

**CHILD ABUSE PREVENTION AS REFLECTED IN CHARLES
DICKENS' *OLIVER TWIST***

**PENCEGAHAN KEKERASAN TERHADAP ANAK YANG
TERGAMBAR DALAM *OLIVER TWIST* KARYA CHARLES
DICKENS**

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THESIS

**CHILD ABUSE PREVENTION AS REFLECTED IN CHARLES DICKENS'
OLIVER TWIST**

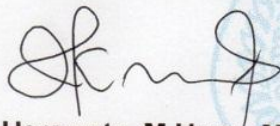
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The Research

ABSTRAK

IRENE NOVITA. *Pencegahan Kekerasan terhadap Anak yang Tergambar dalam Oliver Twist karya Charles Dickens* (Dibimbing oleh Herawaty dan Sudarmin Harun).

Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk kekerasan terhadap anak dan untuk menguraikan pencegahan pelecehan anak seperti yang diilustrasikan dalam novel *Oliver Twist* karya Dickens.

Peneliti menggunakan pendekatan strukturalisme genetik untuk mengetahui bentuk-bentuk kekerasan terhadap anak dan pencegahannya dalam novel *Oliver Twist*. Data primer diambil dari novel *Oliver Twist* dan data sekunder diambil dari pencarian perpustakaan termasuk artikel dan jurnal. Peneliti menggunakan pencatatan dalam mengumpulkan data.

Hasil dari penelitian ini menemukan tiga bentuk kekerasan terhadap anak yang digambarkan dalam novel, yaitu: kekerasan dalam fisik, kekerasan dalam bentuk ekonomi, dan kekerasan dalam bentuk emosional. Dickens melalui *Oliver Twist* mengilustrasikan pencegahan kekerasan terhadap anak melalui tiga cara yaitu: relasi sosial (teman, anggota keluarga, tetangga dan anggota masyarakat), kompetensi emosional sosial anak-anak, dan pendidikan.

Kata kunci: Kekerasan terhadap anak, Sosiologi sastra, *Oliver Twist*.

ABSTRACT

IRENE NOVITA. *Child Abuse Prevention as Reflected in Charles Dickens' Oliver Twist* (Supervised by Herawaty and Sudarmin Harun).

This study aims to describe the form of child abuse and to elaborate the prevention of child abuse as illustrated in Dickens' *Oliver Twist*.

The researcher used genetic structuralism approach to find out the forms of child abuse and the prevention of child abuse in the novel. The primary data were taken from *Oliver Twist* novel and the secondary data were taken from library search including articles and journals. The researcher used note taking in collecting data.

The result of this research found three forms of child abuse that illustrated in novel, namely: physical abuse, economic abuse, and emotional abuse. Dickens through *Oliver Twist* illustrated the prevention of child abuse in three ways which are: social connection (friends, family members, neighbors and community members), social emotional competence of the children, and education.

Key words: Child Abuse, Sociology Literature, Olive Twist

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CHAPTER I

INTRODUCTION

This chapter consists of background, research questions, objectives, significance, and scope of the research.

A. Background

Children are the next generation and the future of a nation. This should be the awareness of all human beings to protect children from abuse, violence, exploitation, and discrimination.

One of the problems in the society related to children is child abuse, especially in terms of child labor. It has been a problem throughout history. Though restrictions on child labor exist in most nations, many children do work.

To prevent child abuse, literature as reflection of life can also play a role in society in the form of ideas. There are many problems in society that actually existed long ago until today that reflected in literary works. Although literature is the author's imagination, it cannot be separated from observations, experiences, and lessons about his/her life or other living creatures life in the real world which then the author embodies in the world of fiction.

Literature is a term used to describe written or spoken material. Literature represents life, and life is in large measure, a social reality even though the natural world and the inner of the subjective world of

the individual have also been object of literature imitation (Wellek & Warren, 1970:94).

According to Kennedy (1983:47), literature is a kind of art that can offer pleasure and illumination. It gives us the beauty, fact, event, and imagination born from the process of contemplation or observation of social phenomena as living the impact of the reality and the restlessness of human being.

Literature itself has been traditionally classified into three genres; prose, poetry, and drama. Each genre is still divides into subgenres. One of the subgenres of prose is novel. The term of novel is now applied to a great variety of writings that have in common only the attribute of being extended work of prose fiction (Abrams, 1981:119).

A novel is one of genres of literary work which presents in detail the enlargement of character, or complicate social circumstances, or a relation between many personalities. It is compose of many different phenomenons and intricate relationships surround by a few people in the novel (Stanton, 1965:44).

The main ideas contained in literature are reflection of life and the beauty kind of arts. Through literature, an event of life can be imagined as reflected by the author in his or her work. As Charles Dickens' most of works, the stories he poured based on his biographical experiences.

Oliver Twist is one of famous novels written by Dickens in 1830. It has been the subject of numerous film and television adaptations. The story tells about child abuse, children labor and slavery in Victorian Era. The main character in the novel is *Oliver Twist*, a young orphan who lived in the workhouse, but in there he mistreated. After moving to London he met Fagin and friend who want to take advantage by demand him to be a thief. The novel describes how social condition force the main character did the horrible life and describes how child abuse in Industrial Revolution of England. With his innocence, Oliver went through his life journey, from worked as a criminal, until he reunited with Mr. Brownlow. In this story, Oliver proved that even though he lived in a chaotic world, there were still good things happened around him. Although this story was taken from the Victorian Era, Dickens made it simple to understand for all readers from then until now.

The researcher interested to analyze *Oliver Twist* because the story is ageless. It describes child abuse that occurred in England in 19th century and the similar events still found in the society even today. *Oliver Twist* guides the researcher to know deeper about what kinds of child abuse in the novel and how Dickens illustrated the prevention of the child abuse.

Child abuse needs to be studied because it is still often found in society both in developing and developed countries. Many children

work in command of other and they lost their childhood that it takes their happiness as a child. Research has found that children exposed to violence or abuse, if left unaddressed or ignored, are at an increased risk for emotional and behavioral problems in the future (Henderson, 2006). Children who are abused may not be able to express their feelings safely and as a result, may develop difficulties regulating their emotions. As adults, they may continue to struggle with their feelings, which can lead to depression or anxiety (Stien & Kendall, 2004). According to U.S statistics (2009), 1 in 10 children suffers from child maltreatment. One in 16 children suffers from sexual abuse. Nearly one in 10 children is a witness to family violence. The youngest children are the most vulnerable and are susceptible to maltreatment. Over 25% of abused children are under the age of three while over 45% of abused children are under the age of five. There has been an overall increase in the number of abuse and neglect substantiations.

For the reason above, the researcher conducted a study on sociological approach entitled *Child Abuse Prevention as Reflected in Charles Dickens' **Oliver Twist***.

B. Research Questions

The general aim of this study found out the prevention of child abuse in Dickens' *Oliver Twist*. This study aims formulated in the following specific research questions:

1. What kinds of child abuse that are illustrated in Dickens' *Oliver Twist*?
2. How does the prevention of child abuse take place along the plot of the story?

C. Objectives of the Research

Based on the specific research questions, the objects of the research found out:

1. To analyze the child abuse as it shows in Dickens' *Oliver Twist*.
2. To elaborate the prevention of child abuse as illustrated in Dickens' *Oliver Twist*.

D. Significance of The Research

The result of this research was expected to provide some ideas in how to prevent child abuse that still exists in society as reflected in Dickens' *Oliver Twist* story. It was expected to give useful information for the reader at literary work and helpful reference for other researches. Besides, the study expected to give contribution for the people who are interested in learning genetic structuralism especially for the English Literature students about child abuse that exist in the novel.

E. Scope of The Research

In order to avoid the discussion out of the line, the researcher limited the topic only related to child abuse as it shows in Dickens' *Oliver Twist*.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous studies, theoretical framework, and conceptual framework.

A. Previous Studies

The researcher used *Oliver Twist* novel by Dicken. The researcher tried to find previous research related to the novel, and there are some research using the same object or novel and theory that the researcher used. There are some previous studies which have discussed about Charles Dickens' literary works and child abuse. The researcher has chosen related previous studies as related to this study.

The first researcher was Isnaeni (2016) in the research *Child Labor in Charles Dickens' Oliver Twist Novel* used sociological approach in her research and found out that there are 4 forms of Child labor that figured out from analysing the data in the novel *Oliver Twist*, and the researcher also found 3 effects of child labor that exist in the novel. The forms were first Domestic work. Second, working in industries. Third, slavery and forced labor. And the last was child trafficking. While for the effects of child labor the researcher found 3 effects namely, first, physical Injuries and Mutilations. Second, growth deficiency. And the third was exhaustion, malnutrition and famine.

Both Isnaeni's research and the researcher's topic are talking about child abuse problem in Charles Dickens' *Oliver Twist* and also used the same approach. Isnaeni found out the general form and effect of child labor in *Oliver Twist* novel whereas, the researcher tried to find out the prevention of child abuse in *Oliver Twist* novel.

The second researcher was Subuhi (2017) in the research *Portrayal of Child Abuse and Social Crime in Oliver Twist* found out that Child Abuse and Social Crime are inter-related as the former is the consequence of the latter. Society is largely responsible for the condition of its members. Charles Dickens exposed numerous social drawbacks in his novels. *Oliver Twist* is regarded as a Victorian Era text book of Child Abuse. As the novel progresses the drawbacks, of the workhouses and the underworld of the nineteenth century Victorian society, are exposed. The child protagonist experienced an extremely harsh life under very difficult conditions until he finally found a benefactor, (who later adopts him).

Subuhi's research did not discuss about the prevention of child abuse and crime in *Oliver Twist* novel which make it different from the researcher's study.

The third researcher was Estiyana (2016) in her research *Child Exploitation Reflected in Charles Dickens' Oliver Twist Novel (1838): A Sociological Approach* based on sociological analysis, she found out that Oliver was a major character who has to face exploitation in five

aspects such as social aspect, economic aspect, cultural aspect, religious aspect, and science and technology aspect based on *Oliver Twist* novel by Charles Dickens.

This research was different from previous related studies because it focused on the prevention of child abuse in *Oliver Twist* novel whereas the previous studies above did not analyze the prevention of child abuse in the novel.

B. Theoretical Framework

1. Elements of Novel

There are three intrinsic elements of novel. They are character, characterization, and setting that have relation to this research. The three elements are explained as follow:

a. Character

“A character is presumably an imagined person who inhabits a story although this simple definition may admit to a few exceptions” (Kennedy & Gioia, 2007:48). Kennedy and Gioia explained that if the story seems true to life, we generally find that its characters act in reasonably consistent manner and that author has provided them with motivation or sufficient reason to behave as they do. Forster (1974:30-31) states that a novelist can reveal problems in the novel if he or she can describe characters gently and naturally.

Based on the way to display it, character divided into two categories.

1) Flat character

A flat character has only one outstanding trait of feature or at most a few distinguishing marks, for example, the familiar stock character of the mad scientist, with his lust for absolute power and his crazily gleaming eyes (Kennedy & Gioia, 2007:48). It means the flat character is written with no improvement in the story. It is usually a character who is not too important.

2) Round character

Round characters present more facets than their authors portray them in greater depth and more generous detail. Such a round character may appear to us only as the character appears to the other characters in the story. If their views of the character differ, we will see the character from more than one side. In other stories, readers enter a character's mind and come to know the character through the character's own thoughts, feelings, and perceptions (Kennedy & Gioia, 2007:48). It means round character is a character that experiences changes and developments in personality. It makes the character more attractive and

moves the storyline. It is usually a character who is important in the story.

Based on the function, character divided into three categories:

1) Major Character

Major character performs the main story so it commonly becomes the focus of theme. Major character consists of protagonist and antagonist. He or she can be identified by looking into the complexity of his or her characterization. Thus the readers' attention is mostly given for the major character for the sake of the understanding the story of the novel (Henkle, 1977:92-93). In other words, major character is the character that mostly appear and dominant in the story.

2) Minor Character

Minor character is the character who have less or to support the main character, so it presence becomes so important (Nurgiantoro, 1998:176). It means minor character always almost flat or two dimensional characters. They have only one or two qualities. Their predominant is not balanced by an opposite quality. The character can be interesting or amusing in their own right, but they lack of depth.

3) Figurative Character

Figurative character is a character that is supporting the major and minor characters but the frequency and insolvent in the story are not the same as minor character has (Nurgiantoro, 1998:176). In other words, figurative character existed in the story as a helper character to complete the storyline.

b. Characterization

Character has different meaning with characterization. A characterization is the means by which writer presents and reveals character. The method of characterization is narrative description with explicit judgment. We are given facts and interpretive comment. The characterization also reveals characters by letting us enter their consciousness, telling us what character think and feel. Characterization is the process of creating character in fiction. The manners of describing can be done through the events, author direct statement, conversation, and though statement from other characters (Rohrberger & Woods, 1971:20). In other words, characterization is the way a writer shows a clear imagination of a person or something in the story.

According to Suharto (2015:50), there are three methods of characterizations that each has advantages and disadvantages. The three methods are as follows:

1. Analytical Method or Direct Method

Author through the narrator describes the characteristics, desires, thoughts, and feelings of the characters with direct comments about the character. The mechanical way is simple and economical but does not encourage the reader's imagination. Readers are not stimulated to form the depiction of the characters (Hudson in Suharto, 2015:50-51).

2. Indirect Method or Dramatic Method

Character can be concluded by readers from thoughts, conversations and behavior of character who is presented by author through narrator. The character can also be concluded from the physical appearance of the characters, from the description of the environment, as well as from the opinions and conversations of the other characters about the main character. This method is more alive and encouraging the reader to infer characters (Panuti-Sudjiman in Suharto, 2015:51).

3. Contextual Method

Character can be inferred from the language that used by narrator refers to characters (Kenney in Suharto, 2015:51).

c. **Setting**

“Setting is environment; and environment, especially domestic interiors, may be viewed as metonymic, or metaphoric, expressions of character. Setting may be the expression of a human will, if it is a natural setting, be a projection of the will. Again, setting may be the massive determinant that environment viewed as physical or social causation, something over which the individual has little individual control” (Warren & Wellek, 1970:221).

According to Kenney as cited in Suharto (2015:54) setting includes the depictions of geographical location, including topography, scenery, until the details of the equipment of a room; work or the daily grind of the characters; the validity of events, period of history, the season; religion environment, moral, intellectual, social, and emotional of the characters. (Suharto, 2015:54-55). Hudson divided setting into two, which are the social setting and the physical or material setting. Physical or material setting is including place, time, and physical nature around the characters, whether social setting is including

a depiction of the state of society or a particular social group, the habits that applied at a particular place and time, a view of life, attitude to life, customs, and anything that underlie an event.

In other words, setting refers to time, place, physical nature around the characters, and anything that underlie an event in story.

2. Social Background

This research will be taking the social background of England in Victorian period.

a. Social Class in Victorian Era

Victorian Britain was a deeply classed society that everyone was aware of class, admitted that it was meaningful social reality, and identified themselves as a member of class. Class can refer to people's income levels: to their relationship to the means of production whether they enjoyed the profits of the process in which they were involved, or were paid a wage that did not reflect their entire contribution. In Victorian Britain class is related to, but not defined by, income, which tells us how much money people had, but not how or where they spent it. Some upper working class families have higher incomes than some lower middle-class families, but did not consider themselves as middle class (Steinbach, 2012:114-115).

In particular, British society was fiercely hierarchical. Hierarchy was one aspect of class, and class was one aspect of hierarchy. People believed that society was organized hierarchically, so that some groups and individuals had more wealth than others and had power over others. People at all levels of society believed that the rich and the poor were different beings (Steinbach, 2012:115).

In other hand, David Cody (2002) stated that class is a complex term in use since the late eighteenth century, and used in many different ways. Different social classes can be distinguished by inequalities in such areas as power, authority, wealthy, working and living conditions, lifestyles, life span, education, religion, and culture.

Furthermore, Steinbach (2012:115) said that although class remains complex, most Victorianists hew three classes, as follow:

1. The Working Class

The working class was the majority of the population, but was ignored by historians for many years prior to the 1960s. Although working class people were often seen by those above them in the social hierarchy as uneducated, unrefined, and passive victims of their fates, in fact the working class had a thriving and class specific culture and a high degree of agency. More than anything, working class Victorians were engaged in a

daily struggle not only to survive but to do so with dignity.
(Steinbach, 2012:118-119).

2. The Middle Class

According to Steinbach (2012:124) middle class Victorians were educated and literate, and so left many written sources because they tended to form and join a wide variety of clubs and voluntary associations, they have minutes of meetings, newspaper coverage of public lectures, and other records.

Middle class men worked, but they did not do manual labor, eschewing dirty or physical work as working class, and priding themselves on the fact they dressed nicely for work. Middle class work was of higher status than working class work not only because it was not manual but because it required education. Ideally middle class women were not supposed to earn money. This stricture was observed far more closely in the middle than in the working class, but, for those without family support or a husband, work was a necessity, and even those who did not need money often wanted purposely employ (Steinbach, 2012:124-125).

3. The Upper Class

The upper class was probably the smallest, wealthiest and powerful in Europe. In theory, the upper class was open to

newcomers, since anyone with money could buy land, and the Queen could create a peerage for anyone she chose. In practice, however, the vast majority of new Victorian peerages were given to members of the gentry, so there was little dramatic upward mobility. Upper class children were almost always educated at home, by governesses and, for boys, by tutors (Steinbach, 2012:128-129).

b. Child Abuse in Victorian Era

David Cody (2002) stated that the shameful practice of child labor should have played an important role in the Industrial Revolution from its outset is not to be wondered at. The displaced working classes, from the seventeenth century on, took it for granted that a family would not be able to support itself if the children were not employed. The children of the poor were forced by economic conditions to work, as Dickens, with his family in debtor's prison, worked at age 12 in the Blacking Factory.

According to David Cody (2002), in 1840 only twenty percent of the children of London had any schooling, a number which had risen by 1860, when half of the children between 5 and 15 were in some sort of school, if only a day school or a Sunday school; the others were working. Many children worked 16 hour days under atrocious conditions, as their elders did. Ineffective parliamentary acts to regulate the work of workhouse children in factories and

cotton mills to 12 hours per day had been passed as early as 1802 and 1819. After radical agitation, notably in 1831, when “Short Time Committees” organized largely by Evangelicals began to demand a ten hour day, a royal commission established by the Whig government recommended in 1833 that children aged 11-18 be permitted to work a maximum of twelve hours per day; children 9-11 were allowed to work 8 hour days; and children under 9 were no longer permitted to work at all. This act applied only to the textile industry, where children were put to work at the age of 5, and not to a host of other industries and occupations.

3. Child Abuse

According to the definition stated by the World Health Organization (WHO) in the year 1985, an intended or unintended act by an adult, society or country, which adversely affects a child’s health, physical growth, or psychosocial development, is considered as child abuse. In other words, abuse is defined as intentionally using physical force directly, or by threat against oneself, another person, a group or a society in a way that ends or might probably lead to injury, death, psychological trauma, developmental disorder or loss. Abuse does not only include physical conducts, but also attitudes and behaviors that could harm children’s sexual and emotional health and limit their development.

With respect to the type of treatment a child is subjected to, the causes of these treatments and their impacts on the child, child abuse is categorized as physical, sexual, economic or emotional abuse (Taner & Gokler, 2004). These different forms of abuse and neglect has become a public health issue affecting the society, social institutions and organizations, legal systems, educational systems and businesses, as well as, families (Hedin, 2000).

- a. Physical abuse is using physical aggression as a means of threatening, intimidation and discipline. Hitting with an object, kicking, punching, slapping, pushing and shaking a person are all forms of physical abuse. Physical abuse is the easiest type of abuse to define and identify (Beitchman et al, 1992).
- b. Sexual abuse is using sexual activity as a means of threatening, intimidation and control. Sexual abuse can be physical or verbal. Exposing a child to sexual language, rape with or without consent, using a child in pornography or for prostitution, displaying pornographic materials, indecent exposure, physical contact with a child's genitals, and inducement or coercion of a child to touch an adult's genitals are all considered as sexual abuse (Beitchman et al. 1992).
- c. Economic abuse is depriving a person of the financial means required to maintain or sustain his/her life. Forcing a child into labor and seizing his/her earnings due to the financial difficulties the

family experiences, in consequence of having a high number of children, urban migration or any other reason is considered as economic abuse (Gokce, 2010).

- d. Emotional abuse refers to the behaviors of adults surrounding the child that damages the child's personality or inhibits emotional development of the child through non-physical, but severe punishment or threats (Taner & Gokler 2004).

4. Preventing Child Abuse

Article 19 of the Convention on the Rights of the Child ratified by almost every country, pertains to children's right to protection from neglect and abuse (Gokler, 2002). For a physically and psychologically healthy generation, the issue of neglect and abuse should be tackled from a social level and solutions should be proposed as a society (Bildik, 2002).

All members of different professions involved either directly or indirectly with children, should work in harmony to ensure successful prevention, intervention and supervision. In Australia, a system consisting of physicians, nurses, police officers, social workers, judges, probation officers, teachers and members of other professions employed in child protection or responsible for abused children, works in harmony for the protection and care of traumatized children and children at risk. Coordination eliminates

discrepancies in practices and ensures effective implementation. All practices throughout the country should be non-conflicting. Coordination is critical for the effective and systematic implementation of all practices. Furthermore, universities, relevant public institutions and implementation areas, should work in harmony in the needs analysis and in the preparation of programs and practices, as well as in research. The significance and necessity of coordination in making effective policies should be emphasized (Mathias et al, 1995).

Children who are victims of abuse suffer from its effects for the rest of their lives. While the family environment is considered to be a place where children feel the safest, it is also where they are prone to a higher risk. Therefore, society, families and teachers should be informed about child discipline and abuse. For example, parents, teacher or members of different professions, providing services in cases of child abuse, should be informed through meetings or seminars, in order to educate children on how to protect themselves when faced with child abuse and how to say “no” (Ziyalar, 1999).

Fighting against neglect and abuse is the responsibility of each and every member of the society. Particularly, health professionals, social workers, as well as psychological counseling and guidance experts, should be more aware of the issue. Creating

more awareness among members of these professions, who should be supported in their efforts to provide counseling services to neglected or abused children, is integral in identifying families more disposed to commit child neglect and abuse (Keskin & Cam, 2005).

Stress in the family is one of the causes of child neglect and abuse. Solutions for coping with family stress can be better and easily proposed after identifying whether the stress is economic or social. Training activities for neglect and abuse prevention involve the identification of people at risk, provision of counseling and protective services, in addition to conflict and stress management training (Keskin and Cam, 2005).

Children who are victims of abuse experience losses in various domains. The most severe and irreparable is the loss of childhood. Loss of self-confidence, and desperation, severely affect the lives of these children. They suffer from chronic depression and anxiety. Therefore, a comprehensive posttraumatic program must be developed for both the child and the family.

The good news is child abuse and neglect are preventable. While child maltreatment is a complex problem rooted in poor relationships and environments, research suggests effective intervention strategies are targeted at all levels of societal culture, community involvement, relationships among families and neighbors, and individual behaviors. Such effective prevention

strategies focus on modifying policies, practices, and societal norms to create safe, stable, nurturing relationships and environments. A strong public health approach to prevention requires an understanding of risk factors that lead to maltreatment, as well as an understanding of the protective factors that help buffer children from risk and adversity.

According to Oklahoma State Department of Health, protective factors instilled in families and communities can insulate children from the long-term effects and prevent child maltreatment. When in place, protective factors help mitigate the risk factors that contribute to maltreatment. These protective factors include:

- a. Parental Resilience: No one can eliminate all stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.
- b. Social Connections: Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and offer opportunities for people to "give back", an important part of self-

esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

- c. Concrete Support in Times of Need: Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment, and help family members get through the crisis.
- d. Knowledge of Parenting and Child Development: Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children in a positive light and promote healthy development. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.
- e. Social-Emotional Competence of Children: A child's ability to interact positively with others, regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both

parents and children can head off negative results and keep development on track.

5. Lucien Goldman's Genetic Structuralism

Genetic structuralism was emerged as a reaction from classic structuralism that only analyzes the intrinsic elements of literary and disregards other background such as the author's background and historical background. By understanding literary text, and disregarding author as the meaning giver will be incomplete and loose the identity and values that has been used by the author in the certain social and cultural condition of society.

Genetic Structuralism was developed by Lucien Goldman in 1960s. It talks about the relationship between literary works and society. Goldman believes that a literary work is a structure. This structure is not static, but as a product of structure progress and restructure process conducted by the society where the literary works were created. It means that literary work is a structure that formed as the result of historical process. Goldman's theory affirms that the texts are based on transindividual subject who becomes a part of certain class. Genetic Structuralism includes genetic factors in the literary works. Genetic means the origins of literary works. The factors are about the author and the historical background of the author's works. In addition, this theory also includes the social structure in the study that makes this theory

dominant in a certain period. Consequently, Goldmann's theory relates to the human's creation and the social condition in certain time. From that statement, it can be concluded that a study of literary work cannot be separated from the totality of life of people and its socio historical relationship.

The structures represent the author's world view, not as the individual subject, but as the part of the group of certain society (Teeuw, 1984: 153). Literary works can be understood from the genetic side of the background of the certain social structures. It means that the author as the trans-individual subject and the historical background of their works have to be analyzed by the researcher. Genetic structuralism theory focuses on the study of intrinsic and extrinsic elements of literary works. It examines the structure of literary works and the background of the social life of the authors as a part of a particular community. The study of Genetic Structuralism starts from the study of intrinsic element (unity and coherence) as the basic data. Furthermore, research will connect the various elements of society to reality. The work is seen as a reflection of the age which can reveal the social, cultural, political and economic aspects. Those will give the abstraction of the author's worldview.

Goldmann argues that literature is as the expression of a world view through a social groups of the authors and objects

created by the author. The important events at that time will be directly connected to the intrinsic elements of the literary works. Goldmann gives three formulation study of Genetic Structuralism, those are:

1. The concept of collective consciousness.
2. Social history reality.
3. The structuring process from the fact of individual and social group (Goldmann, 1980: 56).

Simply, Genetic Structuralism analysis can be formulated in three steps. The first one is the researcher starts the analysis from the intrinsic elements of the novel. The second one is finding the social background and cultural life of the author, because it is part of a particular community. The last one is finding social and historical background of the author's works. Goldman argues that "The literary works is critical insofar as it displays the author's creativity and originality in his relation to society" (Goldmann, 1980: 24). Originality refers to socio-historical context. It means that Genetic Structuralism is not only to find the structure in the novel but also the structure of the society. It means that the social background which makes the literary work is created as the extrinsic elements must be considered. The structures mentioned above have relation with why the literary work is produced and what is the literary work represented.

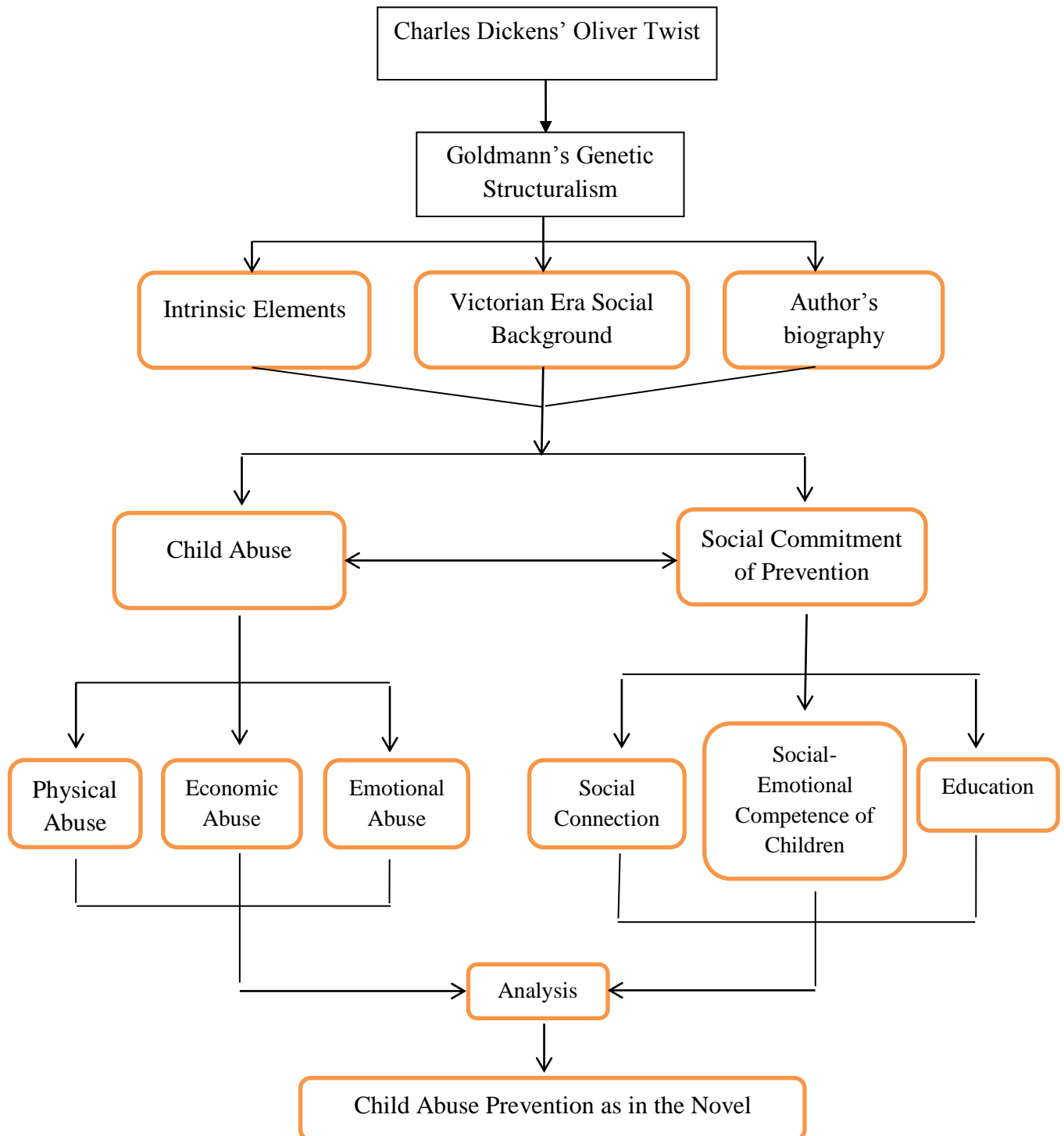
Jobrahim (2014, 81-82) stated that research with using genetic structuralism can be simply formulated as follow:

- 1) The research must be started in intrinsic aspects of literary work.
- 2) Examine the background of social life of author because it is part of certain community class.
- 3) Examine the background of social and history that support the condition of literary work.

As the need of this study, the genetic structuralism is applied in this study. It is due to the range of the discussion is about social phenomenon which is reflected in one of literary work Dickens' *Oliver Twist*. Hereby, this study uses the genetic structuralism as umbrella of overall analysis toward The *Oliver Twist* novel. This study analyzes the prevention of child abuse in England as Dickens' *Oliver Twist* illustrates.

C. Conceptual Framework

The following scheme will be the procedure of data analysis:



CHAPTER III

METHODOLOGY OF RESEARCH

This chapter consists of research method, source of data, procedure of collecting data, and technique of analyzing data

A. Research Method

In this research the researcher used descriptive analysis method. "The descriptive analysis method is describing the facts then followed by the analysis to give explanation and comprehension" (Calderon & Gonzales, 1993). As in this research, descriptive analysis is used to describe the main character in the Charles Dicken' *Oliver Twist*.

B. Source of Data

The data of this research are divided into two categories, as follows:

1. The primary data of this research is obtained from *Oliver Twist* novel by Charles Dickens.
2. The secondary data of this research is taken from library and internet uses, journals, and articles.

C. Procedure of Collecting Data

The quality of a study depends on the data that collected. This makes data collection important as a part of the research process because. Miles says that "during the analysis in the time range of data

collection, the researchers moved, go and back between examines data which have been obtained and reviewed in order to obtain a higher quality of data” (Siswantoro, 2010:74).

The procedure of collecting data that is used by the researcher, as follows:

1. Reading and comprehending the story of Charles Dickens’ *Oliver Twist*.
2. Taking notes to gain a clear description about the characters as the object of the analysis.
3. Identifying the words, phrases, sentences and statements in the novel which relate to child abuse.
4. Collecting data that required include author’s biography and social background of the novel taken from library and internet uses.
5. Identifying which data relate to the research and make some notes that relevant to the research.
6. Analyzing the collected data and draw a conclusion to solve the research questions.

D. Technique of Analyzing Data

Procedure of analyzing data in this research used Goldman’s genetic structuralism approach. It intends to found out the prevention of child abuse in Dickens’ *Oliver Twist*.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the presentation of the findings and discussion upon the data found after identifying the source of data.

A. FINDINGS

In this part, the researcher began to present the data that have been found in *Oliver Twist* novel by Dickens.

After analyzing the novel, the researcher found some findings as follows:

1. Child Abuse in Dickens' *Oliver Twist*

In analyzing *Oliver Twist* novel, the researcher got some forms of child abuse in Dickens' *Oliver Twist* novel. There were divided into four forms namely physical abuse, sexual abuse, economic abuse, emotional abuse.

a. Physical Abuse

Oliver Twist is the main character in the novel. He is an orphan born in a workhouse, and he is between nine and twelve years old when the main action of the novel occurs. Though treated with cruelty and surrounded by coarseness for most of his life, he is

a pious, innocent child, and his charms draw the attention of several wealthy benefactors.

The first physical abuse is clearly presented by Dickens in the beginning of the story.

Be this as it may, however, it was his ninth birthday, and he was keeping in the coal-cellar with a select party of two other young gentlemen, who, after participating with him in a sound thrashing, had been locked up after therein for atrociously presuming to be hungry, [...] (Dickens, 1992:6-7).

Oliver was born in a workhouse, his mother died there the day he was born. Oliver became a parish child. After his birth, he was sent out to live with an old lady (Mrs. Mann). Oliver trained to live on almost nothing. So, he seems so thin. His face is looked so pale because he is in a big hunger. Oliver and his friends had been beaten and locked up for complaining of hunger in Oliver's ninth birthday.

After experiencing this bad treat, other physical abuses happened in the story when Oliver lived in Mr. Sowerberry house:

To do him justice, he was, as far as his power went—it was not very extensive—kindly disposed towards the boy; perhaps, because it was his interest to be so; perhaps, because his wife disliked him. The flood of tears, however, left him no resource; so he at once gave him a drubbing, which satisfied even Mrs. Sowerberry herself, and rendered Mr. Bumble's subsequent application of the parochial cane, rather unnecessary. (Dickens, 1992:44).

Oliver makes Mrs. Sowerberry and Mr. Bumble angry, because Oliver hits Noah after Noah teases Oliver by mocking his mother. Mrs. Sowerberry tries to stop it, but she can't because Oliver has deep of anger. Oliver was beaten by Mr. Sowerberry after knowing this situation. He liked Oliver but his wife was angry and Mr. Bumble looked very strict so he had no choice but to take Oliver out of the cellar and beat him. This beating was followed by another one from his wife, who then sent Oliver into a back room for the rest of the day.

After run away from Mr. Sowerberry's house to London, Oliver met Dodger who introduced him to Fagin, a protagonist character in the novel who teaches a group of children to do pickpocket. In Fagin's place, Oliver was taught to play a game to quietly take a handkerchief form Fagin. At first, Oliver enjoyed the game because he did not realize that he was actually taught to steal. After qualified in stealing handkerchief from Fagin, Oliver then sent outside along with two other children which are Artful Dodger and Charley Bates. In the failure of Dodger and Bates' mission steal, Oliver also experienced physical abuse as the quotation below:

Oliver lay, covered with mud and dust, and bleeding from the mouth, looking wildly round upon the heap of faces that surrounded him, when the old gentleman was officiously

dragged and pushed into the circle by the foremost of the pursuers.

'Yes,' said the gentleman, 'I am afraid it is the boy.'

'Afraid!' murmured the crowd. 'That's a good 'un!'

'Poor fellow!' said the gentleman, 'he has hurt himself.'

'I did that, sir,' said a great lubberly fellow, stepping forward; 'and precious I cut my knuckle agin' his mouth. I stopped him, sir.' (Dickens, 1992:62)

Oliver gets a punch on the mouth for stopping his escaping of the people who had accused Oliver as the thief. After that the gentleman also drag and push forward him to identify Oliver.

b. Economic Abuse

The following quotes are the evidences of economic abuse that illustrated in novel.

Covering by poverty, Oliver starts his life in a infarm house with the cruel old woman. Afterwards, Mrs. Mann, the old woman covertly corrupts the costs which is provided to that child by pretending that all are going to be normal.

[...] that Oliver should be farmed or in other words, that he should dispathced to a branch-workhouse some three miles-off, where twenty or thirty other juvenile offeders againts the poor-laws, rolled about the floor all day, without inconvenience of too much food or too much clooting, under the parental superintendence of an elderly female, who recieved the culprits at and for the consideration of seven pence-halfpenny per small head per week is a good round diet for a child; (Dickens, 1992:5).

The quotation above shows that the children must work by having very low wages and of course their living without proper clothes and food.

At the workhouse Oliver met the board. They quickly decided he was a fool. Oliver had been frightened and so did not answer his name clearly enough for them. He was told to start work early the next morning. The quotation is as follow:

'Well! You have come here to be educated, and taught a useful trade,' said the red-faced gentleman in the high chair. **'So you'll begin to pick oakum to-morrow morning at six o'clock,'** added the surly one in the white waistcoat. (Dickens, 1992:10-11)

Although the board never met him before, they quickly decide him as a fool boy. They told Oliver to start working early in the morning. This action is advantages the board economically by employing children.

Another economic abuse that exist in the novel shows in the following quote:

Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words. Five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling. (Dickens, 1992:14).

The quotation above showed that Oliver will be sold to anybody who wants an apprentice plus five pounds freely. It can be

seen that Oliver wanted to be given freely to anybody. Mr. Bumble intended to give away Oliver because he was suspected as a child who ate a lot after 'asking for more food' incident. And as a child he was exploited as a labour who have to responsible to what he has to do.

'Well,' said the old gentleman, 'I suppose he's fond of chimney-sweeping?'

'He doats on it, your worship,' replied Bumble; giving Oliver a sly pinch, to intimate that he had better not say he didn't.

'And he will be a sweep, will he?' inquired the old gentleman.

'If we was to bind him to any other trade to-morrow, he'd run away simultaneous, your worship,' replied Bumble. (Dickens, 1992:19)

The quotation above showed Oliver will be employed as chimney sweeping by the old gentleman. And Mr. Bumble convinced the old gentleman that Oliver fond of chimney sweeping. It related to economic abuse because chimney sweeping include work in industries. He forced to work for other's financial difficulties.

When little Oliver was taken before 'the gentleman' that evening; and informed that he was to go, that night, as general house-lad to a coffinmaker's; and that if he complained of his situation or ever came back to the parish again, he would be sent to sea, there to be drowned, or knocked on the head, as the case might be, he evinced so little emotion, that they by common consent pronounced him a hardened young rascal, and ordered Mr. Bumble to remove him forthwith. (Dickens, 1992:25).

The quotation above showed the form of economic abuse since Oliver will be sold by his master. He will be employed as general house-lead to a coffin-maker's. If he does not, he will be sent again in workhouse. From this data the researcher put it as an economic abuse because Mr. Bumble as Oliver's master wanted to sell him since he wants to get money.

Other quotes about economic abuse that illustrated in the novel is as follows:

The month's trial over, Oliver was formally apprenticed. It was a nice sickly season just at this time. In commercial phrase, coffins were looking up; and, in the course of a few weeks, Oliver acquired a great deal of experience. The success of Mr. Sowerberry ingenious speculation, exceeded even his most sanguine hopes. (Dickens, 1992:36).

The quotation above explained that Oliver was offered by Mr. Bumble to Mr. Sowerberry employed as undertaker or servant in Mr. Sowerberry's shop. It can be seen *Oliver was formally apprenticed*. Oliver always work for his master without getting any salary from what he has done. And he does not know also what he must do or order by his master.

The following economic abuse that Oliver experienced in the novel when he lived with Fagin:

'I suppose,' said the Jew, fixing his eyes on Oliver, 'you want to know what you're going to Bill's for—eh, my dear?

[...] 'why, do you think?' inquired Fagin, parrying the question. 'Indeed I don't know, sir', replied Oliver[...]

[...] after meditating for a long time, concluded that he had been selected to perform some ordinary menial offices for the housebreaker, until another boy, better suited for his purpose could be engaged [...] (Dickens, 1992:128-129).

The quotation above explained about Fagin as Oliver's master make Oliver to do 'a little job' namely burglarize a home. But for make Fagin's plan successful, he brought Oliver to meet Bill Sike at Bill Sike's home because Bill Sike need a little worker to thief a fancy home and Oliver is appropriate with this job. As a slave Oliver can't deny his master order. If he deny he will be punched or do not feed. Oliver does not have power to ignore have to follow the order despite it is a bad order.

c. Emotional Abuse

The main character in the novel also abused emotionally. The following quotations are the evidence of emotional abuse as it shows in the story:

[...] With the slice of bread in his hand, and the little brown-cloth parish cap on his head, Oliver was then led away by Mr. Bumble from the wretched home where one kind word or look had never lighted the gloom of his infant years. And yet he burst into an agony of childish grief, as the cottage-gate closed after him. (Dickens, 1992:9)

Oliver sent into Workhouse in the age ninth, and there he experienced dark days in his lifetime.

After making mistake in the workhouse for asking for more food, Mr. Bumble then tried to find someone who want to take Oliver as it shows in the following quotes:

‘The kind and blessed gentleman which is so amny parents to you, Oliver, when you have none of your own: are a going to ‘prentice you: and to set you up in life, and make a man of you: although the expense to the parish is three pound ten!—three pound ten, Oliver!—seventy shillins—one hundred and forty sixpences!—and all for a naughty orphan which nobody can’t love.’ (Dickens, 1992:18)

From the quotation above, Mr. Bumble abused Oliver emotionally or psychologically by telling him that he will be sold to anybody who wants him.

Another quotation about emotional abuse as it shows in the novel happened in the event below:

He thought about what he had been told if he complained. He would be sent to sea. To be sent to sea in Oliver’s time meant the captain could log him to death or knock his brains out with an iron bar for even a very small mistake. With these thoughts in his head Oliver entered the undertaker’s shop. It was closing time. (Dickens, 2000:11)

Oliver had been told if he complains, he will be sent to the sea. And he really knew what does “to be sent to the sea” mean. Then because of his complaining of hunger to Mrs. Mann, he is sent out to Mr. Bumble. And now, he is leased to Mr. Sowerberry with the same reason. He feels so scared to complain of food for the next time.

2. Prevention of Child Abuse in the Novel

After Analyzed Dickens' *Oliver Twist*, the researcher found out the data illustrated in the novel related to the child abuse prevention as follows:

a. Social Connection (Friends, Family Members, Neighbors and Community Members)

Kind people around Oliver have important role in protecting him from any form of abuse. The following quotation shows the existence of good people around him as Mrs. Bedwin say:

'Never mind me, my dear,' said the old lady; 'I'm only having a regular good cry. There; it's all over now; and I'm quite comfortable.'

'You're very, very kind to me, ma'am,' said Oliver.

'Well, never you mind that, my dear,' said the old lady; 'that's got nothing to do with your broth; and it's full time you had it;[..] (Dickens, 1992:72).

The other important character who protected Oliver from abuse was Nancy, a member of Fagin's gang and the lover, and eventual victim of Bill Sikes. She jumps to Oliver's defense when Fagin wants to beat him. The event occurs as the following quote:

The Jew inflicted a smart blow on Oliver's shoulders with the club; and was raising it for a second, when the girl, rushing forward, wrested it from his hand. She flung it into the fire, with a force that brought some of the glowing coals whirling out into the room.

'I won't stand by and see it done, Fagin,' cried the girl. 'You've got the boy, and what more would you have?—Let him be—let him be—or I shall put that mark on some of you,

that will bring me to the gallows before my time.’ (Dickens, 1992:104)

Nancy is also the one who report the crime committed by Fagin and his gangs to Rose and admit her mistakes as it shows in the following quotes:

‘Do not think of that. Tell me why you wished to see me. I am the person you inquired for.’ [...]

‘Because,’ said the girl, ‘I am about to put my life and the lives of others in your hands. I am the girl that dragged little Oliver back to old Fagin’s on the night he went out from the house in Pentonville.’ (Dickens, 1992: 262-263)

She goes to visit Rose Maylie, and entrusts her with the information, but only after asking Rose to promise never to use the information to have Fagin, Sikes, or any other member of the gang arrested.

b. Social-Emotional Competence of Children

Oliver as one of the abuse victims in the novel, for the first time stand for himself to say “No” as Mr. Bumble tell him that is he not afraid of the man. The event happened as it shows in the following quotation:

‘Oliver!’
‘Come; you let me out!’ replied Oliver, from the inside.
‘Do you know this here voice, Oliver?’ said Mr. Bumble.
‘Yes,’ replied Oliver.
‘Ain’t you afraid of it, sir? Ain’t you a-trembling while I speak, sir?’ said Mr. Bumble.
‘**No!**’ replied Oliver, boldly.

An answer so different from the one he had expected to elicit, and was in the habit of receiving, staggered Mr. Bumble not a little. He stepped back from the keyhole; drew himself up to his full height; and looked from one to another of the three bystanders, in mute astonishment. 'Oh, you know, Mr. Bumble, he must be mad,' (Dickens, 1992:42-43).

c. Education

The following quotations are the evidences of how Dickens showed the child abuse prevention through education in the plot of the story:

Thus encouraged, Oliver tapped at the study door. On Mr. Brownlow calling to him to come in, he found himself in a little back room, quite full of books, with a window, looking into some pleasant little gardens. [...]

[...] 'A great number, sir,' replied Oliver. 'I never saw so many.' 'You shall read them, if you behave well,' said the old gentleman kindly; 'and you will like that, better than looking at the outsides,--that is, some cases; because there are books of which the backs and covers are by far the best parts.' (Dickens, 1992:85)

Although Brownlow's study is filled with books, Oliver is not allowed to indulge in the pleasure of reading for its own sake. The habit of reading is encouraged only when it leads to a certain vocation to earn one's livelihood.

[...] and at night, Oliver read a chapter or two from the Bible, which he had been studying all the week, and in the performance of which duty he felt more proud and pleased, than if he had been the clergyman himself.

[...] to which Oliver (who had studied this science also, under the same master, who was a gardener by trade,) applied himself with hearty good-will, until Miss Rose made her appearance: when there were a thousand commendations to be bestowed on all he had done. (Dickens, 1992:208-209)

Oliver reads and learns a lot of thing in Mr. Brownlow house.
He felt happy for that situations.

B. DISCUSSION

In this part, the researcher discussed the data analysis that had been found in the novel. The researcher described the form and the prevention of child abuse then followed by analysis using Lucien Goldmann's genetic structuralism approach. The researcher used the approach as the basis in analyzing the data presented at findings.

1. The Form of Child Abuse in Dickens' *Oliver Twist*

From data that the researcher found by reading Dickens' *Oliver Twist*, the researcher only found 3 forms of Child Abuse namely, physical abuse, economic abuse and emotional abuse.

Dickens' characters are representations of the actual world as Rosenberg remarks: "the best Dickens' characters are examples of verisimilitudinous representation" (1992:147). Dickens characters are not only representations of the world, but also reflections of existent beings. Therefore, his child characters represent real children with actual experiences and backgrounds such as poverty, orphanage, neglect and deprivation of education. Most of these children were orphans who were taken from workhouses and they could be apprenticed by the factory owners as Mill stated that "To encourage factory owners to take workhouse children, people like Greg were paid

between two pounds and four pounds by the workhouse for each child they employed” (Mill, 2008:5).

Dickens begins the story with the criticism of the place and situation surrounding the birth of his central character, Oliver Twist. He does so to highlight, right at the very beginning, how morality or ideology could be considered a very shaky concept in those days. He immediately goes ahead and shares with the readers the manner of upbringing of the protagonist. He says that the Parish authorities, upon learning that the workhouse where Oliver was born, lacked certain means necessary for his nurture and care, “magnanimously and humanely resolved, that Oliver should be 'farmed,' or, in other words, that he should be dispatched to a branch-workhouse some three miles off, where twenty or thirty other juvenile offenders against the poor-laws, rolled about the floor all day, without the inconvenience of too much food or too much clothing” (Dickens, 1992:8).

The physical abuse was clearly presented by Dickens from the early chapters of the novel. In his ninth birthday, Oliver locked in the coal cellar with his two friends after got beaten. Not only once but Oliver and friends experience physical abuse in the workhouse especially when Oliver ask for more food after supper, he immediately beaten. He was then accused as an unwanted young rascal.

Child abuse in the form of economic abuse such as chimney sweeping was incredible common in the Victorian era when Dickens lived. The industrial revolution had just started to really get going but there were yet few regulations regarding safety and working environment. The capitalistic system turned manufacturing into a competition for selling most merchandise to the lowest prices (Elbe, 2014:74-75). After that cruel event, Oliver would have been taken away by a chimney-sweep, Mr. Grimwig, but the kind-hearted old magistrate saw his pale and terrified face. On being asked by the gentleman if he would like to go with Mr. Grimwig, Oliver immediately refused and the kind words spoken by the old magistrate drove him to tears. Since his birth he had never heard a single word of kindness. For the first time he experienced sympathy. The pitiful outburst of Oliver enkindled feeling of compassion and sympathy in the old gentleman thus preventing him to sign the papers. The indenture was cancelled and Mr. Bumble was instructed to treat the boy with kindness.

During the Victorian period, most of the lower class members of the English society were marred by poverty such that children from the poor families were either forced, or felt obliged to work in the factories in order to supplement the family's income. One should also note that "economic conditions forced poor children into working, sometimes as hard and long as their parents" (Cody, 2002). As in the story of Dickens' *Oliver Twist*, the main character frequently got economic

abuse, such as at the workhouse Oliver met the board. They quickly decided he was a fool. Oliver had been frightened and so did not answer his name clearly enough for them. He was told to start work early the next morning. Then, Oliver will be employed as chimney sweeping by the old gentleman. And Mr. Bumble convinced the old gentleman that Oliver fond of chimney sweeping. It showed the form of economic abuse since Oliver will be sold by his master. And also he will be employed as general house-lead to a coffin-maker's in Mr. Sowerberry house.

Not only physical and economic abuse, Oliver was also undergoes emotional abuse. He was so scared complaining in the workhouse. He was threatened to be sent to the sea if he protested. It can be indicated that Oliver undergoes stressful because he can do nothing but to obey every command he got.

2. The Prevention of Child Abuse as Illustrated in Dickens' *Oliver Twist*

Dickens through the *Oliver Twist* novel illustrated how child abuse can be prevent by the events he poured in the plot of the story.

In the Victorian era, children were simply not supposed to oppose adults, and through this situation Dickens uses Oliver as a figure of resistance since Oliver does not only oppose an adult, but he voices the injustice and misuse that the system puts all the poor

children through. The system, in the shape of Mr. Bumble, asks if the children are not afraid, and the children, through Oliver, answer “No!”. Oliver refuses to acknowledge the power that the system holds, and thus refuses to accept the system as it is. That event shows how social-emotional competence of Oliver to prevent himself from child abuse.

Social connection (friends, family members, neighbors and community members) also take part in preventing child abuse that illustrated in *Oliver Twist*. In Brownlow’s and the Maylies’ houses, Oliver treated well and far from child abuse. Their houses are the purified space which affords protection against the corrupting influence of the criminal world of Fagin and Sikes. Being taken there in an enfeebled state, either because of illness or injury, Oliver is nursed by female characters such as Mrs. Bedwin, Rose, and Mrs. Maylie with “a kindness and solicitude that knew no bounds” (Dickens, 1992:71). In the sickbed he re-experiences infancy, receiving motherly love and sympathy, which he has been craving for all the time but never received in the workhouse.

Another important role in the novel is Nancy who is fiercely protective of Oliver and harbors a great deal of motherly affection and pity for him, tries to prevent him from being kidnapped a second time, after Oliver has finally managed to find safety in the household of the Maylie family, whom Sikes tried unsuccessfully to rob. She gives Rose

Maylie and Mr. Brownlow, Oliver's benefactor, information about Oliver's evil half-brother Monks, who is in league with Fagin. However, she has managed to keep Bill's name out of it. Nancy commits one of the most noble acts of kindness in the story when she ultimately defies Bill, in order to help Oliver to a better life, and she is subsequently martyred for it. Her character represented Dickens' view that a person, however tainted by society, could still retain a sense of good and redeem for past crimes but will surely be paid back for their bad deeds committed before.

Another important action to prevent child abuse that proposed in the novel is in the form of education. In the early nineteenth century, education was not accessible to the poor until the later half of the century when the Education Acts were implemented. Most of the pauper children were residents at the workhouse, where they did not receive formal education like the middle class offspring. The only education that the poor child received was either that of being beaten into submission by the workhouse authorities or employers: "In *Oliver Twist*, the reproach on children's education is extremely apparent. Oliver, when raised by Mrs. Mann almost receives no education at all. What he knows is only to obey "the elder lady" if Oliver hopes to escape from her cruel 'hands and sticks" (Jiang, 2006:21).

The education that the paupers received was that of apprenticeship only, meaning that they were taught about the trade

in which they were involved such as chimney sweeping, blacksmith or a locksmith. The Victorian society laid a clear cut boundary between the paupers and the children from middle class families who attended schools, and had governesses and tutors at home. Furthermore, in most parts of England there was no state-funded schooling available, especially for the poor, resulting in many of the lower class children not receiving any formal education or they attended evening school which was often not properly administered.

Charles Dickens is a writer who is very sympathetic towards his child character. He is personally aware of the abuse to which the children are subjected because of his own history of workhouse incarceration, which parallels Oliver's workhouse experience (James, 1981:89). This explains the pathos in his novels, surrounding the uneducated and deprived orphans whose loss of childhood is echoed through their physical abuse. Dickens' novels ultimately petition society to protect these assailed juveniles. However, the Victorian society is paradoxical because it perceived childhood as essential, yet most of its juveniles are not given the chance to safely experience growth and transition into adulthood. In addition, Gorham (1978:355) stated that "childhood had great symbolic importance, but many Victorians suffered from an uncertainty about the nature of childhood and the proper relationship of children to the structure of the family and the wider society. In the late Victorian period, many people who were

concerned about the welfare of children also found themselves uncertain about how the boundaries of childhood should be defined.”

In the Maylie household, Oliver learns reading and writing, the first step towards integration, and then the Bible, an essential part of Christian education, under the guidance of a village clergyman. Reading, writing and the Bible are not all that Oliver has learned at the Maylies’:

There was fresh groundsel [. . .] for Miss Maylie’s birds, with which Oliver: who had been studying the subject under the able tuition of the village clerk: would decorate the cages, in the most approved taste. When the birds were made all spruce and smart for the day, there was usually some little commission of charity to execute in the village; or failing that, there was rare cricket playing, sometimes, on the green; or failing that, there was always something to do in the garden, or about the plants, to which Oliver: who had studied this science also, under the same master, who was a gardener by trade: applied himself with hearty goodwill, until Miss Rose made her appearance. (Dickens, 1992:208-209).

Oliver is given some practical training to do various kinds of work including taking care of Rose’s birds, executing charity, and gardening, so that he might fit in whatever position in society in the future.

Instead of being abused, in the end of the story Oliver is more educated and lived a better life. It proves that education takes an important part in preventing child abuse in the society.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter provides conclusion and suggestion. After analyzing the forms and prevention of child abuse Dickens' *Oliver Twist*, the researcher makes some conclusions and suggestions as follows:

A. CONCLUSSION

Based on the analyzing of the data about child abuse in Dickens' *Oliver Twist* in the discussion, the researcher concluded that the child abuse and its prevention happened in the novel as follows:

1. The researcher found three forms of child abuse that illustrated in novel, namely, 1.) physical abuse, 2.) economic abuse, 3.) emotional abuse.
2. Dickens through *Oliver Twist* illustrated the prevention of child abuse in three ways which are 1. Social Connection (Friends, Family Members, Neighbors and Community Members), 2. Social emotional competence of the children, and 3. Education.

B. SUGGESTION

The researcher proposes some suggestions after finishing the research. The suggestions are as follows:

1. The researcher suggests to other researching conduct do next future research about prevention of child abuse, especially in literary world. It aims to explain and show that child abuse can be prevent in many aspect of study.
2. The researcher suggests the readers to aware more about child abuse that might be happened around us. So, as a new generation we can stop or prevent child abuse that still exist in the society.

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APPENDICES:

Biography of the Author

Charles Dickens was born on February 7, 1812, the son of John and Elizabeth Dickens. John Dickens was a clerk in the Naval Pay Office. He had a poor head for finances, and in 1824 found himself imprisoned for debt. His wife and children, with the exception of Charles, who was put to work at Warren's Blacking Factory, joined him in the Marshalsea Prison. When the family finances were put at least partly to rights and his father was released, the twelve-year-old Dickens, already scarred psychologically by the experience, was further wounded by his mother's insistence that he continue to work at the factory. His father, however, rescued him from that fate, and between 1824 and 1827 Dickens was a day pupil at a school in London. At fifteen, he found employment as an office boy at an attorney's, while he studied shorthand at night. His brief stint at the Blacking Factory haunted him all of his life — he spoke of it only to his wife and to his closest friend, John Forster — but the dark secret became a source both of creative energy and of the preoccupation with the themes of alienation and betrayal which would emerge, most notably, in *David Copperfield* and in *Great Expectations*.

In 1829 he became a free-lance reporter at Doctor's Commons Courts, and in 1830 he met and fell in love with Maria Beadnell, the

daughter of a banker. By 1832 he had become a very successful shorthand reporter of Parliamentary debates in the House of Commons, and began work as a reporter for a newspaper.

In 1833 his relationship with Maria Beadnell ended, probably because her parents did not think him a good match (a not very flattering version of her would appear years later in *Little Dorrit*). In the same year his first published story appeared, and was followed, very shortly thereafter, by a number of other stories and sketches. In 1834, still a newspaper reporter, he adopted the soon to be famous pseudonym "Boz." His impecunious father (who was the original of Mr. Micawber in *David Copperfield*, as Dickens's mother was the original for the querulous Mrs. Nickleby) was once again arrested for debt, and Charles, much to his chagrin, was forced to come to his aid. Later in his life both of his parents (and his brothers) were frequently after him for money. In 1835 he met and became engaged to Catherine Hogarth.

The first series of *Sketches by Boz* was published in 1836, and that same year Dickens was hired to write short texts to accompany a series of humorous sporting illustrations by Robert Seymour, a popular artist. Seymour committed suicide after the second number, however, and under these peculiar circumstances Dickens altered the initial conception of *The Pickwick Papers*, which became a novel (illustrated by Hablot K. Browne, "Phiz," whose association with Dickens would continue for many years). *The Pickwick Papers* continued in monthly parts through

November 1837, and, to everyone's surprise, it became an enormous popular success. Dickens proceeded to marry Catherine Hogarth on April 2, 1836, and during the same year he became editor of *Bentley's Miscellany*, published (in December) the second series of *Sketches by Boz*, and met John Forster, who would become his closest friend and confidant as well as his first biographer.

After the success of *Pickwick*, Dickens embarked on a full-time career as a novelist, producing work of increasing complexity at an incredible rate, although he continued, as well, his journalistic and editorial activities. *Oliver Twist* was begun in 1837, and continued in monthly parts until April 1839. It was in 1837, too, that Catherine's younger sister Mary, whom Dickens idolized, died. She too would appear, in various guises, in Dickens's later fiction. A son, Charles, the first of ten children, was born in the same year.

Nicholas Nickleby got underway in 1838, and continued through October 1839, in which year Dickens resigned as editor of *Bentley's Miscellany*. The first number of *Master Humphrey's Clock* appeared in 1840, and *The Old Curiosity Shop*, begun in *Master Humphrey*, continued through February 1841, when Dickens commenced *Barnaby Rudge*, which continued through November of that year. In 1842 he embarked on a visit to Canada and the United States in which he advocated international copyright (unscrupulous American publishers, in particular, were pirating his works) and the abolition of slavery. His *American Notes*, which created

a furor in America (he commented unfavorably, for one thing, on the apparently universal — and, so far as Dickens was concerned, highly distasteful — American predilection for chewing tobacco and spitting the juice), appeared in October of that year. *Martin Chuzzlewit*, part of which was set in a not very flatteringly portrayed America, was begun in 1843, and ran through July 1844. *A Christmas Carol*, the first of Dickens's enormously successful Christmas books — each, though they grew progressively darker, intended as "a whimsical sort of masque intended to awaken loving and forbearing thoughts" — appeared in December 1843.

In that same year, Dickens and his family toured Italy, and were much abroad, in Italy, Switzerland, and France, until 1847. Dickens returned to London in December 1844, when *The Chimes* was published, and then went back to Italy, not to return to England until July of 1845. 1845 also brought the debut of Dickens's amateur theatrical company, which would occupy a great deal of his time from then on. *The Cricket and the Hearth*, a third Christmas book, was published in December, and his *Pictures From Italy* appeared in 1846 in the "Daily News," a paper which Dickens founded and of which, for a short time, he was the editor.

In 1847, in Switzerland, Dickens began *Dombey and Son*, which ran until April 1848. The *Battle of Life* appeared in December of that year. In 1848 Dickens also wrote an autobiographical fragment, directed and acted in a number of amateur theatricals, and published what would be his last Christmas book, *The Haunted Man*, in December. 1849 saw the birth

of *David Copperfield*, which would run through November 1850. In that year, too, Dickens founded and installed himself as editor of the weekly *Household Words*, which would be succeeded, in 1859, by *All the Year Round*, which he edited until his death. 1851 found him at work on *Bleak House*, which appeared monthly from 1852 until September 1853.

In 1853 he toured Italy with Augustus Egg and Wilkie Collins, and gave, upon his return to England, the first of many public readings from his own works. *Hard Times* began to appear weekly in *Household Words* in 1854, and continued until August. Dickens's family spent the summer and the fall in Boulogne. In 1855 they arrived in Paris in October, and Dickens began *Little Dorrit*, which continued in monthly parts until June 1857. In 1856 Dickens and Wilkie Collins collaborated on a play, *The Frozen Deep*, and Dickens purchased Gad's Hill, an estate he had admired since childhood.

The Dickens family spent the summer of 1857 at a renovated Gad's Hill. Hans Christian Anderson, whose fairy tales Dickens admired greatly, visited them there and quickly wore out his welcome. Dickens's theatrical company performed *The Frozen Deep* for the Queen, and when a young actress named Ellen Ternan joined the cast in August, Dickens fell in love with her. In 1858, in London, Dickens undertook his first public readings for pay, and quarreled with his old friend and rival, the great novelist Thackeray. More importantly, it was in that year that, after a long

period of difficulties, he separated from his wife. They had been for many years "temperamentally unsuited" to each other. Dickens, charming and brilliant though he was, was also fundamentally insecure emotionally, and must have been extraordinarily difficult to live with.

In 1859 his London readings continued, and he began a new weekly, *All the Year Round*. The first installment of *A Tale of Two Cities* appeared in the opening number, and the novel continued through November. By 1860, the Dickens family had taken up residence at Gad's Hill. Dickens, during a period of retrospection, burned many personal letters, and re-read his own *David Copperfield*, the most autobiographical of his novels, before beginning *Great Expectations*, which appeared weekly until August 1861.

1861 found Dickens embarking upon another series of public readings in London, readings which would continue through the next year. In 1863, he did public readings both in Paris and London, and reconciled with Thackeray just before the latter's death. *Our Mutual Friend* was begun in 1864, and appeared monthly until November 1865. Dickens was in poor health, due largely to consistent overwork.

In 1865, an incident occurred which disturbed Dickens greatly, both psychologically and physically: Dickens and Ellen Ternan, returning from a Paris holiday, were badly shaken up in a railway accident in which a number of people were injured.

1866 brought another series of public readings, this time in various locations in England and Scotland, and still more public readings, in England and Ireland, were undertaken in 1867. Dickens was now really unwell but carried on, compulsively, against his doctor's advice. Late in the year he embarked on an American reading tour, which continued into 1868. Dickens's health was worsening, but he took over still another physically and mentally exhausting task, editorial duties at *All the Year Round*.

During 1869, his readings continued, in England, Scotland, and Ireland, until at last he collapsed, showing symptoms of mild stroke. Further provincial readings were cancelled, but he began upon *The Mystery of Edwin Drood*.

Dickens's final public readings took place in London in 1870. He suffered another stroke on June 8 at Gad's Hill, after a full day's work on *Edwin Drood*, and died the next day. He was buried at Westminster Abbey on June 14, and the last episode of the unfinished *Mystery of Edwin Drood* appeared in September.

Adapted from: <https://www.uv.es/~fores/cdbio2.html>

Synopsis

Oliver Twist by Charles Dickens

About the year 1837, a baby was born in a poorhouse of certain English town. His mother died right after giving birth to him. Nobody knew about her and she did not wear wis Eredding ring. His name is Oliver Twist. The boy spent his early years in an orphanage and then was transferred into a poorhouse where he and the others met the misery and hunger. The boys, unable to hold the hunger decided to hold a meeting where Oliver was chosen to ask for more food. At the evening after the supper Oliver rose from the table and asked to the master for more food. Mr. Beadle was outraged. He offered five pounds to anyone who would take Oliver away from the poorhouse but nobody seemed to take him. He was eventually taken by Mr. Sowerberry to work with him. At his house, Oliver was badly treated and finally decided to escape.

On the journey towards London, Oliver was wounded, starved and exhausted. The boy in his age, Jack Dawkins, better known as Artful Dodger met him. He told Oliver that he know a gentleman in London who would give him food and shelter for free. They went to the house of Fagin. There, Oliver was given supper and then sank into a deep sleep. After few days training he was sent to a pickpocket mission along with Artful Dodger and Charley Bates. Seeing their action, Oliver was confused and frightened. He also ran away but being caught by a large crowd of people.

Oliver was arrested at the police station but he was free by the testimony of the bookseller who witnessed the theft. Mr. Brownlow, the victim of the crime felt bad to Oliver and took him to his home. Meanwhile at Fagin's house, the Jew and his guest, Bill Sikes worried about news brought by Jack and Charley that Oliver was arrested. The Jew and his partner in crime then sent Nancy to the police office to get information about Oliver. The girl was clever and returned soon with the news that Oliver was taken home by an old gentleman.

Meanwhile, at Mr. Brownlow's house in Pentonville by the nursing of Mrs. Bedwin, Mr. Brownlow's housekeeper Oliver recovered. Mr. Brownlow was surprised by the remarkable likeness of the painting hanging on the wall with Oliver's appearance. Mr. Grimwig, Brownlow's friend, has no faith in Oliver, so Oliver is sent to return the book to test his honesty. The boy is recaptured by Nancy and her friend Bill Sikes and was sent back to Fagin.

Oliver was kept imprisoned by Fagin in the empty, filthy old house with shuttered windows. One dark, wet, windy night Fagin visited Bill Sikes and Nancy in Bethnal Green. There, Fagin and Sikes plotted a burglary in which they needed a little boy to do that and Oliver Twist was appointed. One night Bill, Oliver and Toby Crackit began their action. At the house which was to be burglarized. Oliver was shot, the robbers ran away carrying wounded Oliver but abandoned him in a ditch.

Back in the miserable house, Fagin was upset when Toby returned alone. He worried about Bill and Oliver. He went out of the house looking for Bill Sikes but could not find him. Fagin returned to the house and met a mysterious man called Monks who was angry to him for his failure on the burglary and training Oliver to become a thief.

The next day Oliver was roused by a heavy rain. With feeble footsteps, he walked back to the house that they attempted to rob on the previous night. The kind owner, Mrs. Maylie, and her beautiful niece Rose, decided to keep and nurse him with the help of doctor Losberne. When he was well enough, they took him to see Mr. Brownlow, but they found his house empty. He had moved to the West Indies. Mrs. Maylie and Rose took Oliver to a cottage in the country some distance away where he bumped Monks and saw him at one evening along with the Jew at the window. That made Oliver so frightened.

In the small town of Oliver's birth Monks met Mr. Bumble who married a matron of the poorhouse. Mrs. Bumble was with the woman who nursed Oliver's mother on the night she died. The woman gave Mrs. Bumble the ring which was engraved "Agnes" she stolen from Oliver's mother. Monks bought the ring for twenty five pounds and dropped it into the river.

When Mrs. Maylie, Oliver, and Rose went to London Nancy decided to meet Rose. Nancy told her that Monks is Oliver's brother and want to keep his inheritance but she did not want to betray Fagin and Sikes.

Nancy and Rose arranged to meet in London Bridge at Sunday night. One day Rose reunited Oliver with Mr. Brownlow and Mr. Grimwig she also told them all Oliver's stories since they last saw him. They meet her on London Bridge on Sunday Evening, but Fagin had become suspicious, and sent Charley Bates to spy on Nancy. Nancy told Rose and the gentleman how to find Monks, but still refused to betray Fagin and Sikes. Charley reported everything to Fagin, who told Sikes. Knowing that he was betrayed, Bill Sikes then brutally kill Nancy.

Mr. Brownlow kidnapped and brought Monks to an upstairs room. There Monks finally admitted everything that he has done and the truth about Oliver's birth and his parentage. At the same time in an old ruined house backing onto the river at Rotherhithe. Bill Sikes who was in an escape fastened an end of a rope round a chimney. He planned to let himself down, cut the rope, and run away. At the moment Nancy's eyes haunted him and made him lost balance.

Two days later, Oliver returned to the town of his birth with Mrs. Maylie, Rose, and Mr. Losberne. Mr. Brownlow followed with Monks. There Monks confirmed what he has already declared in writing. There were also Bumbles who admitted their involvement. The past history of the two half-brothers was revealed. Another story was also revealed that Rose Maylie who was younger sister of Agnes Fleming, hence Oliver's aunt.

Fagin had been quickly brought to Justice and was sentenced to die by public hanging. While he waiting for his end, he was visited by Mr. Brownlow and Oliver. He told them about the letter of Oliver's father to his mother and where he hides it. The letter was the proof of Oliver's identity. Monks retired with his money to a distant part of America where he quickly spent it and took to crime again and soon died of disease in prison. Charley Bates, on the other hand, decided to live an honest life as a farmer boy. Three months after these great events, Harry, Mrs. Maylie's son married Rose.

Adapted from: <https://hanifweb.wordpress.com/2013/09/23/oliver-twist-summary/>