unbelieving -- 131
 We look up for God, but tears have made us blind."
 Do ye hear the children weeping and disproving, 133
 O my brothers, what ye preach ?
For God's possible is taught by His world's loving -- 135
*and the children doubt of each.**

This stanza reflects how the children as worker labor. The readers can see from this phrase on the line 128 '*Who commands us to work on*'. Then, the readers can see word '*master*' in line 127. In this word, master means government or the people who have authority in government. At the time government needs worker to work in factory and mine. Then the children can not avoid to be labored because they have to help their parents and fulfill their living necessary. They are always praying, but they feel that God does not hear their pray. They are just

crying and weeping '*hear the children weeping(133)*'. They should work to still alive and just believe that their God will love them '*For God's possible is taught by His world's loving (135)*'.

Below is the twelveth stanza of *TCC*

And well may the children weep before you; 137
They are weary ere they run;
They have never seen the sunshine, nor the glory 139
Which is brighter than the sun:
They know the grief of man, without its wisdom ; 141
They sink in the despair, without its calm --
Are slaves, without the liberty in Christdom, -- 143
A re martyrs, by the pang without the palm, --
Are worn, as if with age, yet unretrievingly 145
No dear remembrance keep,--
Are orphans of the earthly love and heavenly : 147
Let them weep ! let them weep !

This stanza reflects dissapointment of children to goverment. Verse '*They have never seen the sunshine, nor the glory (139)*' shows that they feel isolated from the society. Verse '*They know the grief of man, without its wisdom (141)*' means that the goverment does not have wisdom to children. The children must work like a slave everyday and less sleep. The goverment torments them. The children hope that they can be happy with their family, but it all just hope. They feel lonely like an orphan because they almost spend their time in factory and mine.

Below is last stanza of *TCC*.

They look up, with their pale and sunken faces, 149
And their look is dread to see,
For they think you see their angels in their places, 151
With eyes meant for Deity;--
"How long," they say, "how long, O cruel nation, 153
Will you stand, to move the world, on a child's heart,
Stifle down with a mailed heel its palpitation, 155

And tread onward to your throne amid the mart?
Our blood splashes upward, O our tyrants, 157
And your purple shrews your path;
But the child's sob cursed deeper in the silence 159
Than the strong man in his wrath!"

TCC uses diction to reflect the exhaustion of children. The researcher finds '*They look up with their pale and sunken faces (149)*' that describes the physical condition of children that they look pale and sunken faces because they are tired. The last line *TCC* wants to critic government (England) which can not help the children from condition as child labor. Verse '*Will you stand, to move the world, on a child's heart (154)*' explains that the government just wants children suffering. The children just can cry and sigh in the silence '*But the child's sob cursed deeper in the silence (159)*'. They think that they live in a cruel nation. Phrase '*strong man*' in line '*Than the strong man in his wrath! (160)*' explains that government or the people who have authority, but they can not help the children which suffer as a child labor.

2. Figurative Language

Figurative Language is used to help the reader visualize or see what is happening in the story of poetry. Here is the kind of figurative language that included to be analyze in *TCC* is methapor.

a. Metaphor

The researcher finds methapor in the stanza:

Do you hear the children weeping, O my brothers, 1
*Ere the **sorrow** comes with years?* 2
They are leaning their young heads against their mot 3
And that cannot stop their tears. 4

<i>The young lambs are bleating in the meadows ;</i>	5
<i>The young birds are chirping in the nest ;</i>	6
<i>The young fawns are playing with the shadows ;</i>	7
<i>The young flowers are blowing toward the west</i>	8
<i>But the young, young children, O my brothers,</i>	9
<i>They are weeping bitterly !</i>	10
<i>They are weeping in the playtime of the others,</i>	11
<i>In the country of the free.</i>	12

The stanza expresses the condition of children. Phrase '*The young lambs* (5), *The young birds* (6), *The young fawns* (7), *The young flowers* (8)' describes as young lamb, young birds, and young fawns but it is illustrated as children. TCC gives methapor to children like young lambs which just do bleatings in the meadows, it means the children suffered in their own country. The young birds are chirping in the nest means that the family of children can not help their suffered. The young fawns are playing with the shadows means that the children can not spend their childhood to play while study because they must work, they just can imagine they play with their shadows. Then '*the young flowers are blowing toward the west* (8)' means that the children just obey the goverment.

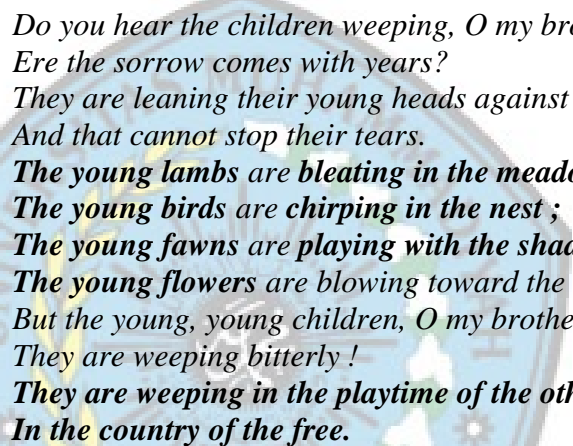
The third stanza line 25-34:

<i>They look up with their pale and sunken faces,</i>	25
<i>And their looks are sad to see,</i>	26
<i>For the man's grief abhorrent, draws and presses</i>	27
<i>Down the cheeks of infancy --</i>	28
<i>"Your old earth," they say, "is very dreary;"</i>	29
<i>"Our young feet," they say, "are very weak !"</i>	30
<i>Few paces have we taken, yet are weary--</i>	31
<i>Our grave-rest is very far to seek !</i>	32
<i>Ask the old why they weep, and not the children,</i>	33
<i>For the outside earth is cold --</i>	34

Phrase '*cheeks of infancy (28)*' is metaphor which shows young children like a baby. *TCC* want to tells that the children at the industrial revolution must work to help their family since young.

3. Symbol

In first stanza the readers can see many words as symbol to reflects condition of children abuse at the time.



Do you hear the children weeping, O my brothers, 1
Ere the sorrow comes with years?
They are leaning their young heads against their mother 3
And that cannot stop their tears.
The young lambs are bleating in the meadows ; 5
The young birds are chirping in the nest ;
The young fawns are playing with the shadows ; 7
The young flowers are blowing toward the west—
But the young, young children, O my brothers, 9
They are weeping bitterly !
They are weeping in the playtime of the others, 11
In the country of the free.

Phrase '*The young lambs (5), The young birds (6), The young fawns (7), The young flowers (8)*' means symbol for children. There are the comparison to describes the condition of children labor. They have to play in their young ages, study at school, at home, and wherever they can study. *TCC* gives symbol meadows as a free country, and it means the children is suffering in the free country. It tells why children scream out of goverment to help them and give freedom according children's right. '*The young birds are chirping in the nest (6)*' means young birds chirp because they are hungry and they can die if their mother are back to the nest without foods. This Verse is a symbol that the family of children can not help their suffered. Moreover, they give children a feel of

burdensome to help their family. Word '*shadow*' in Verse '*The young fawns are playing with the shadows (7)*' is symbol that they feel depressed. Children can not spend their childhood to play and study because they must go to work. The children just imagine that they play with their shadows In the next line TCC tells the readers that the children is still crying in the young life. It explains in line '*They are weeping in the playtime of the others (11)*' that children can not use their childhood to play because they must work to survive in a free country '*In the country of the free (12)*'.

In the second stanza Line 17- 24:

<i>The old tree is leafless in the forest --</i>	17
<i>The old year is ending in the frost -</i>	
<i>The old wound, if stricken, is the sorest</i>	19
<i>The old hope is hardest to be lost :</i>	
<i>But the young, young children, O my brothers,</i>	21
<i>Do you ask them why they stand</i>	
<i>Weeping sore before the bosoms of their mothers,</i>	23
<i>In our happy Fatherland ?</i>	

TCC tells that the children will be feeling lonely because they are very busy in factory and mine. They hope their suffering will be end, so they can live happily until old '*The old hope is hardest to be lost (20)*'. The children do not only lose their childhood but they also lose their time with family. They depress because of the government, and they difficult to live freely in their homeland which in fact their country is full of freedom to study and play happily.

The third stanza line 25-34:

<i>They look up with their pale and sunken faces,</i>	25
<i>And their looks are sad to see,</i>	26
<i>For the man's grief abhorrent, draws and presses</i>	27
<i>Down the cheeks of infancy --</i>	28
<i>"Your old earth," they say, "is very dreary;"</i>	29

<i>"Our young feet," they say, "are very weak !"</i>	30
<i>Few paces have we taken, yet are weary--</i>	31
<i>Our grave-rest is very far to seek !</i>	32
<i>Ask the old why they weep, and not the children,</i>	33
<i>For the outside earth is cold --</i>	34

Phrase '**outside earth (34)**' means a symbol of social environment. They feel isolated from society because they are very busy.

The fourth stanza line 39-52:

<i>Little Alice died last year her grave is shapen</i>	39
<i>Like a snowball, in the rime.</i>	40
<i>We looked into the pit prepared to take her --</i>	41
<i>Was no room for any work in the close clay :</i>	42
<i>From the sleep wherein she lieth none will wake her,</i>	43
<i>Crying, 'Get up, little Alice ! it is day.'</i>	44
<i>If you listen by that grave, in sun and shower,</i>	45
<i>With your ear down, little Alice never cries ;</i>	46
<i>Could we see her face, be sure we should not know her,</i>	47
<i>For the smile has time for growing in her eyes ,--</i>	48
<i>And merry go her moments, lulled and stilled in</i>	49
<i>The shroud, by the kirk-chime !</i>	50
<i>It is good when it happens," say the children,</i>	51
<i>"That we die before our time !"</i>	52

TCC reflects condition on representative Alice who is one of the victim of children abuse in Victorian era. Alice is symbol of children labour in industrial revolution in England. Many children must work to fulfill their life and family. Word '**pit (41)**' has symbol the dead hole a grave to Alice who is died because of exhaustion. Then word '**snowball (40)**' is symbol the children. TCC reflects snowball like Alice. Snowball is horde of snow, then in this stanza tells how the feeling of children that freeze like snowball in the rime. The children feel happy if they die because they can not hear the loud sound of machine factory anymore.

The fifth stanza :

Alas, the wretched children ! they are seeking 53
Death in life, as best to have !
They are binding up their hearts away from breaking, 55
With a cerement from the grave.
Go out, children, from the mine and from the city -- 57
Sing out, children, as the little thrushes do --
Pluck you handfuls of the meadow-cows lips pretty 59
Laugh aloud, to feel your fingers let them through !
But they answer, " Are your cowslips of the meadows 61
Like our weeds Annear the mine ?
Leave us quiet in the dark of the coal-shadows, 63
From your pleasures fair and fine

TCC tells children to go and run from mine and factory ‘***Go out, children, from the mine and from the city (57)***’. Word ‘***meadow (59)***’ is a symbol of freedom to children although it is difficult to be real. They always remember when they work and it makes them feeling sad ‘***dark of the coal-shadows (63)***’. Verse ‘***From your pleasures fair and fine (64)!***’ means that they just hope fair from goverment and God.

The sixth stanza line 72-76:

*The **reddest flower** would look as pale as snow.* 72
For, all day, we drag our burden tiring, 73
Through the coal-dark, underground -- 74
Or, all day, we drive the wheels of iron 75
In the factori es, round and round. 76

Phrase ‘***reddest flower (72)***’ means flower with colour red. Red is symbol happines, but in reality the children unhappy. They get suffering and exhausted everyday in mine ‘***Through the coal-dark, underground (74)***’.

The seventh stanza line 77-88 :

"For all day, the wheels are droning, turning, -- 77
Their wind comes in our faces, --
*Till our hearts turn, -- our heads, with pulses **burning,*** 79

And the walls turn in their places
Turns the sky in the high window blank and reeling -- 81
Turns the long light that dropped down the wall, --
Turn the black flies that crawl along the ceiling -- 83
All are turning, all the day, and we with all ! --
And all day, the iron wheels are droning, turning 85
And sometimes we could pray,
'O ye wheels,' (breaking out in a mad moaning) 87
Stop ! be silent for to-day ! ' ' "

Verse '*For all day, the wheels are droning, turning (77)*' reflects condition of children who work at factory in industrial revolution. '*wheels are droning, turning*' is symbol of machine in factory and mine. Word '*burning (79)*' means symbol of the emotion of children because they can not get attention from goverment. Word '*wall (82)*' is symbol of the limit activity of children to see public social. Word '*sky*' in Verse '*sky in the high window blank (80)*' is goodness symbol of children but in reality they can not feel it '*All are turning, all the day, and we with all (84)!*'. The children just pray '*we could pray (86)*' to stop the weels although just for one day '*Stop ! be silent for to-day (88)*'.

The eight stanza line 89-99:

Ay ! be silent ! Let them hear each other breathing 89
For a moment, mouth to mouth
Let them touch each other's hands, in a fresh wreathing91
Of their tender human youth !
Let them feel that this cold metallic motion 93
Is not all the life God fashions or reveals
Let them prove their inward souls against the notion 95
That they live in you, or under you, O wheels !
Still, all day, the iron wheels go onward, 97
As if Fate in each were stark;
Spin on blindly in the dark. 100

The eight stanza reflects condition of factory where children work. Phrase '*Ay, be silent (89)*' means like scream. It is a symbol of disappointment of

children to government. They just can sigh and silent because if they scream in the loud of sound of machine the people can not hear them. There are many symbols that reflect condition of factory in industrial revolution. '*cold metallic (93), wheels (96), the iron wheels (97),*' are symbol of the part of machine in factory and mine where the children should work everyday. This symbols reflect how dangerous the machine factory for children's life. The machine gives risk for them. The children still hope to God to help them from their fate '*And the children's souls, which God is calling sunward, (99)*'. TCC gives advice to the children that they must not give up to call God and ask for help.

The ninth stanza line 101-112:

*Now tell the **poor** young children, O my brothers, 101*
To look up to Him and pray
So the blessed One, who blessed all the others, 103
Will bless them another day.
They answer, " Who is God that He should hear us, 105
While the rushing of the iron wheels is stirred?
*When **we sob aloud**, the human creatures near us 107*
Pass by, hearing not, or answer not a word !
And we hear not (for the wheels in their resounding) 109
Strangers speaking at the door:
Is it likely God, with angels singing round Him, 111
Hear our weeping anymore?

TCC reflects that children have to pray, but they do not know who God is. They are too busy with their work '*Who is God that He should hear us (105)*'. In the next line word '*sob aloud (107)*' means cry to get sympathy of people, but in fact the people just ignore them '*Pass by, hearing not, or answer not a word (108)!*'.

The tenth stanza line 113-115:

Two words, indeed, of praying we remember; 113

*And at midnight's hour of harm,
'Our Father,' looking upward in the chamber, 115*

The tenth stanza has symbol on Phrase '*our father (115)*' which means symbol of God. Father is man who help and give love to their children, so *TCC* reflects the father as the symbol of God. They pray to God in the midnight. They hope the God can help them and give them a time to take a long rest.

The eleventh stanza line 125-129:

*"But, no !" say the children, weeping faster, 125
" He is speechless as a stone ;
And they tell us, of His image is the master 127
Who commands us to work on.
Go to ! " say the children,--"up in Heaven, 129*

This stanza still reflects how the children as worker labor. The readers can see on the line 128 '*Who commands us to work on*'. Word '*master (127)*' is symbol of government. *TCC* reflects master as government because master describes like a leader. In other words, it means president of government. Master also means upperclass people which they have power to do everything to people. Then they order to children as a labor to work in factory and mine.

Below is twelveth stanza of *TCC* line 141-148 :

*They know the grief of man, without its wisdom ; 141
They sink in the despair, without its calm
Are slaves, without the liberty in Christdom, 143
Are martyrs, by the pang without the palm,
Are worn, as if with age, yet unretrievingly 145
No dear remembrance keep,
Are orphans of the earthly love and heavenly : 147
Let them weep ! let them weep !*

The stanza reflects disappointment of children to government. '*They know the grief of man, without its wisdom (141)*' tells that the government does not use

wisdom and human right to children. The government are ignore and give suffering to them. The children are like martyrs and slaves without justice. They hope that they can feel happy with family. They feel lonely like an orphan because they almost spend their time in factory and mine.

Below is last stanza of *TCC*.

They look up, with their pale and sunken faces, 149
And their look is dread to see,
For they think you see their angels in their places, 151
With eyes meant for Deity;
"How long," they say, "how long, O cruel nation, 153
Will you stand, to move the world, on a child's heart,
Stifle down with a mailed heel its palpitation, 155
And tread onward to your throne amid the mart?
Our blood splashes upward, O our tyrants, 157
And your purple shrews your path;
But the child's sob cursed deeper in the silence 159
Than the strong man in his wrath!"

Verse '*They look up with their pale and sunken faces (149)*' reflects physical condition that the children have pale and sunken faces because they are tired. *TCC* wants to critic government (England) which can not help the condition of children as labor. The children just can sigh '*How long, they say, 'how long, O cruel nation (153)*'. They think that they live in a cruel nation. Word '*purple*' in line '*And your purple shrews your path (158)*' is symbol of the sadness. Purple is a colour like black, but *TCC* uses purple because it is more gloomy to reflect the sadness of condition of children. In last line '*Than the strong man in his wrath! (160)*' word 'strong man' is the symbol that people who have authority in government.

4. Imagery

a. Visual Imagery

Visual imagery shows in the first stanza line 2-4:

*Ere the **sorrow** comes with years?* 2
They are leaning their young heads against their mothers, 3
And that cannot stop their tears. 4

Word '*sorrow*' reflects the condition of children abuse. TCC describes how the children get suffered as children labour. In the next line the readers can see how the children share their suffered with their mother '*They are leaning their young heads against their mothers (3)*', although their mother can not help them '*And that cannot stop their tears (4)*'.

Second stanza line 13-14:

*Do you question the young children in the **sorrow**,* 13
*Why their tears are **falling** so ?* 14

In the second stanza reflects the sadness of children who have suffered. Word '*tears*' in '*Why their tears are falling so? (14)*'.tells the readers can see the children cry and their tears are falling in their cheeks They are crying because distress with their life as labour.

Fourth stanza line:

We looked into the pit prepared to take her -- 41
Was no room for any work in the close clay : 42
Could we see her face, be sure we should not know her, 47
For the smile has time for growing in her eyes 48

The readers can see visual imagery how the children choose to die than live with sadness '*We looked into the pit prepared to take her (41)*'. They think if

they died, they could not feel tired of work everyday. Then the readers can see a smile in their faces. It makes them feeling better '*For the smile has time for growing in her eyes (48)*'.

The fiveth stanza line 62-63:

<i>Like our weeds Annear the mine ?</i>	62
<i>Leave us quiet in the dark of the coal-shadows,</i>	63

Phrase '*Leave us quiet in the dark of the coal-shadows (63)*' reflects condition of mine in underground. The readers can see how dark the mine is. They work in the dark. Moreover, the sunshine can not through the wall.

Then researcher finds the visual imagery in the twelve stanza line 138-139:

<i>They are weary ere they run;</i>	138
<i>They have never seen the sunshine, nor the glory</i>	139

The readers can see that the children are tired on verse '*They are weary ere they run (138);*'. Then next line, readers can see visual imagery that the children do not see sunshine because they are in factory and mine with less light.

Thirteenth stanza line 159-160:

<i>But the child's sob cursed deeper in the silence</i>	159
<i>Than the strong man in his wrath!"</i>	160

Phrase '*child's sob (159)*' reflects the children are dissapointed. The readers can see the children are just cry and sob. Verse '*strong man in his wrath (160)*' reflects the goverment, but the goverment can not help the children from their suffered as children labor.

b. Auditory Imagery

Auditory imagery shows in the first stanza line 1-2:

Do you hear the children weeping, O my brothers, 1
Ere the sorrow comes with years? 2

The readers can see auditory imagery in phrase '*Do you hear the children weeping, O my brothers (1)*'. It tells to the readers to hear why the children are crying and weeping.

The third stanza line 29-30:

"Your old earth," they say, "is very dreary;" 29
"Our young feet," they say, "are very weak !" 30

The readers can hear what the children say. The children say that they are dreary and weak. The children say their feet are weak '*Our young feet, ' they say, 'are very weak ! (30)*'.

The fourth stanza line 45-47:

If you listen by that grave, in sun and shower, 45
With your ear down, little Alice never cries ; 46
Could we see her face, be sure we should not know her,47

In this line the readers can hear that Alice is one of the victim of children abuse. She has already died, and she does not cry again. Verse '*If you listen by that grave, in sun and shower (45)*' shows that the readers can not hear the cry of Alice because she has already died and lived quietly. But Alice's death describes how children at that time are facing a great suffer.

The fiveth stanza line 53-60:

Alas, the wretched children ! they are seeking 53

Death in life, as best to have !
They are binding up their hearts away from breaking, 55
With a cerement from the grave.
Go out, children, from the mine and from the city -- 57
Sing out, children, as the little thrushes do --
Pluck you handfuls of the meadow-cows lips pretty 59
Laugh aloud, to feel your fingers let them through !

In this stanza the readers can hear the sigh of children. Word 'Alas (53),' is sight disappointment of children to government because government can not do anything to help and give attention for children labour. Then the readers can hear how TCC wants to help them and scream like 'Go out', 'Sing out', and 'Laugh aloud'. TCC is a representative as readers who want the children to live happily, freedom, and spend their childhood with play.

The ninth stanza line 106-112:

While the rushing of the iron wheels is stirred?
When we sob aloud, the human creatures near us 107
Pass by, hearing not, or answer not a word !
And we hear not (for the wheels in their resounding) 109
Strangers speaking at the door:
Is it likely God, with angels singing round Him, 111
Hears our weeping anymore?

This stanza shows the reader can hear how the children are praying to God for hope of goodness. The readers can hear the cry of the children. They are praying in the crowded along the machine of factory 'the wheels in their resounding (109)'.

c. Thermal Imagery

In the first stanza line 17-18 as follows:

The old tree is leafless in the forest -- 17
*The old year is ending in the **frost** -- 18*

According the stanza, *TCC* tells the reader how feel a cold the place of factory and mine until like '*frost (18)*'.

The seventh stanza line 78-79:

Their wind comes in our faces, - 78
*Till our hearts turn, our heads, with pulses **burning**, 79*

Word '*burning (79)*' is thermal imagery. Burning is sense of hot. In this line burning means appeals emotion of children.

The eight stanza line 91-93:

*Let them **touch each other's hands**, in a fresh wreathing 91*
Of their tender human youth !
*Let them **feel that this cold metallic motion** 93*

The reader can sense how the children give a warm heart for themselves in '*feel that this cold metallic motion (93)*' with '*touch each other's hands, in a fresh wreathing (91)*'.

d. Kinasthetic Imagery

There are kinasthetic imagery to shows condition at factory and mine where the children work.

The sixth stanza line 73-76:

*For, all day, **we drag our burden tiring**, 73*
Through the coal-dark, underground --
*Or, all day, **we drive the wheels of iron** 75*
In the factory, round and round.
For all day, the wheels are droning, turning, 77

The reader can imagine how the machine move to produce. The children drag and pull the machine in factory '*we drag our burden tiring (73)*'. They drive the machine '*we drive the wheels of iron (75)*'. Then in line 77 '*For all day, the*

wheels are droning, turning’ reflects activities of children labour in factory and mine.

5. Theme

The theme of *the Cry of Children* is children abuse when industrial revolution in Victorian era. As we know, one of the impacts of when industrial revolution is children abuse. Families which live in agriculture move into urban areas then, they become labor in factory. In addition, the children must be employed to fullfill their living necessary. In England, child labor has mostly concentrated on textile factory and mine.

The theme can be seen from the line-by-line which reflects children abuse. The theme can be seen from place and time when the children work. It shows in this stanza below:

<i>For, all day, we drag our burden tiring,</i>	73
<i>Through the coal-dark, underground --</i>	74
<i>Or, all day, we drive the wheels of iron</i>	75
<i>In the factory, round and round.</i>	76

Phrase ‘*all day (73)*’ shows that as a child labor must works everyday.

They work in factory ‘*In the factory, round and round (76)*’ and mine ‘*Through the coal-dark, underground (74)*’. The children have to work everyday since the dawn until the dark. They just see machine of factory ‘*we drive the wheels of iron (75)*’. They suffer because of lack of air and it can be dangerous for them. The risks of child labor in mine are the menace of gas explosion and suffocation due to accumulations of toxic gas.

The stanza below is reflection of children abuse condition.

Do you hear the children weeping, O my brothers, 1
Ere the sorrow comes with years? 2
They are leaning their young heads against their mothers, 3
*And that **cannot stop their tears.** 4*

Clause 'can not stop their tears' describe about children suffering because the children should work in factory and mine. Meanwhile 'their tears can not stop' shows that the suffering of children who are depicted with tears can not stop crying because they live in apprehensive condition.

The children abuse also reflected in the fourth stanza below:

Little Alice died last year her grave is shapen 39
Like a snowball, in the rime. 40
We looked into the pit prepared to take her -- 41
Was no room for any work in the close clay : 42
From the sleep where in she lieth none will wake her, 43
Crying, 'Get up, little Alice ! it is day.' 44
If you listen by that grave, in sun and shower, 45
With your ear down, little Alice never cries ; 46
Could we see her face, be sure we should not know her, 47
For the smile has time for growing in her eyes ,-- 48
And merry go her moments, lulled and stilled in 49
The shroud , by the kirk-chime ! 50
It is good when it happens," say the children, 51
"That we die before our time !" 52

Line 39-52 describes about the story of child abuse of a little girl named Alice who died because of exhaustion. Alice is one of children who should works in factory everyday. She is the representative of children in Victorian era. The death of Alice was very concerned at the time, because she does not gets attention from the goverment. The condition of children is very apprehensived at the time. The children more choose dead than life because of depression 'Was no

room for any work in the close clay (42)'. They think death is the best choice ' It is good when it happens," say the children (51)'. They feel happy because the sadness will end with their death 'With your ear down, little Alice never cries (46)'. Verse 'That we die before our time! (52)' shows the disappointment of TCC toward children who died before being happy with their families. The children are very busy and exploited as child labor. From this stanza is clear that TCC has theme Children abuse.

B. The reflection of children abuse in industrial revolution on the cry of children (Extrinsic analysis)

TCC tells about the reflection of children who are generally middle class and low class. The children have suffered and the unfettered life working as laborers in factory and mine because impacts the industrial revolution in England. Industrial revolution is significant events in the creation of modern society. In many industrial societies, sometimes children have to work in factory. Child labor is one of impacts industrial revolution. The crisis of economic is other impact for people of lower classes. The workers are not only parents but also children, even though they know the salary or wages is not enough comparable with their work.

In this part, the researcher would like to discuss about sociology of literature approach to analyze the extrinsic elements of poetry. The readers can see The reflection of children as child labour on several aspects :

1. Education

The industrial revolution brought child labour. The children have to work in factories everyday, so they can not to study and play. It shows in the part of stanza below:

Line 5-12:

The young lambs are bleating in the meadows ; 5
The young birds are chirping in the nest ;
The young fawns are playing with the shadows ; 7
The young flowers are blowing toward the west—
But the young, young children, O my brothers, 9
They are weeping bitterly !
They are weeping in the playtime of the others, 11
In the country of the free.

This line describes the condition of children at the time. Verse '*the young lambs, the young birds, and the young fawns*', describes the children are still young. There are comparison to describe the condition of these labor children. They have to play in their young ages. They are playing and studying with their friends at school and at where they should be. In fact, they have to work in the factory and mine everyday. Their playing time and freedom is taken '*In the country of the free*'. It explains for this condition, because the children do not get their freedom in their own country.

2. Physical

The children suffered because they must work in factory and mine. The life of children at the time is very sad. The second stanza, *TCC* still reflects children where they cry everyday as child labor. stanza in below will explains about that:

Do you question the young children in the sorrow, 13
Why their tears are falling so ? 14

<i>The old man may weep for his tomorrow</i>	15
<i>Which is lost in Long Ago --</i>	16
<i>The old tree is leafless in the forest --</i>	17
<i>The old year is ending in the frost --</i>	18
<i>The old wound, if stricken, is the sorest --</i>	19
<i>The old hope is hardest to be lost :</i>	20
<i>But the young, young children, O my brothers,</i>	21
<i>Do you ask them why they stand</i>	22
<i>Weeping sore before the bosoms of their mothers,</i>	23
<i>In our happy Fatherland?</i>	24

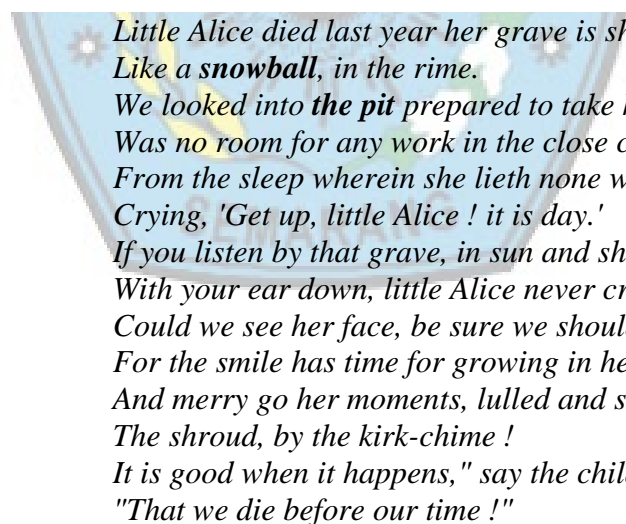
In line 13, TCC describes why the children is cry. The life of children at the time is very sad, and it shows in the word sorrow. Verse ***‘Do you question the young children in the sorrow’*** shows people do not know the children is feeling happy or sad. They feel isolated from living society. Word ***‘sorrow’*** shows that industrial revolution era where children labour get exploitation. It is very bad situation because the children suffered a lot from industrial revolution effects. Word ***‘Fatherland’*** explains government should give children a freedom to study and live a happy life.

The third stanza reflects condition children as child labor in the factory and mine. Stanza in below will explain about that:

<i>They look up with their pale and sunken faces,</i>	25
<i>And their looks are sad to see,</i>	26
<i>For the man's grief abhorrent, draws and presses</i>	27
<i>Down the cheeks of infancy --</i>	28
<i>"Your old earth," they say, "is very dreary;"</i>	29
<i>"Our young feet," they say, "are very weak !"</i>	30
<i>Few paces have we taken, yet are weary--</i>	31
<i>Our grave-rest is very far to seek !</i>	32
<i>Ask the old why they weep, and not the children,</i>	33
<i>For the outside earth is cold --</i>	34
<i>And we young ones stand without, in our bewildering,</i>	35
<i>And the graves are for the old !"</i>	36

This stanza has many words that reflect how the condition of children as children labor because of the impact of the industrial revolution in England. In this stanza '*They look up with their **pale and sunken faces** (25)*' it shows the condition of children are not only pale, but also they have sunken face because of less sleep, getting sick and starvation. Then, readers can see children's sad face '***And their looks are sad to see** (26)*' because children are depressed in their young life. The phrase '***cheeks of infancy** (28)*' tells the children are still very young, but they must live as adult workers and get many suffer '*For the man's grief abhorrent, draws and presses* (27)'. The children think that as long as they live, they get suffering. They must work everyday until tired. The children have no choice to go away, they must work to fulfill their life '*Few paces have we taken, yet are weary* (31)'.

The fourth stanza line 39-52:



<i>Little Alice died last year her grave is shapen</i>	39
<i>Like a snowball, in the rime.</i>	40
<i>We looked into the pit prepared to take her --</i>	41
<i>Was no room for any work in the close clay :</i>	42
<i>From the sleep wherein she lieth none will wake her,</i>	43
<i>Crying, 'Get up, little Alice ! it is day.'</i>	44
<i>If you listen by that grave, in sun and shower,</i>	45
<i>With your ear down, little Alice never cries ;</i>	46
<i>Could we see her face, be sure we should not know her,</i>	47
<i>For the smile has time for growing in her eyes ,--</i>	48
<i>And merry go her moments, lulled and stilled in</i>	49
<i>The shroud, by the kirk-chime !</i>	50
<i>It is good when it happens," say the children,</i>	51
<i>"That we die before our time !"</i>	52

TCC reflects condition on representative Alice who is one of the victims of children abuse in Victorian era. Alice is one of children labour in industrial revolution in England. The children must work to fulfill their life and family. Word '***pit** (41)*' means the dead hole a grave to Alice who is died because of

exhaustion. Then word '**snowball (40)**' is means the children. *TCC* reflects snowball like Alice. Snowball is horde of snow, then in this stanza tells how the feeling of children that freez like snowball in the rime. The children feel happy if they die because they can not hear the loud of sound of machine factory anymore.

The fifth stanza :

Alas, the wretched children ! they are seeking 53
Death in life, as best to have !
They are binding up their hearts away from breaking, 55
With a cerement from the grave.
Go out, children, from the mine and from the city -- 57
Sing out, children, as the little thrushes do --
Pluck you handfuls of the meadow-cows lips pretty 59
Laugh aloud, to feel your fingers let them through !
But they answer, " Are your cowslips of the meadows 61
Like our weeds Annear the mine ?
Leave us quiet in the dark of the coal-shadows, 63
From your pleasures fair and fine

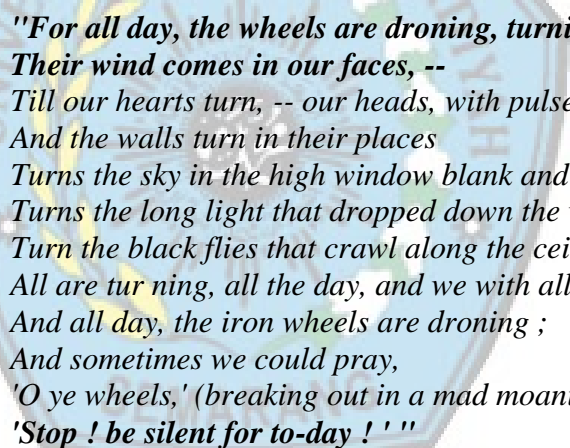
TCC tells children to go and run from mine and factory '***Go out, children, from the mine and from the city (57)***'. Word '***meadow (59)***' explains freedom to children although it is difficult to be real. They always remember when they work and it makes them feeling sad '***dark of the coal-shadows (63)***'. Verse '***From your pleasures fair and fine (64)!***' means that they just hope fair from goverment and God.

It shows in this stanza below:

For, all day, we drag our burden tiring, 73
Through the coal-dark, underground -- 74
Or, all day, we drive the wheels of iron 75
In the factory, round and round. 76

Phrase '*all day (73)*' shows that as a child labor must works everyday. They work in factory '*In the factory, round and round (76)*' and mine '*Through the coal-dark, underground (74)*'. The children have to work everyday since the dawn until the dark. They just see machine of factory '*we drive the wheels of iron (75)*'. They suffer because of lack of air and it can be dangerous for them. The risks of child labor in mine are the menace of gas explosion and suffocation due to accumulations of toxic gas.

The seventh stanza *TCC* tells the condition of children when they work in factory.



"For all day, the wheels are droning, turning, -- 77
Their wind comes in our faces, --
Till our hearts turn, -- our heads, with pulses burning 79
And the walls turn in their places
Turns the sky in the high window blank and reeling -- 81
Turns the long light that dropped down the wall, --
Turn the black flies that crawl along the ceiling -- 83
All are turning, all the day, and we with all ! --
And all day, the iron wheels are droning ; 85
And sometimes we could pray,
'O ye wheels,' (breaking out in a mad moaning) 87
'Stop ! be silent for to-day ! ' "

TCC reflects children abuse in this stanza. Phrase '*For all day, the wheels are droning, turning (77)*' reflects condition of children who work at factory in industrial revolution.

The eleventh stanza :

"But, no !" say the children, weeping faster, 125
" He is speechless as a stone ;
And they tell us, of His image is the master 127
Who commands us to work on.
Go to ! " say the children, -- "up in Heaven, 129
Dark, wheel-like, turning clouds are all we find !

Do not mock us ; grief has made us unbelieving -- 131
We look up for God, but tears have made us blind."
Do ye hear the children weeping and disproving, 133
O my brothers, what ye preach ?
For God's possible is taught by His world's loving -- 135
and the children doubt of each.

This stanza reflects how the children as worker labor. The readers can see from this phrase on the line 128 '***Who commands us to work on***'. Then, the readers can see word '***master***' in line 127. In this word, master means government or the people who have authority in government. At the time government needs worker to work in factory and mine. Then the children can not avoid to be labored because they have to help their parents and fullfill their living necessary. They are always praying, but they feel that God does not hear their pray. They are just crying and weeping '*hear the children weeping(133)*'. They should work to still alive and just believe that their God will love them '*For God's possible is taught by His world's loving (135)*'.

Below is the twelveth stanza of TCC

And well may the children weep before you; 137
They are weary ere they run;
They have never seen the sunshine, nor the glory 139
Which is brighter than the sun:
They know the grief of man, without its wisdom ; 141
They sink in the despair, without its calm --
Are slaves, without the liberty in Christdom, -- 143
A re martyrs, by the pang without the palm, --
Are worn, as if with age, yet unretrievingly 145
No dear remembrance keep,--
Are orphans of the earthly love and heavenly : 147
Let them weep ! let them weep !

This stanza reflects dissapointment of children to government. Verse '***They have never seen the sunshine, nor the glory (139)***' shows that they feel

isolated from the society. Verse '*They know the grief of man, without its wisdom (141)*' means that the government does not have wisdom to children. The children must work like a slave everyday and less sleep. The government torments them. The children hope that they can be happy with their family, but it all just hope. They feel lonely like an orphan because they almost spend their time in factory and mine.

3. Economy

Industrial revolution transforms economy from an agrarian country into industrialized country. It make the social class is very prominent. *TCC* Describes the condition of children lower classes at that time had to work hard to fullfill their living necessity. The children abuse in *TCC* reflects the exploitation of children as child labor and slavery.

The eight stanza:

Ay ! be silent ! Let them hear each other breathing 89
For a moment, mouth to mouth --
Let them touch each other's hands, in a fresh wreathing 91
Of their tender human youth !
Let them feel that this cold metallic motion 93
Is not all the life God fashions or reveals --
Let them prove their inward souls against the notion 95
That they live in you, or under you, O wheels ! --
Still, all day, the iron wheels go onward, 97
As if Fate in each were stark;
And the children's souls, which God is calling sunward, 99
Spin on blindly in the dark.

The eight stanza reflects condition of factory where children work. Phrase '*Ay, be silent (89)*' means like scream, the children feel useless if they scream in the loud of sound factory machine. The children hope they can take a

rest in order to socialize with each other to share their feel and can inhale fresh air. But in reality, the children just feel cold of machine wheels '*Let them feel that this cold metallic motion(93)*'. The children still hope to God to help them from their sorrow in darkness coal '*Spin on blindly in the dark (100)*' and factory '*And the children's souls, which God is calling sunward (99)*'.

Below is ninth stanza of *TCC*, this stanza tells about condition of children.

Now tell the poor young children, O my brothers, 101
To look up to Him and pray --
So the blessed One, who blessed all the others, 103
Will bless them another day.
They answer, " Who is God that He should hear us, 105
While the rushing of the iron wheels is stirred?
When we sob aloud, the human creatures near us 107
Pass by, hearing not, or answer not a word !
And we hear not (for the wheels in their resounding) 109
Strangers speaking at the door:
Is it likely God, with angels singing round Him, 111
Hear our weeping anymore?

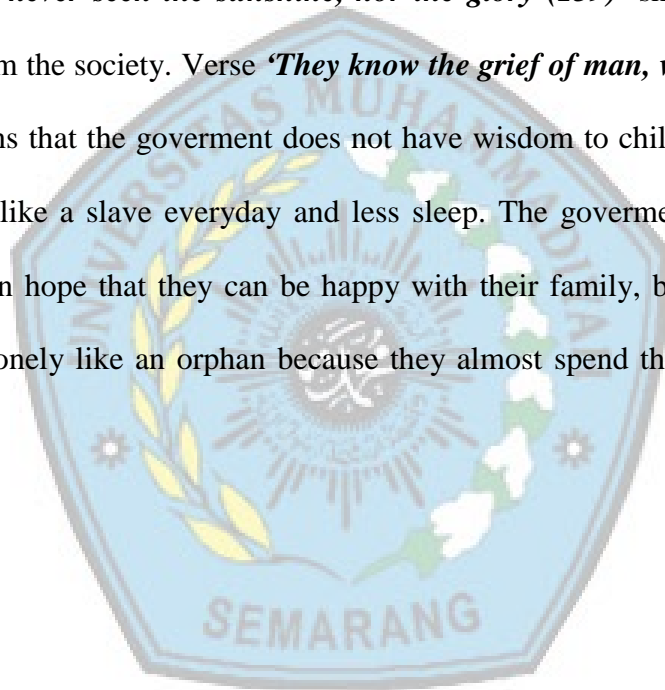
Word '*poor (101)*' has mean feel sad. The children felt sad because they do not have someone who tries to help them. *TCC* reflects that children are confused because they do not know who is god. They are too busy with their work '*Who is God that He should hear us (105)*'. In the next line, word '*sob aloud (107)*' has same meaning with cry to get sympathy of people, but in fact people just ignore and do not care with them '*Pass by, hearing not, or answer not a word (108)!*'.

Below is the twelveth stanza of *TCC*

And well may the children weep before you; 137
They are weary ere they run;
They have never seen the sunshine, nor the glory 139

Which is brighter than the sun:
***They know the grief of man, without its wisdom ;** 141*
They sink in the despair, without its calm --
Are slaves, without the liberty in Christdom, -- 143
A re martyrs, by the pang without the palm, --
Are worn, as if with age, yet unretrievingly 145
No dear remembrance keep,--
Are orphans of the earthly love and heavenly : 147
Let them weep ! let them weep !

This stanza reflects dissapointment of children to goverment. Verse '***They have never seen the sunshine, nor the glory (139)***' shows that they feel isolated from the society. Verse '***They know the grief of man, without its wisdom (141)***' means that the goverment does not have wisdom to children. The children must work like a slave everyday and less sleep. The goverment torments them. The children hope that they can be happy with their family, but it all just hope. They feel lonely like an orphan because they almost spend their time in factory and mine.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Elizabeth Barret Browning's *The Cry of Children* is a poem which tells about children abuse. The children have to work in factories and mines, because of the effect of industrial revolution. Through this research, the condition of children in that era is described. The children can not get children rights as childhood and can not spend their time with family. They feel isolated from society because they are very busy to work in factories and mines.

The researcher analyzes the poem through the structural theory consists of diction, figurative language, symbol, imagery and theme. The researcher finds some words which consist of denotation and connotation meaning. Denotation and connotation are used to support the meaning of the poem. The researcher found figurative language, and symbols are able to express the meaning of word in *TCC*. Furthermore, the researcher finds some kinds of imagery. There are visual imagery, auditory imagery, thermal imagery, and also kinesthetic imagery. The theme of the poem is about children abuse as labor. Their helps the researcher in understanding *TCC*.

Besides the structural theory, the researcher also analysis the poem through extrinsic theory. The researcher uses sociology of literature approach to

analysis the extrinsic elements of the poem. Those elements are important to express the meaning of the poetry and also to express *TCC* messages. The researcher analyzes the poetry from education, physical, and economy aspects. The reflection children abuse in *TCC* occurred in industrial revolution era, where the society upper class as the landowner. The children have to work as labors in factories and mines. From the education aspect, it can be seen how the children have to work from early morning until the night. They are so young and have no time to play or study, because they spend their time in factories and mines. *TCC* describes physic condition of children about the story of child abuse of a little girl named Alice who died because of exhaustion. Alice is one of children who should works in factory everyday. She is the representative of children in Victorian era. The children think that the death in the young age is good for them. From the economy aspect, the lower class will always become the powerless while the upper class is always powerful. *TCC* wants to critic government (England). The goverment have to give freedom according children's right. The children have to play in their young ages, study at school, at home, and wherever they can study. In fact, the goverment can not help the children from condition as child labor. Through this research, it is clear that the children need protect from abuse and exploitation. The children are young generation to build a great nation.

B. Suggestions

This research need to the further study that will develop it in the next time. It is possible to conduct other research that focuses on Elizabeth Barrett Browning's *the Cry of Children* (as the research object) to obtain more complete elaboration.

It describes in the following recommendations:

1. It is suggested to the next researcher to explore the sociology viewpoints in different theories of sociology literature, such as from political approach and environmental approach.
2. Next, the researcher also suggest for the next researcher, they may do the other research using this poem. The poem is very rich, it has some intrinsic elements. Hopefully, the next researcher can examine the other intrinsic elements such as the tone, rhythm and meter that are very interesting to be research.

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