

**THE ANALYSIS OF CHILD ABUSE IN THE 21st CENTURY
IN LONDON REFLECTED IN “UGLY”, A NOVEL WRITTEN BY
CONSTANCE BRISCOE**

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ABSTRACT

The title of this “skripsi” is “The Analysis of Child Abuse in the 21st Century in London Reflected in ‘Ugly’ written by Contance Briscoe” is composed to fulfill the academic requirement in English Department, Faculty of Languages and Literature, Nasional University. This research examines the phenomenon of child abuse and is aimed to reveal that literary work reflects social reality. The object of this research is “Ugly”, a novel published in 2006. The novel reflects the phenomenon of child abuse which becomes a world concern. The method used in composing this research is Descriptive Qualitative. Data were obtained from various official sites of United Nations and the UK government. Data were analyzed by utilizing sociology approach to literature. The reflection theory proposed by Alan Swingewood. The study finds that child abuse. Especially psychological abuse, emotional abuse, sexual abuse and neglect, vastly occurs in the twenty first-century in London, UK. These findings are clearly reflected in the novel “Ugly” in which the children character suffer from various types of abuse harmed by parents, guardian or caregiver. Hence, this research is expected to be able to become a reference which can provide useful information about child abuse.

Key words: Sociology of Literature, Reflection, Child Abuse, Ugly

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Violation against children has been raised in every conceivable manner; child abuse, one of the violations, either physically, sexually, or emotionally through neglect, is a phenomenon in a society. Child abuse is a dark and depressing reality in many parts of the world, children are suffering from a hidden epidemic of child abuse and neglect. The term "child abuse" refers to the violence, mistreatment or neglect that a child or adolescent may experience while in the care of someone they either trust or depend on, such as a parent, sibling, other relative, caregiver or guardian. Abuse can occur just one time or happen repeatedly.

... abuse 'means' ... usually reflecting the very difficult ethical and professional judgements that need to be made when assessing risk and harm in the lives of adults whose autonomy as well as safety is an important issue. Consensus is beginning to emerge in relation to which categories of abuse should be covered within adult protection procedures. The Association of Directors of Social Services (ADSS) (1996) reflects this consensus by suggesting that all authorities should develop policies to cover:

- Physical abuse;
- Sexual abuse
- Psychological abuse (sometimes called emotional or social);
- Financial abuse;
- Neglect.

(Nicky Stanley, Jill Manthorpe and Bridget Penhale, Institutional Abuse, perspective across the life course: 91)

In the novel "Ugly" written by Contance Briscoe, there are four kinds of abuse that happen in the story, such as physical, psychological or emotional, sexual abuse

and neglect. This novel tells us about a young girl called Constance Briscoe raised in a family who often abuses her in different ways. She gets physical abuse from her mother by hurting, punching, kicking, grabbing her chest, pulling her down and the worse case is twisting her vagina and her breast. Her mother always emotionally threatens her before bed time and punishes her every time she wets in bed. Her step father often comes to her room and makes sexual abuse by touching her vagina.

The reason I take the issue of child abuse is because it has still been happening in our society. It is a real and depressing reality that needs special attention and solution. And based on the mentioned-above information, I will try to analyze the novel using the Reflection theory by Alan Swingewood through the main character, social setting, and child abuse in the 21st century in London, UK reflected in the novel "UGLY" by Constance Briscoe.

1.2 Identification of the Problem

I identify the problem as the analysis on the main character, social setting, and child abuse in the 21st century in London, UK reflected in the novel "UGLY" by Constance Briscoe.

1.3 Limitation of the Problem

I limit the problems to the analysis of main character, social setting and the reflection of child abuse in the 21st century in London, UK reflected in the novel "UGLY" by Constance Briscoe.

1.4 Statement of the Problem

The problems in this research are stated as follows:

1. Who is the main character?
2. How is the social setting?
3. How is child abuse in the 21st century in London, UK as reflected in the novel "UGLY" by Constance Briscoe?

1.5 Aim of the Research

The aim of the research is to reveal the child abuse in the 21st century in London, UK as reflected in the novel "UGLY" by Constance Briscoe. To reveal the problem, I take several steps, as follows:

1. Identifying the main character
2. Analyzing the social setting
3. Analyzing the child abuse in the 21st century in London, UK as reflected in the novel "UGLY" by Constance Briscoe using the reflection theory by Alan Swingewood.

1.6 Benefits of the Research

The benefits of this research is to reveal the child abuse in the novel "UGLY" through sociological approach.

Below are the benefits of this research to the readers who will eventually get the information about the impacts and the causes of child abuse. Afer reading this research, I hope readers know the kinds of abuse and aware of the danger of child

abuse. This research can broaden our knowledge on how important it is to become a good individual by giving love, passion, attention, time to the children in anyway as they will grow for their better future. Readers can also get information and knowledge on how to identify the main character and to analyze the social setting in a novel in conducting a research using reflection theory by Alan Swingewood.

1.7 Methods of the Research

I use the qualitative method by focusing on the character of the main character and the analysis of the child abuse of the main character.

According to Lincoln and Guba (1985:200) in their book "Naturalistic Inquiry" as quated in "*Metodologi Peneletian Kualitatif*" by Meleong (1989:223-225) the purposive sampling are aimed to encompass as much as possible the information from all sort of source and its construction and to gain more information related to the theory.

Herewith the procedure of collecting the data:

1. Choosing the novel entitled "UGLY" by Contance Briscoe as the object of this research.
2. Reading the novel 'UGLY' thoroughly and deciding the event of child abuse reflected in the novel as the problem to be analyzed in this research.
3. Classifying all data of the same categories by highlighting, numbering and writing the important information.

4. Collecting all data related to the reflection theory by Alan Swingewood, character and child abuse from the library and references. I also browse the Internet concerning the child abuse to meet the information needed.
5. Analyzing the main character, social setting and the child abuse as reflected in the novel using the reflection approach.

1.8 Theoretical Framework

I divided this theoretical framework into two approaches, the intrinsic approach and the extrinsic approach. Intrinsic approach focuses on the analysis of the main character and social setting, while extrinsic approach focuses on the definition of child abuse and explanation of Reflection Theory by Alan Swingewood.

1.8.1 Intrinsic Approach

1.8.1.1 Character

Character is one of the important elements in literary work. It is created by the author to build the events in the story.

According to Richard Gill in his book "Mastering English Literature", character is the most important thing of literary work. Character has a identity brief identity and its identity is created by the character's performance, conversation, actions, and names.

A character is someone in literary work who has some sort of identity (it needn't be a strong one), an identity which is made up by appearances, conversation, action, name and (possibly) thoughts going on in the head (Gill, 1995:127).

Character is divided into two: they are main character and subordinate character.

a. Major Character

A major character has an important role and dominates the whole story. The major character is not always based on the frequency of appearances of the figure in the story, but his or her involvement in the events that build up a story that makes a particular character assume the role of the major character. Major character could be more than one and it may dominate a story, and it is an important figure at the center of the story itself.

A major character is an important figure at the center of the story's, actions or theme. Usually a character's status as a major or minor is clear. On occasion, however, not one but two characters may dominate a story, their relationship being what matter most. (DiYanni, 2000:35)

b. Minor Character

Minor character supports the major character. They are the people who are not the main point of the story, they do not grow or change during the story.

Minor characters are often static or unchanging; they remain the same from the beginning of the work to the end (Diyanni, 2001:35)

1.8.1.2 Social Setting

Setting always plays an important role in any literary work. Setting is where the story takes place. It helps the writer to create the atmosphere in society. Setting can also predict future action and plot development.

According to Gill, setting includes not only physical elements but also social elements. These social elements might be called as social setting which are associated with the values, ideas or beliefs, and attitudes of a society where the characters of a story live in.

“The term setting can be used to cover the social context of characters, such as their families, friends, and class; the customs, beliefs and rules of behaviour that give identity to a society might. This means that you might talk about the social setting.” (1955:148)

In other words, social setting deals with daily life of characters in a story or literary work. It is not stated directly. It is not like the physical setting which is often described in the story. One should infer from the text to understand the social setting of the story.

“There, the setting is not only a particular time and a particular place but the very substance of a region, down to its dust – how the people think, how the people react, their prejudice, their insanities, their very life style – with all elements suggested indirectly.” (Haliman & Karl, 1967:59)

1.8.2 Extrinsic Approach

1.8.2.1 Definition of Child Abuse

Any abusive actions harmed by adults over children are defined as child abuse. It is also known as child maltreatment. The abuse can be physically, sexually, emotionally and neglect. WHO (2006:9) states that:

“Child abuse or child malreatment is defined as all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”
<http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf>
[2 November 2013]

From the explanation above, it can be concluded that child abuse is any abusive actions done by adults to the children that harm children both physically and mentally. The most abusive actions are done by people who actually have to take care of children such as parents or caregivers.

1.8.2.2 Types of Abuse

There are four forms of child abuse. The World Health Organization distinguishes four types of child abuse or child maltreatment as physical abuse, sexual abuse, emotional or psychological abuse and neglect.

1.8.2.2.1 Physical Abuse

Physical abuse includes acts such as hitting, kicking, baby-shacking or other physical aggression likely to hurt or cause significant harm to a child. Some parents believe that physical punishment can be an effective way to discipline their children.

Physical child abuse is non accidental physical injury, ranging from minor bruises to severe fractures or death, as a result of punching, beating, kicking, biting, shacking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, giving them hard labor, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child.

“Physical abuse of a child is defined as the intentional use of physical force against a child that results in – harm for the child’s health, survival, development of dignity. This includes hitting, beating, kicking, shacking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing.” WHO (2006:10)
<http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf>
[2 November 2013]

The point of disciplin to the children is to teach them right from wrong, not to make them live in fear. It is better for parents and teachers to avoid physical punishment.

From the explanation above, it can be concluded that physical abuse is the most visible form of abuse.

1.8.2.2.2 Sexual Abuse

US Children’s Bureau (2003:16) states that child sexual abuse includes a wide range of behaviours, such as:

- Oral, anal, or genital penile penetration;
 - Anal or genital digital or other penetration;
 - Genital contact with no intrusion;
 - Fondling of a child's breast or buttocks;
 - Indecent exposure;
 - Inadequate or inappropriate supervision of a child's voluntary sexual activities;
 - Use of a child in prostitution, pornography, Internet crimes, or other sexually exploitative activities.
- <https://www.childwelfare.gov/pubs/usermanuals/foundation/foundation.cfm>
[5 October 2013]

Sexually abuse includes activities by a parent or caregiver such as fondling a child's genitals, rape, sodomy, indecent exposure and exploitation through prostitution or the production of pornographic materials.

1.8.2.2.3 Emotional or Psychological Abuse

HM Government guidance for professionals, Working Together to Safeguard Children (DCSF:2010) defines Emotional a or psychological abuse by conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.

Emotional abuse leaves deep and long lasting scar which is invisible. This type of abuse often happens in children life. This abuse is really dangerous for children mental health.

1.8.2.2.4 Neglect

Neglect is the failure of a parent, guardian or other caregiver to provide for a child's basic needs. Neglect may be physical (e.g., failure to provide necessary food or shelter), medical (e.g., failure to provide necessary medical or health treatment), educational (e.g., failure to educate a child or attend to school), emotional (e.g., failure to provide affection or psychological care). Neglected children are not always from poor family, they may also come from rich family. AS WHO states that:

“Neglect includes both isolated incidents, as well as a pattern of failure over time on the part of a parent or other family member to provide for the development and well-being of the child-where the parent is in a position to do so – in one or more of the following areas: health; education; emotional development; nutrition; shelter and safe living conditions. The parents of neglected children are not necessarily poor. They may equally be financially well-off.” (2006:10)
 <http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf>
 [2 November 2013]

From the explanation above, we can see that neglect not only damage physically but also mentally. Neglect is very dangerous as emotional or psychological abuse.

1.8.2.3 Reflection Theory by Alan Swingewood

I use reflection theory by Alan Swingewood to analyze this research. According to Alan Swingewood in his book “The Sociology of Literature”, sociology is a study of a man in a society, the study of social institutions and its social processes. It suppose to answer how society is, what characteristics are, and how it adapts in particular society. As Alan Swingewood describes:

“Sociology is essentially, objective study of a man in society, the study on social institutions and of social processes; it seeks to answer the question of how society is possible, how it works, why it persists. Through a rigorous examination of the social institutions, religious, economic, political, and familial, which together constitute what is called social structure”.
(Swingewood, 1972: 11)

Literary works presents the fact of social condition in a creative process. Literature portrays human life and represent social problems that happen in a society. It can be concluded that literature is reflected of various aspect of social structure include family relationship, class conflict, possibly divorce trends and population composition.

“At the present time it is possible to characterize two broad approaches to a sociologya spect of literature arguing that it provides a mirror to the age. ... On this literature is a direct reflection o various facts of social structure, family relationship, class conflict, and possibly divorce trends an population composition.” (Swingewood, 1972: 13)

Literature describes human life and present social problems happen in a society. It converts social fact into a text and offers the world into words as desired by the author. Literary works are influenced by sociocultural issues which truly happens in the real life. Literature cannot be free from human social condition where the novel reflects the situation of social condition that appears in literary work. Literary works are not only consequences of social cause, but also outcomes of social effect.

“The conception of the mirror, then, must be treated with great care in the sociological analysis of literature. ... For society is more than an ensemble of social institutions that make up social structure; it contains both norms, the standard of behaviour which individuals come to accept as right ways of actiong and judging, as well as values

which are consciously formulated and which people strive to realize socially. Literature clearly reflects norms, attitudes to sex by the working class and the middle class, for example; it reflects, too, values in the sense of the writer's own intention, and it might be suggested that it is on the level of values where literature is seen to reinforce and illuminate purely sociological material."(Swingewood, 1972: 15)

In his book "Sociology of Literature", Swingewood also describes two other approaches to the sociology of literature. They are literary works as the portrayal of the writer's social condition and literary works as the manifestation of historical moment.

Literary works as the portrayal of the writer's social condition means that it is used to represent the writer's view towards society and social issues in which they live. It also relates with social background of the writer.

"The second approach to a literary sociology moves away from the emphasis on the work of literature itself to the production side, and especially to the social situation of the writer"
(Swingewood, 1972: 17)

Literary work as the manifestation of historical moment is the approach to trace the reader's response to a literary work and how its social messages influence them. It means that literature implies deep insight into particular society at a specific historical moment.

"A third perspective, one demanding a high level of skills, attempts to trace the ways in which a work literature is actually received by a particular society at a specific historical moment"
(Swingewood, 1972: 21)

Based on the explanation above, the writer chooses the first approach which states that the researcher views a literary work as a social documentation of social condition and situation when the literary work is written. I analyze a literary work as a reflection of society and social life. By using this approach I can connect the story on the novel with the accurate events in the real life as well as mirror, which reflects society.

1.9 Systematic Organization of the Research

In this part, this research is divided into four chapters, as follows:

Chapter I is the introduction which contains the background of the problem, identification of the problem, limitation of the problem, statement of the problem, aim of the research, benefits of the research, methods of the research, theoretical framework and the systematic organization of the research.

Chapter II consists of two sub-chapters: the identification of the main character and the analysis of social setting.

Chapter III is divided into two sub-chapters; they are the description of child abuse in 21st century in London and the reflection of child abuse in the 21st century in London in the novel "UGLY" by Constance Briscoe using reflection theory by Alan Swingewood.

Chapter IV is the conclusion.

CHAPTER II

THE ANALYSIS OF THE MAIN CHARACTER

AND SOCIAL SETTING

This chapter is divided into two sub-chapters. First is the identification of the main character and the social setting in the novel.

2.1 Identification of the main character

Main character is the center that builds the whole story. A character is an important figure of the story's action or theme. Character according to Robert DiYanni in his book "Fiction an Introduction" major character is an important figure as the center of the story's action or theme. The major character has an important role and dominates the whole story. The major character is not always based on the frequency of appearances of the figure in the story, but his or her involvement in the events that build up a story that makes a particular character assume the role of the major character. Major character could be more than one and it may dominate a story, and it is an important figure at the center of the story itself.

A major character is an important figure at the center of the story's, actions or theme. Usually a character's status as a major or minor is clear. On occasion, however, not one but two characters may dominate a story, their relationship being what matter most. (DiYanni, 2000: 35)

The main character in this novel is Clare, as she is the center or important figure in building the whole story. She dominates the events and the conflicts in the novel. I determine her as the main character because of her appearance from the beginning to the end of the story.

Here are the following events that show Clare as the main character who builds the whole story.

Event 1: Clare tried to run away from her home.

Clare went to the Social Services to see if she could live in the children's home. She did not want to go home, because she did not feel herself at home in her very own house. She gave her name and address to a lady at the social services and the lady said that she needed to contact Clare's mother first. Clare knew that this was not good if her mother found out what she was doing, she would get beaten up.

"Do your parents know you're here?" asked the lady at the Social Services.

"No, ' I said. But I want to know about children's homes. I had to stand on my toes to see over the reception desk....

"Things bad at home, are they?"

"Yes I said. "What do I have to do to book myself in?"

I gave her my name and address and said that I would like to move in today, if that was possible....

"Do you want us to contact your mother?"

"No thanks, I said. "I'll handle it myself."

(Briscoe, 2006: 1)

Event 2: Clare tried to commit suicide.

Clare decided that if she just disappeared that night no one would miss her. Before bad time that night she wrote a letter. She thought that no one loved her and

her mother kept telling her that she was a germ. She was very sad that she would miss her sisters and brothers. So the letter would be her last letter before she tried to kill herself and there would be no bad things against her. That night she drank a bottle of bleach and hoped that she would die immediately.

That night I decided that no one would miss me if I just disappeared. Before I went to bed I wrote a letter to my mother...

I removed the top from the bottle of bleach, diluted it with tap water, drank it and went back to bed. I felt very sick, happy and sad. I was happy because tonight, if the bleach worked, I would die. No more tomorrows...

(Briscoe, 2006: 2)

Event 3: Clare did not die.

Clare thought she had died the following morning. She heard that her bed-wet alarm was ringing. Clare could not move her feet and arms. Her mouth was sore from the bleach. Her mother then realised that something was wrong and she told every one in the room to take her to another room so that any doctor coming to her room would not get an impression that she was neglected. Her mother asked Pauline to change the bed sheet. She then busied herself tidying up Clare's room, opening the windows to get fresh air. Once all that was done, her mother said that Clare should be moved to another room. Her sister Pauline was asked to change Clare's night dress. Her mother then came with a dry one and together they struggled to put it on Clare. After that Pauline gave Clare water with a spoon and asked her to open her mouth and drink up. The next morning, Clare woke up with a burning sensation between her legs.

The following morning I woke up and thought I had died. My bed-wet alarm was ringing in the far distance..

I lay in a daze, unable to move my feet or my arms. My mother was looking down at me. "Get out of bed," she ordered...

"Lord God," said my mother, "she is going to get me into trouble."

My mother said that I should be moved to another bedroom. Any doctor entering this one might get the impression that I was neglected. When I woke up next it was daylight...

My sister fed me water with a spoon. She fed me in silence and I eventually fell asleep again. I woke up with a burning sensation between my legs.

(Briscoe, 2006: 2-5)

Event 4: Clare was advised to see an expert for her bed-wetting solution.

When Clare was five, her family doctor suggested that her mother should take her to an expert to heal her bed-wetting. Clare was the only one who knew what caused her problem, i.e. nervousness. This was because of her mother's abusive acts. The doctor was certain that Clare's problem could be cured within four to six months with a special designed-alarm to keep her awake. The alarm sounded like a fire engine with an audible two tones and flash lights. This was not solved the problem but it was getting worse. The alarms were supposed to alert her before the bed became too wet. Clare was very nervous all night. She was frightened not only body but also mind of her mother's abusive act.

Over a period of time my mother's treatment of me made me very nervous. I was bed-wetting ever since I knew myself. This infuriated my mother and was the cause of most of the beatings I had. I went to a lots and lots of appointments with my mother to get to the cause of the problem...

Even as a small child I was sure that my bed-wetting was not to laziness. The doctor said that the cause could be because of anxieties

in my life. He said that I would be cured within four to six months with my alarm...

I was given a top-of-the-range bed-wetting device with an audible alarm with two tones and flashing lights, which were suppose to help me by alerting me before the bed became too wet...

Nothing my mother did helped.

(Briscoe, 2006: 13-14)

Event 5: Clare slept naked with just her knickers on.

Clare would sleep in her bed without clothes but since her bed-wetting got worse her mother became so mean. Her mother insisted that she should sleep without any clothes on so that there would be no wet clothes. So, that night Clare slept with just her knickers on.

Most of the time I slept through it. Nothing my mother did helped. At the start I would sleep in bedclothes and a hand-me-down nightie from my sister Pauline, but as my bed-wetting became a real problem, my mother insisted on my sleeping without any clothes. So it was that most nights I slept with just my knickers on.

(Briscoe, 2006: 14)

Event 6: Clare got beaten when she wet the bed.

By the time Clare was seven, she got beaten all the time. When she missed her alarm, her mother would pull her out of the bed and asked her to take out the wet bedclothes and abused Clare with a slap at the backside then left her naked shivering. Clare was unable to prevent herself from wetting the bed. For her bedtime was a nightmare. It made her so nervous or sometimes she forced herself to stay awake so that she would not wet the bed.

By the time I was seven, my beatings were regular as ever. The alarm failed to wake me, yet my mother always heard it. She would dash into my room when she heard it ring and drag me out of bed. Sometimes when she came into my room she would remove the wet bedclothes and give me a mighty slap on the bare backside, then leaved me naked and shivering...

My humiliation was complete. Not only was I unable to prevent myself wetting the bed, the mere presence of my mother and /or a bedtime beating made me so nervous that I sometimes emptied my bladder in front of her, which was seen an act of defiance.

(Briscoe, 2006: 15)

Event 7: Clare saw her mother stab her father with a pair of scissors.

Clare was at home when her father George came on Saturday morning in July. His father arrived in his white van and he had bought two large chickens to share with family. As her father approached her mother to say hello suddenly her mother shouted “come on, you wanted dead.” Her mother stabbed him with a pair of scissors. Clare got shocked and ran without knowing what to do, after a while she returned and found that there were the police and an ambulance.

One Saturday morning in July my father came to the house. He had been to Petticoat Lane and had bought two large chickens...

“You want dead? You want dead this day?” she said, and raised the pair of scissors above her head again.

“Get me an ambulance, Clearie,” my father said to me.

My mother was shouting and cussing at my dad. “You bring two dead chicken and la de da in my house, you want dead. George kept his hand over his stomach while I crawled from underneath him and ran to get help. I ran round the block...

By the time I returned my sisters were there, together with an ambulance and the police.

(Briscoe, 2006: 18-19)

Event 8: Clare found that her father did not die.

Clare and her family found that their father did not die. George did not want to report to the police for what his wife had done to him even though he had been hospitalized for two weeks. Clare was not allowed to visit him during those two weeks. After checking out from the hospital her father did not visit the house until September.

The ambulance took my father away and the police took my mother and the two chickens away. My mother was gone for a while and when she returned she got a bucket of warm water, mopped up the blood on the landing and told us to go to bed...

Later we found out that my father did not want the police involved and so he had refused to make a statement about what happened, even though he had to spend two weeks in St Gile's Hospital in intensive care...

(Briscoe, 2006: 19)

Event 9: Clare accompanied her father to the hospital to see her new baby born sister.

Clare went to the hospital together with her father to visit her mother. Her mother delivered a new baby, Christine. Her mother would be at the hospital for several days. Next to her bed was her younger sister, baby Christine. Clare was very happy to welcome her young sister.

One day, my father came to the house and told us that we had a new sister called Christine; she weight seven pounds.

My mother told my dad that she would be home within the next six days...

My mother had asked two of her friends, a couple George and Rose, to keep an eye on us.

(Briscoe, 2006: 23)

Event 10: Clare got slapped and punched from her mother.

Clare had twin sisters, her mother were getting frustrated. Clare became an object of her mom's anger and frustration. Each time Clare passed her mother, her mother slapped Clare's face and pinched her chest. She never knew why her mother wanted children. Not once did Clare think that her mother liked her or her sisters and brothers.

My mother now had twins and she directed her anger and frustration toward us. Whereas before she would shout and argue with my father, she now shouted at us, punching me in the back more often than usual, each time I went past. She slapped my face when I was naughty and pinched me in the chest when I was close enough to her.
(Briscoe, 2006: 31)

Event 11: Clare got beaten up with a shoe or a belt or a cane.

Clare's anxieties were merely caused by her mother's abusive acts that would make her bed-wet. If she wet the bed, her mother would pull her out by the leg of her knickers. Every time the alarm failed to wake her up, her mother would beat her with a shoe or a belt or a cane, and if Clare did not wet the bed she was still threatened by her mother.

At the age six my beatings were as regular as ever. My alarm continued to fail to wake me in time, and my wet bed would earn me a beating with a shoe or a belt or a cane. Over period of time I became very nervous and jumpy whenever my mother was within striking distance. My bed-wetting was out of control. If the bed was wet I was pulled out of it by the leg of my knickers. If the bed was dry I would be warned as to the consequences if I made it wet.
(Briscoe, 2006: 31-32)

Event 12: Clare got a sexual abuse by her mother's friend, Georgia Porgie.

When her mother was not around, Georgia Porgie, a friend of her mother's, were taking Clare and her sister playing out in the yard of their house. Clare was afraid to touch or even have a look of a creepy-crawly caterpillar. She did not like it even though Georgia Porgie told us that the beautiful caterpillar soon to be butterfly. Georgia Porgie would play hide and seek with them. He pretended that the caterpillar had probably crawled outside Clare's leg then he moved his hand accross from the outside to the inside of her thigh and getting close to her minnie. Clare was innocent knowing that the catterpillar was close enough to her then she yelled and ran away. She did not realize that Georgia had just abused her. Later on Rose came since she heard the scream from out side then asked Clare and her sisters to come inside and have a cup of tea to calm her down.

We had been living at the house for about six months when one day Georgia Porgie was looking after us with Rose. We were all out in the yard...

He called me again. "Clearie, Clare, come back. Come and see the caterpillar. As he moved forward, Georgie Porgie told me not to worry and he promised that he will put the caterpillar down. Then he walked back to far end of the yard...

"Have you got it, Georgie Porgie?"

"No! Still looking.' He moved his hand across from the outside of my thigh to the inside of my leg and patted my minnie...

Rose came out and asked us what all the noise was about; she told me to calm down...

Come inside with me, pet,' Rose said to me. "Let's have a wee cup of thea. It'll calm you down.'

(Briscoe, 2006: 33-36)

Event 13: Clare got a new step father.

Clare got a new step father. He was a guy with broad shoulders and thick legs. He was West Indian Jamaican. He used to be her aunt's boyfriend. Ina was her mother's cousin. As time went by, Clare did not know that her mother was having a close relationship with him and finally she introduced him as their step father and would stay with us.

I didn't think much of Eastman when he first appeared...
Eastman came from Barbados, but he was still a smallie to us...
He was always hanging about at my mother's house. In fact, at first he was my aunt's boyfriend. After sometime Eastman would just visit my mother. He would sit in our kitchen and their relationship was obvious. They got on well together.
(Briscoe, 2006: 37)

Event 14: Clare got a sexual abuse from her step father.

Clare was in bed when there was a knock at the door. She did not say anything. She was at the bottom of her bed. Eastman came in and asked her how she was. Eastman pulled a chair and he sat on it. He advised that Clare should try to be good to her mother. Clare listened at the first time but then she decided not to listen so she moved away but lost her balance and she dropped her covers, half-exposing her bottom. Clare did not have any clothes on. As Clare tried to cover herself up, Eastman grabbed her Minnie and said "What a nice little mitt". He warned Clare not to tell her mother.

On one occasion when he came round, my mother told us to go to bed...

As I reached to cover myself up, Eastman grabbed my minnie and said, "What a nice little mitt." I pulled the covers up over myself and tucked the blanket in under my chin. He started to talk and I stared at him, not saying a word....

"You better not tell your mammy," he warned, "or you get a beating and everybody know you a damn liar."

(Briscoe, 2006: 38-40)

Event 15: Clare again got another sexual abuse from Georgia Porgie.

Clare offered to help Georgia Porgie to pick some peppermint leaves. She pulled off the peppermint leaves and took only leaves that were close to her. She remembered the caterpillar, so when Georgia Porgie asked her to get some peppermint leaves ontop, she refused it. Georgia Porgie told her that Clare could wake it up. Clare did not know where the caterpillar was. Georgia Porgie told her that the caterpillar was inside his trousers. Georgia asked her to put her hand into his trousers. Clare saw a mass of hair exposed just like the back of the hairy caterpillar that had once climbed on her neck. Clare was afraid and then said that she did not like the caterpillars after all and she ran inside the house.

"Come on, Clare, get some of the tall plants," Georgia Poergia called out.

"I don't want to."

"Why not?"

"Because the creepy-crawlies will crawl up my legs."...

" Oh, yes, the caterpillar. Quite right, Clare, I'd quite forgotten all about that...."

"Ah, but I think it is a good idea. Just put your hand in here, Clare, and feel the nice warm caterpillar."

He pulled open a gap in his trousers and a mass of hair was exposed just like the back of the hairy caterpillar that had climbed on my neck. "I don't like caterpillars after all," I said, and turned to collect my mother's peppermint leaves. I ran inside the house. Georgia Porgie made his excuses and departed soon after that.
(Briscoe, 2006: 43-44)

Event 16: Clare was not allowed to eat and drink at dinner.

On Saturday, at dinner time Clare's mother served dinner to all members of the family but Clare. She was ignored by her mother. When she asked for her dinner, her mother told her that she would wet the bed too quickly. Not only did she have dinner, but also no water to drink.

My mother decided that her tried and tested abuse would not cure my bed-wetting and so she would try something new. When I asked my mother where my dinner was, she said if I were to eat it, it would go through too quickly and I would wet the bed. She then picked up my orange juice and drank it in one go. Then she put the empty glass back down on the table in front of me. "You'll have a dry night tonight." she said. No one at the table said a word. I feared another beating so chose not to confront my mother.
(Briscoe, 2006: 48-49)

2.2 Analysis of the social setting

In this sub-chapter I analyze the social setting of the novel 'Ugly'. Social setting reflects social life. As mentioned in the theoretical framework that social setting deals with daily life of characters, how the characters think, behave, and react in a story or literary work. Social setting in the novel "Ugly" is described as a society in which a child fights against abusive acts of adults.

Child abuse in this novel can be seen in many ways including physical abuse, psychological abuse or emotional abuse, sexual abuse and neglect.

A. Physical Abuse

Physical abuse in this novel is seen after Clare has twin sisters that makes her mother get more frustrated. Clare becomes an object of her mother's anger and frustration. Each time Clare passes her mother, her mother slaps on Clare's face and pinches her chest. She never knows why her mother wants children. Not once does Clare think that her mother likes her or her sisters and brothers.

My mother now had twins and she directed her anger and frustration toward us. Whereas before she would shout and argue with my father, she now shouted at us, punching me in the back more often than usual, each time I went past. She slapped my face when I was naughty and pinched me in the chest when I was close enough to her.
(Briscoe, 2006: 31)

Another event that shows the physical abuse when Clare is in the kitchen. She prepares carrots, potatoes and chicken. Her mother comes and asks whether Clare has prepared the chicken. She asks her to look at it carefully but Clare sees nothing wrong with it. Her mother tells her that she still sees feathers on it, she picks one feather off and thrusts it into Clare's face and it sticks onto the side of her cheek. Then her mother grabs her right ear and pulls her away from the stove. Her mother holds the knife in her right hand and is playing with it, waving it around in small sweeping motions as she lowers the blade to a point which is about six inches from Clare's

hand. Her mother pulls the knife across Clare's arm and bleeds hers, and the blood pours onto the plastic cover of the dining table.

“Now where were we?” she said. “Oh yes.” She picked up the knife. “You did not see the chicken hair. Well, we'll just have to make sure that you don't miss it again.”...

My mother pressed the knife harder into my wrist and drew blood. “And why will you remember?” she said...

She pulled the knife across my arm. Beads of blood rose up from the track of the knife and a straight line of flesh opened up. Blood dripped down the side of my arm and all over the plastic table cover.

(Briscoe, 2006: 70-73).

Clare also gets a physical abuse not only from her mother but also her step father. Clare has fights most of the time with her step father. On one occasion, Eastman and Clare punch each other. As Clare stamps her feet onto his giant feet, she runs away and he comes after her and her mother is by his side. They come to Clare's room to take revenge. Eastman takes his belt from his waist and hits her twice in the face then again punches her. As he tries to hit her in the face, her mother yells not to hit Clare on the face. Clare can not do anything.

By the time I was about twelve, my relationship with Eastman was at an all-time low. During one argument, he had punched me and I punched him back. He grabbed me and I hit him in the stomach and stamped on his giant feet. When he came after me, my mother was by his side. We met up in my room and started to struggle. He took his belt from around his waist and hit me twice in the face with it and then he punched me. The belt had a large bronze buckle.

As he raised it to hit me again my mother said, 'no, not her face, Eastman, not her face. You want police come take me?...

You want jailhouse? You want jail? Well, me and you are not going to share a cell at no jailhouse.'

(Briscoe, 2006: 130)

Another physical abuse is seen when Eastman has a fight with Clare. He stamps out his cigarette on Clare's hand. When she comes to her mother's room and tells her what her step father has done to her, instead of listening, she orders Clare to stay away from her.

My back was against the work surface and my hands were both on the table in front of me. Eastman took the cigarette in his right hand and said, 'So I'm a fool, am I? gh, we'll see who the fool is,' and with that he stubbed the cigarette out on the back of my right hand...
(Briscoe, 2006: 131-133)

The next event that shows physical abuse when Clare and Eastman are having a bad fight. Both are close to the window on the ground floor, Eastman catches her chin and pushes Clare's head through out the window. Clare dazes and tries to take the glass out of her hair when she realizes her blood bubbles up on her hand. Clare runs away to meet her father and the next morning she asks her father to drop her to the court and reports the abuse. Clare decides to take the this case to the court.

One day, Eastman and I had a particularly bad fight. We were both close to the window on the ground floor and as we struggled he caught my chin, pushing my head through the glass....
I got my coat and left the house and went to find my dad. Both my eyes were badly swollen and a bead of blood had formed at the top of my forehead...
The next day, Monday, I asked Dad to drop me off at Camberwell Green Magistrates' Court...
(Briscoe, 2006: 130-138)

B. Psychological abuse or Emotional Abuse

This psychological abuse can be seen when Clare is locked in the cellar by her mother together with the sack of potatoes and other household rubbish. At the beginning, her mother has asked Clare to go down and have some potatoes. She gives her a pot to put them in. The cellar is cooler than anywhere else in the house. After Clare has collected about ten potatoes in the pot, on her way back upstairs, she sees her mother's legs at the top of the stair. Clare sees her mother who suddenly switches off the light then closes the door. She yells and asks her mother to let her out, but her mother does not listen. Clare finally makes a decision not to go to the cellar by herself, she will ask her sister or brother to accompany her so that her mother will not lock her in with them. This event affects her mental very much.

When I was in the middle of the cellar I saw my mother's legs at the top of the stairs. She suddenly flicked the light switch off then moved backwards and the door to the cellar swung shut as I run up the stairs. I heard the bolt slide home.

I asked her to let me out, but she just walked away....

"If you know what's good for you, you will shut the fuck up."

I'm just standing there, just waiting. Waiting in the cellar...

I don't cry anymore...

Eventually, whenever my mother asked me to go into the cellar I went with one of my sisters or brothers because she never locked them in there.

(Briscoe, 2006: 112-113)

Another abuse harmed by Clare's mother is when Clare's friend, Mary, comes by and asks Clare to play with her. Her mother intentionally tells Mary that Clare still wets her bed. Mary seems to be unbelievably shocked knowing the fact that Clare

still does something embarrassing. Her mother invites Mary to see Clare's bedroom. She pours water onto Clare's mattress and then the alarm flashes on. Clare can see Mary's face that is so scared because of the alarm.

“Can Clare come out to play?” a girl's voice said...

“No, I said, I'm busy. Lots of home works.” I turned to go back upstairs....

“Come in, come in. I'm sure you've interested in seeing how and where your friends live. Have you seen her bedroom?...

“This is her room,” said my mother as she pushed Mary in before her.

“Now, she said, “Is your room like this?”....

“You still wet the bed?” Mary looked at me as if an alien had landed on my face....

“Watch this, dear.” She peeled back the covers and revealed my incontinence sheet, which covered the alarm. She poured the water over the sheet and the alarm system exploded into action. The noise was enough to stop Mary in her tracks. She looked on in horror as the lights flashed and the alarm bellowed out.

(Briscoe, 2006: 80-83).

Another event that shows the emotional abuse is when her mother mocks her that she is so ugly. She puts Clare's photograph side by side of Clare's face. She points to Clare's nose and says that her nose is very bad and she does not get it from her. She uses her middle finger and presses it on the edge of her nose so hard then again says that Clare's head is so big, her lips are too large. Clare has listened to this wicked words for many years.

“Jesus Christ, me give birth to that?” She stared from the photograph to me....

“Look at that nose, where did you get it from? Not from me,” said my mother answering her own question.” If I had a nose like that I would cut off had and save the rest.

(Briscoe, 2006: 65-67)

C. Sexual Abuse

Besides being physically and emotionally abused by her mother at home, Clare is also sexually abused by her step father. This happens when Clare is in bed. There is a knock on the door. She does not say anything. She is at the bottom of her bed. Eastman comes in and asks her how Clare is doing. Eastman pulls a chair and then sits. He advises that Clare shall try to be good ather mother. Clare listensat first but then she decides not to listen, so she moves away but she suddenly loses her balance and she dropps her covers, half-exposing her bottom. Clare does not have any clothes on. As Clare tries to cover herself up, Eastman grabs her vagina and says “What a nice little mitt”. He warns Clare not to tell her mother.

On one occasion when he came round, my mother told us to go to bed...

As I reached to cover myself up, Eastman grabbed my minnie and said, “What a nice little mitt.” I pulled the covers up over myself and tucked the blanket in under my chin. He started to talk and I stared at him, not saying a word....

“You better not tell your mammy,” he warned, “or you get a beating and everybody know you a damn liar.”

(Briscoe, 2006: 38-40)

Clare also gets a sexual abuse by her mother’s friend, Georgia Porgie. When her mother is not around, Georgia Porgie, a friend of her mother’s, is taking Clare and her sisters playing out in the yard of their house. Clare is afraid to touch or even have a look of a creepy-crawly caterpillar. She does not like it even though Georgia Porgie tells them that the beautiful caterpillar is soon to turn into a butterfly. Georgia Porgie

will play hide and seek with them. He says that the caterpillar probably crawls outside Clare's leg then he moves his hand across the inside of her thigh close to her vagina. Claire does not realize that Georgia has just abused her. Later on Rose comes in since she hears the scream from outside then asks Clare and her sisters to come inside and have a cup of tea to calm her down.

We had been living at the house for about six months when one day Georgia Porgie was looking after us with Rose. We were all out in the yard...

He called me again. "Clearie, Clare, come back. Come and see the caterpillar. As he moved forward, Georgie Porgie told me not to worry and he promised that he will put the caterpillar down. Then he walked back to far end of the yard...

"Have you got it, Georgie Porgie?"

"No! Still looking.' He moved his hand across from the outside of my thigh to the inside of my leg and patted my minnie...

Rose came out and asked us what all the noise was about; she told me to calm down...

Come inside with me, pet,' Rose said to me. "Let's have a wee cup of thea. It'll calm you down.'

(Briscoe, 2006: 33-36)

D. Neglect

Besides being physically and emotionally abused at home, Clare is also neglected by her mother. On her first school day, Clare is facing the fact that her mother refuses to accompany her to her school. Her mother says that she has two sisters and they both go to the same school.

"I'm ready, mummy,' I said.

"Ready for what?"

"To go to school.'

"Well, what you waiting for? Go, 'she said.'

“But it is my first day at my new school.’

“And?’ said my mother.

“Well, you always take us to school on our first day. You took Pauline and Patsy and Carl and Martin,’ I said.

“Pickney,’ she said, you have two sisters, they both go to same school. They can show you the way.’

(Briscoe, 2006: 98-100).

Another event which shows that Clare is neglected educationally is when she gives a university application form to her mother. She asks her mother to fill out the form. Her mother ignores her and says that a child like Clare cannot become a barrister. Only clever people go to university then she tears it off into small pieces then throws them into the air.

‘Mummy,’ I said, ‘I would like to go have to university when I leave school. I’ve applied for a grant but youv ge to provide some details on the form. Can you feel it in today if possible?’ My mother asked me why I had applied to go to university and I told her that I wanted to read Law. ‘But only clever people go to university, Clare—why do you want to go there?’ she said.

‘I want to be a barrister.’

‘An embarrasser more like,’ she said as she stretched her arm out in my direction. ‘Give me the form.’

I handed them to her. She looked at the front sheet turned it over and looked at the following sheet, then repeated this action until there were no more pages to turn, and finally she started to tear it up into small pieces.

‘Only clever peoples go to university,’ she said, then she the small pieces of paper up into the air. Now fuck off out of my sight, if you know what’s good for you.’

(Briscoe, 2006: 389-390)

The above events show us the social setting of the novel. Children are abused by adults in their own home. The most harmful abuses in the life of a child discovered in the novel “Ugly” are physical abuse, sexual abuse, emotional abuse and neglect.

CHAPTER III

REFLECTION OF CHILD ABUSE IN THE 21ST CENTURY IN LONDON IN THE NOVEL "UGLY" BY CONSTANCE BRISCOE

This chapter is divided into two subchapters. Firstly, the description of the child abuse in the 21st century in London, UK and secondly, the reflection of the child abuse in the 21st century in London in the novel “Ugly” by Constance Briscoe.

3.1 The Description of the Child Abuse in the 21st Century in LONDON

Violence has become an integral part of life for a large percentage of the families throughout the world. Violence against children has been manifested in every conceivable manner: physically, emotionally, through neglect, by sexual exploitation, and by child labor.

Child abuse is a dark and depressing reality in many parts of the world. It has occurred throughout the U.K. history. The most comprehensive research and statistic of the 21st century child abuse in the United Kingdom (UK) was revealed by NSPCC of child maltreatment. This research was conducted in 1998-1999 with a random probability sample of 2,869 young adults aged 18-24 years from across the U.K. who were interviewed about their experience of abuse and neglect in their childhood.

In 2000 the NSPCC published ground breaking research on the prevalence of child maltreatment in the UK. The research was based on a household survey of 2,869 young adults' memories of childhood abuse (Cawson et al, 2000).

(NSPCC : 5)

...

The previous NSPCC national prevalence study conducted in 1998-9, Cawson et al, 2000 asked young adults (aged 18-24 years) about their experiences of maltreatment when they were children. Comparisons

with this study offer the opportunity to chart how children's and young people's experiences of maltreatment have changed over time.

(NSPCC : 107)

<http://www.nspcc.org.uk/Inform/research/findings/child_abuse_neglect_research_PDF_wda84173.html>

[14 November 2013]

Abusive act against children is now commonly called child maltreatment. It was "discovered" as a social problem and it became a matter of intense public concern. The harming of a child, usually by parents. Hard to define and especially to prove in a court of law, since in addition to physical abuse (for example, beating or sexual abuse), there exists psychological abuse (for example, name calling, threatening, or criticizing). Physical violence was defined as acts of physical violence such as being beaten, kicked, hit or physically hurt by a guardian, or physically attacked with or without weapon but not including "smacking".

Children and young people who had experienced physical assault by parents or guardian reported the highest level of hurt or injury in comparison with other forms of physical assault. Family relationships should be based on love, so the potential for abusers in the family to cause psychological or emotional harm, or to betray trust is the greatest (Parents are involved in physical, sexual or emotional abuse or neglect). The study has found that 5% of under 11s, 13.4% of 11-17s and 14.5 % of 18-24s had experienced severe maltreatment by a parent or guardian during childhood.

Table 1: Rates of severe maltreatment

Maltreatment type	Under 11s			11–17s			18–24s		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Severe physical	1.3% (18)	1.0% (13)	1.2% (30) ^a	6.7% (59)	7.1% (60)	6.9% 119	10.2% (98)	12.9% (120)	11.5% (218)
Contact sexual abuse	0.2% (3)	0.8% (10)	0.5% (13)	2.6% (23)	7.0% (59)	4.8% (82)	5.1% (50)	17.8% (165)	11.3% (215)
Severe maltreatment by parent or guardian	4.9% (64)	5.1% (64)	5.0% (128)	13.5% (119)	13.3% (112)	13.4% (231)	11.6% (112)	17.5% (163)	14.5% (275)
All severe maltreatment	5.8% (77)	6.1% (76)	5.9% (153)	18.2% (161)	19.0% (159)	18.6% (320)	20.3% (196)	30.6% (284)	25.3% (480)

(NSPCC : 8)

<http://www.nspcc.org.uk/Inform/research/findings/child_abuse_neglect_research_PDF_wda84173.html> [14 November 2013]

Another report from NSPCC through Child Maltreatment in the United Kingdom: a study of the Prevalence of Abuse and Neglect reported findings the most of the violent treatment (78%) had happened at home, most often by mother (49%) of father (40%).

“Result showed that although few had experience the individual violent treatments, a quarter of the sample had experienced at least one of them. There was a small gender difference with slightly higher levels of men than women experiencing such treatment, but a strong link with social grade, with respondent from grades D and E almost 50% more likely to have experienced this level of violence than those from AB grades. Most of the violence treatment (78%) had happened at home, most often by mother (49%) of father (40%). More than a fifth of those reporting this violent treatment had experience it regularly, with young woman slightly more likely to report this than young men.

(NSPCC : 8)

<http://www.nspcc.org.uk/Inform/publications/downloads/chil_d maltreatmentintheukexecsummary_wdf48006.pdf>

[14 November 2013]

Another report from NSPCC through Child Maltreatment in the United Kingdom: a study of the Prevalence of Abuse and Neglect reported findings the most common was described as ‘terrorising’ which over a third of sample (34%) reported, most of the variance being accounted for by the 20% that child were sometimes really afraid of their father/step father, and the 17% said that they had been threatened with being thrown out by parents.

“The most common was that described as ‘terrorising’ which over a third of the sample (34%) reported, most of the variance being accounted for by the 20% who said that they were ‘sometimes really afraid’ of their father/step father, and the 17% who had been threatened with being thrown out by parents.”

(NSPCC: 14)

http://www.nspcc.org.uk/Inform/publications/downloads/childmaltreatmentintheukexecsummary_wdf48006.pdf

[14 November 2013]

Emotional abuse by parents or guardians was relatively frequently reported in the earlier NSPCC research by Cawson et al (2000) that 172 (6%) young adults experience acts such as being scared or made to feel really bad because a parent or guardian called the child/young person names, said mean things, or they said that they did not want the child by breaking or ruining the child’s things and threatening the child with violence.

“The earlier NSPCC research by Cawson et al (2000) found emotional abuse was reported by 6 per cent of the young adults surveyed. Emotional abuse in the survey included acts such as “being scared or made to feel really bad because a parent or guardian called the child/young person names, said mean things, or said they did not want

the child”, “breaking or ruining the child’s things and threatening the child with violence.”

(NSPCC: 45-46)

http://www.nspcc.org.uk/Inform/research/findings/child_abuse_neglect_research_PDF_wda84173.html [14 Nov 2013]

Another form of recent abuse that has happened in UK is physical neglect where parental care and supervision are in absentia. Neglect might be damaging in its long term effects, and that is part of a complex interrelationship with physical, social and psychological wellbeing. Neglect including the absence of physical care, lack of health care, educational neglect, poor supervision and monitoring and a caregiver being unresponsive to the child’s emotional needs such an extent that significant harm is likely to result.

Serious absence of care was assessed including children frequently being hungry, having to go to school in dirty clothes, not being taken to the doctor when taken ill, regularly having to look after themselves because parents went away or had problems, such as drugs or alcohol, abandoned or deserted, and living in a home with dangerous physical conditions. NSPCC reported 6% or 172 of children sample were assessed by researchers as suffering from neglect, serious absence of care. Intermediate absence of care was where the above conditions were applied but less frequently, with an additional item that children under 12 always or often had to do their own laundry.

“On these criteria, 6% of sample were assessed by researchers as suffering serious absence of care. Intermediate absence of care was where the above conditions applied but with less frequency, with an additional item that children under 12

always or often had to do their own laundry. Intermediate absence of care applied to a further 9%. The ‘cause for concern’ group, 2% of respondents, were those who said that their home was unclean, they sometimes had no clean clothes for school, and they rarely or never had dental check ups.”

(NSPCC, 2000: 11)

http://www.nspcc.org.uk/Inform/publications/downloads/chil_dmalreatmentintheukexecsummary_wdf48006.pdf

[14 November 2013]

Another form of neglect found in the study of absence of supervision. The researchers reported that 5% or about 144 children under the age of 14 experience serious absence of supervision during childhood. This absence includes failure to provide affection or psychological care (emotionally), abandoned or and left alone too much, or are not properly supervised or watched out for.

“Serious absence of supervision included children allowed to stay at home overnight without adult supervision under the age of 10, or allowed out overnight without parents knowing their whereabouts, aged under 14. This category included 5% of the sample.” (NSPCC, 2000:11)

http://www.nspcc.org.uk/Inform/publications/downloads/chil_dmalreatmentintheukexecsummary_wdf48006.pdf

[14 November 2013]

Sexual abuse by children and young people has emerged as a problem in the United Kingdom in the 1990s. The corresponding number of related professional publications has increased as public awareness. Studies found that 34% of women and 39% who recalled having a sexual encounter during their childhood with someone five or more years older than themselves reported that the older partner was aged between 10 and 19 years.

“Various studies have, therefore, tried to estimate the extent of sexual abuse by young people. In major retrospective study of adults concerning their experiences of abuse in childhood, Finkelhor (1979) found that 34 per cent of woman and 39 per cent of men who recalled having a sexual encounter during their childhood with someone five or more years older than themselves reported that older partner was aged between 10 and 19 years.

(Routledge, 1999: 2)

According to Childline, in the year up to 31 March 1998, 1,323 children and young people called about abuse by other young people: 754 were relatives-brothers, sisters, foster brother – or boyfriends; 578 were school children; and a further 192 calls were from third parties, parents and friends about abuse by children.

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(Routledge, 1999: xv)

System for the protection of children from abuse have been in place for some decades in the U.K. During 1990s there has been a developing awareness of the possibility that children and adolescent can also be sexual abuser of others. Research in the United Kingdom found that sexual offences were committed by children under 18 years old.

“However it is only during the 1990s that there has been a developing awareness of the possibility that children and adolescent can also be sexual abuser of others. Whilst much of the early research into sexual abuse by children and young people came from North America, research in the United Kingdom has provided evidence that up to a third of reported

sexual offences are committed by under 18-years-olds (NCH, 1992)".
(Routledge, 1999: xix)

In England, registration for sexual abuse declined from 26 per cent in 1994 to 6 per cent in 2009 (from 7,500 to 2,200 children and young people).

All above facts, it can be seen that child abuse has occurred throughout the U.K. history in the 21st century. It becomes the concern of the U.K government so that many researches report number of abuse such as the number of children who are the subject of child protection plans or on child protection registers.

3.2 The Reflection of the child abuse in the 21st century in London in "Ugly"

According to Alan Swingewood, literature describes human lives and present social problems happen in a society. The story of in novel "Ugly" reflected or presented where child abuse becomes reality of the social problem happen in the 21st century in London. The types of child abuse reflected in the novel are categorized into four types; physical abuse, psychological abuse, sexual abuse and neglect.

3.2.1 Physical Abuse

The fact that physical abuse 21st century in London is done mostly by parents. It is obviously reflected in the novel as discipline to educate their children.

In the novel physical abuse happens everytime Clare wets her bed. When she misses her alarm, her mother will pull her out of the bed and ask her to take out the wet bedclothes and abuses Clare with a slap at the backside then leave her naked shivering. Clare is unable to prevent herself from wetting the bed.

By the time I was seven, my beatings were regular as ever. The alarm failed to wake me, yet my mother always heard it. She would dash into my room when she heard it ring and drag me out of bed. Sometimes when she came into my room she would remove the wet bedclothes and give me a mighty slap on the bare backside, then leaved me naked and shivering...

My humiliation was complete. Not only was I unable to prevent myself wetting the bed, the mere presence of my mother and /or a bedtime beating made me so nervous that I sometimes emptied my bladder in front of her, which was seen an act of defiance.

(Briscoe, 2006: 15)

Another event which reflects physical abuse as a dicipline method of her bed wetting is when Clare is notallowed to eat and drink at dinner. At dinner time Clare's mother serves dinner to all members of the family but Clare. She is ignored by her mother. When she asks for her dinner, her mother tellsher that she will wet the bed too quickly. Not only does she have dinner, but also no water to drink.

My mother decided that her tried and tested abuse would not cure my bed-wetting and so she would try something new. When I asked my mother where my dinner was, she said if I were to eat it, it would go through too quickly and I would wet the bed. She then picked up my orange juice and drank it in one go. Then she put the empty glass back down on the table in front of me. "You'll have a dry night tonight." she said. No one at the table said a word. I feared another beating so chose not to confront my mother.

(Briscoe, 2006: 48-49)

3.2.2 Emotional or Psychological Abuse

Another abuse reflected in the novel is emotional or psychological abuse which occurs at home. The first event of psychological abuse reflected in "Ugly" is humiliation (adults's attack on self-esteem). Clare is humiliated and emberassed by her mother. Her mother intentionally tells Mary that Clare still wets her bed. Mary

seems to be unbelievably shocked knowing the fact that Clare still does something embarrassing. Her mother invites Mary to see Clare's bedroom. She pours water onto Clare's mattress and then the alarm flashes on. Clare can see Mary's face that is so scared because of the alarm.

“Can Clare come out to play?” a girl's voice said...

“No, I said, I'm busy. Lots of home works.” I turned to go back upstairs....

“Come in, come in. I'm sure you've interested in seeing how and where your friends live. Have you seen her bedroom?...

“This is her room,” said my mother as she pushed Mary in before her.

“Now, she said, “Is your room like this?”....

“You still wet the bed?” Mary looked at me as if an alien had landed on my face....

“Watch this, dear.” She peeled back the covers and revealed my incontinence sheet, which covered the alarm. She poured the water over the sheet and the alarm system exploded into action. The noise was enough to stop Mary in her tracks. She looked on in horror as the lights flashed and the alarm bellowed out.

(Briscoe, 2006: 80-83).

The next event reflected emotional abuse is when from her mother mocks Clare by telling that she is so damn ugly. Her mother takes the main photograph out put it at the right side of Clare's head. She says that her nose is very bad, her head is so big, her lips are too large and she does not get them from her mother.

“Jesus Christ, me give birth to that?” She stared from the photograph to me....

“Look at that nose, where did you get it from? Not from me,” said my mother answering her own question.” If I had a nose like that I would cut off had and save the rest.

(Briscoe, 2006: 65-67)

Another event of emotional or psychological abuse reflected in this novel is attacks by harming someone or something that the child loves or values, and antipathy by showing dislike or disagree to the child by word and action. It is obviously can be seen when Clare asks her mother if it is fine for her to go to Notre Dame School, a good grammar school. Instead of saying yes, her mother says that she is not bright enough and that she is so stupid. Her mother tells her to get out of her sight. Her mother is so angry and says that Clare is not better than the rest of the family. How does she think that university can cope with her piss smells?

“Sacred Heart,” she said. “Like your sisters.”

“But I don’t want to go to Sacred Heart School.”

“Oh?” said my mother. “And where were you like to go?”

“I want to go to Notre Dame School with all my friends.”...

“Oh,” said my mother. “You think you’re better than the rest of us, do you? Well, what are you going to tell them about the bed? How may Grammar-school children do you think wet the bed?

Do you think they will be able to cope with the smell, don’t you? Not now and then but all the time.”

(Briscoe, 2006: 88-89).

3.2.3 Sexual Abuse

The sexual abuse in the 21st century in London is done mostly by people who have closest relation to the victims as reflected in this novel. Clare, besides she gets physical and psychological or emotional abuse from her mother, she also sexually abuse by her step father, Eastman. He grabs Clare’svagina and says “What a nice little mitt”. He warns Clare not to tell her mother.

On one occasion when he came round, my mother told us to go to bed...

As I reached to cover myself up, Eastman grabbed my minnie and said, "What a nice little mitt." I pulled the covers up over myself and tucked the blanket in under my chin. He started to talk and I stared at him, not saying a word....

"You better not tell your mammy," he warned, "or you get a beating and everybody know you a damn liar."

(Briscoe, 2006: 38-40)

Another event reflected sexual abuse is when Clare also gets a sexual abuse by her mother's friend, Georgia Porgie. When her mother is not around, Georgia Porgie, a friend of her mother's, is taking Clare and her sisters playing out in the yard of their house. Georgia Porgie will play hide and seek with them. He says that the caterpillar probably crawls outside Clare's leg then he moves his hand across the inside of her thigh close to her vagina.

We had been living at the house for about six months when one day Georgia Porgie was looking after us with Rose. We were all out in the yard...

He called me again. "Clearie, Clare, come back. Come and see the caterpillar. As he moved forward, Georgie Porgie told me not to worry and he promised that he will put the caterpillar down. Then he walked back to far end of the yard...

"Have you got it, Georgie Porgie?"

"No! Still looking.' He moved his hand across from the outside of my thigh to the inside of my leg and patted my minnie...

Rose came out and asked us what all the noise was about; she told me to calm down...

Come inside with me, pet,' Rose said to me. "Let's have a wee cup of thea. It'll calm you down.'

(Briscoe, 2006: 33-36)

3.2.4 Neglect

The last fact reflected in the novel “Ugly” is neglect within family in the form of in absentia of parents supervision during childhood. This absence includes failure to provide affection or psychological care (emotionally), abandoned or and left alone too much, or are not properly supervised or watched out for. Clare is also neglected by her mother. She is facing the fact that her mother refuses to accompany her on her first day of school.

“I’m ready, mummy,’ I said.

“Ready for what?”

“To go to school.’

“Well, what you waiting for? Go, ‘she said.’

“But it is my first day at my new school.’

“And?” said my mother.

“Well, you always take us to school on our first day. You took Pauline and Patsy and Carl and Martin,’ I said.

“Pickney,’ she said, you have two sisters, they both go to same school. They can show you the way.’

(Briscoe, 2006: 98-100).

Another event which shows that Clare is neglected educationally is when she gives a university application form to her mother. She asks her mother to fill out the university form. Instead of fill out the form she tears it off into small pieces then throws them into the air.

‘Mummy,’ I said, ‘I would like to go have to university when I leave school. I’ve applied for a grant but youv ge to provide some details on the form. Can you feel it in today if possible?’ My mother asked me why I had applied to go to university and I told her that I wanted to read Law. ‘But only clever people go to university, Clare—why do you want to go there?’ she said.

‘I want to be a barrister.’

‘An embarrasser more like,’ she said as she stretched her arm out in my direction. ‘Give me the form.’

I handed them to her. She looked at the front sheet turned it over and looked at the following sheet, then repeated this action until there were no more pages to turn, and finally she started to tear it up into small pieces.

‘Only clever peoples go to university,’ she said, then she the small pieces of paper up into the air. Now fuck off out of my sight, if you know what’s good for you.’

(Briscoe, 2006: 389-390)

All evidence above shows that child abuse now becomes serious issue and epidemic problem happens in U.K. society. Victims are registered in the form of child abuse as fact that the abuse is harmed in a family who has closest relation to them. The abuses give great impact to the children. They feel loneliness, fear, emotional lack of support, being ignored, unwanted, unlove and having trauma for the rest of their life.

Those above evidences proves that the novel “Ugly” reflects the facts of the child abuse or child maltreatment as a reality of the social problem happen in the 21st century in London.

CHAPTER IV

CONCLUSION

This chapter presents the conclusion of the whole research. The problem identified in this research is child abuse in the 21st century in London, U.K. reflected in the novel "Ugly" written by Constance Briscoe and published in 2006. To reveal the problem, I identify the main character and the social setting by using the intrinsic approach. I also examine the description of child abuse and the reflection theory by Alan Swingewood as the extrinsic approach.

Based on the analysis of child abuse in the 21st century in London, U.K. reflected in the novel "Ugly," I determined that the main character is a little girl named Clare who has the highest intensity of involvement in the novel "Ugly" which I have proven in all the 16 events. The 16 events show that she builds the story from the beginning to the end of the story.

The social setting in this novel is identified as the society where child abuse becomes a serious problem. In this novel, I have found that the child abuse occurs in a family surrounding. She is a little girl who is abused by her mother, step father and her guardian. Clare repeatedly gets abusive acts from her mother.

The reflection of child abuse in the 21st century in London, U.K. in the novel "Ugly" is analyzed by using the Reflection Theory by Alan Swingewood. The child abuse is harmed in many forms including physical, psychological or emotional abuse, sexual abuse and neglect.

The first form of the child abuse reflected in this novel is physical abuse which occurs at home. Clare gets physical abuse not only from her mother but also from her step father. Clare becomes an object of her mother's anger and frustration.

The second form of child abuse reflected in the novel is emotional or psychological abuse which occurs by creating humiliation (adults's attack on self-esteem), harming someone or something that the child loves or values, and resentment by showing someone's dislike or disagreement upon the child in words and actions. Clare is humiliated and embarrassed by her mother by saying she is ugly and neglected emotionally when her mother ignores her not to fill out the university form.

The third form of child abuse, reflected in this novel, is sexual abuse which is mostly harmed by people who have the closest relationship with the victims. Clare gets abusive acts from her step father, Eastman. He grabs Clare's vagina. He warns Clare not to tell her mother.

The last form of the child abuse, reflected in the novel, is neglect within family surrounding. Clare is also neglected emotionally and educationally by her mother. She faces the fact that her mother refuses to accompany her on her first day of school and her mother tears off Clare's university form application into small pieces then throws them into the air.

From the explanation above, I conclude that those facts of child abuse indicate serious problems in society in the 21st century in London, U.K. reflected in the novel “Ugly” written by Constance Briscoe.

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APPENDICES

A. SYNOPSIS OF THE “SKRIPSI”

The title of this “skripsi” is “The Analysis of Child Abuse in the 21st Century in London Reflected in ‘Ugly’ written by Contance Briscoe”. I use this novel as the object of my “skripsi” because it is a dark and depressing reality in many parts of the world, children are suffering from a hidden epidemic of child abuse and neglect. A child or adolescent may experience while in the care of someone they either trust or depend on, such as a parent, sibling, other relative, caregiver or guardian. Abuse can occur just one time or happen repeatedly. It empowers children by confronting their deepest fears of punishment, indulging their fantasies for revenge and offering a model of positive motivation.

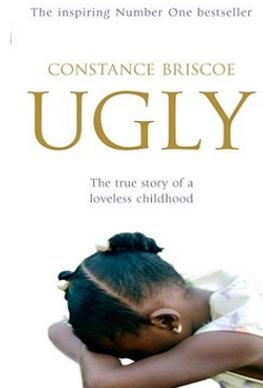
This “skripsi” consists of four chapters. Chapter I is the Introduction, comprising the background of the problem, identification of the problem, limitation of the problem, statement of the problem, aim of the research, benefit of the research, methods of the research, theoretical framework, and systematic organization of the research.

Chapter II consists of two sub-chapters. The first is the identification of main character in which I find that a little girl Clare is the main character of the story. She is involved intensively in every event and conflict of the story. The second sub-chapter is the analysis of social setting in which I describe that the children should fight against abusive acts of adult characters.

Chapter III also consists of two sub-chapters. The first sub-chapter is the reflection of child abuse in the 21st Century in London, UK. The second sub-chapter is the reflection of child abuse in the 21st Century in London, UK in the novel of “Ugly”.

Chapter IV is the last chapter which consists the conclusion of the analysis of the whole chapters

B. SYNOPSIS OF THE NOVEL “UGLY”



“Ugly” is a true story of a loveless childhood begins with Constance Briscoe pictured as a little girl fronting up to Social Services to request admission to a children's home. They sent her back to her home in South London as her mother, Carmen, is known as a glowing example of motherhood, having adopted one child as well as bearing six of her own.

Deciding that "life was not worth living at all", Briscoe returns home and swallow a bottle of bleach, because the bleach can kill all known germs and her mother had told her for so long that she was a “germ”.

Clare was treated like a slave in her own home by her mother, Carmen. She get abuse from her mother and also her step father. Her makes Clare sleep in urine-soaked sheets and nightclothes, removes all sheets and blankets from the bed, leaving her to sleep on a plastic bag, and finally removes the bed from her room altogether.

Her siblings receive new Christmas presents while Clare is given the same ones year after year, re-wrapped. And when her mother finally moves out with some of her children to her boyfriend's home, leaving Clare and two of her siblings to fend

for themselves without food or money, the 13-year-old is required to pay rent, requiring her to take two jobs while still at school.

Briscoe recounts the awful details of her childhood with remarkable economy, as though to labor over the details of each encounter would be to give them too much emotional currency. After one particularly violent beating, she says: "I felt dazed for a few moments and remained on the floor until the feeling passed. It would be good not to live with that woman. She made me dislike her and I no longer considered her as my mother."

C. BIOGRAPHY OF CONTANCE BRISCOE

Constance Briscoe was born 18 May 1957. Briscoe's parents immigrated to the United Kingdom from Jamaica in the 1950s. Constance's mother Carmen had seven children, including Constance, by her husband George Briscoe. She then had another four children by Garfield Eastman.

Briscoe studied Law at the University of Newcastle upon Tyne, financing her studies by having several jobs at weekends and during the holidays, including working in a hospice. She took an MA at the University of Warwick and holds a Honorary Degree of Doctor of Laws from the University of Wolverhampton.

She was called to the Bar in 1983, and in 1996 became a recorder, a part time judge - one of the first black women to sit as a judge in the UK. Briscoe's legal practice focused on criminal law and fraud, principally defending. She also undertook tribunal work, public inquiries, inquests and acts as President of Mental Health Tribunals. A room is now named after her in the Newcastle University Students' Union building.

Briscoe lives in Clapham, with her two children from her earlier relationship, with lawyer Adam Wilson QC. A long relationship with barrister Anthony Arlidge QC ended in 2010.

Briscoe is known for her books "*Ugly*" (2006) and "*Beyond Ugly*" (2008), in which she claims she was abused as a child. She often spoke publicly about her experiences. Her mother, Carmen Briscoe-Mitchell, denies these claims and sued her

daughter and her publishers Hodder & Stoughton for libel. The case was concluded in Briscoe's favor, when a jury in the High Court unanimously accepted Constance's argument that her allegations were substantially true. Briscoe's mother stated she wished to have this civil decision reversed in the light of Briscoe's later criminal conviction for perverting the course of justice. Police have confirmed she also faces criminal investigation in relation to the evidence supporting the civil judgment in her favor.

On 6 October 2012, Briscoe was arrested in Clapham and subsequently bailed pending further enquiries, as a result of a police investigation. No announcement was made at that time as to the nature of any allegations against her. The Lord Chief Justice and Lord Chancellor suspended Briscoe from the judiciary pending the outcome of the police investigation.

In February 2013, at the trial of Vicky Pryce police stated that Briscoe's arrest related to the release of information to the press on behalf of Vicky Pryce contrary to statements Briscoe had made, and the police could not rely upon Briscoe as a "witness of truth". Pryce was a friend and neighbour of Briscoe. Briscoe was not charged but remained on police bail.

On 12 June 2013 it was announced she would be charged with two counts of intending to pervert the course of justice and would attend court on 24 June 2013. The first count alleged that she provided police with two inaccurate statements, and

the second alleged that she produced a copy of her witness statement that had been altered.

On 1 May 2014 she was found guilty at the Old Bailey of three charges of attempting to pervert the course of justice, by lying to police, falsifying a witness statement, and providing a false document to an expert witness. On 2 May 2014 she was jailed for 16 months. On 6 August 2014, Briscoe was removed as a member of the judiciary. The removal was confirmed in a statement released by the Judicial Conduct Investigations Office.

CURRICULUM VITAE

Personal Details

Name : Fithrie Yulyana P
Place/Date of Birth : July 25th, 1982
Address : Jln. Amarilis Blok J.2 No.21
BSD – Tangerang 15321
Gender : Female
Nationality : Indonesia
Email : fithrie_julyana@yahoo.co.uk

Formal Educational Background

2011 – 2014 Sarjana Degree in English Literature – Nasional University, Jakarta
2000 – 2003 Diploma Degree in English Literature – Gunadarma University,
Jakarta
1997 – 2000 SMUN 1 Senior High School, Tangerang
1995 – 1997 SLTPN 3 Junior High School, Tangerang
1989 – 1995 Blangmameh Elementary School, North Aceh

Working Experiences

2012 – 2014 Project Business Administration at PT. JGC Indonesia
2009 – 2012 Procurement Secretary at PT. JGC Indonesia
2005 – 2009 Procurement Secretary at Tangguh LNG Project KJP Consortium
2003 – 2005 Marketing and Administration at PT. Olagafood