

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

Following an in-depth investigation of Charles Dickens' literary masterpiece "A Tale of Two Cities," the study focused on the intrinsic and extrinsic features, including societal stratification and class disputes between the bourgeoisie and the proletariat. The results of this analysis may be summarized as follows: Social stratification and class conflict: The novel depicts three separate socioeconomic classes: the top class (bourgeoisie), the middle class, and the bottom class (proletariat). The top class, depicted by figures like Marquis St. Evrémonte, is arrogant, harsh, and repressive to the lower classes. Mr. Stryver represents the middle class, which is ambitious and seeks social mobility but is constrained by society constraints. The lower class, as represented by characters such as Defarge and the peasants, is impoverished, oppressed, and treated unfairly. Revolution and Social Change: The story focuses on the revolutionary spirit of the lower classes as they strive against the repressive upper class. Characters such as Ernest Defarge and his wife, Madame Defarge, represent revolutionary passion and a thirst for justice and revenge. The storming of the Bastille and following revolutionary activities represent a collaborative attempt to overturn the aristocratic order and achieve social equality. Characters such as Sydney Carton and Charles Darnay exemplify the concept of sacrifice. Carton's ultimate sacrifice to save Darnay demonstrates forgiveness and the transformative

power of love and sacrifice. The notion of resurrection is also present, as characters struggle for personal and communal renewal amidst the chaos of the revolution. Power Dynamics and Inequality: The story highlights the power dynamics and inequality that exist in society. The bourgeoisie exploits the proletariat, causing widespread hardship and discontent. The story criticizes the aristocracy's contempt for the lower classes, emphasizing the necessity for social reform and fairness.

## **5.2. Recommendations**

Based on the findings and conclusions, the following recommendations are proposed: For teachers and students of literature: Incorporate the study of social stratification and class tensions in "A Tale of Two Cities" into literature courses to help students better understand the historical and social setting. This can enhance their understanding of the novel's themes and characters. For Future Researchers: Expand the scope of literary studies to include the works of Charles Dickens and other contemporary writers. Comparative studies can provide a more comprehensive understanding of the social issues and literary styles of the time. For Social Historians: Use literary works such as "A Tale of Two Cities" as primary materials for studying historical social systems, class struggles, and revolutionary revolutions. Literature can provide useful insights into cultural shifts and historical events. For General Readers: Approach the work not only as a literary masterpiece, but also as a reflection of social reality. Readers can gain a better understanding of the complexities of class, power, and justice by investigating the plight of the characters. For Policymakers and Social Reformers:

Draw conclusions from the novel's depiction of social inequality and the effects of oppression. Dickens' critique of aristocratic power provides valuable ideas for policies aimed at reducing social inequality and promoting justice. By following this guide, a study of "A Tale of Two Cities" can yield a better understanding of its literary, historical, and social components, enhancing its academic value.