

**CHILD ABUSE SUFFERED BY SAUL IN RICHARD
WAGAMESE'S *INDIAN HORSE***

THESIS

By:

Husnia Naylil Ulya

NIM 17320148



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2021

**CHILD ABUSE SUFFERED BY SAUL IN RICHARD
WAGAMESE'S *INDIAN HORSE***

THESIS

Presented to

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in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra (S.S.)*

By:

Husnia Naylil Ulya

NIM 17320148

Advisor:

Dr. Syamsudin, M. Hum

NIP 196911222006041001



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
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IBRAHIM MALANG**

2021

STATEMENT OF THESIS AUTHORSHIP

I state that the thesis entitled “**Child Abuse Suffered by Saul in Richard Wagamese’s *Indian Horse***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Due to this fact, I am the only person who is responsible for the thesis if there is an objection or claim.

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Bojonegoro, 20 November 2021

The Researcher,



Husnia
Husnia Naylil Ulya

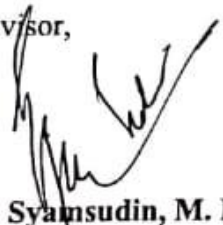
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APPROVAL SHEET

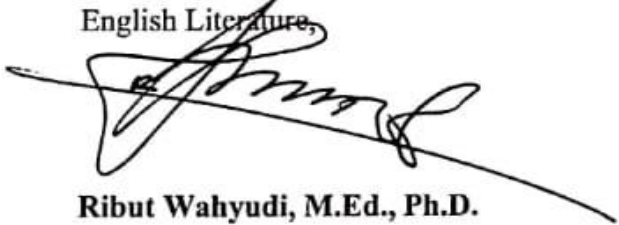
This is to certify that Husnia Naylil Ulya's thesis entitled **Child Abuse Suffered by Saul in Richard Wagamese's *Indian Horse*** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S).

Bojonegoro, 20 November 2021

Approved by
Advisor,


Dr. Syamsudin, M. Hum.
NIP 196911222006041001

Head of Department of
English Literature,


Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by
Dean,


DEAN Faisol, M.Ag.
NIP 197401012003121003

LEGITIMATION SHEET

This is to certify that Husnia Naylil Ulya's thesis entitled "Child Abuse Suffered by The Main Character in Richard Wagamese's *Indian Horse*" has been approved by the Board of Examiners as one of the requirement for the Degree of *Sarjana Sastra* (S.S) in Department of English Literature.

Bojonegoro, 20 November 2021

The Board of Examiners

1. **Muhammad Edy Thoyib, M.A.**
NIP 198410282015031007 (Main Examiner)
2. **Hafidhun Annas, M. Hum.**
NIP 198807292019031009 (Chair)
3. **Dr. Syamsudin, M. Hum.**
NIP 196911222006041001 (Advisor)

Signatures



Approved by

Dr. M. Faisol, M.Ag.,
Faculty of Humanities,



Dr. M. Faisol, M.Ag.
NIP 197401012003121003

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

- Dorothy Law Nolte -

DEDICATION

I profoundly dedicate this thesis to my beloved father and mother.

ACKNOWLEDGMENT

All praises and gratitude belong to Allah SWT, who always gives grace and guidance so that the researcher can complete the thesis entitled *Child Abuse Suffered by The Main Character in Richard Wagamese's Indian Horse*. May shalawat be upon the Prophet Muhammad SAW, who taught humans to be kind to others. This thesis is prepared to complete one of the requirements for achieving the *Sarjana Sastra* (S.S.) degree in the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. As humans are not free from mistakes, this thesis is still far from perfect. This thesis can be completed because of the support and help from various parties. Therefore, I would like to express my most profound appreciation to:

1. Dr. M. Faisol, M.Ag., Dean of Faculty of Humanities of UIN Maulana Malik Ibrahim Malang;
2. Ribut Wahyudi, M.Ed., Ph.D., Head of Department of English Literature;
3. Dr. Syamsudin, M. Hum as my thesis supervisor;
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5. KH. Muhammad Chusaini, Al-Hafidz, as my teacher at PPTQ Nurul Furqon Malang;
6. My beloved parents and all of my family;

I admit that this thesis is still far from perfect, so I expect suggestions from readers for better results. I hope, this thesis can benefit the author, the reader, and all parties involved in the completion of this thesis.

Bojonegoro, 20 November 2021

Husnia Naylil Ulya

ABSTRACT

Ulya, Husnia Naylil (2021) *Child Abuse Suffered by Saul in Richard Wagamese's Indian Horse*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Syamsudin, M. Hum.

Keywords: Abuse, Children, Child Abuse, Neglect.

Adults have many ways of applying rules and discipline in educating children. Some prioritize love, good communication and even use violence. Adults who educate children using physical or psychological violence consider that this method is effective in shaping children's behavior and making children obedient. This method can make a child obedient instantly but significantly impact a child's life as an adult. The first objective of this study is to explain the form of abuse committed by the dormitory caregiver to a child named Saul in the novel *Indian Horse* by Richard Wagamese. The second objective is to elucidate the effect of child abuse on Saul.

This study is a literary criticism that focuses on the issue of child abuse in literary works. To achieve the objectives of the study, the researcher applies a psychological approach and the theory of child abuse by Kimberly A. McCabe and Daniel G. Murphy (2017). The data in words, phrases, and sentences were obtained from a novel entitled *Indian Horse*, written by Richard Wagamese and published by Douglas & McIntyre in 2012.

The first results show that Saul suffered abuse from his teacher and caregiver while living in St. Jerome. The forms of abuse that Saul suffered were physical, emotional, sexual, and neglect. This physical abuse was in the form of scratching a rough object on Saul's body. Meanwhile, in emotional abuse, Saul suffered abuse in the form of rejection, terrorizing, and isolation. Saul also suffered sexual abuse from his teacher. The last form of abuse shows Saul suffered physical, educational and emotional neglect. The child abuse suffered by Saul had significant effects on Saul as an adult. The second results show the effects of child abuse suffered by Saul, where Saul becomes an alcoholic, behaves aggressively, isolates himself from the environment, is traumatized, depressed, and has low self-esteem.

ABSTRAK

Ulya, Husnia Naylil. 2021. *Child Abuse Suffered by Saul in Richard Wagamese's Indian Horse*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Syamsudin, M. Hum.

Kata Kunci: Kekerasan, Anak, Kekerasan Anak, Penelantaran.

Orang dewasa memiliki banyak cara dalam menerapkan peraturan dan kedisiplinan dalam mendidik anak. Ada yang mengutamakan kasih sayang, komunikasi yang baik, bahkan menggunakan kekerasan. Orang dewasa yang mendidik anak dengan menggunakan kekerasan fisik maupun psikis menilai bahwa metode ini efektif dalam membentuk perilaku anak dan membuat anak patuh. Metode ini dapat membuat anak patuh dalam seketika, namun memiliki dampak yang besar dalam kehidupan anak saat dewasa. Tujuan dari penelitian ini adalah untuk mengetahui bentuk kekerasan yang dilakukan pengasuh asrama kepada tokoh utama novel bernama Saul dalam novel *Indian Horse* karya Richard Wagamese, tujuan kedua adalah untuk mengetahui efek dari kekerasan anak pada tokoh utama Saul.

Penelitian ini merupakan kritik sastra yang terpusat pada isu kekerasan pada anak dalam karya sastra. Untuk mencapai tujuan penelitian, peneliti menerapkan pendekatan psikologi serta teori pelecehan anak oleh Kimberly A. McCabe dan Daniel G. Murphy (2017). Data yang ditulis berupa kata, frasa, dan kalimat yang dikumpulkan dari novel yang berjudul *Indian Horse* karya Richard Wagamese dan diterbitkan oleh Douglas & McIntyre pada tahun 2012.

Hasil penelitian menunjukkan bahwa Saul mengalami kekerasan selama tinggal di dalam asrama St. Jerome oleh guru dan pengasuhnya. Kekerasan yang di alami Saul adalah kekerasan secara fisik, emosional, seksual dan penelantaran. Kekerasan fisik ini berupa goresan benda kasar pada tubuh Saul. Sedangkan, dalam kekerasan emosional, Saul mengalami kekerasan dalam bentuk penolakan, ancaman, dan pengasingan. Saul juga mengalami kekerasan seksual yang dilakukan oleh gurunya. Kekerasan terakhir menunjukkan, Saul menjadi korban penelantaran anak secara fisik, pendidikan dan emosional. Kekerasan yang telah dialami Saul memberi efek yang besar bagi diri Saul di masa dewasa. Hasil penelitian menunjukkan efek dari pelecehan anak yang dialami oleh Saul, dimana Saul menjadi pecandu alkohol, berperilaku agresif, mengisolasi diri dari lingkungan, trauma, depresi dan memiliki harga diri yang rendah.

مستخلص البحث

علياء، حسنية، نيليل (٢٠٢١)، إساءة معاملة الأطفال التي عانت منها الشخصية الرئيسية في الحصان الهندي لريتشارد واغاميز. البحث الجامعي. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: الدكتور شمس الدين، الماجستير.

الكلمات المفتاحية: عنف ، أطفال ، عنف أطفال ، هجر.

لدى الكبار طرق عديدة لتطبيق القواعد والانضباط في تربية الأطفال. هناك من يعطي الأولوية للعاطفة والتواصل الجيد وحتى استخدام العنف. يعتبر البالغون الذين يقومون بتعليم الأطفال باستخدام العنف الجسدي أو النفسي أن هذه الطريقة فعالة في تشكيل سلوك الأطفال وجعل الأطفال مطيعين. يمكن أن تجعل هذه الطريقة الطفل مطيعاً في لحظة ، ولكن لها تأثير كبير على حياة الطفل ك شخص بالغ. كان الغرض من هذه الدراسة هو معرفة شكل العنف الذي يرتكبه مقدمو الرعاية لطفل يدعى شاول في رواية الحصان الهندي لريتشارد واغاميز ، وكان الهدف الثاني هو تحديد تأثير عنف الأطفال على شاول بناءً على نظرية إساءة معاملة الأطفال من قبل كيمبرلي. مكابي ودانييل جي مورفي.

هذا البحث نقد أدبي يركز على موضوع العنف ضد الأطفال في الأعمال الأدبية. يطبق الباحثون مقارنة نفسية بالإضافة إلى نظرية إساءة معاملة الأطفال من قبل كيمبرلي إيه. مكابي ودانييل جي مورفي. تم جمع البيانات المكتوبة في شكل كلمات وعبارات وجمل من رواية بعنوان انديان هورس بقلم ريد واغاميسي ونشرها دوكلاس مكلنتي في عام ٢٠١٢.

أظهرت نتائج الدراسة الأولى أن شاول تعرض للعنف الجسدي والعاطفي والجنسي والإهمال من قبل معلمي شاول والقائمين على رعايته أثناء وجوده في ست. جيروم. كان هذا العنف الجسدي على شكل حك جسم شاول بجسم خشن. في هذه الأثناء ، في العنف العاطفي ، عانى شاول من الرفض والتهديد والنبذ. تعرض شاول أيضاً للعنف الجنسي من قبل معلمه. يظهر العنف الأخير أن شاول أصبح ضحية إهمال جسدي وتعليمي وعاطفي للأطفال. أظهرت نتائج الدراسة الثانية أن آثار إساءة معاملة الأطفال التي تعرض لها شاول هي أن شاول أصبح مدمناً على الكحول ، وتصرف بشكل عدواني ، وعزل نفسه عن البيئة ، وأصيب بصدمة نفسية ، واكتئاباً ، وقلة احترام لذات.

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CHAPTER I

INTRODUCTION

In the first chapter, this research consists of background of the study which describes research interest, research urgency, overview of previous studies and research gap. Then followed by problems of the study, objectives of the study, scope and limitations, significance of the study, definition of key terms, previous study and research method.

A. Background of the Study

Children are a gift from God that must be loved and protected. As parents or people responsible for children, they must be responsible for nurturing and supervising their children. Children are the successors of the nation who will maintain and fight for the country. So, the child's condition must be physically and mentally healthy so that their character guarantees their growth. Therefore, children have the right form of protection from any acts of violence that threaten their lives (Securing Children's Rights, 2013).

A child is a person who is under the age of 18 years. Individuals from birth to age 17 are children, so people aged 18 and over are not children. The maximum age limit for a human being said to be a child can also be faster or younger, following the laws in the country (Bäckström, 1989).

As humans, children are human beings who have rights. All parties who live around children starting from parents, caregivers, and teachers, must protect and fulfill children's rights. Children's rights must not be separated from children's

and must be treated fairly regardless of language, religion, ethnicity, race, and gender. Children have rights in the form of getting a decent life. This right is not only material fulfillment, but these rights include the fulfillment of affection and attention of adults. Children also have the right to grow optimally through fulfilling nutritious food, learning opportunities, and playing happily and comfortably. Then children also have the right to be protected from all forms of violence, including domestic violence, harassment, crime, discrimination, or acts of employing children like adults.

Parents or caregivers have many ways to apply obedience and discipline in parenting. Some prioritize love, good communication and even use violence. Parents or caregivers who educate using psychological or physical violence expect children to behave according to what parents expect (Hemenway et al., 1994). A parent or person responsible for children should provide good parenting by respecting and supporting good choices and not by blaming. They continue to be loving not only verbally but with behavior. Provide positive support and do not undermine children's dreams (Epstein, 2010). They must manage their emotions well by not venting their emotions and causing anxiety and fear in children. They also must appreciate every independent effort and set an example of good behavior toward children (Shamita Mahapatra, 2016).

Parents or caregivers who apply bad parenting will negatively impact children. Being rude, fulfilling children's wishes, and forcing them beyond their limits are bad ways of parenting. A child educated harshly without affection will inhibit their empathy and emotional understanding (Hoffman, 1994). Parents or

caregivers who obey the child's demands make the child not independent. Meanwhile, children who are burdened with parents' demands that are too large are more likely to make them rebel in adulthood (Baumrind, 1978). Some people think that childhood is the happiest time in life. This statement can be true because people think children's lives are filled with happiness that freedom from many responsibilities. In reality, not all children have the luck of living a happy life. They had good and bad experiences in their childhood. Many children go through childhood suffering because of the unfulfilled rights of children. Children get abusive parenting, experience maltreatment and make their childhood becomes traumatic experience.

One of the traumatic experiences in children is having an abuse experience. According to WHO (2008), child abuse is an act of abuse or mistreatment of children in physical, emotional, sexual, neglect of care, and exploitation for real commercial interests. In addition, Finkelhor & Korbin (1988), in the journal *Child Abuse As An International Issue*, underlined that all forms of harm to children are not always child abuse. They define that child abuse as a human act that is prohibited, intentional, preventable, and proximate to a child that causes harm to children.

Abuse against children occurs a lot which is considered trivial by some people. Many consider abuse against children unimportant, so it does not need to be considered. In addition, children who are victims of abuse feel ashamed to express their experiences. So that many acts of abuse involving children are not

revealed (Coenraad de Beer et al., 2017). In fact, the experience of abuse against children will always be recorded by their subconscious until they are adults.

Everyone can be a child abuser. It can be people closest to the child, such as parents, siblings, caregivers, teachers, or foreigners. Abuse against children is divided into four types: physical abuse, emotional abuse, sexual abuse, and neglect. Physical abuse is violence carried out by others intentionally against the child's body to make them feel uncomfortable, sick, injured, or afraid. Emotional abuse is an act done by someone through words so that children feel inferior, hurt, and low in self-esteem, and it can even lead to revenge. Then sexual abuse. It is any sexual involvement carried out by adults against children, such as intercourse, touching, or kissing the child's private body. Finally, it is neglect. It refers to abuse committed by parents, caregivers, or people responsible for children. Children do not get love, protection, or rights as children. (Tracy, 2012).

Child abuse is one of the social problems that never stops being discussed. It motivates literary writers to express their ideas as social criticism in the form of literary works. In literary works, the issue of child abuse is easy to find in the form of literary texts. One of the poems that tell the story of child abuse is entitled *Child Abuse* by Damian Robin. This poem tells about a child who experiences childhood physical and emotional abuse by his father. His father always blamed him and did not understand the innocence of children. Then, in another poem by Damian Robin entitled *Release*, he tells of a girl who is raped by her older brother in front of her father, but her father allows it and does not stop him.

Apart from being found in poems, the topic of child abuse can also be found in novels. One is Tiffany D. Jackson's *Monday's Not Coming*, which tells of a child who died because her mother killed her. At the same time, the installations, such as the police and teacher, do not try to find her. Another novel that uses the topic of child abuse is Robin Roe's *A List of Cages*, which tells of a child who lives with his uncle and experiences physical and emotional abuse daily by his uncle. The cruel treatment of his uncle made him depressed and traumatized. In addition, a novel that uses the topic of child abuse in its story is Dave Pelzer's *A Child Called It*. This novel tells the story of a child who has been physically and emotionally abused for eight years by his mother. He was whipped with chains, beaten, and forced to eat animal dung. The mother also instills in the child that he is a naughty child who deserves punishment.

Regarding child abuse, the researcher found the novel *Indian Horse* by Richard Wagamese, which tells a lot about child abuse. This novel tells about Saul Indian Horse, a native Canadian boy who lives in 1960. In that year, he was kidnapped by the government and separated from his family to enter St. Jerome's Indian Residential School. A special school for Canadian natives. While in St. Jerome, Saul found the rules cruel. Saul was forbidden to use his mother tongue and was threatened with brutal physical violence if he violated it. He could not live freely in general for children. Everyday, he witnessed his friends being beaten, dying from punishment, and even committing suicide due to frustration with the regulations in St. Jerome. Threats of beatings for children who violate

and threats of sexual abuse every night make Saul continue to experience fear. Saul isolated himself and chose to remain silent to avoid punishment.

In St. Jerome, Saul spent most of his time working as an ice cleaner on the hockey field, a game provided in St. Jerome specifically for white people. The game Saul sees every day from afar makes Saul excited to clear the ice on the Hockey field while imagining being part of the Hockey team. He continues to practice throwing ice balls, which he imagines as hockey balls. Gradually Saul enjoyed his job and could vent the pressure he was experiencing at St. Jerome by being an ice cleaner. At the age of 13, Saul managed to get out of St. Jerome by becoming a Hockey athlete. His ability to hide emotions made the whites accept Saul as the only Canadian native. Five years of living in St. Jerome made Saul's behavior change. He became more irritable and aggressive until he was expelled from the Hockey team, a game he had dreamed of for years. Saul is finding it increasingly difficult to cope with his emotions due to his abuse experience. He switched to aggression, self-isolation, and alcoholic.

From the background explanation, the researcher found *Indian Horse* as a novel that tells of events far from expectations. Teachers, priests and nuns are the ones most expected to be responsible for the welfare of the children in St. Jerome, has destroyed the lives of the children in it. Whereas, they are the people who are most expected to be able to educate children properly and fulfil children's rights. Researcher highlight the forms of abuse that caregivers perpetrate on the main character and its effects on the main character's life as an adult. This novel becomes interesting because child abuse occurs in the school environment, carried

out by teachers, priests, and nuns. The researcher analyzes the highlighting issue of child abuse from Richard Wagamese's *Indian Horse* using the theory of child abuse by McCabe & Murphy (2017) and uses a psychological approach. It becomes important to study because all abuse involving children will significantly impact their psychological development.

Several researchers have studied several studies on child abuse in literary work. One of them is the study from Khoirun Nisa' (2014). The research discussed the form of child abuse, the effect, and the causes of child abuse in the novel *The Kite Runner* by Khaled Hosseini. Another previous study is Hastuti (2019). The researcher discussed the indicators of child abuse, the forms of child abuse and the reasons why the author raised the issue of child abuse in the novel *The Enders' Game* by Orson Scott Card. Moreover, there is also a study by Lubis (2017). The study focused on the effect of child abuse and neglect in the novel *The Step Child* by Donna Ford. The last previous study is Anggraini (2005). The study aims to discuss the kind of sexual abuse and its effect in the novel *Perfect Match* by Jodi Picoult.

Based on the previous study mentioned above, this study might be filling the gap because the researcher focused on the novel *Indian Horse* by Richard Wagamese highlighting the form of child abuse and the effect of child abuse.

B. Problems of the Study

Based on the research background above, the researcher proposes the following problems:

1. What are the forms of child abuse suffered by Saul in Richard Wagamese's *Indian Horse*?
2. What are the effects of child abuse suffered by Saul in Richard Wagamese's *Indian Horse*?

C. Objective of the Study

As the research question, this study aims to:

1. To explain the forms of child abuse suffered by Saul in the novel Richard Wagamese's *Indian Horse*.
2. To elucidate the effects of child abuse suffered by Saul in Richard Wagamese's *Indian Horse*.

D. Scope and Limitation

This study focuses on the issue of child abuse. There are physical abuse, emotional abuse, sexual abuse, and neglect. Besides that, this study also focuses on the effects of child abuse contained in the novel. Thus, the data collected is not from all pages of the novel but only from the relevant chapters. Furthermore, this study limits its attention to the abuse suffered by the main

character, Saul. Regardless of the possibility of child abuse that occurs in other characters in the novel beside Saul.

E. Significance of the Study

This study is expected to provide theoretical contributions to the psychological approach to give a new perspective on how the issue of child abuse and its effect is raised in Richard Wagamese's *Indian Horse*. Particularly through the lens of McCabe's and Murphy's theory of child abuse. Meanwhile, this study can be a reference for further researchers dealing with this issue. Also, this study can add information about the topic of child abuse and how this topic is discussed in the literature.

F. Definition of Key Terms

1. Child abuse is an act maltreatment of children in physical, emotional, sexual and neglect of care (Mrazek, 1990).
2. Neglect is failure to children by parents, families or people who have responsibilities to children in the form of health, development, education, safety and nutrition (Mrazek, 1990).
3. Children is a person who is under the age of 18 years (Bäckström, 1989)
4. The caregiver is someone who holds all the responsibility for the child's life in the form of safety, health and child welfare.

G. Previous Studies

Several previous studies have studied child abuse in literary work, one of them is the research conducted by Khoirun Nisa' (2014), the title is *Child Abuse In Khaled Hosseini's The Kite Runner*. It discussed the types, effects, and causes of child abuse by parents to their children. The research uses a social psychology approach. The finding shows that treat child abuse in the novel in physical, psychological, sexual, and social forms. As a result, the child becomes traumatized, afraid, and withdraws from the environment. At the same time, the cause of child abuse is the envy and jealousy between the victim and the perpetrator of violence.

Another previous study that uses child abuse topic is the research conducted by Hastuti (2019) from Muhammadiyah University of Surakarta. The title is *Child Abuse Reflected in the Ender's Game Novel by Orson Scott Card (1985): A Sociological Approach*. The study discussed the indicators of child abuse, the form of child abuse, and the reasons why the novelist raised the issue of child abuse. In her research, she uses a sociological approach. In finding, there are two indicators of child abuse in *Ender's Game* novel, namely physical indicators and psychological indicators. At the same time, the forms of child abuse found in the novel are physical abuse, psychological abuse, and neglect. Lastly, Orson Scott raised the issue of child abuse in his novel because his childhood experiences inspired it.

Moreover, Lubis (2017) from the University of North Sumatra Medan. The title is *An Analysis of Child Abuse As Portrayed In Dona Ford's The Step Child: A True Story Of A Broken Childhood*. This study focuses on the main character, who experiences various types of child abuse that impact her future life. This study uses mimetic theory, childhood trauma theory, and child abuse theory. The finding shows that the main character experienced physical violence, verbal sexual abuse, and neglect. The child abuse he experienced had an impact on his adult life.

The last previous study is the research conducted by Anggraini (2005). The title is *Child Sexual Abuse As Seen In Perfect Match By Jodi Picoult: A Psychological Approach*. The study aims to describe the experience of child sexual abuse and its effects in the future. In addition, this research also describes the moral values in the novel. The findings describe sexual harassment in the novel in the form of rape, sexual harassment, and incest. The impact is physically injured, and psychologically the child experiences stress and depression. In comparison, the moral values in her research have negative and positive aspects.

Based on those previous studies that took the topic of child abuse in literary work, the researcher found the distinction by highlighting the novel Richard Wagamese's *Indian Horse*. The researcher has not found other studies that examine the topic of child abuse in this novel.

H. Research Method

1. Research Design

This study is a literary criticism that employs a psychological approach. By employing this method, this study sets out to describe the data from Richard Wagamese's *Indian Horse* on a particular issue of child abuse. The psychology of literature considers that literary work is related to motivation, expression, behavior, and human thought (Wellek & Warren, 1963). This approach is more concerned with behavioral psychology, which will observe the main character's behavior that arises because of his interaction with the environment, where he learns and observes continuously. To construct this study, the researcher applies the child abuse theory by Kimberly A. McCabe and Daniel G. Murphy. This research focuses on the description of child abuse and its effects on the main character, Saul that occur in the novel.

2. Data and Data Source

The data of this study are words, phrases, and sentences presented by Saul, the main character of the novel *Indian Horse*. The researcher collected the data from the original novel written in English. The title is *Indian Horse* by Richard Wagamese and was published by Douglas & McIntyre in 2012. The novel has 224 pages and 56 chapters.

3. Data Collection

There are some steps for collecting the data:

- a. Reading the whole chapters of *Indian Horse* Novel in three times.
- b. Identifying the character, setting, conflict and the plot inside the story.
- c. Highlighting the words, phrases and sentences for the evidence.

- d. Classifying the data forms of child abuse based on four forms. There are, physical abuse, emotional abuse, sexual abuse, and neglect.
- e. Classifying the data on the effects of child abuse experienced by Saul in the novel.

4. Data Analysis

After being collected, the data are analyzed by following the steps bellow:

1. Describe a collection of relevant quotes that have been classified into four types of child abuse: physical abuse, sexual abuse, emotional abuse and neglect.
2. Elaborating the data with the theory of child abuse by McCabe & Murphy (2017) to explain the types of child abuse and elucidate the effect of child abuse suffered by Saul in the novel.
3. Draw conclusions to summarize the results of the analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains the theoretical framework to get a deep understanding of the concept of the research. It also elaborates on relevant literature related to child abuse and psychology as an approach. The researcher analyses Saul, the main character of Richard Wagamese's *Indian Horse* using the theory of child abuse by McCabe & Murphy (2017).

A. Psychology of Literature

Psychology and literature have a close relationship with the reality of human life. Both relate to human expression, behavior, thinking, and motivation. According to Wellek & Warren (1963), psychology can help in collecting observations of researchers in real life. Thus, psychology is a science that understands the psychological aspects of a literary work that provides an understanding of the characters.

According to Jatman in Endraswara (2008: 97), the object of literature and psychology is human life. While the difference is, that literary works are situated in imagination, while psychology is situated in real life. In literary works, psychology aims to understand more deeply messages, characterizations, or other elements contained in literary works. Psychology also makes it easier for researchers to reveal the motivations or reasons for the behavior of characters in literary works (Guerin, 1979).

Psychology and literature are two branches of science that discuss the human soul. Psychology identifies human behavior and its causes, while literature describes human behavior in fiction. In the relationship between psychology and literature, literary works depict the inner world of humans (Holland, 1990). Thus, literary works are considered the result of psychological conditions.

Literature has an essential contribution to psychology, which can describe human behavior, mental processes, and emotions from a scientific point of view (Holland, 1990). Whereas psychology helps literary works present characters effectively, showing the psychology of human reality and communicating moods. The psychological approach also investigates the impact of social conditions on the emotions and behavior of characters in literary works (Emir, 2016).

B. Child Abuse

Child abuse is the maltreatment of children. At the same time, another definition of child abuse is an intentional act that causes victims by the parent, caregiver, or stranger (McCabe & Murphy, 2017).

According to WHO (2008), the abuser is not only from parents or the family environment. But abuse may also be perpetrated by caregivers, friends, strangers, and other authorized persons such as teachers, soldiers, police, priests, employers, health workers, and others. The caregiver is someone who holds all the responsibility for the child's life. This responsibility is in the form of safety, health, and child welfare. Caregivers are divided into two: the primary caregiver and the substitute caregiver. A primary caregiver is a person who carries the

responsibility of the child and must live with the child. At the same time, a substitute caregiver is someone who is responsible for the child but does not have to live with the child, such as a coach, teacher, pastor, and so on (Mazur et al., 2006).

C. The Forms of Child Abuse

McCabe & Murphy (2017) in *Child Abuse Today's Issue* classified the forms of child abuse into physical abuse, sexual abuse, emotional/psychological abuse, and neglect (McCabe & Murphy, 2017).

1. Physical Abuse

Physical abuse is any act that causes pain to a child's body on purpose. This definition excludes pain in children caused by accidents that do not fall into physical abuse. McCabe & Murphy (2017) mention the pain in a child's body is the result of punching, shaking, hitting, kicking, biting, throwing, stabbing, burning, and hurting children.

Physical abuse is usually associated with physical punishment to discipline children so that children obey the rules of their parents or caregivers. Physical punishment is included in physical abuse when the form of physical punishment is in an unnatural category that impacts mental illness or permanent disability. Meanwhile, intentional injury to vital organs categorizes sexual abuse, not physical abuse (Mazur et al., 2006).

Some adults think giving a child pain is an effective way to make children disciplined. This argument creates confusion between child abuse and punishment. The purpose of punishing children is not to frighten children but to

teach children about right and wrong with what they do. Many adults punish children when angry, so adults cannot think about the long-term consequences of physical punishment. It means that adults should understand the limits of punishment that children can accept (McCabe & Murphy, 2017).

Everyone can be an abuser, but the closest people or people who have interacted with children are the people who have the most potential to be the abuser. The specifics of physical abusers cannot be explained specifically, such as religious background, physical characteristics such as skin color and gender, or socioeconomic status. McCabe & Murphy (2017) describe adult tendencies in child physical abuse in three child relationships; *parent, sibling, and acquaintance*.

Parents who tend to commit abuse against children are usually young, emotionally immature, or parents with low self-esteem. Parenting patterns of parents who are young often unrealistic to understand the capacity of responsibility in children and expectations of children's behavior. Parents who are young or emotionally immature, imagining that having children is always fun. They do not imagine they will be burdened with the great responsibility of caring for children. In addition, Parents addicted to alcohol also tend to physically abuse their children (Kelleher et al., 1994).

Sibling physical abuse is divided into *common, unusual, and injurious*. Common abuse committed by siblings results from angry reactions such as pushing, biting and hitting. The factor that causes this general abuse is frustration or jealousy in their brother or sister, like the difference between parents in treating

older and younger children differently. Whereas, unusual abuse by siblings is like tickling a younger sibling so hard that the child cannot control themselves. The last is injurious. It is like strangling or shooting. This form of abuse will leave permanent physical and emotional scars. The last of adult tendencies in child physical abuse is an acquaintance. It refers to physical abuse perpetrated by someone outside of a family member. Acquaintances can include caregivers or friends (McCabe & Martin, 2005).

There are physical and behavioral indicators of children experiencing physical abuse: Bruises, burns, fractures, head / internal injuries, shaken baby syndrome, and other injuries. The first indicator is bruises. Bruises on a child's body are normal, but the location of the bruise, shape, and color can indicate that the child has been physically abused. When humans fall, their feet or hands will reflexively catch themselves, so the location of bruises on limbs that are not usually used to hold their bodies can indicate a case of abuse. Such as in the neck, upper arms, forearms, and ears. The second indicator is burns. Burns may result from a limb touching with a hot object, fire on purpose, negligence, or accident. Burns caused by abuse is usually in unusual places, such as the back and legs (McCabe & Murphy, 2017).

The third physical indicator is fractured. It is where the bones are separated from the joints; one side of the bone is broken, and the other is bent, which can indicate physical abuse in children. The fourth indicator is Injuries to the head, or internal organs can occur if the child is subjected to physical abuse such as boxing. In addition, pain in the internal organs can occur because the child

is dehydrated or intentionally poisoned. The fifth indicator is shaken baby syndrome. It is like strong movements in children that can cause blindness, paralysis, seizures, brain damage, and even death. The sixth is other injuries. Other injuries include human bites, stabs, cuts, gun injuries, and bald spots on the head (McCabe & Murphy, 2017).

Children who experience physical abuse are seen in the child's behavior. Usually, the child will be aggressive towards others or himself. This aggressive child behavior occurs because the caregiver's behavior is abusive, so they think they should also be abusive to others. Aggression towards others can be in the form of actions that harm others, such as hitting, biting, and pushing. Meanwhile, children who are aggressive towards themselves are initially their way of seeking attention (Lahey, 2014). In addition, the pain that children inflict on themselves is a way to make themselves feel better. It is like cutting off parts of their body or making wounds on the body (McCabe & Murphy, 2017).

Moreover, the indicator of a child in physical abuse will have difficulty concentrating on academic matters, poor performance, social withdrawal, poor social relationships, uncomfortable around other people, showing fear when in front of people who are older than them or with adults, preferring to be alone, watching friends play from a distance rather than engaging in games, acts like a baby, becomes naughty, likes to play truancy, is addicted to alcohol, uses drugs and runs away from home (McCabe & Murphy, 2017).

2. Sexual Abuse

According to *World Health Organization* (2008), sexual abuse is the involvement of children in sexual activities that children do not fully understand such as intercourse, kissing, touching the sexual organs of children. In addition, ordering children to touch their sexual organs, seeing a naked child for sexual abuse is also included in the sexual abuse section (McCabe & Murphy, 2017).

The physical indicator in child sexual abuse is a general physical injury in the form of cuts or bruises on the neck, arms, legs, or genital area. Victims of sexual abuse usually have difficulty sitting because of aches and pains or experience bleeding in the pubic or rectal area (McCabe & Murphy, 2017). The behavioral indicator of children who are sexually abused usually become irritable and avoid other people. They change their appearance and feel pressured (Helfer & Kempe, 1987). Children experience academic problems at school, prefer to be truant, run away from home or school, and harass their friends. They are talking about things that are not age-appropriate, speaking in sexual terms, using drugs, and attempting suicide (McCabe & Murphy, 2017).

Everyone can be a sexual abuser. Maybe they are close to the child physically or close to the child psychologically, or both. McCabe & Murphy (2017) divide sexual abusers into two. There are familial abuser and extrafamilial abusers.

a. Familial Abuser

Familial abuser refers to sexual abusers from family members. Sexual intercourse with children carried out by the family can be called incest. Incest is not limited to sexual relations between fathers and daughters. Still, it includes

sexual relations between children with other family members such as uncles and nephews, mothers and children, grandfathers and grandchildren, and siblings. Incest in sexual child abuse is categorized into three things: molestation, assault, and rape (McCabe & Murphy, 2017).

a. Extrafamilial Abuser

Extrafamilial abuser is an abuser who is not from a family member. Usually, sexual abusers who are not from family members are carried out by creating closeness with children. These sexual abusers include coaches, teachers, neighbors, members of the clergy, or foreigners. In addition, these abusers can usually commit child abuse for six reasons (McCabe & Murphy, 2017).

The first is *pedophilia*. It refers to sexual interest to prapubescent (Feelgood & Hoyer, 2009). It means abusers tend to be more interested in sexual activities with children than with people their age. *Pedophilia* is a mental disorder in which a person acts by subjecting children to sexual acts. Next is *sexual addiction*. It refers to someone whose mind is busy thinking about sex, from planning to doing it. People who are sexually addicted will be dependent on sexual activity. They make sex a top priority in their lives (McCabe & Murphy, 2017).

Then, is *sexting*. It refers to sending texts, pictures, or videos of sexual intercourse via cell phone, internet, or other electronic media. Someone sends a message or material in the form of an image or video with an explicit sexual connotation (McCabe & Murphy, 2017). After that is *child trafficking*, which refers to trafficking children for commercial purposes. In this case, traffickers

force children to engage in sexual practices. Persons persuade and force children to engage in sexual activity for sexual services (McCabe & Murphy, 2017).

Moreover, a *sex ring* is a group of people who engage in sexual activity for sexual abuse. The sexual abusers in the *sex ring* are usually involved in the sexual abuse of several children simultaneously (McCabe & Murphy, 2017). Finally, is *child pornography*. It refers to the text, pictures, cartoons, or videos showing children's inappropriate behavior or sexual acts (McCabe & Murphy, 2017).

3. Emotional Abuse

Childhood emotional or psychological abuse is defined as behavior, actions, or bad words of parents or caregivers continuously directed at children. In this case, abuse is not only verbal attacks but any actions that damage the child's personality and are carried out intentionally, such as isolating, scaring, humiliating, and ignoring the child (McCabe & Murphy, 2017).

McCabe & Murphy (2017) argue that believes that people who have the potential to commit emotional child abuse are parents and caregivers. At the same time, the motives of emotional child abusers are usually caused by mental illness, personality, and environment. Parents or caregivers with mental illness will find it difficult to understand their children. This inability results in the child being neglected, isolated, or rejected. Meanwhile, in the environment, children can become objects of violence due to problems of poverty, marriage, unemployment, or stress. In the personality of abuser, the emotional child abuser is a narcissistic, egocentric, and self-centered person. Individuals make children inferior, easy to

blame, sensitive, and difficult to apologize to children (McCabe & Murphy, 2017). Furthermore, the physical indicators that occur on children who are emotionally abuse usually experience weight loss and have a low appetite. Whereas, the behavioral indicator of children who are emotionally abuse usually has high anxiety at new experiences. They will often avoid eye contact, cry a lot, act aggressively, commit acts of violence, and have a negative view of themselves. They will think that they are very low and powerless. Addicted to alcohol, self-harm, and even attempted suicide (McCabe & Murphy, 2017).

In childhood emotional abuse, McCabe & Murphy (2017) divide them into six types; isolation, rejection, ignoring, terrorizing, destroying personal property and corrupting.

a. Isolation

Isolation is the prohibition, prevention, or minimization of children from social interactions (Crosson & Tower, 2010). In cases of emotional abuse through isolation, children lose the opportunity to interact with others because of excessive adult control. Such as the prohibition of children from visiting friends or family members and the prohibition of participating in positive activities at school (McCabe & Murphy, 2017).

b. Rejection

It refers to the refusal of acceptance. Rejection includes demeaning, belittling, making fun of, humiliating, publicly humiliating, mocking, and accusing children (Mazur et al., 2006). Parents who are disappointed with their expectations have a child with a mental disability, a child's physical resemblance

to someone their parents hate, and children from rape. They have many possibilities to reject their child's love by being unequal in loving their children. So parents unconsciously commit emotional abuse through rejection (McCabe & Murphy, 2017).

c. Ignoring

Ignoring refers to the absence of emotional attention from parents or caregivers in interacting with children. Adults denying emotional responsiveness when communicating with children (Mazur et al., 2006).

d. Terrorizing

Terrorizing is an act that makes a child feel threatened or in danger or creates fear. Terror to create fear in children usually uses loud sounds and startling movements. In comparison, terrorizing adults usually takes the form of verbal threats such as public humiliation and threats of physical violence (McCabe & Murphy, 2017).

e. Property Destruction

Property destruction refers to deliberate destruction or destruction of children's property by the parent or caregiver without the child's consent (McCabe & Murphy, 2017).

f. Corrupting

Corrupting is a child's involvement in self-destruction (Crosson & Tower, 2010). Adults who corrupt children usually do this for individual pleasure or seek commercial finances by involving children in acts of robbery, drug smuggling, drug sales, or even in sex work (McCabe & Murphy, 2017).

4. Neglect

Neglect is the failure of parents or caregivers to pay attention and provide services to children intentionally so that it can endanger the welfare of children.

According to McCabe & Murphy (2017), the abuser of neglect is the person who has responsibility for the welfare of the child's life. It refers to a parent or caregiver. Both biological and adoptive parents have the same obligation to meet the needs of the child's life physically and mentally. The physical indicator of neglected children is usually poor physical growth, suffering from malnutrition, a dirty lifestyle such as dirty children's clothes, and the smell of urine. (Crosson tower, 2002). The behavioral indicator of children who are victims of neglect from their parents or caregivers will usually self-isolate, withdraw from social activities, and have no self-confidence. In addition, they take negative actions to get attention, chew food, damage or destroy property, and engage in criminal acts at an early age (McCabe & Murphy, 2017).

There are five general categories of neglect; physical, medical, educational, emotional, and supervision (McCabe & Murphy, 2017).

a. Physical Neglect

Physical neglect is the failure of parents or caregivers to give basic needs and prevent possible physical harm to children. The form of physical neglect includes the failure of the person responsible for the child to get the child's basic needs. It is like failure in nutritional needs, child hygiene, providing a sanitary house, preventing children from dangerous drugs, ordering children to work, making them tired, and neglecting children's safety (McCabe & Murphy, 2017).

b. Medical Neglect

Medical neglect happens when the adult delays medical treatment, causes medical negligence, or prohibits medical treatment for children that causes harm to children (McCabe & Murphy, 2017).

c. Educational Neglect

Educational neglect refers to the failure of a parent or caregivers to get a child to receive an education or to provide education. In this case, parents or caregivers ignore the importance of education. Educational neglect is like not trying to enroll school children when children their age are already in school. In addition, another educational neglect is a parent or caregiver who delays enrolling school children until registration closes so that children do not get the right to get an education. Other cases, such as parents or caregivers involving children to work (McCabe & Murphy, 2017).

d. Emotional Neglect

Emotional neglect includes parents or caregivers who allow their children to use drugs, consume alcohol, do not seek care for children with psychological disorders, and refuse to care for them. Emotional neglect is often found in letting children witness violence in front of them. Parents intentionally commit violence in front of their children or do not prevent their children from witnessing violence. Children who experience emotional neglect will affect their brains. The emotional form of numbness will continue to develop into adulthood. Children who are victims of emotional neglect will have the potential to grow up to be negligent parents (Clark, Freeman & Adamec, 2001).

e. Supervision Neglect

Failure to properly supervise and care for children. This is like choosing to take care of another child, kicking the child out of the house, or leaving the child alone (McCabe & Murphy, 2017). In addition, parents do not check where their children are, with whom, or what they are doing. Parents entrust their children to someone who is not responsible, or parents leave their children to a caregiver without that person's consent. Including supervision neglect as well when parents refuse to take care of their children (Coohey, 2003).

Another type of supervision neglect is when parents intentionally leave their children with caregivers who cannot care for them due to several factors; caregivers are young, alcoholic, mentally ill, drug users, or someone with a history of the physical or sexual abuser (Coohey, 2003).

Parents are also considered to have performed supervision neglect if they hand over their child to a child abuser, hand it over to someone known to be a physical abuser, or hand it over to a person involved in prohibited illegal activities. It is like when parents hand over their children to the caregiver who is a seller of pornography, drugs, alcohol, having sex in front of children, and other prohibited activities. Parents allow children to engage in illegal activities and do not stop them. This is like; children do not reprimand children who skip school, allow children to sell or consume drugs, or engage in prostitution. Another supervision neglect is when a parent drives a vehicle recklessly in a drunken state and brings their child (Coohey, 2003).

D. The Effect of Child Abuse

Child abuse is a dangerous problem that can take away the welfare of children. The researchers classified the types of abuse against children in the form of physical abuse, sexual abuse, emotional abuse, and neglect. Any form of violence or harassment directed at anyone will have a negative effect on their lives. The book *Child Abuse Today's Issue* by McCabe & Murphy (2017) presents some of the effects of child abuse below.

1. Post Traumatic Stress Symptoms

Trauma is an anxiety disorder in a traumatic event that a person has experienced. Traumatic events make a person feel threatened, such as accidents, child abuse, or natural disasters. Trauma symptoms are usually re-experienced because of flashbacks. A person relives a traumatic experience and causes a feeling of fear as if he will return to the event. In addition, trauma symptoms usually make a person avoid the traumatic event and avoid other people. Other symptoms include nightmares, difficulty concentrating, and irritability (McCabe & Murphy, 2017).

2. Depression

Depression is a disturbance in a person's mood, characterized by a feeling of indifference, deep sadness, and loss of interest in himself. Someone who is depressed will feel hopeless, guilty, lonely, very sad, worthless, dejected, discouraged, and difficult to find comfort in any place (Olive, 2007)

People who experience depression must be caused by their emotional inability to deal with or solve their internal problems. The serious problem had filled his entire inner space. Thus, he seemed not to find the slightest room for a solution and a way out. People who are depressed feel very sad excessively. They also feel very depressed or useless, even though he feels that no one cares to the point of despair (Clark, Freeman & Adamec, 2007).

3. Anxiety

Anxiety is a state of worry that complains that something terrible will happen soon (Nanda et al., 2016). Besides that, people who suffer from anxiety also believe something terrible will happen without a clear explanation. Feel threatened by events, fear, loss of control, fear of not being able to solve problems, thinking about dying soon, worrying about being left alone, not being able to get rid of negative thoughts, and having trouble concentrating. The physical characteristics of anxiety are usually feeling restless, nervous, sweating, dizzy, having difficulty speaking, palpitations, trembling voices, cold fingers or limbs, abdominal pain or nausea, and a flushed face (Saleh, 2019).

Meanwhile, the behavioral characteristics are avoidance behavior and shaken behavior. Someone who experiences child abuse usually has high anxiety about new things. Physical reactions that arise from anxiety are shortness of breath or a racing heart and behaviorally wanting to avoid the feared situation (Rector et al., 2016).

4. Academic Problems

Children who are victims of abuse often pay less attention to learning at school. They ignore assignments and do not try their best to do the tests. They like to be absent from school and causing their scores to drop. They find it difficult to concentrate in class discussions, be quiet, and not actively contribute (Dlamini & Makondo, 2017).

Children who experience child abuse have difficulty receiving lessons. It is because their minds are filled with traumatic events that happened to them. As a result, they have difficulty memorizing and understanding a subject matter. They will find it challenging to study diligently, impacting their academic scores (McCabe & Murphy, 2017).

5. Suicidal Thought

Children who experience childhood abuse have suicidal thoughts. Suicide is the best way for victims to escape the pain and end their trauma. The emergence of suicidal thoughts will come when the burden of the trauma felt has exceeded the limits of their ability. Death will be considered the only way out that makes them feel comfortable, not burdened with anything, and free from all problems. In particular, the issue of the incidence of abuse disorders. By dying, the severe trauma they think will soon disappear (Briere & Runtz, 1986).

6. Low Self-Esteem

Low self-esteem is the feeling unworthy of love, getting something, and feeling unable to change to become more worthy (Bailey, 1997). The feeling of low self-esteem is characterized by someone who is not confident. Have a negative outlook on life, feel unworthy of love, and unneeded. People also fear

taking risks and being dependent. Have a negative view of self-assessment. They will think he is deficient and powerless (Center for Integrated Healthcare, 2013).

7. Aggressive

Aggression is physical or verbal behavior intended to hurt the targeted object (Myers, 2010). Someone who experiences child abuse will usually become irritable and aggressive towards others or themselves. This child's aggressive behavior occurs because the caregiver's behavior is abusive, so they think they are also allowed to be abusive to others. Aggression towards others can be in the form of actions that harm others, such as hitting, biting, and pushing. Meanwhile, aggressive children are initially their way of seeking attention (Lahey, 2014).

8. Substance Use

Children who experience child abuse manage their stress with alcohol or illegal drugs. They are more dependent on alcohol than those who have not experienced childhood abuse. Alcohol use is considered bad behavior, but alcohol may escape the child's pain caused by abuse for victims of child abuse (McCabe & Murphy, 2017). Substance use is not only related to alcohol use. But illegal drugs or tobacco use is also in the substance abuse category (Lown et al., 2011).

9. Self Isolation

The behavior of child abuse victims will usually self-isolate, withdraw from society, and lack self-confidence. They also experience social problems, such as not having friends. As a result, they tend to be passive in making friends and have difficulty communicating pleasantly with their friends. People who experience child abuse have a closed nature that makes them insecure and inferior

and think they are useless. They are quiet and have difficulty interacting because there is a sense of inappropriateness to be accepted in their environment. They will always keep their distance and tend to avoid the surrounding environment. They also choose to be alone to avoid meeting other people (McCabe & Murphy, 2017).

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the researcher explains the data analysis based on the research question. First, the researcher analyzes the forms of child abuse suffered by Saul in the novel *Indian Horse*. Second, the researcher analyzes the effects of child abuse suffered by Saul in the novel. Furthermore, the researcher uses the child abuse theory by McCabe and Murphy (2017) to analyze the data.

A. The Forms of Child Abuse Suffered by Saul

According to McCabe & Murphy (2017), there are four forms of child abuse. There are; physical abuse, sexual abuse, emotional abuse, and neglect. Children who suffer abuse in their childhood will have a negative effect on their behavior. The following analysis shows the forms and effects of child abuse described in Richard Wagamese's novel *Indian Horse*.

Saul Indian Horse is the main character in the novel. He is a Canadian native who lived in 1960. That year, the government had full rights to separate children from their families. The government requires all indigenous Canadian children to attend Christian schools. The government kidnaped Saul Indian Horse to stay at St. Jerome. St. Jerome is a special school for Indigenous Canadians. While at the school, the nun, the priest, the teacher, and the school system aim to spread Christianity and teach western law and English. To create obedience, they launched their goal by child abuse of the children of St. Jerome. While staying in St. Jerome, Saul was abused by school rules. He also witnessed the cruel

punishment of St. Jerome for the children. The forms and effects of child abuse suffered by Saul explained in more detail below.

1. Physical Abuse

Physical abuse is any intentional action that can cause pain in the child's body. Physical contact is done to cause pain to the victim. Abusers can use their feet, hands, or objects to injure the body. Injury can be punching, hitting, kicking, slapping, throwing, choking children, and even burning (McCabe & Murphy, 2017). In this study, Saul suffered physical abuse when he was first brought to St. Jerome, as the following data shows.

*“Then a pair of nuns scrubbed us with stiff-bristled brushes. The soap was harsh. They rubbed us nearly raw. It felt like they were trying to remove more than grime or odour. It felt as though they were trying to remove our skin”
(p.26)*

The data above shows the form of physical abuse done by the nuns. The nun's position at St. Jerome is a caregiver because they are the ones who are responsible for the children's lives. They bathed Saul and his friends by using a hard object that could scratch their skin. The nuns hurt Saul not by using punches, fists, or bites. But the nuns brushed Saul's body roughly, causing pain in Saul's body. The way the nuns brushed Saul's children's skin roughly was like trying to remove the skin. This is in accordance with McCabe & Murphy (2017) opinion that physical abuse is a deliberate act and causes pain to a child's body

2. Emotional Abuse

This section explains the emotional child abuse suffered by Saul during his stay at St. Jerome. The forms of emotional abuse in this novel include isolation,

terrorizing, and rejection. These data show that emotional child abuse is not only in the form of bad words but all actions that can damage children's mentality, and make children afraid that it is done intentionally (McCabe & Murphy, 2017).

In this study, Saul and his friends experienced emotional abuse after they were bathed in a rough manner when they first came to St. Jerome, as in the data below.

Sister Ignacia strode out from behind the desk to stand directly in front of Lonnie, who looked down at the floor. "Your father is the Heavenly Father. You will learn that here. Your human father has nothing to offer you anymore."
"He's a trapper."
"He's a heathen."
"He's Ojibway."
"He is unbaptized and impure of spirit. When you use the word father at this school, it is your Heavenly Father you make reference to."
"I don't want no other father."
"You have no choice." (p.27)

In this evidence, the form of emotional child abuse verbally spoken by the nun depicted is rejection (McCabe & Murphy, 2017). When the nun says that Rabbit's father is Ojibway, it also alludes to Saul's character that Ojibway is a part of him. Other words such as trapper, heathen, unbaptized, and unpure of spirit interpret that the Ojibway group belongs to this group. The dialogue shows that the nun, a Christian, rejects Canadian natives by demeaning, belittling, making fun of, publicly humiliating Saul through Rabbit's father, who is Ojibway. It is under McCabe & Murphy's opinion that rejection is a refusal of acceptance. Here Saul experiences rejection from the nun because he belongs to the Ojibway.

Emotional abuse through rejection is also seen in the nun dialogue as shown in the data below.

“At St. Jerome’s we work to remove the Indian from our children so that the blessings of the Lord may be evidenced upon them.” (p.27)

In this evidence, the nun asserts that they aim to remove indigenous culture by converting them to Christianity. The nun's statement threatened Saul, a native Canadian, that he would not live in St. Jerome as Ojibway. He will leave his old culture and live under the control of the nun and all its rules that reject the Ojibway culture of indigenous Canadians. It follows the opinion (McCabe & Murphy, 2017) that rejection is a form of emotional child abuse that refers to the refusal of acceptance.

Another emotional child abuse was experienced by Saul when he saw the Iron Sister room. A dark and cold dungeon for punishing children:

*“Come away from there, Saul,” the Father said from behind me.
“Why do they have this?” I asked
“They lack charity.”*

When your innocence is stripped from you, when your people are denigrated, when the family you came from is denounced and your tribal ways and rituals are pronounced backward, primitive, savage, you come to see yourself as less than human. That is hell on earth, that sense of unworthiness. That’s what they inflicted on us. (p. 47)

In the evidence above, Father Leboutilier said that the children who lack charity would be punished at the Iron Sister. Saul understood that what Father Leboutilier meant here was indigenous Canadian children. Father Leboutilier's answer also alluded to Saul, who was part of them. Father Leboutilier has openly committed emotional child abuse in rejection by demeaning and bringing up feelings of worthlessness within Saul. The word "lack charity," directed at indigenous children, is just an excuse deliberately created to punish them. Father

Leboutilier's argument aims to create a sense of obedience for Saul not to enter the Iron Sister room and demean and ridicule Saul as part of the natives.

Another emotional child abuse experienced by Saul is seen in the data below:

“Industry, boys,” Father Quinney said.

“Good, honest work and earnest study. That’s what you’ll do here. That’s what will prepare you for the world.” Sister Ignacia took us each by a hand and, with a firm nod to the priest, led us from the office and out into the school. Her hands like dried birch bark. Her face composed, the slight press of a grin at the edges of her mouth. Beatific. That’s another word I learned much later. As the Sister walked us through the school that first day, she had that saintly look on her face. The whistle of the leather still hung in the air. She was a large woman, tall, and I’d never known such terror. In what seemed like an instant, the world I had known was replaced by an ominous black cloud. (p.27)

The evidence above shows that emotional child abuse is in the form of terrorizing. Saul did not get a good reception when he first entered St. Jerome. Saul gets the picture from the priest's dialogue that in St. Jerome, he will pass the time by working. St. Jerome, according to Saul, is a place of education, not a factory or company that requires its residents to work around the clock. Thus, Saul's image of an educational institution with all learning activities with his friends was shattered. At the same time, he is accepting the fact that St. Jerome is a subsidiary company that requires him to spend time working. At the end of the script, he described that his world seemed to have turned dark. It gives information that Saul was experiencing worries and fears about what would happen to his next life at St. Jerome.

Every morning Saul suffered emotional abuse in the form of terrorizing by the nuns by using cowbells to scare:

“St. Jerome’s was hell on earth. We were marched everywhere. In the mornings, after the priests had walked through the dorms ringing cowbells to scare us awake, we were marched to the latrines”. (p.46)

The data above shows the form of emotional abuse through terrorizing (McCabe & Murphy, 2017). The nun used the bell to produce a loud noise in the morning to create a climate of fear in Saul. The feeling of dread that arises due to the sound of this bell is done intentionally to scare children.

Another emotional child abuse suffered by Saul is seen in the following data:

But perhaps what terrified us most were the nighttime invasions. They would start with the swish of slippers along the floorboards or the hems of cassocks and gowns as the predators hurried through the dorms. We'd push our faces into our pillows or bury our heads beneath our blankets to drown out the surf of woe that came each night. First, there would be the creak of bed springs as the adults sat. Soft whispers, cajoling, and then the rustling sounds that tattooed themselves onto our brains, the cries of distress, the sound of skin sliding against skin and the low adult growls were born of a hunger none of us could ever understand. Sometimes three or four boys would be visited like that. Sometimes only one. Other times boys would be led from the dorms. Where they went and what happened to them was never spoken of. In the daylight we would look at each other blankly, so that we would not cause any further shame. It was the same for the girls. (p.47)

The evidence that has been mentioned shows that every night Saul suffered anxiety and fear. The arrival of the nuns or priests at night was a threat that gave him fear. The sound of slippers on the floor of the nuns and priests every night did not escape being frightening. Because the sound of slippers is a sign that sexual abuse will occur in the surrounding area, children covering their faces with blankets is a sign of children protecting and recording themselves. The evidence follows the opinion of McCabe & Murphy (2017) that terrorizing is part of a form of emotional abuse of children that makes children feel threatened, in danger and in fear.

In St. Jerome, Saul suffered emotional abuse from school rules. He is threatened with punishment from the nuns if he communicates using his mother tongue as shown in the following data.

Speaking a word in that language could get you beaten or banished to the box in the basement the older ones had come to call the Iron Sister. (p. 29)

The evidence above is a threat aimed at indigenous children when speaking in the Ojibway language. School rules required Saul to speak English and threatened severe punishment for using his mother tongue. The form of emotional child abuse suffered by Saul here through terrorizing and isolation. Saul at St. Jerome received threats of being hit or banned to the box in the basement, categorized as terrorizing, namely a form of extreme punishment as behaviour that makes Saul threatened, in danger, and creates fear (McCabe & Murphy, 2017). In addition, the prohibition against speaking in his mother tongue indicates that the regulations have isolated his language, which missed Saul's opportunity to communicate with his friends who cannot speak English. This regulation follows the opinion (McCabe & Murphy, 2017) regarding the form of emotional child abuse that prohibits and prevents children from social interaction.

3. Sexual Abuse

Sexual child abuse suffered by Saul *Indian Horse*, the sexual abuser is from extrafamilial, a Hockey game coach, as shown in the following data:

Then he stood up and pulled me toward him. He pressed my face into his body as he rocked back and forth on the balls of his feet. I could feel the broad warmth of his hand on the back of my head, smell his soap, feel the scratch of fabric on my skin and the buckle of his belt against my chin. "My angel," I heard him say. When he knelt down and cradled me in his arms, I felt no shame or fear. I only felt love. I wanted so much to be held and stroked. As he gathered my face in his hands and kissed me, I closed my eyes. I thought of my grandmother. The

warmth of her arms holding me. I missed that so much. "You are a glory, Saul." That's what he always told me. It's what he whispered to me in the dim light of his quarters, what he said to me those nights he snuck into the dormitory and put his head beneath the covers. The words he used in the back of the barn when he slipped my trousers down. That was the phrase that began the groping, the tugging, the pulling and the sucking, and those were always the last words he said to me as he left, arranging his priestly clothes. "You are a glory, Saul." Those were the words he used instead of love, and he'd given me the job of cleaning the ice to buy my silence, to guard his secret. He'd told me I could play when I was big enough. I loved the idea so much that I kept quiet. I loved the idea of being loved so much that I did what he asked. When I found myself liking it, I felt dirty, repulsive, sick. (p.110)

The evidence above shows that sexual abuse is seen when Saul is made an object of sexual need by Father Leboutilier. This sexual abuse is demonstrated by making bodily contact through rape and obscenity. This rape can be seen from the perpetrator removing Saul's clothes, hugging the body, touching, groping, pulling, sucking, and kissing Saul's private body. He was touching Saul's body sexually, having sexual intercourse, and making physical contact with Saul's genitals. Saul obeyed what was ordered by Father Laboutiler because he was still a child, and he did not understand what happened to him. Father Leboutilier manipulates Saul by fulfilling the need for love and becoming a parental figure to Saul. The suspect always used sweet sentences such as "My angel" and "You are a glory, Saul." in carrying out his actions, and promised a good future to Saul to ensure that Saul kept his mouth shut and did not tell what happened to him. It follows WHO's opinion (McCabe & Murphy, 2017) that sexual abuse is the involvement of children in sexual activities that children do not understand.

4. Neglect

In this section, the researcher reveal the child neglect that Saul suffered at St. Jerome. In the first data that the researchers found, Saul did not get an optimal

facilities in the form of a sanitation house while in St. Jerome as the following data.

...In the mornings, after the priests had walked through the dorms ringing cowbells to scare us awake, we were marched to the latrines. We stood in lines waiting our turn at the toilets—a dozen of them for a hundred and twenty boys. Some of us soiled our pants during the wait, because we were strapped if we left our beds at night. (p. 46)

The evidence above shows the caregiver's failure to meet children's basic needs by providing sanitation house and giving children the right to toilet needs every night. The story shows that the school only has twelve toilets for one hundred and twenty children. They even soiled their pants while waiting in line because they could not go to the toilet at night. On the other hand, the needs of children in the toilet should also be met. The basic rights Saul should have received while in St. Jerome were completely unfulfilled. Saul did not get a proper sanitary house, so the health and cleanliness of Saul's residence were very poor. This is evidence that caregivers fail to meet the basic needs of children. It is included in the category of physical neglect, where a person fails to meet basic needs and prevent possible physical injuries to children

Other physical neglect is also reflected in the following data:

... we were marched to the dining room for breakfast. The boys and the girls sat on opposite sides of the room. We stood behind our chairs until everyone had their bowl of lumpy, tasteless porridge, slice of dry toast and watery glass of powdered milk. Then one of the priests would say grace, and we would sit and eat in silence. Not one of us could resist risking a beating by sneaking a peek at the nuns and priests at their table, eating their eggs, bacon or sausage. The smell of it would waft over us while we choked down our gruel then sat with our hands at our sides until they were finished eating and we were marched to our work details. (p. 46)

The evidence above explains that the food served to nuns and priests is more nutritious and tastier than for children. It can be seen that Saul only had bland porridge and watery milk, while the nuns and priests had eggs, bacon, and sausage. The nutritious food served to the priests and nuns indicates that they can provide sufficient nutrition for the students, but they do not fulfil this and let the disciples just enjoy the smell of the food. This case is also included in the category of physical neglect, in which the caregiver ignores the child's basic needs in fulfilling nutritious food (McCabe & Murphy, 2017).

Another physical neglect shown in following data:

They called it a school, but it was never that. Most of our days were spent in labour. Even the youngest of us had to work. The girls were kept busy in the kitchen, where they baked bread to be sold in town, or in the sewing rooms, where they made our clothing out of the heavy, scratchy material the school got from the army. The boys mucked out the stalls of the cows and horses, hoed the fields, harvested the vegetables or worked in the carpentry shop, where they built the furniture the priests sold to the people of White River. r. We spent an hour in the classroom each day to learn the rudimentary arithmetic and English that would enable us to secure manual labour when we "graduated" from the school. (p. 46)

The evidence above shows that Saul suffered physical neglect due to the amount of time he spent physically working. Saul is involved in an adult job to replace the burden of adults. The physical work that Saul received was not to hone skills or help with a job. However, his work is a diversion from adult responsibilities. Responsibility for the work done by Saul in the long term, as Saul's dialogue says, "*most of our days were spent in labour*". It shows that work was the main schedule of Saul. This condition is included in the category of physical neglect because it causes Saul's physical condition to be neglected, and Saul's body becomes tired and weak.

Furthermore, neglect is reflected by Saul on education as shown in the following data.

They called it a school, but it was never that. Most of our days were spent in labour. Even the youngest of us had to work. The girls were kept busy in the kitchen, where they baked bread to be sold in town, or in the sewing rooms, where they made our clothing out of the heavy, scratchy material the school got from the army. The boys mucked out the stalls of the cows and horses, hoed the fields, harvested the vegetables or worked in the carpentry shop, where they built the furniture the priests sold to the people of White River. r. We spent an hour in the classroom each day to learn the rudimentary arithmetic and English that would enable us to secure manual labour when we "graduated" from the school. (p. 46)

The evidence shows that Saul spent his time working rather than studying. St. Jerome is a school, but Saul did not get an optimal education. Saul did not have the opportunity to actively develop his potential. No guidance or teaching exercises to help Saul bring his creativity to life. Instead, time runs out for work, and Saul only has 1 hour to learn basic arithmetic and English. The teacher limiting only two lessons during Saul's school reflects the failure of the school's function. The teacher limits the abilities of children that can be developed. This case follows the (McCabe & Murphy, 2017) opinion that children are victims of educational neglect because of the failure of the caregiver to seek optimal education for children..

Another educational neglect is also depicted in the novel *Indian Horse* as described by Saul:

You couldn't be a kid under that regime. There was no room for any kind of creativity to flourish. Instead, to survive, we mimicked the cloister walk of the nuns, a relentless mute march from prayer to chapel to physical labour. (p.29)

The evidence above shows that Saul could not live like a child during his stay in St. Jerome. The space for creativity is limited and even prohibited, so it is difficult for him to express his abilities. He spends more time working than spending his time by studying. It shows that his life at school has lost Saul's potential because the nuns, priests, and teachers control his movements too much and remove Saul's opportunity to develop his potential. This phenomenon follows the opinion of McCabe & Murphy (2017) that educational neglect happens when caregivers involve children to work and do not prioritize education.

Furthermore, the researchers found cases of neglect through emotional in the following data:

Anybody who shirked or complained was beaten in front of everyone. That was perhaps the biggest crime: making us complicit through our mute and helpless witness. (p. 46)

The data above shows that children who complain will be beaten in front of everyone. This shows that Saul easily witnessed the violence in St. Jerome. This case is included in the category of emotional neglect, where children are left by their caregivers to see violence (McCabe & Murphy, 2017). This is included in neglect because children who continue to see acts of violence will affect their emotions. At the same time, adults who allow children to witness violence are the same as allowing children to damage their psychology.

Supposedly, the violence committed should not be shown openly in front of the students. Anyone experiencing violence, whether physically or emotionally, will try to seek help. At the same time, other children who saw the violence tried to help the

victim. Usually, the person who will assist will take action so that the violence suffered by the victim can stop. However, in St. Jerome, children ask for help, or the person who tries to help them gets the same punishment in front of all the children. Thus, Saul easily witnesses physical violence in front of his eyes, which could endanger Saul emotionally and kill Saul's empathy.

Other data that shows Saul suffered emotional neglect is below.

There was no tolerance for Indian talk. On the second day I was there, a boy named Curtis White Fox had his mouth washed out with lye soap for speaking Ojibway. He choked on it and died right there in the classroom. He was ten. (p.29)

The evidence above shows that Saul was not barred from witnessing acts of violence. It shows from the setting place of the story where Saul saw his friend punished in class until death. Saul was eight years old and witnessed his friend die because of inhuman punishment in front of his eyes. As a primary caregiver at St. Jerome, the teacher didn't try to stop him from witnessing the violence. This is included in the category of emotional neglect, where the caregiver fails to maintain the child's emotional state by allowing the child to witness acts of violence.

The data below also shows that Saul suffered emotional neglect because there was no prevention from the teacher from witnessing acts of violence.

Kids were routinely strapped for giving the wrong answer. In front of the entire class, kids were turned to face the wall, made to pull their pants down to their ankles, bent over with their hands on their knees and whipped raw. Boys and girls alike, except that the girls were allowed to keep their underthings on. (p. 46)

The evidence above shows no prohibition or prevention effort from the teacher as a caregiver for Saul to witness the abuse suffered by his friends. Saul

witnessed emotional neglect by seeing his friends stripped naked in front of the entire class. Giving punishment by strap because of the error in answering the questions made by the teacher in front of the class also proves that the teacher deliberately displays acts of violence that other children can easily and freely see. The data above shows that Saul suffered emotional neglect due to the caregiver's failure to prevent children from witnessing acts of violence.

B. The Effects of Child Abuse Suffered by Saul

In this section, the researcher examines the effects of child abuse on Saul Indian Horse, the main character in this novel.

1. Substance Use

The first data shows that Saul consumed alcohol to deal with stress on him:

The bleakness and me were old companions by then, and the only thing I knew how to do about it was to drink. (p. 46)

In the evidence above, Saul describes how he spent his 20s getting into fights, drinking, modest jobs, and low wages. His life became alcoholic as a reaction to all his dreams shattered by his childhood suffering. Saul used alcohol to kill the sick feeling. All his life is fulfilled, so his life is not sad, but his life is also not happy. It follows the opinion (McCabe & Murphy, 2017) that alcohol is a stress mechanism for children who are victims of child abuse. They think that alcohol will calm them down, but the fact is that alcoholism increases stress in them.

Subsequent data shows Saul consumed alcohol as an antidote to his longing for the Indians. His childhood suffering at St. Jerome has taken away his identity as Indian:

I'm not sure when I began to drink myself. I only know that when I did the roaring in my belly calmed. In alcohol I found an antidote to exile. I moved out of the background to become a joker, a clown, a raconteur who spun stories about madcap travels and events. None of them had actually happened to me, but I had read enough to make these tales come to life, to be believable and engaging. Amid the slaps and pokes and guffaws that greeted them, I discovered that being someone you are not is often easier than living with the person you are. I became drunk with that. Addicted. My new escape sustained me for awhile. Whenever the stories and the invented histories started to unravel, I'd move on to a new crowd in a new tavern, a new place where the Indian in me was forgotten in the face of the ribald, hilarious fictions I spun. Finally, though, the drink had me snared. I spoke less and drank more, and I became the Indian again; drunken and drooling and reeling, a caricature everyone sought to avoid. (p. 99)

When he was drunk, Saul felt he could fantasize about being anything he wanted to be. He will tell in detail what he is thinking. Moreover, if the story is heard and even appreciated by the person who hears the story, then he will be more eager to continue the story in detail. Nevertheless, the story never happened. He tells stories that have never been experienced because he turned into someone else in a state of drunkenness. While there, he faced a painful problem. While heavily intoxicated, he momentarily felt his Indian identity returning to him.

Drunk people will undoubtedly find it very difficult to rebuild self-awareness. When drunk, Saul can forget his problems and even feel pleasure in his fantasy world. He fantasizes about being a fun thing. Such as being a clown, an entertainer can also feel like a strong person, respected and even feared. So, the fear stabbing his psychology can be temporarily uprooted. Until when he woke up again from his drunken stupor, he just knew that the pain was still stabbing even

deeper. Then without realizing it, he will repeat his mistake. He will get drunk again. He repeats his fantasy, gets drunk, and wakes up again. Furthermore, it kept repeating itself, and eventually, he became a heavy alcoholic.

The data above follows the opinion (McCabe & Murphy, 2017) that alcohol is a stress mechanism for children who are victims of child abuse. Saul continues to consume alcohol to fantasize about being Indian again, and once he wakes up, he will go back to drinking to be an Indian again. His identity as an Indian who had been snatched away for years at St. Jerome had made an effect on him being an alcoholic

The next data show that Saul's life was dependent on alcohol:

It's funny how bartenders always tell you to drink up. When you're lost to it like I was, you always drink down. Down beyond accepted everyday things like a home, a job, a family, a neighbourhood. You drink down beyond thinking, beyond emotion. Beyond hope. You drink down because after all the roads you've travelled, that's the only direction you know by heart. You drink down to where you can't hear voices anymore, can't see faces, can't touch anything, can't feel. You drink down to the place that only diehard drunkards know; the world at the bottom of the well where you huddle in darkness, haunted forever by the knowledge of light. I was at the bottom of that well for a long time. Coming back up to daylight hurt like a son of a bitch. (p. 105)

The evidence above shows that Saul's life depended on alcohol. Day by day, Saul consumed more and more alcohol. He felt that he needed a drink to solve his traumatic problems. At the same time, Saul realized that alcoholism could kill him. Saul had hurt himself, but he had no solution but to drink alcohol. It follows opinion (McCabe&Murphy, 2007). that victims of child abuse consume alcohol to escape the pain of suffering from child abuse.

2. Aggressive

According to (McCabe & Murphy, 2007), children who suffer child abuse have the effect of growing up more aggressive. This aggressive behavior arises because of the growing negative feelings from the dire events children suffered in childhood. The data below is evidence that Saul grew to be more aggressive:

... I punched him in the head with everything I had, and he crumpled onto the floorboards. I turned to face the rest of them. I was frigid blackness inside, like water under a berg. I wanted another one to stand, wanted another one to swing at me, invite me to erupt. But they stayed seated, and nobody spoke as I walked slowly over to the table and picked up Jorgenson's discarded hand of cards. I studied the cards, then smirked and tossed the hand back on the table. "Game over," I said. They never bothered me again. (p. 96)

The evidence above shows that the child abuse suffered has changed Saul's behavior to be more aggressive. Saul's co-worker Jorgenson tries to punch Saul while drunk. Saul grabbed Jorgenson by the throat, attacked Jorgenson, and brutally hit Jorgenson in the head. The data above shows that Saul became aggressive by attacking Jorgenson to hurt him.

Aggressive behavior of Saul is seen in the data below:

When anybody hit me, I hit back. When they slashed me I slashed back harder, breaking my stick against shin pads and shoulder pads. When they dropped the gloves with me I punched and pummelled until I had to be torn off by my teammates. (p. 97)

In the evidence above, Saul shows that at the age of 17, he began to become an angry young man. The many experiences of child abuse in St. Jerome made it difficult for him to control his emotions. Saul was more daring to attack anyone who dared try to attack him physically. Saul thought that his experience of abuse allowed him to physically abuse others. This aggressive behavior is an outburst of emotion or a reaction to emotional or physical violence that continues

to be directed at him. Saul's changing behavior makes Saul lose his Hock team. The only place for Saul to forget all the experiences of child abuse that had become traumatic for him had left him. The hockey game that he hoped would heal his wounds became another problem that made him frustrated.

Other data that shows Saul's aggressive behavior below:

The truth of the abuse and the rape of my innocence were closer to the surface, and I used anger and rage and physical violence to block myself off from it. (p. 110)

The evidence above shows that the child abuse experience has made it difficult for Saul to deal with himself. Saul became a victim of neglect, physical, emotional and sexual abuse which has made him an aggressive adult. He becomes easier to rage, angry and do physically violent as an emotional outburst for his childhood freedom that was taken away. The truth of the abuse and the rape becomes an event that stimulates negative feelings. These negative feelings animate physical reactions by engaging in anger, rage, and physical violence against others.

3. Isolation

This section show how the effects of child abuse that Saul suffered made him choose to self-isolate. The data showing self-isolation are below:

I preferred being alone to inquisitive company. I became a carpenter, roofer, miner, lumberjack, highway paver, railroad labourer, dishwasher, hide scraper, ranch hand, tree planter, demolition worker, steel foundry yardman and dock worker. I did not offer to be a buddy to my fellow workers. I did not become chatty. (P. 99)

The evidence above shows that Saul did self-isolation on himself. Saul is more comfortable being alone, does not like to chat, and does not offer to be friends with his co-workers is proof that Saul is withdrawing from society. Based on Saul's memory, which is full of violence, humiliation, and harassment that Saul endured for years, Saul finds it difficult to interact with other people. This difficulty in interacting is gradually carried away wherever he is active. The suffered of child abuse made it difficult for Saul to communicate or open a conversation. Even the desire to interact with other people is getting lost. Saul began to enjoy solitude, just doing his job well and alone and not involving other people. Saul's self-isolation is seen as not talking much, meaning he avoids interacting with other people. Not offering to be friends with his co-workers is a self-located attitude that makes Saul lose the opportunity to share his feelings, thoughts with others. He prefers to be alone, making himself lose the ability to relate to other people.

Other data shows that Saul isolated himself by abandoning his dream of becoming a hockey player.

"So, what are you gonna do now?"

"Go to work, I guess."

"Mines or mill. That's all you got to pick from around here."

"I know. It's good enough for you."

"You were born for more, Saul."

"Says you." (p. 94)

The evidence above shows that Saul isolated his ability to play Hockey by choosing to be a manual worker. Saul's friends believe that Saul should be able to

be more than just a manual laborer. Supposedly, Hockey became the best place to heal the traumatic event he experienced. Hockey is also the best channel of emotion for Saul to reduce the pain he has been going through. With the Hockey game, he should optimize all the potential that has never been seen, even despised. But as it turns out, Hockey is the same place as St. Jerome, both of them were neighborhoods that constantly abused Saul. Hockey continues to make for a bad experience in St. Jerome.

“Saul,” he said. “You ever pine for anything other than this? Ever have dreams of family, your own home, things like that?” “No time for dreams,” I said. (p. 103)

The evidence above is evidence that Saul was self-isolating by avoiding a serious relationship with Ervin. Ervin was the one who helped Saul when Saul fainted from drunkenness. Ervin brought Saul home and nursed Saul until Saul's condition improved. Ervin also gave Saul a job after Saul left due to a fight incident between Saul and Jorgenson. Ervin gradually has an interest in Saul. Ervin's question above implicitly states that Ervin invites Saul to have a serious relationship. But Saul's answer showed that he was not interested in a relationship to build a family. The experience of child abuse has had an impact on Saul to continue to close himself. Saul's habit of shutting himself down at St. Jerome made him also be secretive with other people. This follows the opinion (McCabe & Murphy, 2007), that the effect of child abuse is self-isolation by preferring to live alone rather than having a serious relationship.

4. Post Traumatic Stress Symptoms

In this section, the data shows that the effects of child abuse experienced by Saul caused him to experience flashbacks. Flashback is one of the symptoms of trauma. The data about flashback suffered by Saul is below

The land felt good around me, but there was a hollow ache in my belly now. Thought of the school filled my head and I could feel a moan building in my gut. As it escaped me, it frightened me with its ancient sound. I wrapped a blanket around myself, and curled into a ball and pressed my eyes tight. You're free. That's what Father Leboutilier had told me that last time I saw him. Free to go where the game could take me. I shook with anger as I recalled it. I was never free. He was my captor, the warder of my innocence. He had used me. I felt hate, acrid and hot. "You are a glory, Saul." I repeated those words over and over, until the pressure inside forced me to my feet. I kicked at roots and stones and the jut of logs as I howled, ragged, rough and sore. When I couldn't scream any longer, I picked up the small hatchet I'd bought and began to whack at a stump. I hit it with everything I had, until my arms and shoulders burned and it seemed that every ounce of fluid in me had drained out through my sweat and tears. (p. 111)

In the evidence above, Saul had a flashback by repeatedly remembering the words "You are a glory, Saul." Said Father Leboutilier, who had sexually abused him. The words that became increasingly clear in his mind made Saul's emotions return to the abuse incident he had experienced. Feelings of anger and sadness spilled out. Saul went berserk and vented his emotions by hitting the stump with an ax. "Like the liquid inside me has been drained" describes his exploding emotions. Flashback memories of the time he was sexually abused have left a bad memory for Saul.

5. Depression

According to (McCabe and Murphy, 2007), the effect of child abuse is depression. The following data show that the main character Saul experienced depression in adulthood:

I cried in great heaving gasps. I let myself mourn. Allowed every ounce of sorrow and desperation, loneliness and regret to eke out of me. I cried until I couldn't cry anymore. (p. 112)

The evidence above shows that Saul was sorrowful. Great heaving gasps and can not crying anymore indicates that Saul was crying because he was sad for a long time, and the sadness that Saul experienced was very deep. Saul's grief over the experience of abuse made Saul hurt and experienced despair. Saul's loneliness and remorse indicate an empty feeling in life and a feeling of guilt in Saul. The data shows that feelings of sadness, hopelessness, loneliness and regret show that Saul was depressed. The evidence above follows McCabe & Murphy (2017), who argue that the effect of child abuse is depression, namely experiencing extreme sadness.

Depression in Saul also seen in the following data:

I felt revulsion rise in me. My throat was parched. Rage was a wild heat that rose out of the base of my spine and through my belly, and I punched those rotting boards until my knuckles were raw, the tears erupting out of me. I fell to the ground and buried my head in my arms. (p.110)

In the evidence above, Saul feels revulsion, showing that he feels guilty and hates himself. The anger that is expressed by punching the objects around him shows anger that is overflowing with anger. At the same time, Saul, who fell to the ground and buried his head in his arms, showed that Saul was experiencing sadness and crying. Abuse experience in his childhood has left a terrible life for

Saul as an adult. Saul's disdain for him shows the way Saul looks at himself negatively and views himself unfavourably. Viewing negatively, angry and sad that Saul experienced based on the data above shows that Saul is experiencing depression.

6. Low Self-Esteem

The data below shows low self-esteem to be the effect of child abuse:

When I found myself liking it, I felt dirty, repulsive, sick. (p. 110)

The evidence above shows a feeling of worthlessness in Saul after Saul remembers the sexual abuse he experienced. Feeling dirty and repulsive is a negative feeling that arises due to feelings of low self-esteem in Saul.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter explain the conclusion and suggestion. After analyzing child abuse and its effect on Saul Indian Horse as the main character in Richard Wagamese's *Indian Horse*, the researcher makes the following conclusion and suggestion.

A. Conclusion

This study applies a psychological approach and the theory of child abuse by Kimberly A. McCabe and Daniel G. Murphy (2017) to analyze Richard Wagamese's *Indian Horse*. This study focuses on the forms of child abuse and its effects suffered by Saul.

The first results of this study show that Saul suffered four forms of child abuse. There are physical abuse, emotional abuse, sexual abuse, and neglect. The physical abuse suffered by Saul was when the nuns bathed Saul roughly and made Saul's skin seem to peel off. Whereas Saul suffered emotional abuse through rejection, terrorizing, and isolation. Emotional abuse through rejection is seen when the nun gives a negative label to Saul's race and refuses a different religion from Saul. Then, emotional abuse through terrorizing is seen when the priest advises that Saul will spend his time working rather than studying. In addition, loud bells rang, and threats of sexual abuse every night. Afterward, emotional abuse through isolation is seen when Saul was required to use English when

communicating with his friends. Meanwhile, all of his friends can only speak Canadian.

Next is Saul suffered sexual abuse by a Hockey game coach. The data is taken from chapter 49, which tells the story of Saul's involvement in sexual activities that he does not fully understand. The last, Saul suffered physical, educational, and emotional neglect. The physical neglect suffered by Saul is seen when he gets limited house sanitation and non-nutritious food in St. Jerome. Educational neglect is evident in Saul's time spent working rather than studying. Then, emotional neglect is seen in the ignorance of the nuns, priests, or teachers who allowed Saul to witness the brutal abuse in St. Jerome.

Second, the effects of child abuse suffered by Saul as an adult were he was substance use in alcohol. It can be seen in his addiction to alcohol as a stress mechanism. Then, Saul also became aggressive. It is proven by the data, which reveals that Saul brutally beat his friend and tended to attack physically. Besides, Saul also became self-isolated in himself. The data shows that Saul prefers to live alone, does not want to have friends, does not work at a job that suits his hobbies, and does not want to have a love relationship with a woman. Furthermore, Saul also suffered Post Traumatic Stress symptoms which were marked by flashbacks of incidents of abuse that befell him. Moreover, Saul suffered depression by suffering sorrowful, loneliness and revulsion. Lastly, Saul suffered low self-esteem, where he felt dirty and repulsive.

B. Suggestion

This research still has shortcomings, so it can be an opportunity to be developed by further researchers. Therefore, the researcher suggests that the next researcher use another perspective if the next researcher uses the *Indian Horse* novel. The researcher provides recommendations for the next researchers to identify elements of racism because there is a lot of data in stories related to the causes of child abuse in the novel. In addition, the researcher hopes that the research on child abuse and its effect on the *Indian Horse* novel can be a reference for future researchers. The researcher also hopes to provide lessons for readers about child abuse and its effects.

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CURRICULUM VITAE



Husnia Naylil Ulya was born in Bojonegoro on September 29, 1997. She graduated from Madrasah Muallimin Muallimat Bahrul Ulum Tambakberas Jombang. She started her higher education in 2017 in the Department of English Literature at Maulana Malik Ibrahim State Islamic University

Malang and finished in 2021.