

**AN ANALYSIS ON THE SOCIAL PROBLEMS OF *DAVID
COPPERFIELD* BY CHARLES DICKENS**

THESIS

By

Nurul Faizah

(03320100)



**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITIES AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG
2007**

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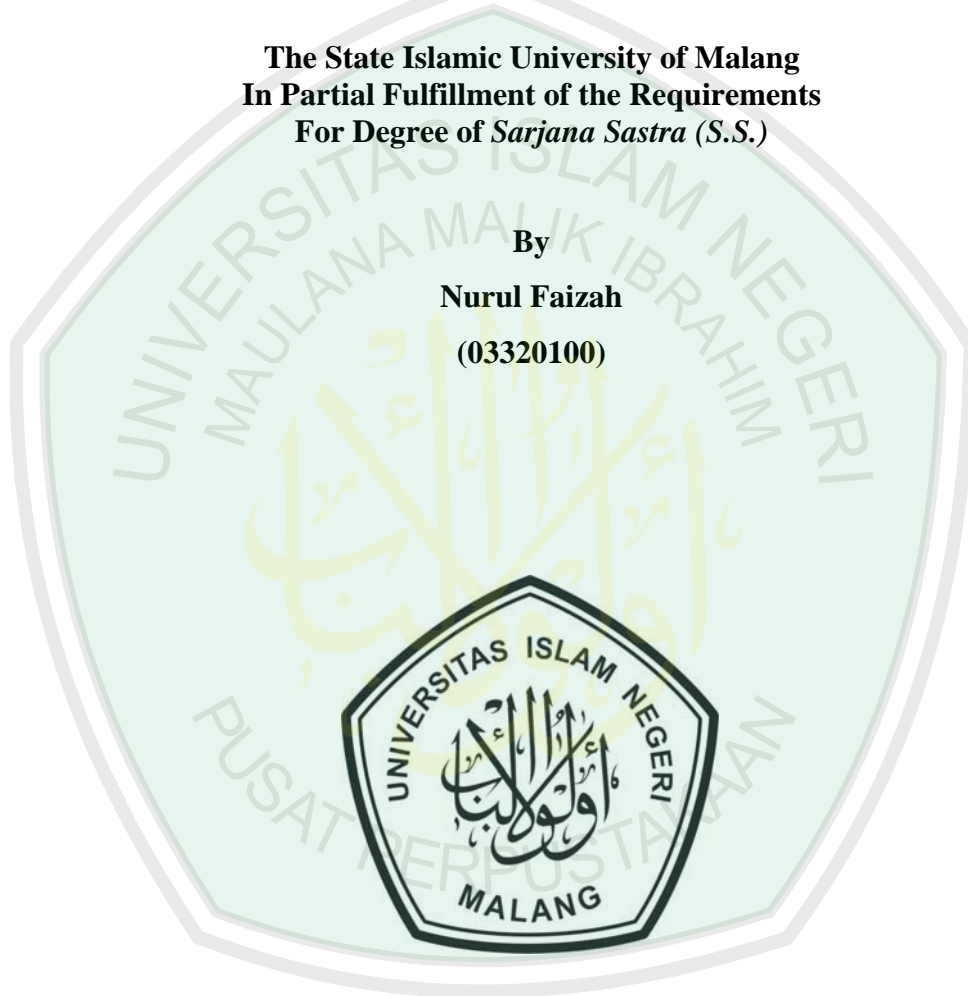
Presented to

**The State Islamic University of Malang
In Partial Fulfillment of the Requirements
For Degree of *Sarjana Sastra (S.S.)***

By

Nurul Faizah

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**ENGLISH LETTERS AND LANGUAGE DEPARTMENT
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THE STATE ISLAMIC UNIVERSITY OF MALANG
2007**

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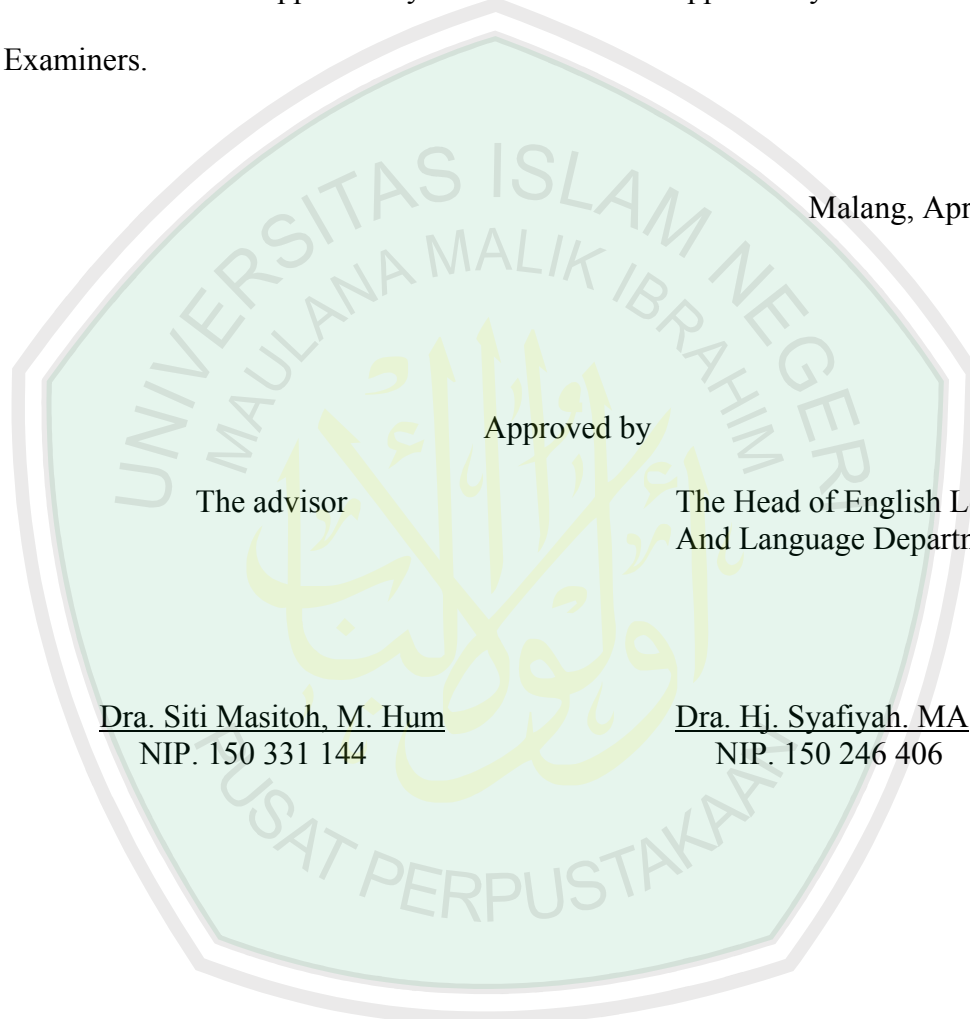
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Malang, April 2007



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MOTTO

ان اكرمكم عند الله اتقاكم..... (الحجرات: 13)

Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you

We only win by facing our problems, especially what we're afraid of.

If you run, you have no chance of winning
(Stuart Engstrand)



DEDICATION

This Thesis is dedicated to:

My beloved father Sumadji (Alm.) and mother Dewi Masitoh thanks for their love endless, pray never last, attention, and support.

My beloved M.Amin Kutbi thanks for support, love endless and everything. My beloved little brother, Muhammad Ali Sofyan, and Ahmad Nur Rizki thanks for their support and love so I can finish my study.

My beloved father Pak Po and his family thanks for their attention, support, and pray.





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Mengetahui,
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Finishing this thesis was not a simple thing at all and she definitely spent her great deals of time but gave her valuable experience. This study would not have been completed without some contributions and support from many people. She wants to express her gratitude to:

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Finally, she truly realizes that this thesis still needs the constructive criticism and suggestions from the readers in order to make it perfect and hopefully it can be useful, especially for the students of the English Letters. And the researcher prays to Allah SWT, her thesis is useful and may God bless us. Amin.

Malang, April 2007

Nurul Faizah

ABSTRACT

Faizah, Nurul. 2007. *An Analysis on the Social Problems of David Copperfield by Charles Dickens*. English Letters and Language Department. The State Islamic University of Malang.

Advisor : Dra. Siti Masitoh, M. Hum.

Key words : Social problems, *David Copperfield*, Charles Dickens.

Social problems is a condition in society that is considered harmful or undesirable by society as a whole, based on existing social values and in respect of which it is believed that amelioration is possible.

In this case, the researcher interested in analyzing one of popular novels, i.e. *David Copperfield* by Charles Dickens, one of the great English novelists of the Victorian era. The researcher is analysis on social problems. She chooses this because it can increases her knowledge and experience about human problems. *David Copperfield* is partly autobiographical of the life of the writer himself and this novel is often considered to be Dickens' great novel. Furthermore, there are many kinds of social problems happen in this story.

Then, this research is aimed at finding the kind of social problems happened in *David Copperfield*. The researcher limits her study only on the social problems occurred in English society in the nineteenth century as shown in the novel. They are gap between social class, poverty, discrimination in education, and unfair treatment in working class.

To give clear description of how this study is conducted the researcher uses literary criticism as her research design in the novel *David Copperfield* by Charles Dickens. She uses structural approach. Structural approach is an approach that is used to analyze a literary work by interpreting and focusing on the text alone, apart from the author and reader.

Furthermore, in this novel the researcher finds some social problems such as gap between social class, poverty, discrimination in education, and unfair treatment in working class.

Social class is divided into rich and poor. Social class in Victorian period as it described in the novel is still much more strictly divided into rich and poor, we can see the differences of this society or gap between social class by observing their house and position. The rich people in *David Copperfield* is represented by the Steerforths with their luxurious house and good position in society, so that they can do anything what they like. As a rich woman Mrs. Steerforth is very proud. She never allows Emily to become her daughter-in-law because of their position is different in society. Emily just poor woman and it is impossible if Emily marriage with her sons. Mrs. Steerforth thinks that if Emily marriage with Steerforth it could irretrievably blights her son's career and ruins his prospects. On the contrary, the Micawbers as representative of poor people live in poverty. They stay in a house which is very scantily furnished. Mr. Micawber never has any money to buy food or furniture for his house.

Then, poverty problems in *David Copperfield* represented by the life of Martha Endell, David Copperfield, and Mr. Micawber. We can know it by

observing their dwellings and food. Martha lives in a slum area of London, among the rubbish of the riverside. Her poverty has caused physical and psychological effects for her. David's dwelling in Murdstone and Grinby's warehouse, when he is forced to work there by his stepfather, is very bad. The house is dirty and overrun with rats. As a working class boy David is paid very low. Because of this low wage, he eats insufficiently and unsatisfactorily food. Then we can see poverty from Mr. Micawber, who is poor people, but he is very improvident. Poverty makes him always loan money from other peoples, but he never can to pay his debt. One morning, Mr. Micawbers faces to difficulties crisis again because of he cannot pay his debt. He carried over to the King's Bench Prison in the Borough.

In this novel the discrimination in education still happen at Salem House School. From Steerforth and Traddles we can see. They are come from different class. James Steerforth, one of student in Salem House who is come from rich family always gets a good treatment and good position in that school. He always gets different service rather than other student who comes from poor family. He never gets punishment from his wrong. On the contrary, Tommy Traddles who is unlucky boy and come from poor family always get punishment from his headmaster. He always gets bad treatment from him.

Working class consists of adults and children, men and boys. *David Copperfield* experiences the unpleasant situation, when he is forced to work at warehouse for long hours; it is about twelve hours with low wage, only six shilling a week. These long hours of work and low salary are the most general problems of early industrial working class.

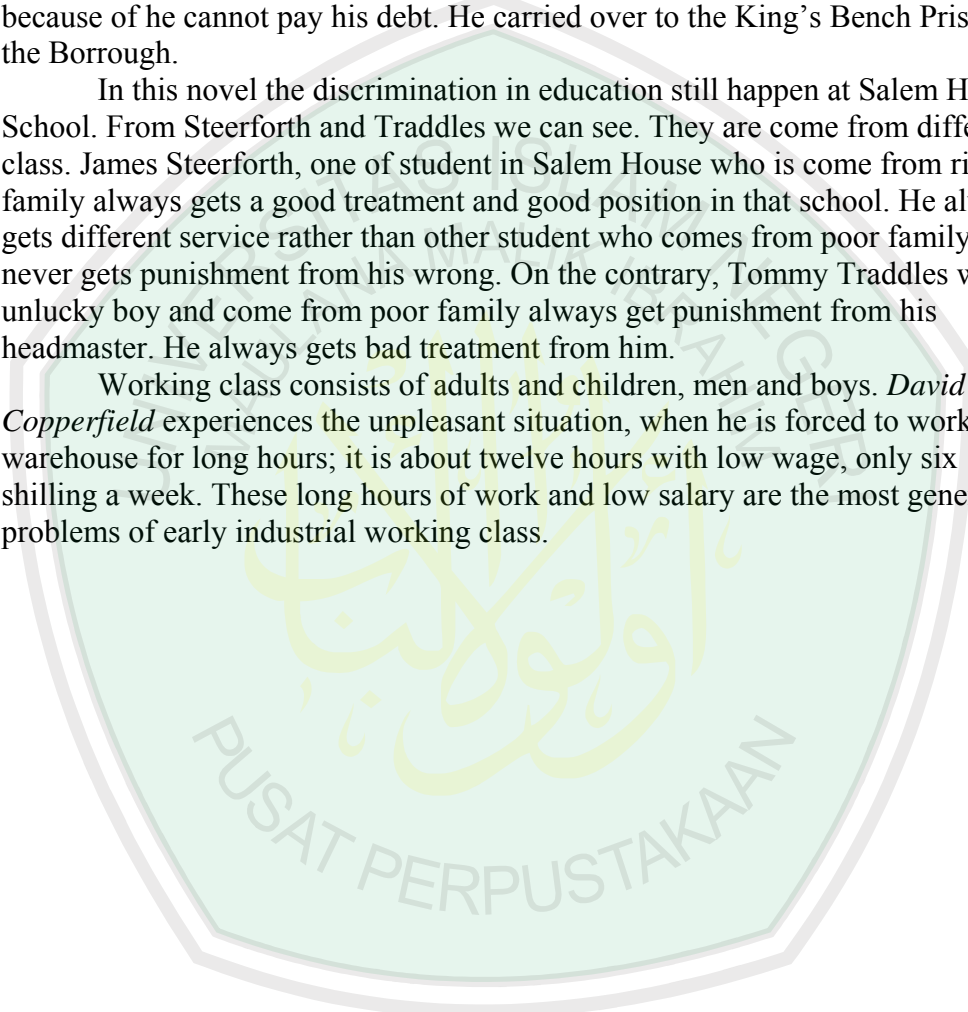


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CHAPTER I

INTRODUCTION

The present chapter deals with background of the study, problems of the study, objectives of the study, scope and limitation, significance of the study, research method, and definition of the key terms.

1.1 Background of the Study

Andre Lefevere states in *Pengantar Teori Sastra* that the literature is inspirable from human being's life since it describes the events which happen in a society (Taum, 1997:15). Literature is identical with life because it can be seen that literature is a true picture or reflection of human's life. It describes what and how human life is and usually it reflects the events which happen in the society.

William J. Long in his book *English Literature* (1919: 8-9) states that since literature is the expression of life in words of truth and beauty; the written record of man's spirit of his thoughts, emotions, and aspirations; and the history of human soul, it becomes one of the most important and delightful subjects that can occupy the human mind.

Furthermore, literature is a vast treasury from which can obtain the materials we require for the building up of our intellectual and moral knowledge. It supplies us with standards of comparison in all matters that are concerning with the art of living. We learn there in what countless men of wisdom and genius have made of life. Their writings provide us with both an enlargement of experience

and an interpretation of life. In this respect literature helps us in the business of living much as history does (Williams, 1951: 3-4).

Literature is inspirable from life since it describes the events which can happen in the society. Whatever human being has experienced in their life describes the reality of life. Literature is identical with life; it moreover deals with feelings, ideas, experiences, passions, and imaginations. Literature helps us to understand human sentiments, human interests, and human problems.

The reason for learning literature is that it includes emotion, imagination, feeling, and creativity as well as knowledge. It is not like other subjects which involve only knowledge. Above all, literature might be very interesting for some students who have high sensitivity and imagination because they will enjoy the beauty of literature.

Literature consists of two genres; they are non-imaginative literature and imaginative literature (Jakob & Saini, 1991: 16-19). Non-imaginative literature covers literary works which are based on fact or reality that really happens in human life. The genres of non-imaginative literature are an essay, a critic, a biography, an autobiography, a history, a memoir, a daily record and a letter. Imaginative literature includes literary works in which factual element is not so important because its purpose is not to give factual information to the reader but provide a new sense about reality. The genres of imaginative literature are poetry, prose and drama.

Prose is a literary genre which uses more denotative language rather than connotative one. H.B Jassin says that prose is pronouncing with mind which is

different from poem which is pronouncing feeling (in Suroto, 1989). The forms of prose are novel, novelette, and short story. The term "novel" is derived from Latin word *novellas* or *novies* meaning new. "Novel" it is also taken from Italian language, *novella* meaning little new thing. Novel is the modern version of long narrative which depends on the characters.

The researcher has decided to choose a novel as the object of the study because it concerns with life. By reading the novel, she not only gets the enjoyment but also increases her knowledge and experience about human problems.

The researcher is interested in analyzing one of the popular novels, *David Copperfield* by Charles Dickens. *David Copperfield* is Dickens eight novels, which was published in monthly parts by Brand Bury and Evans on May 1849- November 1850 and illustrated by Phiz (Paul Davis, 1999: 105). Besides, *David Copperfield* is partly autobiographical of the writer himself which was one of the greatest novelists in Victorian period, and this novel is often considered to be his finest novel as Dickens said himself that it was his favorite of his own novels. In the preface of *David Copperfield* edition, Charles Dickens states that:

Of all my books, I like this the best. It will be easily believed that I am a fond parent to every chills of my fancy, and that no one can ever love that family as dearly as I love them. But, like many fond parents. I have in my heart of hearts a favorite child. And his name is *David Copperfield* (*David Copperfield*, 1994).

Perhaps Dickens was especially fond of *David Copperfield* because David's story is often very close to the history of his own life of Charles Dickens from his childhood and early sorrow until his success as a writer, we can also gain

the benefits from the characters involved such as Mr.Murdstone, Mr.Micawber, Mrs.Steerforh, Martha Endell, Mr. Creakle, Doctor strong and many others which are very unique as a reflection of English society in nineteenth century.

David Copperfield by Charles Dickens is an interesting novel. The main character of this novel is David. He was an orphan. His father died six months before he was born. He lived with his mother, Clara and his nurse, Peggoty. And after that his mother remarried with Mr.Murdstone. Having got a new father he faced some problems especially concerning with his study. Mr.Murdstone and his sister were always angry with him when he could not answer properly some questions about his lesson. David as the result was sent to school at Salem House. Few months later his mother died, so he did not continue his study again. He could not afford to pay the school fee. Then he was sent to work by his step father Mr.Murdstone to do his business. David lodged at Mr.Micawber's house. Unfortunately, Mr.Micawber could not afford to pay his debt, so he and his family had to move to other town. David did not have friend anymore, so he ran away to his aunt Miss.Betsey in order to escape from his loneliness. His aunt was very happy. She treated him as if he were her own child, and sent him to school of Dr.Strong at Canterbury. Having graduated from this school, he went back to his aunt, Miss.Betsey. A few years later he married with Dora Spenlow. She was a daughter of David's friend. One day David's aunt had lost all of her money, as a result she could not support him any longer. To overcome his financial problem, he worked as a secretary of Dr.Strong, his former headmaster. In his free time he also learnt shorthand in order to be a reporter. Getting enough capability began to

write. Unfortunately his wife was sick and at last she died. In fact, David was not so much desperate of it although he loved his wife. He tried well to keep standing. He kept writing and at last he became a great writer. Finally, he remarried to Agnes Wickfield and had a happy life.

From the explanation above, we can see there are many kind of social problems happen in this story. Such as education, social class, poverty, religion and working class.

There are other researchers who have ever analyzed the same novel as the researcher's but with the different area. They are Mentik Indah Wati (1997) and Siti Fatimah (2007). Mentik Indah Wati (1997) wrote a thesis entitled *David's Conflict Leading to His Success in Charles Dickens's David Copperfield*. She focused her study on the conflicts faced by David as the main character in the novel *David Copperfield* by Charles Dickens. The result of her study is that *David Copperfield* had undergone many conflicts but he had never been frustrated. He faced his problem bravely. When he had a rest time, he tried to kill it by writing. Finally, he became a great writer.

Then Siti Fatimah (2007) wrote a thesis entitled *An Analysis on the Autobiographical Aspects of Charles Dickens' David Copperfield*. She focused her study on the autobiographical of Charles Dickens. Charles Dickens had managed to write his own life under the pseudonym of *David Copperfield*. A comparison between the content of the novel and Dickens' own life reveals that the life of Charles Dickens is well portrayed in that of *David Copperfield* although Dickens seemed to avoid using actual names by making up the scenery and names

of the people in his fiction. She limits her study by emphasizing more on the family background, education, childhood experience, love affair, and career of David as the reflection of Charles Dickens's life.

Then the other researchers who have ever analyzed about sociological problems are Jamilah(2001) and Mat Zainuri(2001). Jamilah(2001) wrote a thesis entitled *An Analysis on Sociological aspects of Pygmalion by George Bernard Shaw*. She analyzed sociological aspect included in Pygmalion and how the main character change and reach his social status. She found some sociological aspect in drama including culture, and social stratification, which reflect London society in the time. The other result is when person is eager to change his social status he has to adopt his attitude, what his speaks and what he wears with new social class.

Mat Zainuri(2001) student of STAIN Malang has also wrote a thesis entitled *Sociological and Political Aspect on Mangir Drama by Pramoedya Ananta Toer*. He analyzed sociological aspect in the drama. He found that social stratification design in the drama is around the Feudal attitude of Mataram people. They, high position, are more respected than common people. Common people have to follow the role of high people. Another result is there are three parts of culture described on Mangir Drama, they are: art, habit, and moral all of them tell about Mataram and Mangir culture.

Based on the description above, the researcher wants to conduct a study entitles"*An Analysis on the Social Problems of David Copperfield by Charles Dickens.*"

1.2 Problems of the Study

Related to the background of the study above, the researcher tries to formulate the problem of the study as it is mentioned in the following question:

1. What kind of social problems happened in *David Copperfield*?

1.3 Objectives of the Study

The objectives of the study are directly related to the problems of study.

They are:

1. Know what kind of social problems happened in *David Copperfield*.

1.4 Scope and Limitation of the Study

There are various social problems occurred in a society as a result of social interaction among individuals, between individuals and their groups and among groups of people. So in this study the researcher limits her discussion only on the social problems occurred in English society in the nineteenth century as shown in the novel. They are gap between social class, poverty, discrimination in education, and unfair treatment in working class.

1.5 Significant of the Study

Theoretically, this study is expected to be able to increase and enrich the knowledge especially about the social problems of *David Copperfield* by Charles Dickens. The researcher really hopes that this description of social problems occurred in the novel as sketches of England or London life in the nineteenth

century, will be a profit contribution for the teaching literary in State Islamic University of Malang (UIN Malang) also for the next researchers who want to learn about complicated human problems in society.

By learning about complicated human problems in society we are asked to know and to understand the development of the society, because we are part of the society and our life cannot be separated from it. We have to know our society well including its problems, so that we can react or behave properly in our society. Moreover, the importance of this study is to help any thesis writers who need a lot of reference as their comparative study.

1.6 Definition of the Key Terms

To avoid misunderstanding among the writers and the readers, the researcher would like to clarify the key terms used in this study. She attempts to define such terms as follow:

Social problem is the situation in a dynamic and democratic society believed to be a threat to or an infringement upon a social value, and considered capable of amelioration or elimination by appropriate collective action. In this case the social problems on the novel *David Copperfield*; they are gap between social class, poverty, discrimination in education, and unfair treatment in working class.

Social class is based on rank in society, sometimes different from wealth or political power.

Poverty is the state of being poor.

Education is the process by which a persons mind and character are developed through teaching especially through formal instruction at a school or college.

Working class is the social class to which people belong who work with their hand, for example in factories or mines (lower class, middle class, and upper class).



CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the writer considered that it is important to involve several books used in this study. In order to reach the related literature in her work, the researcher has some books, thesis, and other printed works that support the theory applied in her thesis.

2.1 Sociology

There are many definitions of sociology. Etymologically the word is derived from the Latin “*socius*” (companion) and the Greek “*Logos*” (science). It would be incomplete, however, to stop at this analysis and say that sociology is the study of society, for it is only one of several related subjects, called social sciences, which study society. While each of the social sciences considers some special aspects of society (Murray, 1946:3).

Sociology is knowledge which is the object of study is concerning with human social activity. Literature is an art work constituting human living expression. Other word between literary work and sociology obviously are two different fields, but both are mutually completing. Sociology not only connects people of a society to their socio-cultural environment, but also to the nature. Sociology of literature study is mostly done by Marxism stating that literature is a reflection of society affected by historical condition (Eagleton in Fanani: 1983).

Joseph S. Roucek and Roland L. Warren in their book *Sociology an Introduction* (1964:3) state that sociology is the study of human beings in their group relationships. As such, it studies interaction within and between groups of people. These groups may be as small as two people talking on a street corner or as the crowd at a Rose Bowl game or the people of a nation.

According to George Ritzer and et al in their book *Sociology: Experiencing A Changing Society*(1979:7), sociology is the study of individuals in a social setting that includes groups, organizations, cultures, and societies; and of the interrelationship of individuals, groups, organizations, cultures, and societies.

Dictionary of Sociology edited by Henry Pratt Fairchild (1944) defines sociology as the scientific study of the phenomena arising out of the group relations of human beings.

Furthermore, definition of sociology is given by Franz Mueller in his book *The Formal Object of Sociology* (1940: 59) says that sociology studies social life with a view to that particular thing which gives inter human life its social character.

For Indonesian sociologist like Selo Soemarjan and Soelaeman Soemardi (1974) state that:

“Sociology or social study is a study which learns about social structure and social process. Still according to them, social structure that is entire relation between main social elements, social norms, social institutions groups and social stratification. Social process is reciprocal influence between various collective living dimension, like reciprocal influence between economical living dimension and religious living dimensions, economy, etc. one of the social process which has own characteristic is in the case of accounting changes in social structure.”

Sociology illuminates the human experience. It invites us to examine aspects of the social environment that we often ignore, neglect, or take for granted. By studying sociology, we can achieve better grasp of how our society is organized, where power lies, what beliefs channel our behavior, and how our society has come to be what it is. Sociology provides a unique perspective that encourages us to look behind the outer aspects of social life and discern its inner structure to suspend the belief thing is simply as they seem. In other words, sociology equips with a special form of consciousness. This consciousness helps us to better understand the social forces we confront, especially those that constrain us (James, 1988) thus sociology is a liberating science. (<http://www.brocku.ca/english/courses/4F70/crit.vs.sociology.html>, accessed on 5 November 2007, at 5:35 pm).

Sociologists focus on three basic types of arrangements: the arrangement of words and ideas (culture) that we use to make sense of one another and our surrounding: the arrangement of social relationships (social structure) such as those link authors and readers, parents and children, rich and poor: and arrangement of people in physical space (ecology), from how the placement of furniture can affects who emerges as a group's leader to the differences between life in large, populous cities and life in small.

The discussion above shows that sociology is a social study which focuses on learning social process including human being and their environment also how they behave each other in making relationship.

2.2 Social Problems

Many types of individual problems may be fraught with human tragedy, but not necessarily constitute a social problem. It is only when such individual problems are widespread, when they are caused to a considerable extent by existing social institutions, when they become a burden to society, and where known methods of coping with them are neglected, that they become social problems. Social problems are problems involving considerable numbers of people in ways which interfere with the satisfaction of biological and socially conditioned needs along socially approved lines. They involve relatively widespread concern. They are generated at least in part by the situational configuration, or the institutional configuration is such that they cannot be coped with adequately. Finally, they involve problems about which presumably something can be done (Roucek, 1964: 130-131).

Social problems are societal induced conditions that harm any segment of the population, and acts and conditions that violate the norms and values found in society. (<http://www.Social problem-Wikipedia, the free encyclopedia.htm>, accessed on 5 November 2007, at 05:41 pm.)

Francis E. Merrill in his book *Social Problems* (1950: 3) states that a social problem is a situation in a dynamic and democratic society believed to be a threat to or an infringement upon a social value, and considered capable of amelioration or elimination by appropriate collective action. A social problem involves the following elements:

- a. Behaviour on a large scale

- b. A social value believed to be threatened thereby
- c. A belief that the behaviour and the value may (at least in theory) be reconciled by the purposive action of a democratic society.

Those elements must all be present before the behaviour may properly be called a social problem. From this explanation we should therefore maintain a healthy respect for the facts of social behaviour, we should understand the possibilities and limitations of social action. The following explanations are the sociological problems that the writer wants to be discussed.

2.2.1 Social Class

Social class is an unorganized group of people who become members by birth or by later entry into the group, who treat each other as approximate equals, who associate with each other more intimately than with other persons, and who have approximately the same relationship of super ordination or subordination to persons from other groups within the society. While social classes have no formal organization, they nevertheless comprise broad groups of people of approximately the same social status, with approximately the same access to the things life has to offer.

There is a reciprocal relationship between the individual factor and the person's social class position. So, for example, type and amount of education help determine one's social class position, but one's social class position helps to determine the type and amount of this formal education. Similarly with the other factors. The two most important determinants of social class seem to be amount of income and social class position of the family into which one is born. Sometimes

there is a lag between income and social class position of the family. A man may amass a fortune and still not be accepted in the “upper crust” because of high social class position seems to outlast a reduction of income to a point corresponding to the average of a lower social class (Roucek, 1964: 61-62).

Then, the most important social change flowing from the Industrial Revolution was not the increase in the population but the alteration in its structure and balance. Wherever mills, mines, and factories were opened, towns and cities appeared. The growths of an urban population caused rise in the numbers and influence of the two social classes that form the backbone of an industrial society. Those are the businessmen and the workingmen. There was a great contrast between the rich businessmen or capitalists (such as industrialists, mine-owners, shipping companies, and ship-owners) and poor workingmen or laborers. On the one hand, poor workingmen or laborers lived in slum areas of London. Their housing was often overcrowded and had bad sanitation. Children had poor education. On the other hand, the rich capitalists lived in luxury. Housing was much better, more streets were being paved and more forms of entertainment and amusement were available. Children, especially boys, had better educational opportunities. The Victorian age was really the age of the widening cleavage between rich and poor ([http://www.Victorian- Social problems-Wikipedia, the free encyclopedia.htm](http://www.Victorian-Social-problems-Wikipedia,the-free-encyclopedia.htm), accessed on 1 November 2007, at 08:41 pm.)

Class is a complex term, in use since the late eighteenth century, and employed in many different ways. In our context classes are the more or less

distinct social groupings which at any given historical period, taken as a whole, constituted British Society. Different social classes can be (and were by the classes themselves) distinguished by inequalities in such areas as power, authority, wealth, working and living conditions, life-styles, life-span, education, religion, and culture. Early in the nineteenth century the labels "working classes" and "middle classes" were already coming into common usage. The old hereditary aristocracy, reinforced by the new gentry who owed their success to commerce, industry, and the professions, evolved into an "upper class" (its consciousness formed in large part by the Public Schools and Universities) which tenaciously maintained control over the political system, depriving not only the working classes but the middle classes of a voice in the political process. The increasingly powerful (and class conscious) middle classes, however, undertook organized agitation to remedy this situation: the passage of the Reform Act of 1832 and the abolition of the Corn Laws in 1846 were intimations of the extent to which they would ultimately be successful.

The working classes, however, remained shut out from the political process, and became increasingly hostile not only to the aristocracy but to the middle classes as well. As the Industrial Revolution progressed there was further social stratification. Capitalists, for example, employed industrial workers who were one component of the working classes (each class included a wide range of occupations of varying status and income; there was a large gap, for example, between skilled and unskilled labor), but beneath the industrial workers was a submerged "under class" — contemporaries referred to them as the "sunken

people" which lived in poverty. In mid-century skilled workers had acquired enough power to enable them to establish Trade Unions (Socialism became an increasingly important political force) which they used to further improve their status, while unskilled workers and the underclass beneath them remained much more susceptible to exploitation, and were therefore exploited.

This basic hierarchical structure (presented here in highly oversimplified form), comprising the "upper classes," the "middle classes," the "Working Classes" (with skilled laborers at one extreme and unskilled at the other), and the impoverished "Under Class," remained relatively stable despite periodic (and frequently violent) upheavals, and despite the Marxist view of the inevitability of class conflict, at least until the outbreak of World War I. A modified class structure clearly remains in existence today.

2.2.2 Poverty

In *The Encyclopedia of Sociology* (1992: 1525) also give definition about poverty. Poverty means simply the state of lacking material possessions, of having little or no means to support oneself. All would agree that anyone lacking the means necessary to remain alive is in poverty, but beyond that there is little agreement.

J.L. Gillin in his book *Poverty and Dependency* (1937: 22) describes poverty as that condition in which a person, either because of inadequate income or unwise expenditure, does not maintain a standard of living high enough to provide for his physical and mental efficiency and to enable him and his natural

dependents to function usefully according to the standards of the society of which they are members.

Every great city has one or more slums, where the working class is crowded together. True, poverty often dwells in hidden alleys close to the palaces of the rich; but in general a separate territory has been assigned to it where, removed from the sight of the happier classes, it may struggle along as it can. These slums are pretty equally arranged in all the great towns of England, the worst houses in the worst quarters of the towns; usually one or two-storied cottages in long rows, perhaps with cellars used as dwellings, almost always irregularly built. These houses of three or four rooms and a kitchen form throughout England, some parts of London excepted, the general dwellings of the working class. The streets are generally unpaved, rough, dirty, filled with vegetable and animal refuse, without sewers or gutters, but supplied with foul, stagnant pools instead. Moreover, ventilation is impeded by the bad, confused method of building of the whole quarter; and since many human beings here live crowded into a small space, the atmosphere that prevails in these workingmen's quarters may readily be imagined. Further, the streets serve as drying grounds in fine weather; lines are stretched across from house to house, and hung with wet clothing. Here live the poorest of the poor, the worst paid workers with thieves and the victims of prostitution indiscriminately huddled together, the majority Irish, or of Irish extraction, and those who have not yet sunk in the whirlpool of moral ruin which surrounds them, sinking daily deeper, losing daily more and more of their power

to resist the demoralising influence of want, filth, and evil surroundings. Let us see the condition of the working people who lived in London in 1844. It contained 1400 houses, inhabited by 2795 families, or about 12000 persons. The space upon which this large population dwells is Less than 400 yards (1200 feet) square, and in this overcrowding it is nothing unusual to find a man, his wife, four or five children, and sometimes both grandparents, all in one single room, where they eat, sleep, and work. ([http://Victorian- Working Class- Wikipedia, the free encyclopedia.htm](http://Victorian-Working-Class-Wikipedia,the-free-encyclopedia.htm), accessed on 1 November 2007, at 07:40 pm.)

2.2.3 Education

Education may be defined briefly as the process where by the culture of a society is transmitted from generation to generation. Every society has certain knowledge, skills, folkways and mores which it regards as indispensable of its survival. In order to regularize the transmission of knowledge of these forms and skills some sort of educational system is set up. In preliterate societies this system is informal, its structure very often being scarcely discernible. In modern society the system is complex including not only the informal education carried on in the home, church, playgroup, and the formal school system, but the dissemination of knowledge through literature, the press, the radio, and the moving picture as well (Murray, 1946: 773).

Education in nineteenth-century England was not equal - not between the sexes, and not between the classes. Gentlemen would be educated at home by a

governess or tutor until they were old enough to attend Eton, Harrow, Rugby, Winchester, Westminster, Charterhouse, or a small handful of lesser schools. The curriculum was heavily weighted towards the classics - the languages and literature of Ancient Greece and Rome. After that, they would attend Oxford or Cambridge. Here they might also study mathematics, law, philosophy, and modern history. Oxford tended to produce more Members of Parliament and government officials, while Cambridge leaned more towards the sciences and produced more acclaimed scholars. However, it was not compulsory, either legally or socially, for a gentleman to attend school at all. He could, just as easily, be taught entirely at home. However, public school and University were the great staging grounds for public life, where you made your friends and developed the connections that would aid you later in life. Beau Brummel met the Prince of Wales at Eton and that friendship helped him conquer all of London Society despite his lack of family background.

A lady's education was taken, almost entirely, at home. There were boarding schools, but no University, and the studies were very different. She learned French, drawing, dancing, music, and the use of globes. If the school, or the governess, was interested in teaching any practical skills, she learned plain sewing as well as embroidery, and accounts.

As we should expect at such a time of upheaval and reorganization, there is a good deal of discussion of democracy and individualism, of nationalism and liberalism, of the growth of population and the need for controls or for emigration.

Education becomes a general concern, and the place of religious teaching in a national system of education is bitterly debated.

Although education in organized schools is as old as western civilization, up until the nineteenth century it was usually limited in practice to a relatively few. The first compulsory attendance law was passed in Prussia in 1717. Today practically every large country in the western world not only provides schools for everyone but requires all children between at least 7 and 14 to attend school (Murray, 1946: 735).

The Victorian age was also an age of progress in education. The result was an ever-increasing number of literate people, who wanted to read. The printing press was also improved and could turn out more books in a shorter time.

The education of the large masses began with the Education Act of 1870, which made elementary education compulsory for all children. Before the Education Act of 1870 was settled, during the last third of the nineteenth century, educational facilities were grossly inadequate. In England, as often as not, only the Sunday school gave the Millhand's child a chance to learn his abc's. The Millhand's himself, if he had great ambition and fortitude, might attend one of the adult schools known as "mechanics institutes". No wonder that in the 1840's one-third of the men and one-half of the women married in England could not sign their names on the marriage register and simply made their mark. ([http://Victorian.education--Wikipedia, the free encyclopedia.htm](http://Victorian.education--Wikipedia,the%20free%20encyclopedia.htm), accessed on 1 November 2007, at 07:45 pm.)

In early nineteenth century England there was few publicly-owned schools. Some were managed by wicked teachers who did not consider the happiness of the children or their education. Such schools would not have flourished if there had not been parents who for selfish reasons did not want to bring up their children themselves.

Prior to the 1870 Education Act, children in Victorian England were educated in many different ways, or not at all, depending upon their sex and their parents' financial situation, social class, religion and values.

The first schools of record, dating back to the 16th century, were Sunday schools. This type of school is often associated with Robert Raikes, a newspaper publisher, who popularized the idea. By the middle of the 19th century, approximately two thirds of all working class children between the ages of 5 and 15 were attending Sunday school.

Here in England, an elementary education isn't free. Schools were and continue to be financed by private individuals, churches, charitable organizations and businesses. One can expect to pay between one and nine pence per child per week. As a result of the Education Act things are beginning to change, and some schools are now able to obtain assistance through government grants.

Females did not receive the same education as a male student as a female would most certainly marry and raise a family. Classes would usually take place between the hours of 9:00 A.M. - 12:30 P.M. and resume again at 2:00 P.M. until 4:30 P.M. Children who lived within a short walking distance usually went home for lunch; the others brought their lunch and remained at school.

2.2.4 Working Class

Workmen faced more immediate problems. They had to find jobs and to make ends meet on inadequate wages. The industrial revolution intensified the business cycle, with its alternations of full employment and unemployment. Factories at first made little attempt to provide a fairly steady level of employment. When a batch of orders came in, machines and men were worked to capacity until the orders were filled. Then the factory simply shut down to await the next flurry of orders. Labor sometimes got such low wages that only a single man could maintain himself on his earnings. The worker who was a family man might have to put both his children and his wife to work as a matter of sheer economic necessity. Humanitarian tradition probably exaggerates the extent to which industry exploited and degraded women and children, probably tends to view the exceptional instance of extreme hardship as the average situation. Nevertheless, exploitation and degradation unquestionably did occur. Just as one lynching is a shocking thing, so it is a shocking thing to encounter one example of the kind here recorded in the testimony of a factory worker, Samuel Coulson who said that the workingmen including women and children had to work nineteen hours a day for six weeks of labor, and they had only three shillings a week. Also he told that this excessive term of labor also occasioned much cruelty, the strap was very frequently used. ([http://Victorian- Working Class-Wikipedia, the free encyclopedia.htm](http://Victorian-Working-Class-Wikipedia,the-free-encyclopedia.htm), accessed on 13 November 2007, at 09:20 pm.)

From the explanation above we can understand that this excessively long hour, low pay and subhuman working conditions were the most general grievances of early industrial workers.

It is well to remember that probably the worst abused child labour in the country was that of the climbing boys, the wretched children apprenticed to chimney sweeps, small masters who were only too close to those they employed for they beat them when they would not go up flues in which they might be suffocated; or that the unhappy sempstresses also seemed to have been normally working for small-scale employers who were not mechanized at all. Even in the factories and mines the children were often not directly employed by the factory owner but by the worker himself, while some of the worst cruelties were inflicted by the overseer. ([http://Victorian- Working Class-Wikipedia](http://Victorian-Working-Class-Wikipedia), the free encyclopedia.htm, accessed on 13 November 2007, at 09:20 pm.)

One of the most remarkable characteristics of Victorian working-class autobiographies is the uncomplaining acceptance of conditions of life and work which to the modern reader seem brutal, degrading and almost unimaginable of near-poverty and, sometimes, extreme poverty, of over-crowded and inadequate housing accommodation, of bad working conditions, periodic unemployment and generally restricted opportunities, and of the high incidence of disease, disablement and death. Yet most of those who experienced such conditions are not, in their writings at least, consciously discontented, let alone in a state of revolt. There is a sense of patient resignation to the facts of life, the feeling that human existence is a struggle and that survival is an end in itself. Especially is this

so in relation to the early death of wives or children a fatalistic attitude that 'God gives and God takes away' and that although one may mourn, one does not inveigh against the Fates which, to us, seem to have treated some so cruelly. Such resignation was, in part, the product of a long history of deprivation and suffering by which, for generations past, working people had been accustomed to poverty, personal tragedy and limited expectations; for some it was reinforced by the religious teaching that this world was, in any case, a vale of tears, and that happiness could only be expected in the life to come. These attitudes are true of the great majority, though not of all. In a few who are politically motivated or involved in trade union activities. The resentment against misery and exploitation is open and expressed, and it is noticeable that a more critical tone develops over time. From these writings is of men and women who are materially very poor by contemporary standards, which are uncomplaining in their poverty, who lead lives of hard work but rarely expect to find fulfillment from it, and for whom the family, interpersonal relationships, and relationship with God are centrally important. Their intellectual and cultural horizons are strictly limited: very few concern themselves with national events or politics, even with local trade union or labor movements; they are uninterested in material acquisition or achievement as such; they are not socially mobile and barely conscious of class beyond a recognition that the 'masters' constitute a different order of society into which they will never penetrate. Their aspirations are modest to be respected by their fellows, to see their families growing up and making their way in the world, to die without debt and without sin. Such happiness and satisfactions as life has to offer are to be

found in social contacts within groups the family, the work-group, the chapel or, for a few, the public house; here meaningful relationships can be made, experiences exchanged, joys and sorrows shared.

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. In Defoe's day he thought it admirable that in the vicinity of Halifax scarcely anybody above the age of 4 was idle. 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. In 1840 perhaps only twenty percent of the children of London had any schooling, a number which had risen by 1860, when perhaps half of the children between 5 and 15 were in some sort of school, if only a day school (of the sort in which Dickens's Pip finds himself in *Great Expectations*) or a Sunday school; the others were working. Many of the more fortunate found employment as apprentices to respectable trades (in the building trade workers put in 64 hours a week in summer and 52 in winter) or as general servants there were over 120,000 domestic servants in London alone at mid-century, who worked 80 hour weeks for one halfpence per hour — but many more were not so lucky. Most prostitutes (and there were thousands in London alone) were between 15 and 22 years of age.

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 (children as young as 3 had been put to work previously). 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. Iron and coal mines (where children, again, both boys and girls, began work at age 5, and generally died before they were 25), gas works, shipyards, construction, match factories, nail factories, and the business of chimney sweeping, for example (which Blake would use as an emblem of the destruction of the innocent), where the exploitation of child labor was more extensive, was to be enforced in all of England by a total of four inspectors. After further radical agitation, another act in 1847 limited both adults and children to ten hours of work daily.

2.3 Structural Approach

A literary work analysis is an experience which is written after an analysis interacted with certain literary work completely. After reading such kind of literary work, between one analyst and another will have a different impression toward the literary work they read. In analyzing a literary work

either extrinsically or intrinsically, a researcher absolutely needs sort of approach in order to make him/her easy focusing and limiting his/her study.

They are many literary theories, which used to analyze literary works. One of them is structural approach. Structural approach is an approach that is used to analyze a literary work by interpreting and focusing on the text alone, apart from the author and reader (Semi, 2001: 44). Actually this approach had introduced by Aristotle since Greek period with the concept of *wholeness, unity, complexity, and coherence*, but it had just developed quickly in twentieth century (Fananie, 2002: 114-115).

In literary theory, structural approach is an approach to analyzing the narrative material by examining the underlying invariant structure. Structuralism underlines the importance of genre, i.e., basic rules as to how subjects are approached, about conventions of reading for theme, level of seriousness, significance of language use, and so forth. "Different genres lead to different expectations of types of situations and actions, and of psychological, moral, and esthetic values." (<http://www.brocku.ca/english/courses/4F70/crit.vs.theory.html> accessed on 5 December 2007, at 06:30 pm.).

In online <http://www.brocku.ca/english/courses/4F70/struct.html>, accessed on 5 December 2007, at 05:35 pm. Hawkes state that Structuralism is a way of thinking about the world which is predominantly concerned with the perceptions and description of structures. At its simplest, structuralism claims that the nature of every element in any given situation has no significance by itself, and in fact is determined by all the other elements involved in that situation. The full

significance of any entity cannot be perceived unless and until it is integrated into the structure of which it forms a part.

Structuralism as a term refers to various theories across the humanities, social sciences and economics many of which share the assumption that structural relationships between concepts vary between different cultures/languages and that these relationships can be usefully exposed and explored.

More accurately it could be described as approach in academic disciplines in general that explores the relationships between fundamental principal elements in language, literature, and other fields upon which some higher mental, linguistic, social, or cultural "structures" and "structural networks" are built. Through these networks meaning is produced within a particular person, system, or culture. This meaning then frames and motivates the actions of individuals and groups.

Structuralism appeared in academia for the first time in the 19th century and then reappeared in the second half of the 20th century, when it grew to become one of the most popular approaches in academic fields concerned with the analysis of language, culture, and society. The work of Ferdinand de Saussure concerning linguistics is generally considered to be a starting point of 20th century structuralism. The term "structuralism" itself appeared in the works of French anthropologist Claude Lévi-Strauss, and gave rise, in France, to the "structuralist movement," which spurred the work of such thinkers as Michel Foucault, Louis Althusser, the psychoanalyst Jacques Lacan, as well as the structural Marxism of Nicos Poulantzas. Almost all members of this so-called movement denied that they were part of it. Structuralism is closely related to

semiotics. Structuralism has had varying degrees of influence in the social sciences: a great deal in the field of sociology, but hardly any in economics. Structuralism is oriented toward the reader insofar as it says that the reader constructs literature, that is, reads the text with certain conventions and expectations in mind. Structuralism concentrates on elements within works of literature without focusing on historical, social, and biographical influences. (<http://www.brocku.ca/english/courses/4F70/struct.html>, accessed on 5 December 2007, at 05:35).

Suwondo (2003: 54) state that the characteristic of structural theory is a consideration that in literary work itself there is an autonomous structure that can be understood as a unit of its elements, which relate each other. A structure is a system that consists of amount elements, which none of them is able to experience a change without producing a change in other elements (Strauss *via Teeuw* in Suwondo, 2003: 54-55). In a novel, the structure does not present from word and language, but it can be analyzed based on many elements that form it, such as theme, character, plot, setting, and point of view. To know the whole meaning, those elements must be related to each other. Whether the structures bind to each other, support to each other and whether the structures are related to each other. Therefore, to understand its meaning, literary work must be analyzed based on the structure its self; it is free from the historical background, the author, and the effect of the readers. So, understanding literary work means understanding its elements.

This approach has some weaknesses; they are (1) releasing a literary work from the history background and (2) isolating a literary work from the relevance of the social culture (Teeuw in Suwondo, 2003: 55). Although it has some weaknesses, it is necessary to agree Teeuw's opinion. Teeuw in (Suwondo, 2003: 55) says that however structural approach is priority duty for a researcher of a literary work before he or she steps to other things. So, to understand the meaning of literary work optimally, understanding the structure is a step that is difficult to avoid and it must be done.

In appreciating and analyzing *An Analysis on the Social Problems of David Copperfield* by Charles Dickens, the writer uses structural approach. "Structuralism is a complex theory but basically it involves the reader giving up their right to a personal respond or interpretation and focusing on the text alone" (*Literature, Criticism and style*: 25). This approach tries to study the work itself, without relating to the author's life, background of society, or background of the work. Jonathan Culler in Selden (1989: 50) argues that structuralist theory of criticism should aim to explain how readers actually manage to produce from texts. In the study, the writer will analyze the work purely. So that the writer does not need to study the author's life, background of society, or background of the work, but just analyzing the work itself.

2.4 Previous Study

There is a previous study that has similar discussion as the present research. She is Mentik Indah Wati who wrote a thesis entitled *David's Conflict*

Leading to His Success in Charles Dickens's David Copperfield (1997). Her research was intended to find the answer of the three question, i.e. what kind of conflict has David undergone, what are the effects of his conflicts that influence his life, and how David's conflict lead to his success. She limited her study on the conflict in *David Copperfield* by Charles Dickens. In this study she used descriptive qualitative research design in which she described the social, physical, and psychological conflict. The result of her study is that *David Copperfield* has undergone many conflicts, like with Mr. Murdstone, Mr.Creakle, and his wife. Beside social conflict, he has also undergone many conflicts, but he has never been frustrated. He faced his problem broadly. When he had a rest time, he tried to kill his problem bravely by writing. Finally, he became a great writer.

Then Siti Fatimah (2007) who wrote a thesis entitled *An Analysis on the Autobiographical Aspects of Charles Dickens' David Copperfield'*. She focused her study on the autobiographical of Charles Dickens. Charles Dickens had managed to write his own life under the pseudonym of *David Copperfield*. A comparison between the content of the novel and Dickens' own life reveals that the life of Charles Dickens is well portrayed in that of *David Copperfield* although Dickens seemed to avoid using actual names by making up the scenery and names of the people in his fiction. She limits her study by emphasizing more on the family background, education, childhood experience, love affair, and career of David as the reflection of Charled Dickens's life.

Then the other researchers who have ever analyzed about sociological problems are Jamilah (2001) and Mat Zainuri (2001). Jamilah (2001) wrote a thesis entitled

An Analysis on Sociological aspects of Pygmalion by George Bernard Shaw. She analyzed sociological aspect included in *Pygmalion* and how the main character change and reach his social status. She limited her study on the sociological aspects in *Pygmalion* by George Bernard Shaw. In this study she used descriptive qualitative research design in which she described the culture, and social stratification, which reflect London society in the time. The result of her study is when person is eager to change his social status he has to adopt his attitude, what his speaks and what he wears with new social class.

Mat Zainuri (2001) student of STAIN Malang has also written a thesis entitled *Sociological and Political Aspect on Mangir Drama by Pramoedya Ananta Toer.* He analyzed sociological aspect in the drama. He found that social stratification design in the drama is around the Feudal attitude of Mataram people. They, high position, are more respected than common people. Common people have to follow the role of high people. Another result is there are three parts of culture described on Mangir Drama, they are: art, habit, and moral all of them tell about Mataram and Mangir culture. He limited his study on the sociological and Political Aspect on *Mangir Drama* by Pramoedya Ananta Toer and he used descriptive qualitative research design.

The research that the researcher conducts is different from those four researches. The researcher focused her study on the social problems in *David Copperfield* by Charles Dickens. In this study the researcher used literary criticism research design and limits her discussion only on the social problems occurred in English society in the nineteenth century as shown in the novel. They are gap between social class, poverty, discrimination in education, and unfair treatment in working class.

Based on the statement above, the researcher wants to discuss about *An Analysis on the Social Problems of David Copperfield by Charles Dickens*. In this novel the researcher has found some social problems such as gap between social class, poverty, discrimination in education, and unfair treatment in working class.



CHAPTER III

RESEARCH METHODOLOGY

The important points of the methodology are elaborated in this chapter, namely research design, data source, data collection, and data analysis procedures.

3.1 Research Design

Branch of literary studies consists of literary theory, criticism, and history (Taum, 1997: 14). In literary study perspective, the position of literary criticism is very important, is proportional of the above mentioned aspects because all of them influence each other, are mutually supporting, and have close relation in developing the dynamics of literature.

Literary criticism is the study, discussion, evaluation, and interpretation of literature. Modern literary criticism is often informed by literary theory, which is the philosophical discussion of its methods and goals. Though the two activities are closely related, literary critics are not always, and have not always been, theorists. (http://en.wikipedia.org/wiki/Literary_criticism, accessed on 15 November 2007, at 07:35 pm.).

Literary criticism is fundamentally the estimation of the value of a particular work or body of work on such grounds as: the personal and/or cultural significance of the themes and the uses of language of a text; the insights and impact of a text; and the aesthetic production (or, performance) of the text; particularly as these areas are seen to be mutually dependent, supportive or

inflective. (<http://www.brocku.ca/english/courses/4F70/crit.vs.theory.html>, accessed on 15 November 2007, at 07:35 pm.).

Literary criticism is a kind of consideration to show kindness or strength as well as lacking of which there are in literature. The result from literary criticism usually includes two matters there are goodness and badness. (Fananie, 2002: 20)

Peck and Coyle (1984: 1) also state that literary criticism is primarily concerned the individual works of literature. The most important thing is to read and reread the books we are studying. Trying to decide what about they are and how they work.

Literary criticism is the study which directly related to a certain literary work. The critic should consider whether the work is a good or bad. The critic should make clear the problems related to the literary works by giving interpretation, explanation, and description. (Hardjana, 1994: 37).

From the preceding explanation, the researcher uses literary criticism as her research design in conducting this study because literary criticism is the only research design that is directly related to the literary works and literary criticism not only gives good or bad evaluation upon a literary work but also explains where its goodness and badness lies, and evaluates aesthetic values in the literary work, especially in the novel *David Copperfield* by Charles Dickens.

To give critical opinion on Charles Dickens' *David Copperfield*, the researcher uses structuralism approach. In literary theory, structuralism approach is an approach to analyzing the narrative material by examining the underlying invariant structure. Structuralism underlines the importance of genre, i.e., basic

rules as to how subjects are approached, about conventions of reading for theme, level of seriousness, significance of language use, and so forth. "Different genres lead to different expectations of types of situations and actions, and of psychological, moral, and esthetic values."

(<http://www.brocku.ca/english/courses/4F70/crit.vs.theory.html>).

Structural approach is an approach that is used to analyze a literary work by interpreting and focusing on the text alone, apart from the author and reader (Semi, 2001: 44). Structuralism is oriented toward the reader insofar as it says that the reader constructs literature, that is, reads the text with certain conventions and expectations in mind.

Structuralism is a way of thinking about the world which is predominantly concerned with the perceptions and description of structures. At its simplest, structuralism claims that the nature of every element in any given situation has no significance by itself, and in fact is determined by all the other elements involved in that situation. The full significance of any entity cannot be perceived unless and until it is integrated into the structure of which it forms a part.

(<http://www.brocku.ca/english/courses/4F70/struct.html>, accessed on 5 December 2007, at 05:35).

In this research, the researcher analyzes kind of social problems happened in *David Copperfield*. In literary work, such as novel, structure is not only from word or language, but also from the elements; they are theme, plot, setting, character, and point of view. In this research, character and conflicts or problems

are the very important elements. Based on those two elements, the researcher will be able to identify kind of social problems happened in *David Copperfield*.

3. 2 Data Source

In this research, data source is the great novel of Charles Dickens' *David Copperfield*. The novel consists of 64 chapter and 716 pages. This novel was published by Penguin Popular Classic in 1994. Besides, word, phrase, sentences, discourse, and event which are related to five social problems which is happened in the story of *David Copperfield* as a reflection of English society in the nineteenth century, particularly in Victorian period as it is presented in the novel, namely gap between social class, poverty, discrimination in education, and unfair treatment in working class.

3. 3 Data Collection

Since the subject of the study is a novel, the technique used to collect the data is library research. The first source is events and episode in the novel itself and the second one is other references such as articles, reports, books, magazines and theories from various outstanding sociologists as well as encyclopedia. The procedures of data collecting are stated bellow:

1. Finding and reading Charles Dickens *David Copperfield* to understand the content of the novel.
2. Collecting references concerning the study especially about the social problems of *David Copperfield*.

3. Identifying the data in accordance with the social problems of *David Copperfield* by Charles Dickens, especially related to gap between social class, poverty, discrimination in education, and unfair treatment in working class.
4. Selecting the data based on the problems of the study; there are social problems of *David Copperfield* by Charles Dickens. In this study, the researcher focuses on gap between social class, poverty, discrimination in education, and unfair treatment in working class.

3.4 Data Analysis

The procedure analysis consists of two activities, firstly is data gathering and secondly is data analysis. The data analysis procedure in this study is carried out in relation to the social problems being analyzed. Firstly, the researcher categorized the novel, which is much related to the focus of the study. Then the researcher presented the data in accordance with the categories. Secondly, the researcher analyzes the data presented using the structural approach as the researcher use. The analysis will be much related to social problems focusing on gap between social class, poverty, discrimination in education, and unfair treatment in working class. Thirdly, the researcher will make conclusion of the discussion.

CHAPTER IV

ANALYSIS

In this chapter, the writer presents the main content of her thesis that is the analysis of social problems happening in *David Copperfield*. The writer intends to show what kinds of social problems appear in *David Copperfield*.

4.1 Gap between Social Classes

Life in Britain in Victorian period as it presented in the novel was very different from what it is nowadays. Society was still much more strictly divided into upper class and under class. Usually upper class lived in luxury house, more streets were being paved and more forms of entertainment. They get good treatment in society rather than under class. On the other hand under class lived in slum area and lived in poverty. We will see the differences between the rich and the poor people by observing their house and position in society. We will know there are gap between upper and under class from the life of Steerforths and Micawbers.

The Steerforth is a rich family. They are consists of Mrs. Steerforth and her son James Steerforth. They are live in luxury house and have much money to buy and get everything that they want.

We thought this intention very noble in Steerforth, whose mother was a widow, and rich, and would do almost anything, it was said, and that he asked her. (*David Copperfield*: 93)

From the quotation, we know that Steerforths is a rich family. Mrs. Steerforth, she is a rich widow and proud woman. She feels that she can do anything especially for her son because she has power and much money. She spoils her son and this bad upbringing causes his proud, irresponsible and selfish. She will do anything for her son, James Steerforth. She spoils him and this bad upbringing causes his proud, irresponsible, and selfish.

An elderly lady, though not very far advanced in years, with a proud carriage and a handsome face, was in the doorway as we alighted, and greeting Steerforth as "My dearest James", folded him in her arms.

To this lady he presented me as his mother, and she gave me a stately welcome.

It was a genteel, old-fashioned house, very quiet and orderly. From the windows of my room I saw all London lying in the distance like a great vapor, with here and there some lights twinkling through it. I had only time, in dressing, to glance at the solid furniture, the framed pieces of work (done, I supposed, by Steerforth's mother when she was a girl), and some pictures in crayons of ladies with powdered hair and bodices, coming and going on the walls, as the newly-kindled fire crackled and sputtered, when I was called to dinner. (*David Copperfield: 245*)

From the condition of Mrs. Steerforths life it can be seen clearly that she is a rich woman. Her appearance is good looks. She has beautiful face and her appearance like the other rich people and show that she is educated woman. Then, her house is very big with luxurious furnishes. She has a beautiful old-fashioned house with beautiful pictures and framed pieces of work. Conditions of her house are very clean, quiet, and orderly with good sanitation. When David Copperfield stays in Steerforth house, he is very pleased because in the night he can see all London lying in the distance like a great vapor from the window.

Now we will see the condition of poor people as reflected on Micawber family.

Arrived at his house in Windsor Terrace (which I noticed was shabby like himself, but also, like himself, made all the show it could), he presented me to Mrs. Micawber, a thin and faded lady, not at all young, who was sitting in the parlour (the first floor was altogether unfurnished, and the blinds were kept down to delude the neighbours), with a baby at her breast. This baby was one of twins; and I may remark here that I hardly ever, in all my experience of the family, saw both the twins detached from Mrs. Micawber at the same time. One of them was always taking refreshment. There were two other children; Master Micawber, aged about four, and Miss Micawber, aged about three. These, and a dark-complexioned young woman, with a habit of snorting (who was servant to the family, and informed me, before half an hour had expired, that she was “a orfling,” and came from St. Luke’s Workhouse, in the neighbourhood, completed the establishment. My room was at the top of the house, at the back: a close chamber, stenciled all over with an ornament which my young imagination represented as a blue muffin; and very scantily furnished. (*David Copperfield*: 138)

Mr. Micawber has a large family. His appearance looks bad and shabby. He has wife and her name is Mrs. Micawber. Mrs. Micawber is come from poor family too. She is an orphan and she ever stays in workhouse, a place or housing for poor people in St. Luke. Mrs. Micawber is a thin and faded lady, she is not all young. Mr. and Mrs. Micawber have four little children; they are twins and the other two children, Master Micawber and Miss Micawber. Although Mr. Micawber has a large family, he never has any money to buy food or furniture to his house. Then, from the text we can see in the first floor was altogether unfurnished.

After we saw the conditions of Mr. Micawber family house and their appearance, it can be seen clearly that their family is poorly and it is very different with Steerforth's family life.

Considering the condition of the Steerforth's and Micawbers's house, we can see there are many gap between the rich and poor people. The rich people always live in luxury with good appearance, good house, good sanitation, and of course have enough money to buy anything that they want. In contrary, the poor people always live in poverty and they never have enough money and the condition of their house and their appearance is very bad.

We can see again gap between upper class and under class from their attitude and how they are treats other people who is come from the different class, especially from under class. It is happen when Mr.Peggoty comes to Mrs. Steerforth house to ask about his niece, Emily who is running of with James Steerforth. But Mrs. Steerforth proudly treats Mr. Peggoty because she think that Mr. Peggoty just a sailor and poor people.

She sat upright in her arm-chair, with a stately, immovable, passionless air, that it seemed as if nothing could disturb. She looked very steadfastly at Mr. Peggoty when he stood before her; and he looked quite as steadfastly at her. Rosa Dartle's keen glance comprehended all of us. For some moments not a word was spoken. She mentioned to Mr. Peggoty to be seated. He said, in a low voice, "I shouldn't feel it nat'ral, ma'am, to sit down in this house. I'd sooner stand." And this was succeeded by another silence, which she broke thus:

"I know, with deep regret, what has brought you here. What do you want of me? What do you ask me to do?"

He put his hat under his arm, and feeling in his breast for Emily's letter, took it out, unfolded it, and gave it to her.

"Please to read that ma'am. That's my niece's hand!" She read it, in the same stately and impassive way, - untouched by its contents, as far as I could see, -and returned it to him.

"Unless he brings me back a lady," said Mr. Peggoty, tracing out that part with his finger. "I come to know, ma'am, whether he will keep his wured?"

"No," she returned.

"Why not?" said Mr. Peggoty.

"It is impossible. He would disgrace himself. You cannot fail to know that she is far below him" said Mrs. Steerforth.

"Raise her up!" said Mr. Peggoty.

"She is uneducated and ignorant."

"Maybe she's not; maybe she is," said Mr. Peggoty.

((David Copperfield: 385))

From the text above we can see that Mrs. Steerforth looked very steadfastly at Mr. Peggoty. When she reads a letter from Emily, she did not want to touch that letter because Mr. Peggoty touched that letter. She said to Mr. Peggoty that as far as she could see that's contents. The letter shows that Emily runs away with Steerforth and perhaps she will become Steerforth's wife. But Mrs. Steerforth say that it is impossible and she cannot accept the fact, she doesn't like Emily because she comes from under class and her uncle Mr. Peggoty just a sailor. Mr. Steerforth says that Emily is uneducated woman and she is not suitable for her sons because her son is educated and comes from rich family. It is different with Emily because she thinks that Emily just comes from poor family and her position is far below from James Steerforth. Mrs. Steerforth says that it is impossible if Emily becomes Steerforth's wife. She thinks that it would disgrace Steerforth's family. Mr. Peggoty tries to tell her that she has to save Emily from

this disgrace and trust her to her husband but Mrs. Steerforth determines to avoid the fact.

Then let's see the other gap between rich and poor family from the text below:

“But I am sorry to repeat, it is impossible. Such a marriage would irretrievably blight my son’s career, and ruin his prospects. Nothing is more certain than that it never can take place, and never will”.

“Let the man listen to what I say! My son, who has been the object of my life, to whom its every thought has been devoted, whom I have gratified from a child in every wish, from whom I have had no separate existence since his birth,-to take up in a moment with a miserable girl, and avoid me! To repay my confidence with systematic deception, for her sake, and quit me for her! To set this wretched fancy, against his mother’s claims upon his duty, love, respect, gratitude-claims that everyday and hour of his life should have strengthened into ties that nothing could be proof against! Is this no injury? ”. (*David Copperfield*: 386)

As a rich woman Mrs. Steerforth is very proud. She never allows Emily to become her daughter-in-law because of their position is different in society. Emily just poor woman and it is impossible if Emily marriage with her sons. Mrs. Steerforth says that Emily just a miserable and ignorant girl. She thinks that if Emily marriage with Steerforth it could irretrievably blights her son's career and ruins his prospects.

From this event it can be seen clearly that people who come from different class are difficult to be united. In society, usually upper class and under class treated very different and it can causes a great gap between rich and poor people.

On the other hand, the rich people always think that it is disgrace if they get in touch with the poor people. The poor people feel that they are not proper to get in touch with the rich people. The rich people think that poor people is not suitable to become their partner or part of their family because their position is different and far below them. The rich people think that with their power, money, and position, they can do anything that they want.

In society, the rich people usually always get good position and good treatment than poor people. So it can causes great gap between the rich and poor people.

4.2. Poverty

The industrial Revolution intensified the problems of the poor. They were crowded into cities, and eventually slum housing with its attendant evils became typical, such as poor housing, bad sanitation, and disease. Now we will see the condition of poor people who suffer in poverty from the quotation below:

We were now down in Westminster. We had turned back to follow her, having encountered her coming towards us; and Westminster Abbey was the point at which she passed from the lights and noise of the leading streets. A glimpse of the river through a dull gateway, where some wagons were housed for the night, seemed to arrest my feet. There was, and is when I write, at the end of that low-lying street, a dilapidated little wooden building, probably an obsolete old ferry house. Its position is just at that point where the street ceases and the road begins to lie between a row of houses and the river. As soon as she came here, and saw the water, she stopped, as if she had come to her destination; and presently went slowly along by the brink of the river, looking intently at it. (*David Copperfield*: 555)

From the story of Martha Endell it can be seen clearly how the condition of her dwelling and her community. Martha Endell is a poor woman. Poverty make her must work as prostitute. Actually Martha does not want to work as prostitute, but she must do that to continue her life. She stays in slum area of Lpndon. She lives among the rubbish on the riverside.

When David Copperfield and Mr. Peggoty follow Martha to a lonely and dirty area on the bank of the river, we can see how the condition of spreading city in slum area. There are any the river with adult gate way with lights and noise of the leading streets, which is Martha always pass in this street everyday and every night. At the end of that low-lying street we can find there is a dilapidated little wooden building, usually the condition of that house is very old, and it is not suitable for people to live in there because the condition of house is very bad and the river is very dirty and full of rubbish.

The neighbourhood was a dreary one at that time; as oppressive, sad, and solitary by night as any about London. There were neither wharves nor houses on the melancholy waste of road near the great blank Prison. A sluggish ditch deposited its mud at the prison wall. Coarse grass and rank weeds straggled over all the marshy land in the vicinity. In one part, carcasses of house, inauspiciously begun and never finished, rotted away. In another, the ground was cumbered with rusty iron monsters of steam boilers, wheels, cranks, pipes, furnaces, paddles, anchors, diving bells, windmill-sails, and I know not what strange objects, accumulated by some speculator, and groveling in the dust, underneath which-having sung into the soil of their own weight in wet weather- they had the appearance of vainly trying to hide themselves. The clash and glare of sundry fiery Works upon the river-side arose by night to disturb everything except the heavy and unbroken

smoke that poured out of their chimneys. Slimy gaps causeways, winding among old wooden piles, with a sickly substance clinging to the latter, like green hair, and the rags of last year's handbills, offering rewards for drowned men fluttering above high-watermark, led down through the ooze and slush to the ebb-tide. There was a story that one of the pits dug for the dead in the time of the Great Plague was hereabouts, and a blighting influence seemed to have proceeded from it over the whole place. Or else it looked as if it had gradually decomposed into that nightmare condition, out of the overflowing of the polluted stream.

As if she were a part of the refuse it had cast out, and left to corruption and decay, the girl we had followed strayed down to the river's brink, and stood in the midst of this night picture, lonely and still, looking at the water (*David Copperfield*: 555-556)

From the quotation it can be seen that Martha Endell life is very hard.

Poverty make her must live in slum area with bad sanitation, dirty river, pollution and rubbish in everywhere. From the text we can see that Martha's neighborhood is very dirty and dreary. We can see there were neither wharves nor houses on the melancholy waste of road near the great blank prison. Coarse grass and rank weeds straggled over all the marshy land in the vicinity. Then many carcasses of house rotted. In every place there are full of rubbish, mud and pollutions. The chimneys still disturb with their heavy and unbroken smoke until night. All of it as if she were a part of the refuse it had cast out. Martha must live in there because there is no other place to be stayed for her. She just a poor woman and doesn't has any money to get good house, food and everything that she wants.

Martha Endell's poverty has caused many effects for her life. One of them is physical and psychological effects. Her physical effects can be seen when Martha had been sick. She was worn and haggard. Then her sunken eyes expressed privation and endurance too. Her psychological effects make her hardship and depression because she is suffering in prostitution. Those effects show that poverty make Martha has a miserable life. On the following statement of the story we will know her condition.

Again she repressed the tears that had begun to flow; and putting out her trembling hand, and touching Mr. Peggoty, as if there was some healing virtue in him, went away along the desolate road. She had been ill, probably for a long time. I observed, upon that closer opportunity of observation, that she was worn and haggard, and that her sunken eyes expressed privation and endurance (*David Copperfield*: 561)

After David mothers was died, he live in poverty. His step father didn't have enough money to pay David education. Then David work by his self to get money. It can be seen on page 134:

I suppose you know, David, that I am not rich. At any rate, you know it now. You have received some considerable education already. Education is costly; and even if it were not, and I could afford it, I am of opinion that it would not be at all advantageous to you be kept at a school. That is before you, is a fight with the world; and the sooner you begin it, the better.

I think it occurred to me that I had already begun it, in my poor way: but it occurs to me now, whether or no.

"You have heard' the counting-house' mentioned sometimes, "said Mr. Murdstone.

"The counting-house, sir?" I repeated.

"Of Murdstone and Grinby, in the wine trade,"he replied.

I suppose I looked uncertain, for he went on hastily:

"You have heard the "counting-house" mentioned, or the business, or cellars, or the wharf, or something about it."

"I think I have heard the business mentioned, sir," I said, remembering what I vaguely knew of his and his sister's resources. "but I don't know when."

Mr. Murdstone is David step father. He is not rich people. He says to David that he cannot pay David school because he thinks that education is costly. Then Mr. Murdstone ask David to work on the counting-house, it is the wine trade of Murdstone and Grinby. David didn't have choice, he must work at Murdstone and Grinby house to continue his life because his mother was died and he didn't has any money to pay his education.

Mr. Murdstone, with an impatient, evens an angry gesture, resumed, without noticing what he had said:

"Those terms are, that you will earn enough for yourself to provide for your eating and drinking, and pocket-money. Your lodging (which I have arranged for) will be paid by me. So will your washing."

"As you not be able, yet awhile, to get them for yourself. So you are now going to London, David, with Mr. Quinion, to begin the world on your own account." (*David Copperfield*: 135)

Poverty make David must hardworking to get enough money to continue his life. He must go to London with Mr. Quinion to do his duty and get his own account. David must get enough money to buy eating and drinking for his self.

Then from David's dwelling in Murdstone and Grinby warehouse, we will see his dwelling condition as the description of the other side of London life.

Murdstone and Grinby's trade was among a good many kinds of people, but an important branch of it was the supply of wines and spirits to certain packet ships. I forget now where they chiefly went, but I think there were some among them that made voyages both to East and West Indies. I know that a great many empty bottles were one of the consequences of this traffic, and that certain men and boys were employed to examine them against the light, and reject those that were flawed, and to rinse and wash them. When the empty bottles ran short, there were labels to be pasted on full ones, or corks to be fitted to them, or seals to be put upon the corks, or finished bottles to be packed in casks. All this work was my work, and of the boys employed upon it I was one (*David Copperfield*: 136)

David's dwelling in Murdstone and Grinby's warehouse is very bad. In here, David starts working at the warehouse, washing and labeling bottles. He is very miserable in this unpleasant situation. As we know from the text, the condition of the house is very dirty and is not decent for everyone to live in there. That house was a crazy old and literally overrun with rats. Full of rubbish, disease, smoke and the place is rottenness. David must stay in that house because he didn't have enough money to get good house with good facility.

I could not resist the stale pastry put out for sale at half-price at the pastry-cooks' doors, and spent in that, the money I should have kept for my dinner. Then, I went without my dinner, or bought a roll or a slice of pudding. (*David Copperfield*: 140)

From the quotation we can see that poverty make David life is very miserable. He often could not buy the stale pastry put out for sale at half-price, and he must keep his money for his dinner. But David often went without dinner.

Everyday David must try to keep his money just to buy food. But his money often didn't enough to buy it.

“If Mr. Micawber’s creditors will not give him time,” said Mrs. Micawber, “they must take the consequences; and the sooner they bring it to an issue the better. Blood cannot be obtained from a stone; neither can anything on account be obtained at present-not to mention law expenses-from Mr. Micawber.”

The only visitors I ever saw or heard of were creditors. They used to come at all hours, and some of them were quite ferocious. One dirty-faced man, I think he was a boot-maker, used to edge himself into the passage as early as seven o’clock in the morning, and call up the stairs to Mr. Micawber- “come! You ain’t out yet, you know. Pay us, will you? Don’t hide, you know; that’s mean. I wouldn’t be mean if I was you. Pay us, will you? You just pay us, d’ye hear? Come!”
(*David Copperfield*: 139-140)

Mr. Micawber is poor people, but he is very improvident. Poverty makes him always loan money from other peoples, but he never can to pay his debt. Everyday many creditors come to his house and ask Mr. Micawber to pay his debt. But he never pays it because he didn’t have any money to pay it. Some of the creditors were quite ferocious and they tell Mr. Micawber as “swindlers and robbers”; and sometimes they go to the extremity of crossing the street, and roaring up at the windows of the second floor to find Mr. Micawber.

At last Mr. Micawber’s difficulties came to a crisis, and he was arrested early one morning, and carried over to the King’s Bench Prison in the Borough. (*David Copperfield*: 144)

Because of Mr. Micawbers cannot pay his debt, one morning he face to difficulties crisis again. He carried over to the King's Bench Prison in the Borrough.

From David's dwelling in Murdstone and Grinby's warehouse and his poverty when he works and struggle to get money to buy drinking and eating, then from Martha Endell's life and her dwelling at riverside, then from Mr. Micawber life and his poverty because he never can pay his debt. We can know that people who is life in poverty is very miserable. The poor people must struggle and hard work to get money, to get enough food or to get anything that they want. They must still stay in slum area with bad sanitation, dirt, rubbish, decaying floor and stair cases, and literally overrun with rats. They didn't have enough money to get good house and good facility.

True, it is only individuals who starve, but what security has the workingman that it may not be his turn tomorrow? Who assures him employment, who vouches for it that, if for any reason or no reason his lord and master discharges him tomorrow, he can struggle along with those dependent upon him, until he may find someone else to give him bread? Who guarantees that willingness to work shall suffice to obtain work, that uprightness, industry, thrift, and the rest of the virtues recommended by the bourgeoisie, are really his road to happiness? No one. He knows that he has something today, and that it does not depend upon himself whether he shall have something tomorrow. He knows that every breeze that blows, every whim of his employer, every bad turn of trade may hurl him back into the fierce whirlpool from which he has temporarily saved

himself, and in which it is hard and often impossible to keep his head above water. He knows that though he may have the means of living today, it is very uncertain whether he shall tomorrow.

4.3. Discrimination in Education

Prior to the 1870 Education Act, children in Victorian England were educated in many different ways, or not at all, depending upon their sex and their parent's financial situation, social class, religion, and values.

In society, someone who is rich or someone who comes from the upper class always get a good treatment. On the contrary for those who are from lower class have different treatment. It happens to Steerforth at his school, in Salem house.

But the greatest wonder that I heard of Mr. Creakle was, there being one boy in the school on whom he never ventured to lay a hand, and that boy being J. Steerforth. (*David Copperfield*: 81)

Mr. Creakle is a harsh and wicked headmaster of Salem House. He often punishes his students by hitting and imprisoning them. But he has never done that cruel thing to James Steerforth. James has never been treated badly because he is a son of rich family. Although James false he never get punishment or hitting from Mr. Creakle. James Steerforth always gets different treatment rather than his other friends who comes from poor family.

Another advantage that Steerforth achieved as a rich person can be seen on the following event when Steerforth does not care of all for the lower orders of society or for anyone else's feelings.

Steerforth's place was at the bottom of the school, at the opposite end of the long room. He was lounging with his back against the wall. And his hands in his pockets, and looked at Mr. Mell with his mouth shut up as if he were whistling, when Mr. Mell looked at him.

"Silence, Mr. Steerforth!" said Mr. Mell.

"Silence yourself," said Steerforth, turning red.

"Whom are you talking to?"

"Sit down," said Mr. Mell.

"Sit down yourself," said Steerforth, "and mind your business."

There was a titter, and some applause. But Mr. Mell was so white that silence immediately succeeded; and one boy, who had darted out behind him to imitate his mother again, changed his mind, and pretended to want a pen mended. "If you think, Steerforth," said Mr. Mell, "that I am not acquainted with the power you can establish over any mind here"-he laid his hand, without considering what he did (as I supposed), upon my head- "or that I have not observed you, within a few minutes, urging your juniors on to every sort of outrage against me, you are mistaken."

"I don't give myself the trouble of thinking at all about you," said Steerforth coolly; "so I'm not mistaken, as it happens."

"And when you make use of your position of favouritism here, sir," pursued Mr. Mell, with his lip trembling very much, "to insult a gentleman-".

(David Copperfield: 89)

From the description we can see that James Steerforth is very proud student; he think that he has power since he is rich and Mr. Mell only a poor teacher. When Mr. Mell looked at him, he looked at Mr. Mell with his mouth shut up as if he were whistling. And when Mr. Mell asked James Steerforth to silence and sit down like his other friends, he asked Mr. Mell to silence and sitdown by his self. He has done something which is not proper to be done as a student. He is speaking impolitely to his teacher, Mr. Mell. He bravely opposes him because he

thinks that he comes from rich family and no one can oppose him. He is speaking in the same way as he is speaking to his friends. He does not appreciate his teacher anymore. It happens because he wants to show that his position is favouritism in this school. And when Mr. Creakle knows what he has done, he didn't angry with James Steerforth but he is angry with Mr. Mell. Mr. Crakle thinks that James is right. Mr. Creakle didn't punish James like other student because James comes from rich family and he has power and money to do what he wants.

“Now, boys, this is a new half. Take care what you're about in this new half. Come fresh up to the lessons, I advise you, for I come fresh up to the punishment. I won't flinch. It will be of no use your rubbing yourselves; you won't rub the marks out that I shall give you. Now get to work, every boy!” (*David Copperfield: 85*)

When the school starts for a new semester, Mr. Creakle gives a speech to the students. He warns them about his harshness discipline. The Salem House School is conducted by a harsh headmaster. We can see the discrimination in education on the event of Tommy Traddles, he is one of the students there who comes from poor family.

One day, Traddles the most unfortunate boy in the world breaks that window accidentally, with a ball. I shudder at this moment with the tremendous sensation of seeing it done, and feeling that the balls has bounded on to Mr. Creakle's sacred head. (*David Copperfield: 84*)

When Traddles is playing with a ball in playground of the school, he breaks the window of Mr. Creakle's dinning room accidentally with the ball. Traddles gets punishment and hit from his headmaster. Mr.Creakle brave punish

Traddles because he is only students who comes from poor family. He didn't have power or much money to pay Mr. Creakle like James Steerforth family do.

Poor Traddles! In a tight sky-blue suit that made his arms and legs like German sausages, or roly-poly puddings, he was the merriest and most miserable of all the boys. He was always being caned—I think he was caned every day that half-year, except one holiday Monday when he was only ruler's on both hands—and was always going to write to his uncle about it, and never did
(*David Copperfield*: 84-85)

From the quotation we can know what kind of other punishment which is Traddles gets from Mr. Creakle, Traddles always gets unfair treatment and discrimination from his headmaster Mr. Creakle although he never do something wrong, and it is happen because he just a poor students and didn't have power to oppose Mr. Creakle.

He was very honourable, Traddles was, and held it as a solemn duty in the boys to stand by one another. He suffered for this on several occasions; and particularly once, when Steerforth laughed in church, and the beadle thought it was Traddles, and took him out. I see him now, going away in custody, despised by the congregation. He never said who was the real offender, though he smarted for it next day, and was imprisoned so many hours that he came forth with a whole churchyardful of skeletons swarming all over his Latin dictionary
(*David Copperfield*: 85)

Tommy Tradless always gets unfair treatment from other people's around him. Traddles is always being caned. In another occasion which takes Traddles as a victim of cruel school happened in a church. When all of students do a service in the church, Traddles is accused of being laugh in church, although he never does that.

Actually Steerforth was doing that, he laughed in church and he stand beside Traddles but the beadle thought it was Traddles. Then the beadle took Traddles out and going away in custody. Traddles still get punishment from the beadle although he never does that mistake. The beadle never wants to know and never ask to Traddles or other student who was the real offender.

From this novel, it can be seen clearly that discrimination in education still happen. We can see from Steerforth and Traddles. They are come from different class. James Steerforth, one of student in Salem House who is come from rich family always gets a good treatment and good position in that school. He always gets different service rather than other student who comes from poor family. He never gets punishment from his wrong. On the contrary, Tommy Traddles who is unlucky boy and come from poor family always get punishment from his headmaster. He always gets bad treatment from him.

4.4 Unfair Treatment in Working Class

Industrial Revolution raised standards of living and enable increasing numbers of men to enjoy the decencies and comforts of existence. Industrialism created a new labor problem, a radical wing of the working class. It also aggravated problems of unemployment, low wages, and bad living and working conditions. Trusting to the infinite possibilities of an expanding market, factory after factory had been built each equipped with ever more potent machinery. Labor sometimes got such low wages that only a single man could maintain himself on his earnings. The worker who is a head of a family might have to put

both his children and his wife to work as a matter of sheer economic necessity. The grievances of working class are more numerous than those of their masters, and they are more difficult to satisfy. In this discussion the writer intends to show the unfair treatment of early industrial workers in Victorian period.

I know enough of the world now, to have almost lost the capacity of being much surprised by anything; but it is matter of some surprise to me, even now, that I can have been so easily thrown away at such an age. A child of excellent abilities, and with strong powers of observation, quick, eager, delicate, and soon hurt bodily or mentally, it seems wonderful to me that nobody should have made any sign in my behalf. But one was made; and I became, at ten years old, a little labouring hind in the service of Murdstone and Grinby. (*David Copperfield*: 135)

As we see from the text, David who is the children of the poor were forced by economic conditions to work with his family in debtor's prison, he must worked at age ten years old. He is a little laboring hind in the service of Murdstone and Grinby.

I was so young and childish, and so little qualified how---could I be otherwise?—to undertake the whole charge of my own existence, that often, in going to Murdstone and Grinby's of a morning, I could not resist the stale pastry put out for sale at half-price at the pastry-cooks' doors, and spent in that, the money I should have kept for my dinner. Then, I went without my dinner, or bought a roll or a slice of pudding. (*David Copperfield*: 140)

David is so young and childish labor in Murdstone and Grinby's warehouse. David didn't have enough skill to work like a men but he must do the whole charge by his own existence. Everyday he must go to Murdstone and Grinby's warehouse to get money for his dinner. David who is so young and

childish must face hard life. He must work every morning until night just to get little money. As we know that sometimes he could not resist the stale pastry put out for sale at half-price at the pastry-cooks doors, everyday he must try to keep his money just for his dinner. His salary is not enough to buy food, drink and his need.

Murdstone and Grinby's trade was among a good many kinds of people, but an important branch of it was the supply of wines and spirits to certain packet ships. I forget now where they chiefly went, but I think there were some among them that made voyages both to East and West Indies. I know that a great many empty bottles were one of the consequences of this traffic, and that certain men and boys were employed to examine them against the light, and reject those that were flawed, and to rinse and wash them. When the empty bottles ran short, there were labels to be pasted on full ones, or corks to be fitted to them, or seals to be put upon the corks, or finished bottles to be packed in casks. All this work was my work, and of the boys employed upon it I was one (*David Copperfield*: 136)

From the quotation we can imagine how bad the condition of David. He is ten years old when he is working at Murdstone and Grinby warehouse. His mother was death and his father didn't want to know about him. David must face all problems by his self. He is miserably experience poverty, despair, and loneliness. As we see that in Murdstone and Grinby's warehouse there are men and boys were employed. They work twelve until sixteen hours everyday. They have same work in this warehouse. They must wash and label bottles. They must work in the warehouse for long hours, from morning until night. Now we will see the other unfair treatment in working class from the text below:

I know I do not exaggerate, unconsciously and unintentionally, the scantiness of my resources or the difficulties of my life. I know that if a shilling were given me by Mr. Quinion at any time, I spent it in a dinner or a tea. I know that I worked from morning until night, with common men and boys, a shabby child. I know that I lounged about the streets, insufficiently and unsatisfactorily fed. I know that, but for the mercy of God, I might easily have been, for any care that was taken of me, a little robber or a little vagabond (*David Copperfield*: 142)

As we know that David and other men, boys and children in warehouse must work for long hours, from morning until night. Their work of long hours is not proportional to their salary. Their salary is not sufficient and unsatisfactory fed. In this novel the working class always gets unfair treatment from the master of the factory. The master just thinks about their profit, they never think their labor. Usually they pay their labor with low salary.

In Murdstone and Grinby's warehouse, David and other labor gets unfair treatment again. David is paid six shillings a week. This salary is very low and not enough for him to buy nutritious food. He always eats insufficiently and unsatisfactorily fed.

Mr. Quinion then formally engaged me to be as useful as I could in the warehouse of Murdstone and Grinby, at a salary, I think, of six shillings a week. I am not clear whether it was six or seven. I am inclined to believe, from my uncertainty on this head, that it was six at first and seven afterwards. He paid me a week down (*David Copperfield*: 138)

From the above quotation it can be known that this excessively low pay is also one of the unfair treatments in working class. Their wage is not proportional to their energy which is used to work in the warehouse.

My own exclusive breakfast of a penny loaf and a pennyworth of milk, I provided myself. I kept another small loaf, and a modicum of cheese, on a particular shelf of a particular cupboard, to make my supper on when I came back at night. This made a hole in the six or seven shillings, I know well; and I was put at the warehouse all day, and had to support myself on that money all the week. From Monday morning until Saturday night I had no advice, no counsel, no encouragement, no consolation, no assistance, no support of any kind, from anyone, that I can call to mind, as I hope to go to heaven! (*David Copperfield*: 140)

From the above quotation it can be known that working class people in Victorian age as described in the novel are forced to work for long hours with low wages. They must work twelve until sixteen hour per day and they just get six until seen shilling a week. They always get unfair treatment from their master. Their masters do not care of their prosperity. They only want to exploit their laborer energy for their profit oriented.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result of analysis presented in Chapter IV, the researcher concludes that there are four social problems appear in *David Copperfield*. Gap between social class, poverty, discrimination in education, and unfair treatment in working class.

Social class in Victorian period as it is described in the novel is still much more strictly divided into rich and poor, we can see the differences of this society or gap between social class by observing their house and position. The rich people in *David Copperfield* is represented by the Steerforths with their luxurious house and good position in society, so that they can do anything what they like. As a rich woman Mrs. Steerforth is very proud. She never allows Emily to become her daughter-in-law because of their position is different in society. Emily just poor woman and it is impossible if Emily get marriage with her sons. Mrs. Steerforth thinks that if Emily get marriage with Steerforth it could be irretrievably blights her son's career and ruins his prospects. On the contrary, the Micawbers as representative of poor people live in poverty. They stay in a house which is very scantily furnished. Mr. Micawber never has any money to buy food or furniture for his house.

Then, poverty problems in *David Copperfield* represented by the life of Martha Endell, David Copperfield, and Mr. Micawber. We can know it by

observing their dwellings and food. Martha lives in a slum area of London, among the rubbish of the riverside. Her poverty has caused physical and psychological effects for her. David's dwelling in Murdstone and Grinby's warehouse, when he is forced to work there by his stepfather, is very bad. The house is dirty and overrun with rats. As a working class boy David is paid very low. Because of this low wage, he eats insufficiently and unsatisfactorily food. Then we can see poverty from Mr. Micawber, who is poor people, but he is very improvident. Poverty makes him always loan money from other peoples, but he never can to pay his debt. One morning, Mr. Micawbers faces to difficulties crisis again because of he cannot pay his debt. He carried over to the King's Bench Prison in the Borrough.

In this novel the discrimination in education still happens at Salem House School. From Steerforth and Traddles we can see, they come from different class. James Steerforth, one of student in Salem House who is come from rich family always gets a good treatment and good position in that school. He always gets different service rather than other student who comes from poor family. He never gets punishment from his wrong. On the contrary, Tommy Traddles who is unlucky boy and come from poor family always get punishment from his headmaster. He always gets bad treatment from him.

Working class consists of adults and children, men and boys. *David Copperfield* experiences the unpleasant situation, when he is forced to work at warehouse for long hours; it is about twelve hours with low wage, only six

shilling a week. These long hours of work and low salary are the most general problems of early industrial working class.

5.2 Suggestions

In this research, the researcher has found four social problems in *David Copperfield*. They are gap between social class, poverty, discrimination in education, and unfair treatment in working class. It is hoped that next researcher could explore more about this novel because the researcher feels that there are lot of valuable things which have been touched, such as psychological aspects.

So, the researcher suggests to the students or next researcher who is willing to use this approach or other approach because it is possible for him not only to use sociological approach, autobiographical approach, psychological approach, expressive approach but also historical approach.

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