

Child Abuse in Charles Dickens' "David Copperfield"



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By :

Misdalia

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SKRIPSI

CHILD ABUSE IN CHARLES DICKENS' "DAVID COPPERFIELD"


Disusun dan dia ajukan oleh :

MISDALIA

Nomor Pokok : F211 04 072

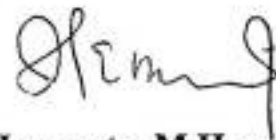
Telah dipertahankan didepan panitia ujian skripsi pada tanggal 25 Juli 2008,
dinyatakan telah memenuhi syarat.

Ketua



Drs. Husain Hasyim, M.Hum

Anggota



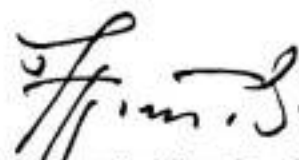
Dra. Herawaty, M.Hum, M.A

Dekan Fakultas Ilmu Budaya



Drs. H. Muhammad Darwis, M.S

Ketua Jurusan Sastra Inggris



Drs. Husain Hasyim, M.Hum

UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA

Pada hari ini, 25 Juli 2008, panitia ujian skripsi menerima dengan baik skripsi yang berjudul :

CHILD ABUSE IN CHARLES DICKENS' "DAVID COPPERFIELD"

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar sarjana pada Fakultas Ilmu Budaya, Jurusan sastra Inggris, Universitas Hasanuddin.

Makassar, 25 Juli 2008

- | | |
|----------------|------------------------------|
| 1. Ketua | : Drs. Husain Hasyim, M.Hum |
| 2. Sekretaris | : Dra. Herawaty, M.Hum, M.A |
| 3. Penguji 1 | : Drs. Sudarmin Harun, M.Hum |
| 4. Penguji 2 | : Drs. Amir P, M.Hum |
| 5. Konsultan 1 | : Drs. Husain Hasyim, M.Hum |
| 6. Konsultan 2 | : Dra. Herawaty, M.Hum, M.A |



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ABSTRAK

**MISDALIA. *Child Abuse in Charles Dickens' "David Copperfield"*.
(Dibimbing oleh Herawaty dan Husain Hasyim)**

Tujuan Penulisan skripsi ini untuk menjelaskan; karakterisasi dalam novel David Copperfield, jenis-jenis kekerasan yang terdapat dalam novel, efek-efek kekerasan anak pada David dan efek-efek pengabaian terhadap kehidupan David. Untuk mencapai tujuan penelitian ini, digunakan metode penelitian strukturalisme genetik yaitu mengkombinasikan antara unsur intrinsik dan unsur ekstrinsik dalam sebuah karya sastra.

Hasil analisa menunjukkan bahwa David mendapatkan kekerasan yakni *Physical Abuse*, diantaranya adalah dipukul, dilempar, dicubit, didorong. Jenis-jenis *Emotional Abuse* adalah diejek, dipermalukan, dibentak, disalahkan, diasingkan dari lingkungan sosialnya, dan di teriaki. Penderitaan David juga diperoleh akibat *Neglect*; *Physical Neglect*, *Educational Neglect*, and *Emotional Neglect*. *Physical Neglect* yang dialami oleh David adalah tidak disediakan makanan, tempat tidur dan persediaan pakaian yang layak. *Educational Neglect* termasuk diberhentikan dari sekolah. *Emotional Neglect* termasuk tidak adanya kasih sayang seorang ayah. Efek dari kekerasan yang dialami oleh David adalah jiwanya yang labil, mudah bersedih, tidak mudah percaya kepada orang lain, dan selalu merasa cemburu. Dan sebagai tambahan *Sexual Abuse* tidak ditemukan dalam novel David Copperfield.

This thesis is dedicated to my Lovely Parents

H. Abdin. T and Hj. Maryana

And

Everyone who loves children.

*cinta yang membuatku hidup
yang membuatku bertahan hidup dan
semoga cinta pula yang akan mengakhiri hidupku*

*Once you learn to quit it's become a habit
(Vince Lombard)*

*Aku ingin mencintaimu dengan sederhana
dengan kata yang tak sempat diucapkan
kayu kepada api yang menjadikannya abu*

*Aku ingin mencintaimu dengan sederhana
dengan isyarat yang tak sempat disampaikan
awan kepada hujan yang menjadikannya tiada
(Sapardi Djoko Damono)*

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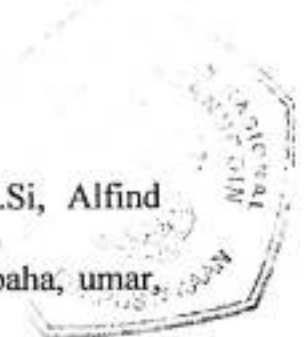
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The writer realizes that this thesis is far from perfection. Thus, suggestion and critics are needed to complete this writing.

Makassar, Juli 2008

The writer

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CHAPTER I

INTRODUCTION

1.1 Background

Society influences things in literature. Literary works usually describe human life and their surroundings. In the process of writing a literary work, sometimes the author involves his imagination and his experiences. Novel is one of the literary works that contains a lot of author's imagination and experiences.

One novel can tell many things, such as happiness, sadness, morality aspects, and the situation at that time. Novel is more complete than other literary works. It has a clear plot, setting, theme, and characteristic. This explanation is suitable with the quotation from *Merriam-Webster's Encyclopedia of Literature* (Kuiper, 1995: 819), that novel is a fictional prose narrative of considerable length and a certain complexity that deals imaginatively with human experiences through a connected sequence of events involving a group of persons in a specific setting.

Children are one important aspect in human life and their life is a very important thing to discuss. In their ages, they can enjoy their time in studying, playing and another interesting thing to do, but some families think that children in their life are considered to be a disturber. Because of this, some parents do child abuse.

In *APA Dictionary of Psychological* (Vandenbos , 2006:245), it is stated that child abuse is abuse a child by a parent or other caregiver. It commonly implies

physical abuse but can also encompass sexual and emotional abuse or neglect. It means that child abuse is very dangerous for the development of child's physical and psychological development.

One novel that contains theme about child abuse is written by Charles Dickens. He is one of the brightest authors that specializes his works on child life. The characteristics of his writing are the description about the child life during the Victorian ages.

The writer chooses Dickens' novel, *David Copperfield* as the object of this writing. In this novel, Dickens describes the child who gets a physical and psychological abuse. In this case, this novel tells us about the child life in 1950's era. That is why the writer feels interested to read and analyze it.

In analyzing the novel, the writer uses Genetic Structuralism approach. This approach analyzes the structure of Dickens's novel through its characters then connects it with extrinsic elements, which is a psychological side. Thereby, the writer chooses *Child Abuse in Charles Dickens' David Copperfield* as the object of analysis.

1.2 Identification of Problems

Based on the background mentioned above, the writer has identified some problems relating to the title of the research:

1. There are some abuses happen in the novel
2. Some child abuses affect David's life in the novel.
3. Child abuses that happened in the novel relates to Victorian Ages.

1.3 Scope of Problems

There are some problems appear in this novel, but the writer only restricts to the topic to be discussed in the novel. In this writing, the writer would like to focus on the kinds and the effects of child abuse that happened in the novel.

1.4 Statement of Problems

Based on the identification of problem, this thesis is focused on two problems that are interesting for the writer to analyze, they are:

1. What kinds of child abuse are presented in the novel?
2. What are the effects of child abuse to David's life in the novel?

1.5 Objective of Writing

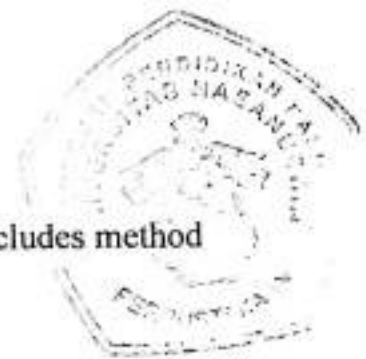
The writer intends to accomplish particular objectives based on the problems mentioned before. They are presented as follows:

1. To describe the kinds of child abuse in the novel.
2. To analyze the effects of child abuse to David's life in the novel.

1.6 Sequence of Chapter

This thesis consists of five chapters. **Chapter one** is the introduction which contains background of the study, identification of problems, scope of problems, statement of problems, objective of writing and sequence of chapter.

Chapter two deals with the literature review. It contains some basic theories from various books, articles, and internet that support the analysis of the novel. This includes the biography of the author and synopsis of his work.



Chapter three consists of methodology of research, which includes method of collecting data, method of analyzing data and research procedures.

Chapter four consists of analysis of the novel.

Chapter five is the last chapter in which the writer draws a conclusion and makes suggestion based on the result of analysis.

Bibliography lists several valuable and useful books that are used in writing of this thesis.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

There have been many researchers done related to that study. Some of them are quoted as follows:

Ardiansyah A. Katili (1993), his thesis entitled "Children in William Blake's Selected Poems (A Study of Theme)". His thesis focuses on the analysis of children's theme in William Blake's selected poems.

Jusrin (2004), his thesis entitled "Refleksi Tantangan dan Peluang dalam Novel David Copperfield Karya Charles Dickens". His thesis focuses on the analysis of David's life challenge and chance as the main character in this novel.

Dewi Nidia Soepriadi (2008), her thesis entitled "The Description of Framing in Social Interaction in David Copperfield Movie". Her thesis focuses on the framing in conversations that we can see in certain scenes about the use of words and the objects of speaking in English.

This research that the writer would like to do is similar to those who have mentioned above. However, it is different from those above. In this research, the writer going to discuss about child abuse that is appears in the novel.

2.2 Genetic-Structuralism Approach

Genetic structuralism is an approach of literature which appears after pure structuralism. This approach combines two important substances; intrinsic and extrinsic approach. The founder of this approach is Lucien Goldman (1980), a literary scholar from French.

The weakness of structuralism approach is corrected by using the genetic factors in understanding the literary works. The genetic means the history of literary work. There are some other factors in understanding the literary work has been created.

Historical background, times and social society also influence the process of creation of the work, whether from the content facet or the structure. The existence of author in a certain society influences his work. Therefore, a certain society where the author lives creates a certain kind of literary work.

Genetic structuralism consists of structure of arts, world vision of the author and socio-culture in its origin. Thus, a literary work that is analyzed with genetic structuralism approach concern the intrinsic as the sociological factors to realize that the work created by employing imagination.

2.3 Victorian Era

In the minds of many, Queen Victoria personified the spirit of 19th Century England: she was queen of UK of Great Britain and Ireland, Empress of India, and mother of nine children; her monarchy was a model of respectability, self-righteousness, conservatism, and the domestic virtues.

By the middle of the 19th Century, England dominated the world. England world Power grew out of the critical role she played in the beginning of the century. While Napoleon kept Europe embroiled in a series of bloody wars, England isolated by the channel, was developing into the first modern industrial state. Ready money, a skill work force, and a government dedicated to leaving business alone, enable ambitious middle class factory owners to invent and develop modern production method. During the period from 1780-1840 the British perfected the factory system for mass-producing goods, the practice of making inter changeable parts, and a system of railroads raw materials to the factories and finished goods to the seaports. By 1850, England had eighteen thousand cotton mills made half by iron on the world, and has five thousand miles of railroad tract. It was powerful, and the wealthiest land on earth.

English politics had been the playground of the aristocrat. The newly powerful middle class now demanded in share governing and got The Reform Bill of 1832, which give them the right to vote and hold elective office.

The working class was without any political power at all, and in time of economic hardship, particularly in the late 1980's and early 1940's, England, for all of its power and success, come perilously close to a working class revolution. A boom in the market save the country, labor union grew slowly but steadily and by 1867, the British were ready with the Second Reform Bill, to let some of the workers vote.

The tension between financial growth and social instability in Victorian England affected its literature. Major Victorians had the attention of political and social leaders when they spoke they are listened too. The most popular and the many might say the most successful form of writing in this era was the novel. (Mc.Donnell, 1982:)

2.3.1 Children in Victorian Era

2.3.1.1 Education

According to Bénédicte, et al, from 1838 onwards, the central government subsidized and inspected schools and teacher training. As for boarding schools, only prosperous parents could send kids there. Overall, after about 1870 the education provided by boarding schools became very rubbishy - more concerned with sports than anything academic did. The vast majority of children went to day schools. (Bénédicte, Anna and Charlotte, http://ecole.pagespro_orange.fr/collage.saintebarbe/victoria/children.htm, downloaded on April 10 2008)

As quoted from Jonsey, a researcher from England, children in the Victorian era were not the happiest children in the world. Most of them attended boarding school and were treated poorly by their mean teachers. People thought children were not as important adults. Few girls attended school though; most of boys did go to school. During this time, the children of poor parents also had to do child labor in factories during the day. (Jonsey

,http://wiki.answer.com/Q/Children_in_Victorian_Era, downloaded on April 10 2008).

In 1870-1880, education became compulsory for all children aged 5-11, and this age was gradually raised. However, even in 1900, very few children received any schooling after age 14. Most boys and many working-class girls entered paid employment at 14. (Jonsey : http://wiki.answer.com/Q/Children_in_Victorian_Era, downloaded on April 10 2008)

2.3.1.2 Children at Work

According to Chung (*Industrial Child Labor in Britain*, 2005: 1-2) Long before the Industrial Revolution, a child was regarded as a ready source of labor. Most children were expected to help household chores, work in the fields, or inherit the family business after some period of apprenticeship. However, although the children before the mid-eighteenth century led a strenuous life, they were mostly not subject to industrial work and were under the supervision of their family elders. However, after the Industrial Revolution, the families once engaged in agriculture increasingly moved into urban areas and became cheap sources of labor for factories. In addition, the children and women who were once not welcomed as laborers were employed to do manual work.

One cannot deny that the wages children helped the families' financial abilities. However, the wages they earned were not enough to overcome the imposed difficulty. Furthermore, because the children were no longer under the protection of their parents but supervised by factory managers, they were more exposed to



continual abuse. Furthermore, they were too young to protect themselves from mistreatment and consequently were in the lowest level of the 'labor hierarchy. 'In Britain, commercial child labor was mostly concentrated on textile factories and coalmines. In the case of Britain, the problem of child labor has been solved, after much debate and failure, through continuous efforts of special commissions and various Factory Acts. (Chung, 2005 : 2)

2.3.1.3 Life Conditions

As quoted from Bénédicte, et al, in the 19th century, children lived in very difficult conditions because they lived near factories and in unhealthy flats or in suburbs with poor hygiene. They had bad nutrition. They ate some bread, pork, milk or cheese (not everyday). This favored infant mortality and diseases. Towards 830 charity associations came to help children and their families. It gave food and clothes to everybody. After 1840, school was an obligation and children stopped working. However, the conditions remained very difficult for all because streets and suburbs were very dirty in England. (Bénédicte, Anna and Charlotte http://ecole.pagespro_orange.fr/collage.saintebarbe/victoria/children.htm, downloaded on April 10 2008)

2.3.1.4 Rich Children

According to Bénédicte, et al, parents of rich children often were bankers, merchants, industrials or civil servants. They lived in beautiful suburbs, sometimes in private hotels. The upper class organized parties and could go to festivals whereas the poor worked. Only children from rich families went to school. However, these

ones were not many. Boys were in famous schools like Eton where education was very strict. Eton is a big school near London in front of Windsor. They could go to school invented by Thomas ARNOLD, a rugby man, where behavior, friendship, fair play were more important than others. Thomas ARNOLD and parents thought it was more important for gentleman to learn classical authors than sciences.(Bénédicte, Anna and Charlotte http://ecole.pagespro_orange.fr/collage_saintebarbe/victoria/children.htm, downloaded on April 10 2008)

2.4 Child Abuse

2.4.1 Definition of Child

There are some definitions of child:

1. According to *The Convention on The Right of The Child 1989* that have been ratified by Indonesian government through Keppres number 39 year 1990, it is stated that a child means every human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier.(Yasen, 2006:9).
2. According to *The Republic of Indonesia Law number 23 year 2002* on the child protection states that “a child shall mean a person under eighteen (18) years of age, including the unborn.”(Unicef. 2003)
3. According to *The Republic of Indonesia Law number 4 year 1979* on children welfare, state that “a child shall mean a person under twenty one (21) years of age, including unmarried”. (Unicef, 2003)

From the three of child's definition above, we can see that the distance of the child's age is on scale 0 until 21 years of age.

Ennew, a researcher, said that "anak bukanlah obyek 'perhatian', namun subyek dari hak-hak asasi manusia". Child is the next generation of the nation. It means that they have to get their rights and needs.

2.4.2 The Rights of Child

According to *Republic of Indonesia Law Number 23 Year 2002 on Child Protection (Unicef, 2003:15-17)*, there are some rights of child.

Article 4: Every child shall be entitled to live, grow, develop and participate normally in society in accordance with his/her dignity as a human being, and to be protected against violence and discrimination.

Article 8: Every child shall have the right to health care services and social security in accordance with his physical, mental, spiritual, and social needs.

Article 9: (1) Every child shall have the right to an education and training in the context of his personal and intellectual development based upon his interest and talents.

Article 10 : Every child shall be entitled to speak and his/her opinions listened to, and to receive, seek and impart information in accordance with his/her intellect and age for the sake of his/her personal development in accordance with the norms of morality and propriety.

Article 11 : Every child shall be entitled to rest and enjoy free time, to mix with other children of his/her own age, to play, enjoy recreation, and to give expression to his/her interest, talents, and intellect for the sake of his/her personal development.

Article 13 : (1) Every child under the care of his/her parents, guardians, or other persons who are responsible for his/her care, shall be entitled to receive protection from the following :

- a. Discrimination;
- b. Exploitation of an economic or sexual nature;
- c. Neglect;
- d. Harsh treatment, violence and abuse;
- e. Injustice;
- f. Other forms of mistreatment.

(2) Should a parent, guardian or person responsible for the care of a child subject a child to one of the forms of mistreatment refer to in section (1) above, he/she shall be subject to legal sanction.

2.4.3 Definition of Child Abuse

In discussing the child abuse definition, Megawangi, founder and executive director of Indonesia Heritage Foundation on *Seputar Indonesia Daily Newspaper* (November 21 2007:26) notes “kekerasan anak adalah segala tindakan agresif orangtua atau guru yang dapat membuat anak merasa menderita, baik fisik maupun psikis (kesakitan fisik, merasa tidak diterima dan merasa diri tidak berharga).”

There are also many definition about child abuse. Gelles (in Huraerah, 2007:47) state that child abuse is intentional act that result in physical or emotional harm to children. The term child abuse covers a wide range of behavior, from actual physical assault by parents or other adult care takers to neglect at a child basic needs.

On the other hand, Barker (in Huraerah, 2007:47) gives a definition about child abuse as below.

Child abuse is the recurrent infliction of physical or emotional injury on a dependent minor, through intentional beatings, uncontrolled corporal punishment, persistent ridicule and degradation, or sexual abuse, usually committed by parents or other in charge of child's care

Child abuse consists of any act, or failure to act, that endangers a child's physical or emotional health and development. Someone is abusive if he or she fails to nurture the child, physically injures the child, or relates sexually to the child.

2.4.4 Types of Child Abuse

2.4.4.1 Physical Abuse

Physical child abuse is an injury resulting from physical aggression. Even if the injury was not intended, the act is considered physical abuse. According to

Debenedictis, et al (*Child Abuse: Types, signs, symptoms, causes and help* .
http://www.helpguide.org/child_abuse_physical_emotional_sexual_neglect,
downloaded on September 20 2008), the injury from physical child abuse may be the
result of:

- Beating, slapping, or hitting.
- Pushing, shaking, kicking, or throwing.
- Pinching, biting, choking, or hair- pulling.
- Burning with cigarettes, scalding water, or other hot objects.
- Severe physical punishment.

Some other specific types of physical child abuse are:

- Shaken Baby Syndrome – Shaking a baby or toddler can cause serious head injuries.
- Munchausen by Proxy Syndrome - Inducing medical illness in a child or wrongly convincing others that a child is sick is both dangerous and abusive.
- Drug use during pregnancy – Drug and alcohol use during pregnancy or lactation can be harmful to your child, leading to problems such as Fetal Alcohol Syndrome

According to Suharto (in Huraerah, 2007:47-48), physical abuse is:

Kekerasan secara fisik, adalah penyiksaan, pemukulan dan penganiyaan terhadap anak, dengan atau tanpa menggunakan benda-benda tertentu, yang menimbulkan luka-luka fisik atau kematian pada anak. Bentuk luka dapat berupa lecet atau memar akibat persentuhan atau kekerasan benda tumpul, seperti bekas gigitan, cubitan, akat pinggang atau rotan. Dapat pula berupa luka bakar akibat bensin panas atau berpola akibat sundutan rokok atau setrika. Lokasi luka biasanya ditemukan pada daerah paha, lengan, mulut, pipi, dada, perut, punggung atau daerah bokong.

Physical abuse is beating with a blunt thing or a hard stuff, hitting, slapping, tweaking, kindle a cigarettes, and iron the child's body. This is what Hurairah says in *Child Abuse (Kekerasan Terhadap Anak)* (2007:66)

Other definition of physical abuse is state by Megawangi. She states that "kekerasan fisik adalah memukul, menjitak kepala, menjewer telinga, mencubit dan hukuman fisik lainnya (termasuk kekerasan seksual)" (2007:26)

2.4.4.2 Sexual Child Abuse

Sexual abuse of a child is any sexual act between an adult and a child, including penetration, intercourse, incest, rape, oral sex, and sodomy. Other examples include:

- Fondling – Touching or kissing a child's genitals, making a child fondle an adult's genitals.
- Violations of bodily privacy – Forcing a child to undress, spying on a child in the bathroom or bedroom.
- Exposing children to adult sexuality – Performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, showing pornography to a child.
- Commercial exploitation – Sexual exploitation through child prostitution or child pornography. (Debenedictis, et al (*Child Abuse: Types, signs, symptoms, causes and help* .

http://www.helpguide.org/child_abuse_physical_emotional_sexual_neglect,
downloaded on September 20 2008))

According to Huraerah in his book *Child Abuse*, sexual abuse is consist of three categories, which are raping, incest, and exploitation.

- a. *Perkosaan*. Pelaku tindakan perkosaan biasanya pria. Perkosaan sering kali terjadi pada suatu saat dimana pelaku lebih dulu mengancam dengan memperlihatkan kekuatannya kepada anak.
- b. *Incest*. Didefinisikan sebagai hubungan seksual atau aktivitas seksual antara individu yang mempunyai hubungan dekat, yang mana perkawinan mereka dilarang oleh hukum maupun kultur. Incest biasanya terjadi dalam waktu yang lama dan sering menyangkut suatu proses terkondisi.
- c. *Eksplorasi*. Eksploitasi seksual meliputi prostitusi atau pornografi, dan hal ini cukup unik karena sering meliputi suatu kelompok secara berpartisipasi (2007:72).

2.4.4.3 Emotional Child Abuse

In discussing about emotional child abuse, Megawangi (2007:26), state “kekerasan verbal adalah membentak dengan suara tinggi, memaki dengan kata-kata kasar (“kurang ajar”, “anak sialan”), memberikan lebel negative (“anak malas”, “anak bodoh”), termasuk juga menyindir atau membanding-bandingkan dengan anak lain ”

Another definition about emotional child abuser is explained by Edi Suharto (in Huraerah,2007:48). He state that:

Kekerasan anak secara psikis, meliputi penghardikan, penyampaian kata-kata kasar dan kotor, memperlihatkan gambar,buku, dan film porno pada anak. Anak yang mendapatkan perlakuan ini umumnya menunjukkan gejala perilaku maladaptif, seperti menarik diri,pemalu, menangis jika didekati, takut keluar rumah dan takut bertemu dengan orang lain.

According to Debenedictis,et al (2007), emotional child abuse can come from adults or from other children:

- Parents or caregivers
- Teachers or athletic coaches
- Siblings
- Bullies at school or elsewhere
- Middle- and high-school girls in social cliques. (Debenectis,et al, *Child Abuse: Types, signs, symptoms, causes and help* .
http://www.helpguide.org/child_abuse_physical_emotional_sexual_neglect,
downloaded on September 20 2008).

2.4.4.4 Neglect

According to Debenectis,et al (2007), there are three basic types of neglect; physical neglect, educational neglect, and emotional neglect.

1. Physical neglect are failure to provide food, clothing appropriate for the weather, supervision, a home that is hygienic and safe, and medical care as needed.
2. Educational neglect is failure to enroll a school age child in school or to provide necessary special education. This includes allowing excessive absences from school
3. Emotional neglect is failure to provide emotional support, love, and affection. This includes neglect of the child's emotional needs and failure to provide psychological care, as needed.



According to *Republic of Indonesia Law number 23 years 2002*, "Neglected"

/ abandoned child shall mean a child whose reasonable needs, whether physical, mental, spiritual, or social, are not fulfilled".

When parents cannot provide the child's needs, either physical, educational, or emotional needs, and they cannot give care and another means to grow up, so they do the neglect. The child who gets a careless and less of affection from their parents always feels unsafe, lost of protection. In coming days, they will expand the compensatory reaction on grudge and deep resentment to outside world. (Kartono, 2006:60).

That explanation is suitable with the quotation from Megawangi,

Sikap acuh tak acuh adalah tidak ada kontak fisik (mengelus kepala, memeluk, mencium anak), tidak ada kontak psikis (pandangan mata, senyuman, bermain atau bercengkrama), serta tidak membangun hubungan yang erat dan mesra (bonding), antara orangtua dan anak (2007:26).

2.4.4.5 Child Labor

There are some definitions about child labor.

1. According to Indonesian Department of Labor, state that "pekerja anak adalah anak-anak yang terpaksa bekerja sebagai pengganti istilah buruh anak" (Huraerah, 2007:80)
2. According to the Statistic Center Parliament, state that "pekerja anak adalah anak-anak yang aktif secara ekonomi". (Huraerah, 2007:80)
3. According to ILO/IPEC, state that "pekerja anak adalah anak yang bekerja pada semua jenis pekerjaan yang membahayakan atau mengganggu fisik, mental, intelektual dan moral." (Huraerah, 2007:80)

Soetarso, a lecturer from Sekolah Tinggi Kesejahteraan Sosial Bandung, (in Huraerah, 2007:81), explains another definition from child labor.

1. Anak yang dipaksa atau terpaksa bekerja mencari nafkah untuk dirinya sendiri dan atau keluarga, di sektor ketenagakerjaan formal yang melanggar peraturan perundang-undangan yang berlaku, sehingga anak terhenti sekolahnya dan mengalami permasalahan fisik, mental, ragam sosial. Dalam profesi pekerjaan sosial, anak ini disebut mengalami perlakuan salah (abused), dieksploitasi (exploited), dan ditalantarkan (neglected).
2. Anak yang dipaksa, terpaksa, atau dengan kesadaran sendiri mencari nafkah untuk dirinya sendiri dan atau keluarganya, di sektor ketenagakerjaan informal, dijalanan atau ditempat-tempat lain, baik yang melanggar peraturan perundang-undangan (khususnya dibidang ketertiban), atau yang tidak lagi bersekolah. Anak ini ada yang mengalami perlakuan salah dan atau dieksploitasi, ada pula yang tidak.

2.4.5 The Causes of Child Abuse

There are many causes of child abuse. Many child abusers were themselves victims of abuse. Mental illness is another common factor; with many abusers have personality disorders or other severe forms of mental illness. Psychosocial factors also play a role.

Parental choices and other unforeseen circumstances that place families under extraordinary stress — for instance, poverty, divorce, sickness, disability, lack of parental skills and drugs are often associated to child maltreatment. Children in families that have a parent deployed in combat are also more likely to be victims of child maltreatment. Many of these factors may contribute to family stress that can result in child abuse or neglect. Understanding the root causes of abuse can help better determine the best methods of prevention and treatment.

According to Richard J Gelles (in Huraerah, 2007: 53-55) said that there are four primary categories as to why people harm their children.

1. Intergenerational transmission of violence

Many children learn the violence behavior from their parents and when they are grow up; they will do the violence to their children. Therefore, the violence is transmitted from generation to generation.

2. Social stress

The stress that caused by many social conditions may increase the violence risk on child in family. This social condition include: unemployment, illness, poor housing condition, a larger than – average family size, the presence of a new baby, disable person at home, and the death of family.

3. Social isolation and low community involvement

Parents and caretakers who do the violence to children lean to be isolated by social community. There is a very little amount of parents who done the violence join to a social organization and much of them have a little friends.

4. Family structure

The types of certain family have an increase risk to do the violence and neglect to children.

On another hand, Kusnandi Rusmil (in Huraerah, 2007:51) explains about the causes of child abuse and neglect consists of three factors: parent or family, social environment, and child itself.

1. Parent's factor

a. Damage habits:

- The obedience to parents

- The asymmetric relation
 - b. Growth with mistreatment
 - c. Mental disorder
 - d. Use drugs
2. Social factors
- a. Poverty in society
 - b. The low social-economic condition
 - c. There is a norm that child is owned by his/her parent
 - d. The low respect to woman
 - e. Family patriarchal system
 - f. Individualistic
3. Child factor
- a. Development disorder victim

Deviate behavior

In addition, many forms of child abuse arise from ignorance, isolation, or benign neglect. Sometimes a cultural tradition leads to abuse. For example, such beliefs as:

- Children are property.
- Parents (especially males) have the right to control their children in any way they wish.
- Children need to be toughened up to face the hardships of life.
- Girls need to be genitally mutilated to assure virginity and later marriage.

2.4.6 The Effects of Child Abuse

Child abuse in its various forms has numerous effects and consequences, both tangible and intangible, upon society, those mistreated, and those entrusted with the responsibility of its detection, prevention and treatment (Debenedictis, et al : 2007).

Emotional effects of child abuse are low self-esteem, depression and anxiety, eating disorders, relationship difficulties, alienation and withdrawal, personality disorders. Physical effects of child abuse are injury, death, lifelong health problems, and cognitive difficulties. Behavioral effects of child abuse are problems in school and work, delinquency, teen pregnancy, suicide attempts, criminal or antisocial behavior, substance abuse, and aggressive behavior.

According to Megawangi, in "*Kategori Kekerasan Terhadap Anak*" Harian Seputar Indonesia. November 21 2007. a psychiatric, there are four effects of child abuse:

1. Block the children's morality development. Child abuse can make children as a liar; have no self-esteem, and a blind heart.
2. Increase the juvenile delinquency. Children have a big opportunity to be a maltreater and criminal people when they are in adult.
3. Make a labile soul. The emotional instability, easy to sad, can not face the pressure, easily offended, and easy to angry.
4. Have a negative thinking of their surroundings, always feels worry, distrustful, feels that everything in their surrounding against them.

This case may have a big effect to children, such as a lowered sense of self-worth, an inability to relate to peers, reduced attention span, and learning disorders. Then, in any case, this violation can cause the psychiatric dissociative identity disorder, and suicide

Anak-anak yang kurang mendapatkan perhatian dan kasih sayang dari orang tua akan selalu merasa tidak aman, merasa kehilangan tempat berlindung dan tempat berpijak. Dikemudian hari, mereka akan mengembangkan reaksi kompensatoris dalam bentuk dendam dan sikap bermusuhan terhadap dunia luar (Kartono, 2006:60).

Another effect of child abuse that is stated by YKAI (Yayasan Kesejahteraan Indonesia), in Suharto (in Huraerah, 2007: 56-57), are:

1. Permanent physical defect
2. Learning Disorder
3. Emotional disorder, moreover can be a personal disorder
4. Bad self-concept and lack of ability to believe and love another people
5. Passive and isolate themselves to society, feels afraid to make a new relationship
6. Aggressive and sometimes do the criminal
7. Be maltreater when adult
8. Use drugs or alcohol
9. A death

2.4.7 Prevention

According to (Debenedictis, et al : 2007), most professionals agree that there are three levels of prevention services; primary prevention, secondary prevention, and tertiary prevention.

2.4.7.1 Primary prevention

Primary prevention consists of activities that are targeted at the community level. These activities are meant to impact families prior to any allegations of abuse and neglect. Primary prevention services include public education activities, parent education classes that are open to anyone in the community, and family support programs. Primary prevention can be difficult to measure because you are attempting to impact something before it happens, an unknown variable.

2.4.7.2 Secondary prevention

Secondary prevention consists of activities targeted to families that have one or more risk factors including families with substance abuse, teen parents, parents of special need children, single parents, and low-income families. Secondary prevention services include parent education classes targeted for high-risk parents, respite care for parents of a child with a disability, or home visiting programs for new parents.

2.4.7.3 Tertiary prevention

Tertiary prevention consists of activities targeted to families that have confirmed or unconfirmed child abuse and neglect reports. These families have already demonstrated the need for intervention, with or without court supervision.

Prevention supporters consider 'tertiary prevention' synonymous with treatment and entirely different from prevention through family support.

(Debenedictes, Tina et al, *Child Abuse: Types, signs, symptoms, causesandhelp*.http://www.helpguide.org/child_abuse_physical_emotional_sexual_neglect.downloaded at September 20 2008).

CHAPTER III

METHODOLOGY

3.1 Methodology

Methods of research are used to conduct the research. Research is a systematic process which is conducted by reliable and qualified person to sort out a problem with the support of certain amount of specific data as the basic to draw conclusion. This method is considered as the ways, strategy to understand the reality, systematic steps in solving the next cause and effect's combination (Kutha Ratna, 2004:35).

Because the writer uses Genetic Structuralism approach that combines two important substances; intrinsic and extrinsic approach, therefore the method used in this study is library research by searching data from two sources. They are : the first work (the novel), and the second works which covers the child abuse and author's biography which are related to the objectives of writing .

3.1.1 Method of Collecting Data

Primary data are collected from the novel *David Copperfield*. The writer reads the novel and quotes some important elements that have a relation with the topic. The secondary data are taken from various books, articles, exploring internet, etc. through this secondary data, the writer collects and uses the data that possibly relevant to the topic.

3.1.2 Method of Analyzing Data

In analyzing this novel, the writer uses the Genetic Structuralism approach, which focuses in analysis of structure of the novel, related it with the children's life in Victorian Age and the child abuse that happened in the novel.

3.1.3 Research Procedures

The writer does close reading for the novel and also determines the focus discussion of the research. Hereafter, the writer identifies and scopes the problems. The writer does the library research in order to gather some data to support the analysis of the topic. After that, the writer classifies the data into the primary and secondary data. The writer uses Genetic Structuralism which is appropriate theory to analyze the data and write down the conclusion.

CHAPTER IV

ANALYSIS

4.1 Characters

Character is an important element in the story of literary work. This is what Sumardjo in his book *Memahami Kesusastran* (1984:132) says: "the characterization is appeared by personal form that is internalized. It is a main part of the story or plot. Character provides an illustration of life is going on in a fiction. Character gives us an illustration about the way of thinking and how characters react to something".

What characters do will show the condition and attitude of certain society since they are a part of society. In identifying the character inside the story, Sumarjo (1986: 57) says:"the reader and audiences must observe it through; what they say, how they deal with certain problems and other opinions of the characters in the work".

There are two kinds of character in a novel, namely major character and minor character. The major character is a figure presents regularly by the author as a very important man and seem that he or she dominated the whole story. He appears from the beginning to the end of the story. The minor character is a figure presents by the author just in a few times in the story. The minor character is also called the passive characters. The passive characters are acted upon limited part of the story, they are static or unchanging.

4.1.1 David Copperfield

David Copperfield is the main character in this novel. He is easy to trust something or someone's words. Beside that, he is innocent and naïve even though he suffers abuse in his childhood. As human being, he ever gives when he faces an abuse. However, he always tries to keep strong.

David has a warm heart. He loves everybody around him. He never thinks to take revenge to people who abused him.

4.1.2 Agnes Wickfield

Agnes is David's true love and his second wife. She loves and admires his father, Mr. Wickfield, and David Copperfield. She suffers patiently through David's other romance (Dora Spenlow). Although she loves David so much, she never feels jealous or melancholic. Agnes always comforts David with the kind words and gives the advices if David needs a support. She becomes a loyal friend to David and Dora. She is the closest perfect person in the novel.

4.1.3 Mr. Edward Murdstone

Mr. Murdstone is Clara Copperfield's second husband and David's stepfather. He is strict and brutal not only to David, but also to David's mother. He marries Clara to crush her spirit and control her. As father for David, he treats David brutally and cruelly.

4.1.4 Dora Spenlow

Dora Spenlow is David's first wife and first real love. Dora is foolish, childish, and silly. She is more interested in playing with her dog, Jip, than in

keeping house with David. Because David cannot bear to displease Dora, he permits her to retain the habits of a spoiled child.

She is unsuited to being David's wife, in that her mind is no match for David's and she is incapable to do the most basic housekeeping tasks. On the other hand, she is a joyous, playful, and beautiful woman who adores David.

4.1.5 Clara Peggotty

Clara Peggotty is David's caretaker. Peggotty is gentle and selfless. She and her family always welcomes to David whenever he is in need. She is faithful to David and his family all her life, never abandoning David and his mother. In her kind motherliness, Peggotty contrasts with the cruel and unloving Miss Murdstone.

4.1.6 Clara Copperfield

Clara Copperfield is David's mother. She is beautiful, gentle, and loving, but she is childish and impractical. Her second husband, Mr. Murdstone, and his sister, Miss Murdstone, are cruel to her. They crush her joyful spirit and eventually make her ill.

4.1.7 James Steerforth

James Steerforth is condescending, self-centered villain. From his boyhood, Steerforth possesses a restless energy that he can neither satisfy nor divert. He charms both women and men for the feeling of power it gives him. He also abuses David, although David is too enraptured with him and too grateful for his patronage to notice

As the writer said before, character is a very important thing in literature. In this thesis, the writer uses genetic structuralism to analyze the novel. She has to explain each of characteristic of major character in *David Copperfield*.

This novel is adopted from the real life of Charles Dickens in Victorian era. David Copperfield is a child who gets abuses but gets a happy life in his adult. Dora Spenlow is a spoil woman. She cannot tidy up the house. She always feels that she is not a good mother for her family. This is in accordance with Clara Copperfield. She always feels sad because of Mr. Murdstone who always abuses her mental. Agnes, as a second wife of David, has an honest feel do David. Although she loves David, she never shows her jealousy to Dora but she befriends of Dora.

According to writer, character that shows in the novel is good enough. Bet there are an excess all at one be the lack of the novel. For example, Agnes is too perfect character as a woman.

4.2 Child Abuse in The Novel

This novel represents one of masterpieces of Charles Dickens that analyzes the child abuse. After doing a close reading toward “David Copperfield” novel, the writer found many types of child abuse.

There are physical abuses, emotional abuse, and neglect that the writer finds in the novel and these will be elaborated in this analysis. The writer does not find the sexual abuse in this novel.

David Copperfield experiences the abuses that occurred in the novel from his stepfather, his step aunt, his teacher, and his friends.

The abuses, which occurred to child, consist of Physical, Psychological and neglect that cause some negative sides to physic and mental development at teenager and adult age.

The abuses from closest people or unknown people are usually caused by some kinds of reason as the writer explains before.

4.2.1 Physical Abuse

There are some physical abuses occurred in this novel. Most of them are done by Mr. Murdstone, David's stepfather. David loses his father eight months before his born. Hence he needs more affection from a father figure. Unfortunately, that affection could not get from Mr.Murdstone, his stepfather who gives him more pain.

At the beginning, Mr.Murdstone is very kind to David, but after he gets married with Mrs.Copperfield, he comes cruel. He is strict and brutal not only toward David, but also to his mother as well. He marries Clara to crush her spirit and control her. In his young age, David has understood the cruel and abuses shown by his stepfather and his step aunt.

Firmness was the grand quality on which both Mr. and Miss Murdstone took their stand. It was another name for tyranny; and for a certain gloomy, arrogant, devil's humour, that was in them both. The creed was this. Mr.Murdstone was firm; everybody was to be bent to his firmness. Miss. Murdstone might be firm, but only in inferior and tributary degree. My mother might be firm, and must be; but only in bearing their firmness (Dickens, 1955:18).

Mr. Murdstone always firms to David but David aware of that. His mother who loves him must to firms to David.

Another abuse that happens, when David is reading a book with his mother, Mr. Murdstone who sits down near them, stands up and takes the book from David's hand and throws it to him.

...Mr. Murdstone comes out of his chair, takes the book, throws it at me or boxes my ear with it, and turns me out of the room by the shoulders (Dickens, 1955:19).

After that, when David, His mother, his stepfather, his step aunt are in the parlour, Mr. Murdstone takes David to upstairs with firmly voice and his him and locks David in his room, because David fights Mr. Murdstone.

...'David, you and I will go to upstairs, boy'
He walked me up to my room slowly and gravely, and when we got there, suddenly twisted my head under his arm. Then he cut me heavily with the cane, and in the same instant I caught the hand with which he held me in my mouth, between my teeth, and bit it through. It sets my teeth on edge do think of it
He beat me then as if I would have beaten me to death... (Dickens, 1955:20).

If David makes a small mistake, he will get a punishment from his stepfather, such as twisted his head under Mr. Murdstone's arm, cut heavily with the cane, and beat him. However, David who gets pains then bites Mr. Murdstone that leaves a trace at his hand.

David does not only get abuses at home, but also at school. The abuses are done by his teacher, such as when he is given a punishment when doing mistake.

'Come here sir!' said Mr Creakle, beckoning to me. 'I have the happiness of knowing your father-in-law,' he whispered, taking me by the ear;' and a worthy man he is, and a man of strong character. He knows me, and I know him. Do you know me? Hey?' said Mr. Creakle, pinching my ear with ferocious playfulness.

'Not yet sir,' I said, flinching with the pain
'But you will soon. Hey?'

'You will soon, Hey?' Repeated the man with wooden leg. I afterwards found that he generally acted, with his strong vice, as Mr.Creakle's interpreter to the boys.(Dickens,1955:26)

School is a second place for student, where they can study, get an interaction with their own age, and explore their talent. That is opposite with David. He ever gets abuses at school that done by his teacher

Mean while, after his mother and his little brother are died, he is sent to wine factory for work. A ten years child has to work on the wrong place.

My work was to examine empty bottles against the light and reject those that were flawed, and to rinse and wash them. When the empty bottles ran short, there were labels to be pasted on full ones, or corks to be fitted to them, or seal to be put upon the corks, or finished bottles to be packed in cask (Dickens, 1955: 50).

In his age, David should enjoy his life as his friends do. However, he lives without mother and father. Mr. Murdstone thinks that he has an authority on David's life. He does not allow David to get study; he let him to work on wine factory with insufficient salary and a hard work

Most of physical abuses that happen to David are caused by his stepfather, by his own hand or by another people (David's teacher does the abuses at school).

4.2.2 Emotional Abuse

As the writer has said on literature review, that emotional abuse is any attitude, behavior, or failure to act that interferes with a child's mental health or social development. David gets emotional abuse when his stepfather, Mr.Murdstone explains about how to be a good child by using obstinate horse or dog as his samples. Then, his stepfather wants David's mother to be strict to her son.

When we two were left alone, he shut the door and holding me standing before him, looked steadily into my eyes.

'David,' He said, ' if I have an obstinate horse or dog to deal with, what do you think I do?'

' I don't know.'

'I beat him. I make him wince and smart. I say to my self, 'I'll conquer that fellow;' and if it were to cost him all the blood he had, I should do it. Now, wash my face, sir, and come down with me.(Dickens,1955:17).

When David introduces with Mr. Murdstone, he threatens David indirectly and compares David with horse and dog. Meanwhile, after Mr. Murdstone marries Clara, he always lets Clara to firm to David

'Now, Clara,' says Mr.Murdstone, ' be firm with the boy. Don't say, 'Oh, Davy, Davy!' He knows his lesson or he does know it. (Dickens, 1955:19).

After all, his step aunt, Miss Murdstone does not like a boy and watches David sharply all the day.

'Generally speaking,' said Mis Murdstone, ' I don't like boys. How d'ye do, boy?' (Dickens, 1955:18)

...Miss Murdstone being firmly watchful of us all the time...(Dickens, 1955:20)

When David is not allowed to go outside his room by his stepfather for five days, he feels that nobody cares of him again. His mother who should be more care to David always blames him.

... There I only observed that my mother was as far off from me as she could be, and kept her face another way...(Dickens, 1955:20).

David who loses affection from his father must get an unfair treatment. Mr. Murdstone does not allow Clara to meet David on his punishment's time. Then, he tells Pegotty about his sadness. He feels that his mother angry to him and blames David if he makes a mistake

'How's mama, dear Pegotty? Is she very angry with me? (Dickens, 1955:20).

'Oh, Davy!' she said. 'That you could hurt anyone I love! I forgive you; but I'm so grieved, Davy, that you should have such bad passions in your heart,' (Dickens, 1955:21)

The next day, David is sent out to boarding school, "Salem House". There David gets abuses from his teacher. At school, David classmate disturbs him with his placard.

I gazed upon the schoolroom into which he took me, as the most forlorn and desolate place I had ever seen, Mr.Mell having left me, I went softly to the upper end of the room. Suddenly I came upon a pasteboard placard, which was lying on the desk, and bore these words: '*Take care of him. He bites.*'

I got upon the desk immediately, apprehensive of at least a great dog underneath. I was engaged in peering about, when Mr.Mell came back, and ask me what I did up there.

'I beg your pardon, sir,' says I, 'if you please, I'm looking for the dog.'

'Dog?' says he. 'What dog?'

'That's to be taken care of, sir; that bites.'

'No, Copperfield,' says he, gravely, 'that's not a dog. That's a boy. My instructions are, Copperfield, to put this placard on your back. I am sorry to make such a beginning with you, but I must do it. (Dickens, 1955:24-25).

School is a place to study, but David does not feel like that. In his first time, he must wear a placard in his back with bad words. This makes David shy and his friend always ridicules David.

What I suffered from that placard nobody can imagine. Wherever my back was, there I imagined somebody always to be. That cruel man with the wooden leg aggravated my sufferings. He was in authority, and if he ever saw me leaning against a tree, or a wall, he roared out in a stupendous voice, 'Hallo, you sir! Show that badge conspicuous, or I'll report you.' I positively began to have a dread of myself, as a kind of wild boy who did bite (Dickens, 1955:25).

The teacher (wooden leg) always threatens David if he does not wear his placard on his back. If David does not wear it, his teacher will tell Mr. Murdstone



about his mistake and automatically, it makes Mr. Murdstone gets angry. Beside his teacher, David gets an abuse from his classmate, Traddles, who always ridicules his placard. Because of his bad behavior, which bites Mr. Murdstone, his teacher thinks that David is very naughty

It was a happy circumstance for me that Traddles came back first. He enjoyed my placard so much, that he presented me to every other boy, immediately on his arrival, in this form of introduction, 'look here! Here's a game!' some could not resist the temptation of pretending, that I was a dog, and patting me, and saying, 'Lay down, sir!' and calling me Towzer.

Actually, the reason of Mr.Creakle as a teacher punishes David is that David's stepfather has told Mr.Creakle that David ever bit his stepfather.

When this dreadful exordium was over, Mr.Creakle came to where I sat, and told me that if I was famous for biting, he was famous for biting, too. He then showed me the cane, and asked me what I thought of *that*, for a tooth? Was it a sharp tooth, hey? Was it a double tooth, hey? Had it a deep prong, hey? Did it bite, hey? At every question he gave me a fleshy cut with it that made me writhe; so I was made free of Salem House (Dickens, 1955:29).

Beside that, there are also strangers who have done the abuse to David. It was happens when David run out from his work place to find out Miss Betsey.

'I am very poor, ' I said, 'and have got no money.'
'What do you mean?' said the tinker, looking sternly at me, 'by wearing my brother's handkercher! Give it over here!' And he had mine off in a moment, and tossed it to the woman (Dickens, 1955:64).

A child like David has to face the firmness from his around. The kind of abuses that David gets are blame and ridicules, these abuses have a bad effect to David's emotional development.

4.2.3 Neglect

4.2.3.1 Physical Neglect

This physical neglect happens to David when he works in wine factory and he rents a room from the amiable Wilkins Micawber. He lives alone without caregiver, so he has to provide food by himself.

“In this house, and with this family, I passed my leisure time. I provide my own exclusive breakfast – a pennyworth of milk and a penny loaf – and my own supper – another small loaf and a modicum of cheese (Dickens, 1955:52).

David has to rent a room from Mr. Micawber. He should get a room at his own home, but he has to work at another place that is far from his house. Automatically, he needs a room near from his factory.

When he decides to stop working and goes to find out Miss. Betsey, David gets some abuses done by stranger who meets him on the journey. As a long-logged young man when David asks him to bring his box, but the stranger steals his box.

‘Give me my box and money, will you?’ I cried, bursting into tears.
The young man still replied: ‘come to the polis!’ and jumped into the cart, sat upon my box, and, exclaiming that he would drive to the polis straight, rattled away harder that ever (Dickens, 1955:60).

On that journey, David has to give away his another stuff to be sold out to fulfill his life needed.

‘What do you call a price, now, for this here little weskit?’
‘Would eighteen pence be?’- I hinted after some hesitation. (Dickens, 1955:61).

‘Oh, how much for the jacket?’ cried the old man, after examining it, ‘Oh, - goroo! -How much for the jacket?’
‘Half - a- crown,’ I answered, recovering myself (Dickens, 1955:63).

Beside that, David cannot find Miss. Betsey's home yet, so he sleeps at uncomfortable place, and does not eat anything.

...Went away more hungry and thirsty than I had ever been, a little before sunset (Dickens, 1955:63).

My bed at night was under another haystack (Dickens, 1955:63).

... I felt more miserable and destitute than I had at any period of my running away. I was hungry, thirsty, and worn out (Dickens, 1955:65).

His irresponsibility's parent causes most of neglect that happens to David.

4.2.3.2 Educational Neglect

The education that is gotten by David just a while because after his mother die, his stepfather sends him out to work and makes David stops from his school because of the financial problem.

'David,' said Mr.Murdstone, 'to the young this is a world of action; not for moping and droning in. I am not rich, and education is costly; even if it were not be advantageous to you to be kept at school. What is before you, is a fight with world; and the sooner you begin it, the better (Dickens, 1955:49).

You have heard the business of Murdstone and Grinby in the wine trade mentioned sometimes. Mr.Quinion, who manages that business, suggests that it gives employment to some other boys, and could, on the same terms, give employment to you. So you are now going to London, David, with Mr.Quinion, to begin the world on your own account (Dickens, 1955:49).

Parent who have an ancient think, always think that education for child is not important, beside that the cost of education is very expensive makes parent not interest to educate their children at school. This is what David feels when his mother died, he ought to work at wine factory that have an uncomfortable situation to child's development.

4.2.3.3 Emotional Neglect

The Emotional neglect that happens to David is he does not get a father figure because his father is died since eight months before he born.

... For he died a year afterwards, six months before I came into the world (Dickens, 1955:7).

A father figure is very important in family. Father has an obligation to find some money, as a leader of his family, and learns his child. A boy grows without father's cares usually has a brutal attitude when he is adult

Miss. Betsey, David's aunt hopes the child that will be born by Mr.Copperfield is a girl. However, she has provided a name for the child. Finally, she is disappointed because the doctor says that the baby is a boy.

'And *she*, the baby?' said my aunt, sharply. 'How is she?'
'Ma'am,' said Mr.Chillip. 'I apprehended you had known. It's a boy (Dickens, 1955:9).

Child is a gift from God to people and it must be thanked. Unfortunately, David does not feel like that. His born is unexpected by his family. Another neglect that David gets, when he works. He gets a depression because he cannot find the affection from his closest people.

From Monday morning until Saturday night, I had no advice, no encouragement, no consolation, no support of any kind, from any one, that I can call to mind (Dickens, 1955:52).

David, as a child, needs more affection at school, home and another place. Beside work on uncomfortable place, he also loses his affection from his closest people.

Because of the abuse that he gets in his life, he feels that he never as happy as when he meets Pegotty, his lovely nurse.

I had never laughed and cried in all my life, not even to her, more freely than I did that morning. (Dickens, 1955:120).

The abuses that happen to David in physic, psychological, and neglect will make bad effects to his development. These abuses will be explained on another part of this thesis.

4.3 The Effect of Child Abuse

Some of the abuses that happen in David's life done by some people is very influence in his life. For example, he cannot speak out and study if there is Mr.Murdstone near of him.

The very sight of these two has such an influence over me, that I begin to feel the words I have been at infinite pains to get into my head, all sliding away (Dickens, 1955:52)."

Beside at school, children have to study at his house with his father and mother. Home is the best place to study and mother is the best teacher in the world. David that always learns with his mother cannot learn because of Mr. Murdstone's come.

My unfortunate studies generally took this course. I could have done very well if I had been without the Murdstone; but their influence upon me was like the fascination of two snakes on a wretched young bird (Dickens, 1955:19).

Before David's mother lives with Mr. and Miss Murdstone, he feels free to do anything. But after they lives at David's home, David feels afraid to do anything,

like breakfast. And because of David's fear, he claims himself as uncomfortable maker in his household.

I felt uncomfortable about going down to breakfast in the morning, (Dickens, 1955:39).

In short, I was not a favorite with Miss Murdstone; and I felt made everybody in the house uncomfortable... (Dickens, 1955:40).

David feels jealous to his friends like Steerforth and Traddles because they are happy in life and David always cries on his work place.

No words can express the secret agony of my soul as I sunk into this companionship; and compared these associates with those of my happier childhood-not to say with Steerforth, Traddles, and the rest of those boys (Dickens, 1955:50).

... I mingled my tears with the water in which I wash washing the bottles (Dickens, 1955:50).

Then, he feels hard to trust the strangers and fears with them because of his traumatic accident.

This adventure frightened me so, that, afterwards, when I saw any of these people coming, I turned back until I could find a hiding place, where I remained until they had gone out of sight (Dickens, 1955:64)

That is all some effects from abuses that happen to David. For example; hard to believe someone, easy to sad, and uncomfortable feeling

4.4 The Extrinsic Approach of The Novel

There are two aspects that influence for building up literary work; intrinsic and extrinsic. Intrinsic Approach consist of theme, character, setting, and plot while Extrinsic Approach consist of all materials that influenced in outside of literary work include culture, social condition, and religion.

Many Victorian parents and educators were strict disciplinarians. Dickens clearly paints a portrait of Mr. Murdstone as a cruel parent who abuses his powerful position over David. Murdstone's punishments are excessive and unearned. Dickens also understands the role of emotional abuse, portraying Murdstone as withholding and remote, even restricting David's mother from showing her love for her son. Although the modern label of "child abuse" did not exist at the time, Dickens's story clearly addresses this crucial issue.

In *David Copperfield*, David's schooling shows how old-fashioned methods of schooling were ineffective and often abusive. At the time, some educators proposed sweeping education reforms. Dickens also saw the weakness of many of these poorly constructed reforms and created exaggerated characters to satirize overly progressive education, as well. He advocates a sensible and strict education that is applied fairly to all students, regardless of their class.

At the beginning of the 19th century, education was available only to wealthy children. By the time of *David Copperfield*, education was gradually becoming available to more people. In 1840, only about 20 percent of the children in London received any schooling. By 1860, about half of London children between the ages of 5 and 15 received at least some schooling.

When children were not in school, they were usually expected to work. Child labor was a growing concern of many Victorian reformers. Children of poor families were forced to work long hours in hazardous conditions such as mines, warehouses, or factories. Children often worked 16 hours a day, receiving minimal pay.

Dickens was an effective reformer, using his novels to attract public attention to causes such as poor treatment of children and child labor.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the result of this research and gives some suggestions.

5.1 CONCLUSION

Based on the analysis in the previous chapter, the writer draws conclusion as follows:

- 1) The kinds of Physical Abuses suffered by David are beating, throwing, slapping, and working on factory.
- 2) The kinds of Emotional Abuses suffered by David are yelling, blaming, isolating from his social environment.
- 3) The kinds of Neglect suffered by David are physical, educational, and emotional (Physiological) neglect.
 - The Physical Neglect includes inadequate food, provide a place to sleep and provide clothing.
 - The Educational Neglect includes stopping from school because of the financial reason.
 - The Emotional Neglect includes lack of care.
- 4) The effects of the child abuse are labile soul, easy to sad, distrustful, and feel jealous.

5.2 SUGGESTION

- 1) The writer expects that after reading this analysis: the readers can more understand about child abuses, which are implied by the writer in this novel. Understanding those abuses is useful, because they can be taken as guide of living.
- 2) The writer hopes that this thesis can contribute to the further study in the same object; the novel "David Copperfield " by Charles Dickens

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Appendix 1

Biography of Charles Dickens

Charles John Huffam Dickens was the foremost English novelist of the Victorian era, as well as a vigorous social campaigner. Considered one of the English language's greatest writers, he was acclaimed for his rich storytelling and memorable characters, and achieved massive worldwide popularity in his lifetime.

Later critics, beginning with George Gissing and G. K. Chesterton, championed his mastery of prose, his endless invention of memorable characters and his powerful social sensibilities, but fellow writers such as George Henry Lewes, Henry James and Virginia Woolf fault his work for sentimentality, implausible occurrence and grotesque characters.

The popularity of Dickens' novels and short stories has meant that not one has ever gone out of print. Dickens wrote serialized novels, the usual format for fiction at the time, and each new part of his stories was eagerly anticipated by the reading public.

Charles Dickens was born in Landport, Portsmouth in Hampshire, the second of eight children to John Dickens (1786–1851), a clerk in the Navy Pay Office at Portsmouth, and his wife Elizabeth Dickens (née Barrow, 1789–1863) on February 7 1812. When he was five, the family moved to Chatham, Kent. In 1822, when he was ten, the family relocated to 16 Bayham Street, Camden Town in London.

Although his early years seem to have been an idyllic time, he thought himself then as a "very small and not-over-particularly-taken-care-of boy". He spent

his time outdoors, reading voraciously with a particular fondness for the picaresque novels of Tobias Smollett and Henry Fielding. He talked later in life of his extremely poignant memories of childhood and his continuing photographic memory of the people and events that helped to bring his fiction to life. His family was moderately wealthy, and he received some education at the private William Giles' school in Chatham. This time of prosperity came to an abrupt end, however, when his father, after spending far too much money entertaining and retaining his social position, was imprisoned at Marshalsea debtors' prison.

The 12-year-old Dickens began working ten-hour days in a Warren's boot-blackening factory, located near the present Charing Cross railway station. He earned six shillings a week pasting labels on the jars of thick polish. This money paid for his lodgings in Camden Town and helped him to support his family. The shocking conditions of the factory made an ingrained impression on Dickens.

After a few months, his family was able to leave Marshalsea, but their financial situation did not improve until later, partly due to money inherited from his father's family. Dickens's mother did not immediately remove him from the boot-blackening factory, owned by a relation of hers, and he never forgave her for this. Resentment of his situation and the conditions under which working-class people lived became major themes of his works, championing the causes of the poor and oppressed. As Dickens wrote in *David Copperfield*, his personal favorite as well as his most patently autobiographical novel, "I had no advice, no counsel, no encouragement, no consolation, no assistance, no support, of any kind, from anyone,

that I can call to mind, as I hope to go to heaven!" He eventually attended the Wellington House Academy in North London.

In May 1827, Dickens began work in the office of Ellis and Blackmore as a law clerk. This was a junior office position, but it came with the potential of helping him up to the Bar. It was here that he gained his detailed knowledge of the law and the poor's suffering at the hands of its many injustices, together with a loathing of inefficient bureaucracy which stayed with him for the rest his life. He showed his contempt for the lawyer's profession in his many literary works.

At the age of seventeen, he became a court stenographer and, in 1830, met his first love, Maria Beadnell. It is believed that she was the model for the character Dora in *David Copperfield*. Maria's parents disapproved of the courtship and effectively ended the relationship when they sent her to school in Paris.

Appendix 2

Synopsis of David Copperfield

David Copperfield was born in England six months after the death of his father. His mother Clara and Nurse Peggotty rears him. Time passes, and Clara is courted by Mr. Murdstone. He is a severe and domineering man who ingratiates himself to Clara but whom David and Nurse Peggotty dislike. When Nurse Peggotty takes David on a two-week visit to her family, he is told the story of how Dan Peggotty, the nurse's brother, adopted the orphaned Little Em'ly and her cousin Ham. Upon his return home, David learns that his mother has married Murdstone, and that Murdstone has dismissed Nurse Peggotty and replaced her with his sister Jane. Clara objects to Jane's presence, but Murdstone insists that she stay and scolds her for complaining. He then strikes David for not knowing his school lesson, and locks him in his room. When Clara dies in childbirth, Murdstone sends David to London, where he is to work and live under the supervision of the genial Wilkins Micawber. Micawber, frequently hounded by debt collectors, is soon arrested and put in debtor's prison. David is then placed under the guardianship of his aunt, Betsey Trotwood, who lives in Dover with her cousin, Mr. Dick. After completing his treacherous journey on foot to Dover, David meets his aunt and immediately takes a disliking to her. David is next sent to live with the Wickfields, a wealthy family headed by the alcoholic Mr. Wickfield. Wickfield's obsequious clerk, Uriah Heep, also lives in the house, as does Wickfield's daughter Agnes. Agnes falls in love with David following his return from studying at Canterbury, though he takes little notice of her. David

soon realizes that during his absence Heep maneuvered himself into a position of power, and that Micawber is now employed by Heep. David next moves to London, where he intends to seek a job as a writer. In the city, he sees his old friend Steerforth, who accompanies him to the opera, where David meets and falls in love with a pretty girl named Dora. Shortly thereafter, Steerforth elopes to Italy with Em'ly, who had been engaged to Ham. Later, when Ham learns that Steerforth deserted Em'ly in Italy, he searches for her, but dies while attempting to rescue a man, who turns out to be Steerforth, from a capsized yacht. Following the publication of his short stories, David marries Dora, which causes Agnes distress, but the frail and emotional Dora later dies of a strange illness. At the Wickfields', David discovers that Heep has usurped so much power through his knavery, that he has threatened Mr. Wickfield in order to secure his consent to marry Agnes. Through Micawber's efforts, Heep is exposed as a villain in the presence of the Wickfields, Aunt Betsey, and Mr. Dick. David's attentions then return to Agnes as he asserts his love for her.