

**CHILD ABUSE EXPERIENCED BY MONDAY IN TIFFANY D.
JACKSON'S *MONDAY'S NOT COMING***

THESIS

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2025

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JACKSON'S *MONDAY'S NOT COMING***

THESIS

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2025

STATEMENT OF THESIS AUTHORSHIP

I state that the thesis entitled “**Child Abuse Experienced By Monday In Tiffany D. Jackson’s *Monday’s Not Coming***” 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.

Malang, 30 Juni 2025

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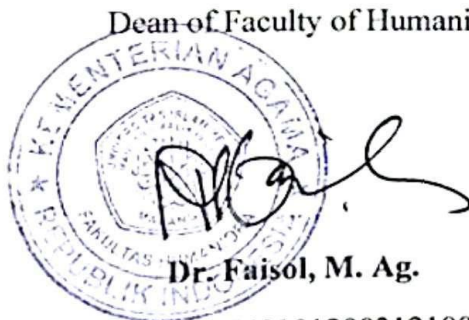
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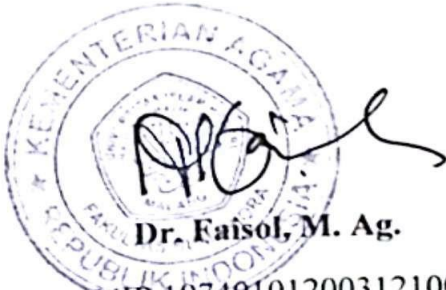
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MOTTO

*“The world moves like a mystery that we will never understand, but we will
always find a space that will lead us to the answers we seek.”*

-Dasiyah in Gadis Kretek movie-

DEDICATION

I dedicate this thesis to my beloved father and mother as well as all of my family.

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Alhamdulillah, praise and gratitude are due to Allah SWT who has bestowed His grace and guidance so that the researcher can complete the thesis entitled “*Child Abuse Experienced By Monday In Tiffany D. Jackson’s Monday’s Not Coming*”. May shalawat be upon the Prophet Muhammad SAW, who taught humans to be kind to others. This thesis is a final project submitted to fulfill the requirements for obtaining a *Sarjana Sastra* (S.S) degree in the Department of English Literature of Universitas Islam Negeri Maulana Malik Ibrahim Malang. The researcher realizes that the preparation of this thesis will not be realized without the help and encouragement of various parties. Therefore, on this occasion, the researcher would like to express his gratitude to the honorable:

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Last but not least, I thank myself for sticking it out until this moment. It wasn't an easy road but we have to be grateful and we made it through.

Malang, 30 Juni 2025

Dea Rizqy Ramadhani

ABSTRACT

Ramadhani, Dea Rizqy (2024). *Child Abuse Experienced By Monday Character In Tiffany D. Jackson's Monday's Not Coming*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Dr. Siti Masitoh, M. Hum.

Keywords: Child Abuse, Neglect.

Parents and children are components of a family tree. Parents act as guides and educators for their children. Every parent has a different way of educating their children. Generally, parents apply love in the process of educating their children. However, some parents apply abuse in the process. This may stem from the parents' past experiences, which are then applied in their communication and parenting styles, and can unknowingly have fatal consequences for the child's development.

This research aims to describe the types of child abuse experienced by the character Monday in Tiffany D. Jackson's novel *Monday's Not Coming* and its effects on her life. To achieve this, the researcher uses a psychological approach and Cynthia Crosson-Tower's (2013) theory of child abuse to obtain the results of the formulation.

The results of this research show that Monday experiences physical, psychological, and neglectful abuse. The scars on Monday's body are evidence of physical abuse, and the terror she receives from her mother is evidence of psychological abuse. Additionally, Monday was neglected, as evidenced by her concerning physical condition, and the neglect was further demonstrated by the lack of concern from neighbors regarding her absence. Some effects of the abuse identified were categorized according to the types of abuse mentioned above. The effects of physical abuse included the presence of bruises on Monday's body. The effects of psychological abuse include emotional issues such as irritability, a tendency to lie, lack of trust, and powerlessness. Furthermore, the effects of neglect are evident in Monday's unfit physical condition and appearance. The most horrifying finding was that Monday was found dead in the freezer of her home. This demonstrates the detrimental impact of physical abuse and neglect of children. This research aims to raise awareness about the importance of protecting children from abuse and neglect. It also seeks to educate readers that signs of abuse must be addressed and to dispel the notion that child abuse is a valid parenting method.

مستخلص البحث

جاكسون .إساءة معاملة الأطفال التي تعرضت لها شخصية يوم الاثنين في رواية تيفاني د .(٢٠٢٤)رمضاني، ضياء رزقي أطروحة، قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية . "يوم الاثنين لن يأتي" ..مالانج

الدكتور سيتي ماسيتوه الماجستير :المشرف

إساءة معاملة الأطفال وإهمالهم إساءة معاملة :الكلمات الإشارة

الوالدان والطفل مكونان في شجرة العائلة. يلعب الوالدان دور المرشد والمربي لأطفالهم. لكل والدين أسلوب مختلف في التربية. غالبًا ما يستخدم الوالدان المحبة في تربية أطفالهم، ولكن هناك بعض الآباء الذين يستخدمون العنف في هذا السياق. قد يكون هذا نتيجة لتجارب الماضي التي مر بها الوالدان والتي يطبقونها في أساليب التواصل والتربية، دون إدراك أن ذلك قد يؤدي إلى عواقب وخيمة على نمو الطفل.

للكاتبة تيفاني دي. جاكسون، وتأثيراته يهدف هذا البحث إلى وصف أنواع العنف الذي تتعرض له شخصية "مانداي" في رواية على حياتها. ولتحقيق ذلك، استخدم الباحث المنهج النفسي ونظرية العنف ضد الأطفال التي قدمتها سينثيا كروسون-تاو (2013) للوصول إلى نتائج هذا البحث.

تشير نتائج البحث إلى أن مانداي تعرضت للعنف الجسدي والنفسي والإهمال. فآثار الجروح على جسدها تمثل دليلاً على التعذيب الجسدي، والتهديدات التي تلقتها من والدتها دليل على التعذيب النفسي. بالإضافة إلى ذلك، فقد كانت مانداي مهملة، ويتضح ذلك من حالتها الجسدية المؤسفة، كما يظهر الإهمال أيضًا من قلة اهتمام الجيران بغياها.

وقد تم تصنيف الآثار الناتجة عن العنف حسب نوع العنف الذي تعرضت له. فمن آثار العنف الجسدي وجود الكدمات على جسد مانداي. أما آثار العنف النفسي فتتمثل في مشكلات عاطفية مثل الغضب، الميل إلى الكذب، انعدام الثقة، والعجز. في حين يتمثل أثر الإهمال في الحالة الجسدية والمظهر غير اللائق لمانداي. وكانت النتيجة الأكثر رعبًا هي العثور على مانداي ميتة داخل ثلاجة منزلها، مما يدل على الأثر المدمر للعنف الجسدي والإهمال على الطفل.

ويُرجى من هذا البحث أن يزيد من وعي المجتمع بأهمية حماية الأطفال من الإساءة والإهمال. كما يهدف إلى توعية القراء بأن علامات العنف يجب أن تُكشف، وأنه ينبغي تجاوز الاعتقاد الخاطئ بأن العنف هو أسلوب تربية من قبل الوالدين تجاه أبنائهم.

ABSTRAK

Ramadhani, Dea Rizqy (2024). *Child Abuse Experienced By Monday Character In Tiffany D. Jackson's Monday's Not Coming*. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Siti Masitoh, M. Hum.

Kata Kunci: Kekerasan Anak, Penelantaran

Orangtua dan anak merupakan komponen dalam sebuah silsilah keluarga. Orangtua berperan sebagai pembimbing dan pendidik anak mereka. Setiap orangtua memiliki cara mendidik yang berbeda-beda. Umumnya orangtua menerapkan sebuah kasih sayang dalam proses mendidik anak. Namun beberapa orangtua lainnya menerapkan sebuah kekerasan dalam pelaksanaannya. Hal ini dapat didasari dari pengalaman masalah orangtua yang kemudian diterapkan dalam proses berkomunikasi serta mendidik anak dan tanpa disadari dapat berakibat fatal bagi pertumbuhan anak.

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis kekerasan terhadap anak yang dialami oleh tokoh Monday dalam novel *Monday's Not Coming* karya Tiffany D. Jackson dan dampaknya terhadap kehidupannya. Untuk mendapatkan hal tersebut, peneliti menggunakan pendekatan psikologis dan teori kekerasan anak dari Cynthia Crosson-Tower (2013) untuk mendapatkan hasil dari rumusan tersebut.

Hasil penelitian ini menunjukkan bahwa Monday mengalami kekerasan secara fisik, psikis, dan pengabaian. Bekas luka di tubuh Monday merupakan bukti penyiksaan fisik, dan teror yang ia terima dari ibunya merupakan bukti penyiksaan psikologis. Selain itu, Monday juga terabaikan terlihat dari kondisi tubuh Monday yang memprihatinkan pengabaian juga ditunjukkan oleh kurangnya kepedulian tetangga terhadap ketidakhadirannya. Beberapa efek dari kekerasan yang ditemukan dikategorikan sesuai dengan penemuan tipe-tipe kekerasan diatas. Efek dari kekerasan fisik adalah ditemukannya beberapa lebam ditubuh Monday. Efek dari kekerasan psikologi adalah masalah emosional seperti kejengkelan, kecenderungan untuk berbohong, kurangnya rasa percaya, dan ketidakberdayaan. Selanjutnya efek dari adanya pengabaian adalah kondisi tubuh serta penampilan Monday yang tidak layak. Penemuan paling mengerikan adalah Monday ditemukan meninggal di dalam freezer rumahnya. Hal ini menunjukkan dampak buruk dari kekerasan fisik pengabaian terhadap seorang anak. Penelitian ini diharapkan dapat meningkatkan kesadaran tentang betapa pentingnya melindungi anak-anak dari pelecehan dan penelantaran. Penelitian ini juga bertujuan untuk membuka wawasan pembaca bahwa indikasi kekerasan harus diungkap dan mengesampingkan anggapan bahwa kekerasan terhadap anak adalah cara mendidik orang tua terhadap anak.

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the problems of the study, significance of the study, the scope and limitations, significance of the study, and also definition of the key terms.

A. Background of the Study

Children are a gift from the Creator that must be cared for and guarded carefully. Children are the next generation. Their future depends on the conditions are in their social environment. For that, a child has the right to freedom and even protection from any acts of abuse that threaten their lives (Building & Road, 2014).

It is known through the mass media, both printed and electronic, no few cases of abuse involving children as victims. Childhood should be a time for them to have fun with their peers, then be victims of abuse by older people. This situation is impossible around us, especially in our family environment. Children can also experience abuse, in addition to adults. Harassment in any form can be caused by the environment around us, whether from friends, relatives, or others. It can be said that a problem like this should be the attention of the authorities (Naray, 2019).

Child abuse is a serious problem that can affect children's growth and well-being in the long term. It includes physical, emotional, sexual, or neglectful behavior by adults, including parents, caregivers, or others. According to UNICEF (2021), around two children worldwide experience abuse at home, at school, or in their

communities. This shows that abuse against children is a global phenomenon that requires serious attention from various parties.

The effects of abuse on children are complex. Psychologically, children who are victims of abuse are at risk of developing mental disorders such as depression, anxiety, and post-traumatic stress disorder (PTB), making it difficult to establish social relationships (WHO, 2020). In addition, long-term abuse can affect a child's brain development, leading to reduced learning ability and behavioral disorders. Not only that, but child victims of abuse are likely to become perpetrators of abuse in adulthood, and thus create an intergenerational cycle of abuse (Widom & Maxfield, 2001).

In Indonesia, data from the Indonesian Child Protection Council (KPAI) shows that cases of abuse against children are increasing from year to year. In 2023, sexual abuse was the highest, with more than 2,300 cases of child abuse reported to KPAI (KPAI, 2023). Ironically, most of the perpetrators come from children's immediate environment, such as family members and schools.

An approach is needed to address abuse against children. The government should strengthen its regulatory and child protection systems, increase the capacity of law enforcement officials, and expand access to trauma recovery services. In addition, communities should play an active role in creating a safe environment and optimal support for children's development and growth. Training on child rights and active parenting is also important. It is also important to prevent abuse at a young age (Save the Children, 2022).

Child abuse can arise in a variety of ways: physical, sexual, or emotional, through neglect. This can be said to be a phenomenon in society. Child abuse is a grim and concerning reality in many parts of the world, Children suffer from a hidden epidemic of abuse and child neglect. The term "child abuse" refers to abuse, abuse or negligence that a child or adolescent may experience while being cared for by someone whom they trust, or, like a parent, sibling, other relatives, caregiver, or guardian. Harassment may occur only once or even repeatedly (Barker, 1987).

According to Crosson (2013), the abuse of children is a long-standing problem. Since ancient times, children were seen as property to be sold, given away, or exploited by adults. Throughout history, children have been overworked, prostituted, and physically abused for various reasons. Severe beatings performed with religious fervor are done to gain the child's salvation and to exorcize demons. Employers use children for their economic benefit. The child protection movement gained momentum in the 1960s when radiologists discovered several inexplicable fractures and coined the term "battered child syndrome". In 1974, the Child Abuse Prevention and Treatment Act required states to intervene in violent situations and provided financial and material resources to assist states.

Today, we know that child abuse is viewed from three perspectives, viz, legal, medical, and social welfare. For this reason, there needs to be wider public awareness and education (Crosson, 2013). The researcher chose to research this topic because of the need for more attention to children, indicated by the abuse that often occurs.

In this study, the researcher chooses the novel *Monday's Not Coming* by Tiffany Jackson, which tells the story of a child named Claudia, who lost her best friend, Monday. Claudia asks everyone she knows, but she feels like no one cares. When Monday never shows up, even after weeks of the new school year. This could be considered neglect because there was no response to Claudia's report. Claudia decides that she is the one who must find Monday. Monday's mother said that Monday had gone to her grandmother's house for a long time. Claudia's suspicion of Monday's mother began to emerge because of Monday's mother's fierce attitude towards Claudia when she opened the door. Claudia continued to try to find her best friend. In the end, Monday's friend was forced to search for Monday at his house, and Monday's body was found in the freezer, dead because of his mother's abuse.

The persecution by Mrs. Charles has been around for a long time and is experienced by all his children. However, for Monday and his brothers to complain about the abuse they experienced was a disgrace. They will be embarrassed if other people find out what happened in their house.

This novel opens the reader's perspective that abuse is a crime that must be revealed. Even if the abuse is in the realm of someone else's family. When there are many indications of abuse, it is not prohibited to investigate it. For victims of abuse, reporting abuse experienced to others is not a shameful thing. So that everyone can get their rights, namely the right to feel comfortable and safe.

The researcher analyzes the issue of child abuse in this novel using the theory of child abuse by Cynthia Crosson-Tower (2013) and uses a psychological approach.

It becomes important to study because all abuse involving children will significantly effects their psychological development.

Several studies are similar to this research. The first one is Dyah (2019) in his research entitled *Child Abuse Reflected In The Ender's Game Novel By Orson Scott Card*, the second one is a journal from Arani and Resneri (2020) entitled *Child Abuse Experienced By The Main Character In Rainbow Rowell's Eleanor And Park*, the third one is *The Study Of Comparative Literary Model To Reveal The Phenomenon Of Child Abuse In American And Indonesian Literary Works (2018)*, The next is *The Analysis Of Child Abuse In The 21st Century In London Reflected In "Ugly", A Novel Written By Constance Briscoe*, the next research is *Child Abuse In Khaled Hosseini's The Kite Runner* by Nisa, the next research is *Child Abuse In Novel A Child Called It And The Lost Boy*, in the same case, the research entitled *Analysis Of Children Violation In The Novel The Girl Next Door By Jack Ketchum* also identifies and classifies the types of abuse against children reflected in this novel and the effects experienced by the main character, *An Analysis Of Child Abuse As Portrayed In Donna Ford's The Step Child: A True Story Of A Broken Childhood*, next is the Indonesian-language research entitled "*Refleksi Kekerasan Dalam Novel Penyair Merah Putih*", the latest research is entitled "*Tindak Kekerasan Pada Tokoh Perempuan Dalam Novel Perempuan Kembang Jepun Karya Lan Fang Dan Novel Kembang Jepun Karya Remy Sylado*".

According to the explanation above, there are 5 articles analyze only types of child abuse, 2 articles analyzing types and effects of child abuse, 1 article analyzing types, effects, and causes of child abuse, 1 article analyzing types and causes of child

abuse, and 1 article analyzing the types, causes, and the researcher's background in raising the issue of child abuse.

The 10 previous studies above are related to this research, discussing the child abuse that is highlighted in this novel. However, those reference studies allowed the researcher to use a different research object, Tiffany D. Jackson's *Monday's Not Coming*, which has never been studied before.

B. Problems of Study

Based on this background, the researcher formulates the research questions as follows:

1. What are the types of child abuse experienced by Monday in Tiffany D. Jackson's *Monday's Not Coming*?
2. What are the effects of her being abused on her life described in the novel?

C. Significance of The Study

Theoretically, this research was conducted with the hope of developing a theory of literary analysis related to psychology in understanding the characters in a literary work, especially about child abuse. This study can also describe the child abuse cases contained in the novel *Monday's Not Coming* by Tiffany D. Jackson which later can provide benefits for further researchers with relevant topics or with the same literary work object.

The results of this study are expected to open readers' insights regarding the importance of attention to children who are indicated to be victims of abuse or

neglect from their environment and reveal that abuse that occurs in the family is a criminal act, not a way of educating.

D. Scope and Limitation

The scope of this study is on the psychology of the characters of the novel. The psychological literary theory used focuses on analyzing the types of child abuse reflected in the novel *Monday's Not Coming* by Tiffany D. Jackson. The limitation of this study only examines the types of child abuse and the effects reflected in the novel *Monday's Not Coming* by Tiffany D. Jackson. The next researchers are expected to continue this research in other literary theories relevant to the novel.

E. The Definition of Key Terms

Child abuse	The ongoing infliction of physical or emotional harm on a dependent juvenile through intentional beatings, uncontrolled corporal punishment, persistent ridicule, degradation, or sexual abuse, typically performed by parents or other adults in charge of the child's care (Barker, 1987).
Neglect	Neglect is an attitude and conduct that does not give children the required attention; examples include being shunned, banished from the family, or not receiving the proper education and medical care (Huraerah, 2007).

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 psychological approaches.

A. Psychological Literary Criticism

According to Wilbur Scott (1962), there are five literary approaches, namely the moral approach, psychological approach, sociological approach, formalist approach, and archetypal approach. The five approaches described above provide different tools and perspectives for analyzing literary works from different angles. The moral approach focuses more on ethical values, the psychological approach explores mental and emotional motivations, the formalist approach evaluates literary structure and technique, the sociological approach views the work in a social context, and the archetypal approach explores symbolism and universal patterns. In this study, researchers applied the psychological approach to analyze literary works.

Based on Wellek and Warren's (1993) opinion, psychological analysis of literature can include psychological study of the author as a person, psychological analysis of the creation process, psychological study of the work, or psychological analysis of the reader.

Psychology is derived from the Greek word *psyche* which means spirit and *logos* which means study or science. Based on these two words, psychology is defined as the study of the human soul or can be called psychiatry (Prawira, 2017). psychology is categorized as a branch of science that is younger than other sciences. Psychology is part of the science of philosophy which has an inseparable position. Therefore, it takes a very long time to separate the influence of philosophy from psychology. Psychology is a science that discusses human behavior and psychological life (Saifur, 2015).

Sastra comes from the Sanskrit word *shastra* which means 'script' that contains guidelines or instructions. Literature cannot be separated from human life, because literature exists in the human world that is implied and expressed. The term literature first appeared in English "literature". In the dictionary of literary terms, it is translated as an oral or written work that has superior, original, artistic, and aesthetic characteristics both implied and expressed. In the Big Indonesian Dictionary, literature is defined as a form of language that is different from the language we use daily. It is a type of language that has certain characteristics, such as originality, beauty, and art (Warsiman, 2016).

According to Rokhmansyah (2014), literature is an expression of human nature in the form of experiences, thoughts, feelings, ideas, enthusiasm, and beliefs in the form of concrete images that evoke charm with language tools. Literary work means the result of a person's aspirations in the form of a book as a form of imagination that is realized in oral and written form.

According to Endraswara (2008), Literature as a “psychological manifestation” holds mental phenomena that emerge through the actions of its characters. Therefore, literary works can be analyzed using a literary psychology approach. There is a very close relationship between literature and psychology. In the end, it can be said that literature is worthy of being the object of psychological study. Literature can provide support to psychology, and vice versa. Indonesian literature refers to various types of literary works in Southeast Asia. Indonesian literature can be referred to as literature that originates from the Malay language (of which Indonesian is a derivative) (Fury, 2018).

According to Endraswara (2013), psychology enters the field of literary criticism in several ways, namely: (1) discussion of the process of how literature is created, (2) discussion of the psychology of the author (either as a type or as a person), (3) discussion of the teachings and beliefs of psychology that can be seen from a literary work, and (4) the effects of different types of literary works between one another can be included in the psychology of art.

Psychological literature is a literary work that is believed to reflect psychological processes and activities (Minderop, 2010). Psychology and literary works have a functional relationship, which is both useful for studying the psychological state of others (Endraswara, 2008). According to Minderop (2011), literary psychology is influenced by several things, namely: (1) literary works are creations of a psychological process and the author's thoughts that are in a subconscious situation which are then poured into a conscious form (2) Literary psychology is a study that examines the psychological reflection in the characters presented in such a way by

the author that the reader feels lulled by the psychological problems of the story that sometimes feels involved in the story.

Literary works can be examined through a psychological approach because literary works display the characters, although imaginative, can display various psychological problems. Literary psychology is supported by three types of approaches at once. First, the textual approach, which analyzes the psychological elements of the characters in literary works. Second, the receptive-pragmatic approach, which examines the psychological aspects of readers as fans of literary works who are influenced by their reading, as well as the way readers receive and enjoy literary works. Thirdly, the expressive approach examines the psychological sides of the author as he undergoes the creative process that appears in his work, both as an individual and as a representative of his society (Endraswara, 2013).

Literary psychology is a method that pays attention to psychological elements and concerns the human mind, through psychological review it will appear that the function and role of literature is to present a human image that is as fair and lively as possible or at least emits literary works that are essentially intended to describe human life (Astuti, 2017).

Literary psychology is a research of literary works that reflect creativity in psychological aspects (Endraswara, 2008). Therefore, writers will use their creativity, feelings, and intentions in their work. And not only writers but even readers, when understanding a literary work, are never separated from their psychology.

According to Endaswara (in Minderop, 2010) Psychology of literature is an interdisciplinary relationship between psychology and literature. The psychology of literature has its appeal which lies in human issues that paint a portrait of the soul. Not only does one's soul appear in a literary work, but it can also represent the souls of others. Most writers often add their own experiences to their work or the experiences of others that occur around them.

According to Schandi (2016) among the benefits of the psychology of literature is understanding the psychological elements in a literary work. However, this does not mean that literary psychology is independent of the needs of society. The purpose of literary works is to provide understanding to society implicitly or indirectly. By understanding the psychology of the characters in a literary work, one can understand the changes, contradictions, and other deviations that occur in society, especially in matters that have psychological elements.

Psychology of literature research has an important role in understanding literature because of several advantages such as: first, the importance of psychological literature to examine more deeply the characterization aspects; second, this approach can provide feedback to researchers about the alignment problems developed; and finally, this kind of research is very helpful for analyzing literary works that are thick with psychological problems (Endraswara, 2008). Psychology comes from the Greek words *psyche*, which means soul, and *logos*, which means science. Thus, psychology means psychology or the science that investigates and studies human behavior Atkinson (1996). In addition, psychology plays an important role in analyzing a literary work by looking at it from its

psychological point of view, both from the point of view of the author, the characters, and the work itself. Therefore, the existence of inner conflicts in the process of creating literary works is interesting to examine using psychology and in the end, a new science was born in the form of literary psychology. By researching a literary work through a literary psychology approach, psychology is indirectly involved. In the end, literary psychology is an analysis of the text by involving considerations of relevance or relationship as well as the role of psychological studies.

B. Cynthia Crosson- Tower's Child Abuse

According to WHO (2020) about 1 billion children aged 2-17 years experience physical, sexual, and emotional abuse. The various types of abuse against children that often occur are physical, sexual, and psychological abuse.

1. The Types of Child Abuse

Cynthia Crosson-Tower in *Understanding Child Abuse and Neglect* classified the types of child abuse into physical abuse, sexual abuse, psychological abuse, and neglect (Crosson-Tower, C, 2013)

a. Physical Abuse

The health community witnessed physically abused children with bruises, injuries, broken bones, and burns that they received in hospitals or other health facilities (Crosson-Tower, C, 2013)

Symptoms of Physical abuse

Cynthia categorizes symptoms of physical abuse into 4 forms.

1) Bruises

Bruises are very common in children, bruises can appear due to play fatigue or falling during play. However, bruises can also be a sign that the child was hit from several directions and using certain tools. Bruises on some parts of the body are a manifestation of abuse. Often bruises from abuse show a clear pattern or shape such as the shape of palms, ropes, belts, and others.

Bruises are not always easy to detect. In children whose skin tends to be dark, it can be difficult to detect bruises. However, other indications of abuse may include bite marks, pinches, grabs, or fingernail scratches.

2) Fractures

Fractures are a strong indication of maltreatment. Shaking, twisting, and slamming a child's body can cause fractures. When a toddler has a fracture, further examination of the cause is needed.

3) Head and Internal Injuries

Head injuries are often maltreatment, especially in infants. This type of injury is produced by hard blows or objects thrown at the head. Maltreated children may also suffer internal injuries such as ruptured liver, kidney, urinary tract, or pancreas injuries. This occurs as a result of slamming, violent and deliberate shaking of the child's body.

4) Burns

Infants or toddlers are most likely to be burn victims. The most common type of burn is cigarette burns. In addition, burns are also caused by hot water. The child may be forcibly immersed or splashed with hot water. Patterned burns are also found in cases of maltreatment, namely patterned irons, hair varnishes, and other hot objects, allowing for acts of maltreatment by attaching these objects to the child's body.

b. Sexual Abuse

Sexual abuse is behavior by a person who is older or has power over the victim, aimed at satisfying the sexual perpetrator. Victims may not or do not understand the treatment that is done to them. They always feel discomfort, pain, fear, guilt, and other unpleasant feelings (Crosson-Tower, C, 2002)

Sexual child abuse is not limited to rape. Physical types of sexual abuse include touching the genitals or other private parts of the body, oral sex, penetration of the vagina/anus using the penis or other objects, or forcing the child to undress.

Non-physical abuse includes showing pornographic objects or adult sexual activity, and exploitation of children on pornography (pictures, photos, films, slides, magazines, books) (Crosson-Tower, C, 2002)

Although different in each case, sexual abuse does not just happen but goes through several stages, the perpetrator makes the victim feel comfortable. He is convinced that what he is doing is morally not wrong.

The perpetrator tries to tap into the child's need for affection and attention, and acceptance from others or tries to equate it with a game and promises fun material rewards. The second stage is sexual interaction. The behavior that occurs can range from peeping to severe behavior, which is forcing the child to have sexual intercourse. After the incident, the perpetrator threatens the victim to keep what happened secret from others. The next stage is where the victim is willing to share the experience with others. It may be that the victim keeps her experience a secret until she is an adult, or confide in someone emotionally close to her so that she feels safe (Crosson-Tower, C, 2002)

Crosson-Tower, C (2002) also categorizes perpetrators of sexual abuse into two types. There is abuse that occurs within the family called familial abuser and abuse that occurs outside the family called extrafamilial abuser.

1) Familial Abuser

Intrafamilial abuse refers to sexual abuse from family members. The perpetrator may be someone who is related to the victims. This act is known as *incest*.

2) Extrafamilial Abuser

Extrafamilial abuse refers to sexual abuse from others outside the family. Most perpetrators are male and are people the victim knows well, such as neighbors, teachers, drivers, and caregivers.

c. Psychological Abuse

Psychological abuse is a type of abuse that is difficult to define. Psychological abuse underlies all types of abuse or neglect, such as isolation and emotional abuse.

Symptoms of Psychological Abuse

- 1) Rejecting— The adult rejects the child's knowledge and requests for fulfillment.
- 2) Isolating— Adults isolate children from social experiences, such as limiting children's friendships so that children often feel that they are alone in the world.
- 3) Terrorizing— Adults frighten children by forbidding them to do things so that children think that the world is hostile and unsafe.
- 4) Ignoring— Adults ignore the child's right to give and receive suggestions, thus stifling the child's intellectual growth.
- 5) Corrupting— Adults encourage children to behave antisocially, thus normalizing social deviance, which results in children thinking they are not fit to mix normally.

Often parents who abuse their children psychologically claim that this is their right to educate their children. This also makes family abuse difficult to detect.

d. Neglect of Children

Neglect is a phenomenon that often occurs in families where a child is neglected as a result of parents being unable to meet the child's needs such as adequate food, shelter, security, and affection. Neglect tends to take an emotional toll. If one child is neglected, usually the others will be the same.

Neglect is not only committed by parents but also by those responsible for the safety and security of children.

Symptoms and effects of Neglect

1) Infancy and Early Childhood

Not all symptoms of neglect are easily seen. Although they are not usually evident right once, poor diet and a lack of emotional stimulation can contribute to weight gain. Additionally, not every child is neglected from birth, but comprehending this requires an understanding of parental demands and neglect patterns, which will be covered in the following chapter. Poor muscular tone and difficulty sustaining their weight in later months are further symptoms that abandoned infants may display. The baby's hair will rub against the back of the skull and cause the back of the head to flatten if they are left alone for an extended time. These infants won't be able to grow weight appropriately.

2) Young children

Neglected children of all ages have delayed language development and poor motor abilities. Children who receive inadequate nutrition and mental support grow up with dull hair and poor skin clarity. Children from famine-stricken nations often have thin limbs and enlarged tummies due to severe malnutrition. Extreme passivity or flat affect are encouraged by a lack of emotional stimulation. It is not unusual for neglected children to have impaired socialization. The child's incapacity to comprehend concepts beyond the most fundamental level is a manifestation of the previously described language development deficiency. Poor communication with those who possess the

talent is the result of this deficit. As a result, the neglected child feels alone as they get older, save for others who are similar to them.

3) Adolescents

It is not unusual for older children to start living alone at a young age in homes where there is neglect. The cycle of neglect is frequently restarted by early emancipation, such as moving out, fleeing, or getting pregnant. Children who are neglected and have unfulfilled needs are kept apart from people who have mastered social competition. They look for people from like backgrounds and start the cycle over with their kids.

2. The Effects of Child Abuse

The consequences of child abuse are very diverse, The various forms of abuse experienced will definitely have a significant effect on a child's daily life. In her book, Cynthia Crosson created a table of residual effects of familial maltreatment as follows:

Adults Abused as Children

Table 15.1**Residual Effects of Familial Maltreatment**

Physical Abuse	Neglect	Sexual Abuse
Difficulty trusting others	Difficulty trusting others	Difficulty trusting others
Low self-esteem	Low self-esteem	Low self-esteem
Anxiety and fears	Anger	Anxiety and fears
Physical problems	Impaired object relations	Shame and guilt
Anger	Impaired parenting abilities	Physical problems
Internalization of aggression	Lowered intelligence	Anger
Depression	Impaired development	Self-abusive tendencies
Difficulty with touching	Verbal inaccessibility	Depression
Inability to play	Inability to play	Difficulty with touching
Difficulty with relationships	Difficulty with relationships	Inability to play
Abuse of alcohol and drugs	Abuse of alcohol and drugs	Distorted view of body
Perception of powerlessness	Perception of powerlessness	Difficulty with relationships
		Abuse of alcohol and drugs
		Perception of powerlessness
		Sexual problems

a. Anger

Anger is an expression where something unpleasant happens. A child's anger is often caused by parents who react to something angrily. so children tend to imitate what they often see and feel. This often happens to parents who experience difficulties in caring for their children. They demonstrate their emotions with anger. For some neglected children and victims of child abuse, anger is expressed through aggressive and naughty behavior.

In other cases, children do not easily believe due to their fear. Children will tend to reduce closeness with anyone to reduce their fears. They think that trusting other people means being prepared to accept pain or abuse.

b. Low Self-Esteem

Neglected children and victims of child abuse tend to feel guilty for their parents' indifference. This feeling is dominated by feelings of worthlessness in the child.

As a child, he always depended on his parents for his survival. Therefore, when parents judge them with the words "stupid" or "lazy" children will not question this treatment. Even though such judgments can shape a child's negative character.

When children act negatively, parents tend to respond with rejection and tend to blame outsiders such as friends, neighbors, and even teachers at school as the cause. In fact, without them realizing it, a child's character is shaped by who accompanies him every day.

c. Impaired social skill

Limited parenting patterns have hampered their intellectual and social development. Neglect often creates adults who have difficulty assuming responsibility and choose to run away when stressed. They have difficulty communicating effectively with other people so it is difficult for them to find solutions to every problem they face.

d. Substance abuse

The use of drugs and alcohol is often a choice for victims of neglect as an escape when they are stressed. Children can recognize these substances through friends and even adults as addicts. Due to a lack of attention, children are not monitored so they easily follow what they see.

e. Physical problem

Improper care causes stunted growth and development of children. Often children who are neglected complain of physical problems, not infrequently even without them complaining, people around them can easily identify neglect. For example low intelligence, poor nutrition, body odor, and other physical problems. Child neglect is often thought to be the result of alcoholism or abuse by their parents and their anger is then vented on children who do not deserve this treatment.

f. Trust

Difficulty with trust is one of the characteristics of inappropriate treatment of children. Victims of abuse think life is unpredictable and unexpected events are usually painful. In an instant, loving fathers and mothers immediately shouted, got angry, hit, or threatened. Therefore, for them, trusting becomes more vulnerable. To avoid abuse, children will hide and avoid situations that seem to stimulate anger. They often don't believe in their ability to find other people who guarantee their comfort.

CHAPTER III

RESEARCH METHOD

The following chapter elaborates on the way the researcher examines the novel contains research design, data sources, data collection, and data analysis.

A. Research Design

This research can be classified as a literary analysis because researchers explore social phenomena related to child abuse and its effects on the lives of characters in the novel. In analyzing the data, the researcher refers to the theory of child abuse expressed by Cynthia Crosson-Tower (2013). In addition, the researcher also applied a psychological approach by using psychological principles to analyze literary works.

B. Data and Data Source

The quotes, words, conversations, and acts of the characters that are relevant to the types and effects of child abuse make up the research's data. The data source is *Monday's Not Coming* published by HarperCollins Publisher in 2018. It is written by Tiffany D. Jackson and it consists of 272 pages.

C. Data Collection

The researchers methodically gather data for the research. They started by closely reading *Monday's Not Coming* to identify its main ideas. They then collect information from a variety of sources inside the book, such as dialogue, actions, and other pertinent details, and connect this knowledge to the elements they plan to analyze. The data is then categorized by the researchers into different types of child abuse, including

neglect, emotional, physical, and sexual abuse. Lastly, they classify the information on the effects of child abuse that Monday, the main character, endured during the book.

D. Data Analysis

Following data collection, the researcher follows a set of steps to conduct the analysis. First, they analyze the actions and conversations in the book using psychology theory and child abuse theory. They then address the research topics using psychological theories that relate to child abuse. Lastly, the researcher summarizes the research's findings by concluding the analysis.

CHAPTER IV

FINDING AND DISCUSSION

The following chapter explains the analysis related to the problem of the research that contains the types of child abuse and its effects in the novel.

A. The Types of Child Abuse Experienced by Monday

Monday is the best friend of Claudia, the novel's main character. Sometime in the summer between seventh and eighth grade, while Claudia is out of town visiting her grandmother, Monday mysteriously disappears. As Claudia worked tirelessly to find out what happened to Monday, she began to put together the pieces of Monday's tragic life story. Mrs. Charles had abused her four children for years and killed Monday shortly after Claudia left on her summer vacation. Monday regularly checked out novels about child abuse from the library, hoping that someone would notice what was going on. The neglect and abuse perpetrated by Mrs. Charles is the reason Monday always wears inappropriate clothing, has visible bruises, and looks like she doesn't like her mother. By reading Monday's journal, Claudia also discovered that Monday sometimes hated her, especially because of her dyslexia. Monday saw school as a way out of an abusive home situation. The types and effects of child abuse suffered by Monday are explained in more detail below.

1. Physical Abuse

Cynthia Crosson-Tower (2013) defines physical child abuse as actions that harm a child's body with symptoms of bruises, fractures, head and internal injuries, and burns.

Below is data on the physical abuse experienced by Monday:

“Dang, what happened to your back? Monday yanked down her shirt and spun around. Her eyes widened with terror as if she forgot who I was. “I fell out of bed””
(p.41)

Claudia observed something unusual about Monday's back, noticing what appeared to be bruises or injuries. This observation made Claudia aware that something was amiss with Monday's condition. In response, Monday hurriedly pulled her shirt down and turned away, seemingly attempting to conceal her injuries. This reaction suggests that Monday might feel ashamed or afraid of others seeing the marks on her body. When Claudia inquired about the bruises, Monday appeared startled and frightened, with her wide eyes reflecting panic. This reaction indicates that she might fear the consequences of others discovering the abuse she has endured. To explain her injuries, Monday offered an implausible excuse, claiming she had fallen out of bed. Such explanations are commonly used by victims of physical abuse, often stemming from fear of others' reactions or a desire to avoid escalating the situation.

This incident aligns with Cynthia Crosson Tower's (2013) assertion that “bruises on certain areas of the body are indicative of abuse.” In Monday’s case, the bruises on her back serve as evidence supporting the possibility of assault. As noted by Crosson Tower, injuries to areas like the back or forearms are unlikely to occur accidentally and often point to intentional harm.

The next quote shows the physical abuse experienced by Monday as follows:

“Maybe I’m not the best person to talk about the bruises. See, I’d seen a couple on Monday, here and there. But I never gave them much thought. They were always followed by the most practical excuses. I mean, kids bruise. We roughhouse, we jump, we run, we fall, and then we bruise. Sometimes we even scar. So if I did see a bruise

or a cut, it meant nothing. Just another star in the sky. I read a report that said there were over two dozen scars on Monday's body when they found her." (p.107)

This statement unveils a reality that profoundly shifts Claudia's perspective. When the police discovered Monday's body, the number of scars on her was far greater than Claudia had anticipated. Over two dozen scars marked Monday's body, revealing that the physical abuse she suffered was much more extensive and severe than Claudia had previously realized. The numerous scars demonstrate that the abuse was both prolonged and intense. Viewing the situation through this lens, Claudia understands that the injuries cannot be attributed to the usual, seemingly harmless explanations she had once considered.

The statement also underscores the distinction between typical childhood injuries and those inflicted through intentional abuse. It offers readers insight into how easily the signs of abuse can go unnoticed or be misinterpreted by those around the victim, especially when masked by ordinary excuses. Additionally, it highlights the profound emotional and physical toll that Monday endured as a result of sustained abuse. This realization emphasizes the devastating truth behind the victim's suffering, which only becomes fully apparent after the evidence of abuse is exposed. As previously noted, this aligns with Cynthia Crosson Tower's (2013) assertion that "bruises on certain areas of the body are indicative of abuse."

The last quote shows the physical abuse experienced by Monday as follows:

"I threw her in the closet for a couple of days. She kept on screaming, begging to be let out, begging for a water. Every time she made too much noise I'd walk in and kick her. That last time...she wouldn't get up." (p.260)

After all the abuse was revealed, Mrs. Charles' confession to the police about how Monday died was horrific, the physical abuse she mercilessly inflicted on her daughter caused Monday to die in the cupboard after days of being locked inside.

Mrs. Charles' physical abuse as expressed by her was kicking. As in Cynthia Crosson Tower's (2013) that "Abused children can also suffer internal injuries such as rupture of the liver, kidneys, urinary tract, or pancreas. This occurs as a result of intentional slamming, abuse, and shaking the child's body." Kicking can be said to be a blow made with the foot that can cause injury to certain parts of the body. In fact, Mrs. Charles did so until Monday no longer moved or died.

2. Psychological abuse

Psychological abuse is a type of child abuse that is difficult to define. Cynthia Crosson Tower (2013) divides the symptoms that indicate psychological abuse into rejecting, isolating terrorizing, ignoring, and corrupting. Below are excerpts from the novel that indicate these symptoms:

““I said come on!” Mrs. Charles barked. “I ain’t got all day!” Monday flinched, her eyes closing as tears ran down her face. With slumped shoulders, she dragged her feet after her mother. Ma and I watched them walk off in silence, my nerves prickling. The fear Monday had of her mother didn’t seem normal. The fear I had for Monday didn’t seem normal. Nothing about the moment felt normal”. (p.84)

In this data, Mrs. Charles speaks to Monday in a harsh and commanding tone, urging her to act quickly. The word “barked” suggests that her speech is loud, forceful, and intimidating, resembling a strict order. Monday reacts by flinching, a physical response that reflects fear. Her closed eyes and the tears streaming down her face

indicate deep emotional distress caused by her mother's harsh words and demeanor. Claudia further notes that the fear Monday experiences towards her mother is unusual and excessive.

This scene highlights signs of psychological abuse as defined by Cynthia Crosson Tower (2013), particularly the "terror" that Monday feels in response to her mother's behavior. Furthermore, although not explicitly stated in the excerpt, Monday's fear and anxiety may also point to emotional rejection. She appears not only frightened but also emotionally unsupported or neglected by her mother, which likely contributes to significant psychological harm.

Other data that reveals more about the psychological abuse experienced by Monday is as follows:

"Monday's whole body shook as she whimpered. She tried to cough out words but couldn't even spit of air. The look on her face... all I could think about was saving her." (p.82)

These data highlight the intensity of Monday's stress and fear. Such extreme physical reactions are far from what would be expected in normal circumstances for a child, instead pointing to profound psychological trauma. Claudia portrays a tense situation in which Monday's mother, Mrs. Charles, acts with aggression. Grabbing Monday's collar forcefully is an overtly hostile and domineering act, demonstrating the use of physical and emotional control to overpower and intimidate her child. This behavior is not only physically forceful but also psychologically threatening, as it

pressures Monday to respond in a manner that leaves her feeling neither safe nor at ease.

The data illustrates some core indicators of psychological abuse, as outlined by Cynthia Crosson Tower (2013). Monday's overwhelming fear can be identified as a form of terrorization. Her inability to speak or even breathe properly due to this fear reflects the extreme tension and threat she faces. Additionally, Mrs. Charles's aggressive behavior—marked by rough handling and an authoritative approach—suggests an underlying pattern of emotional rejection. This type of treatment likely hinders Monday's emotional development. The consistent exposure to such fear and dominance may severely effect her self-esteem and ability to form healthy relationships with others. The psychological damage inflicted by her mother's actions has both immediate and long-term consequences for Monday's well-being.

The next quote illustrating the psychological abuse Monday experienced is as follows:

"I shouldn't be writing all this. If Ma ever finds this book, she'll kill me."
(p.229)

The sentence is Monday's expression written in her notebook, she describes the frightening atmosphere when Mrs. Charles hit August's head until he fell and died. Then April was ordered by Mrs. Charles to bring August's body into the freezer. Monday and April were very frightened, wanting to tell others about the incident but they were worried that they would be separated because their housing situation was about to be evicted, they were afraid of being separated and becoming homeless so they chose to cover up the abuse that occurred at that time. In the sentence, Monday

feels that she should not write the story because she is worried that her mother will kill her.

The data illustrates signs of psychological abuse as defined by Cynthia Crosson Tower (2013) that Monday feels the world is unfriendly and unsafe to her. This is a “terror” that Mrs. Charles carried out by treating August sadistically in front of her other children.

3. Neglect of Children

Child neglect can be defined as a condition in which the caregiver responsible for the child either intentionally or through gross negligence, allows the child to experience existing suffering and/or fails to provide one or more of what is generally considered essential to develop a person's physical, intellectual, and emotional capacities (Tower, 2013). In this novel, Monday is indicated to be abandoned by several parties, both family and other parties who are also responsible for Monday's existence.

The first indication of neglect is below:

“Mondays were Monday’s favorite day of the week, and not just ‘cause she was named after it. She loved the day itself. She’d be at school, early as ever, brighter than sunshine, even in the dead of winter with wind that could freeze our eyelids shut. She’d stand outside the gate, bundled in her thin coat and mismatched scarf, waiting for the doors to open. “Why you so happy to go to school?” I would grumble, missing the warmth of my bed. “No one is happy to go to school. Especially on Mondays.” She would shrug. “I love school.” I’d roll my eyes. “School don’t love us.” (p.13)

This statement illustrates how much Monday loves Mondays. Apart from its name, Monday really likes school. Monday arrived at school very early, standing in front of

the fence until the door opened. At that time Monday was wearing poor clothes as described in the sentence “bundled in her thin coat and mismatched scarf” which is a sign that Monday is not in a decent life which is most likely caused by Mrs. Charles' inability to provide for her children or parents' indifference to their children's needs.

As Cynthia Crosson Tower (2013) defines that “Neglect is a phenomenon that often occurs in families where a child is neglected as a result of parents being unable to meet the child's needs such as adequate food, shelter, security, and affection”, it is clear that Monday is neglected by her own parents.

The next data also shows the condition of Monday's neglect by her parents:

“On Monday morning, she stumbled into school, dazed, eyes glossy, lips white and chapped. Her uniform wrinkled and filthy, her flat twists in the same unraveling wreckage that they had been after Thursday’s fight. No one would have noticed her condition, except for the fact that she smelled soak in piss.” (p.84)

The quote highlights Monday's extremely poor condition when she arrives at school. Claudia offers a detailed depiction of Monday's physical state and emotional demeanor, underscoring the severe neglect she experiences at home. On this particular Monday morning, her appearance showed clear signs of abandonment. Her lips were white and chapped, suggesting possible dehydration or malnutrition. Her wrinkled and soiled uniform indicated that no one at home had taken the time to assist or ensure her school attire was presentable. Adding to this, the strong smell of urine suggested a lack of access to proper hygiene facilities in her household.

The description of Monday's situation clearly illustrates that she is surrounded by severe poverty and deep neglect. Every element revealed by Claudia, from Monday's

unkempt hair, to her dry lips, to her dirty uniform, to the pungent odor of urine, paints a vivid picture of a home that is not only financially deprived, but also emotionally and socially deprived. This shows that Monday's basic needs as a child such as maintaining personal hygiene, having proper clothing, getting adequate nutrition, and living in a safe and loving environment are not being met.

This reflects not only the family's financial difficulties, but also a failure to provide proper care. None of the family members were responsible for ensuring that Monday went to school looking clean and organized, or even for ensuring that she bathed and dressed properly. This suggests a serious form of neglect, where the physical and emotional needs of the child are completely ignored. In this context, poverty is not just a matter of money, but also includes a lack of attention, love, and protection, important elements that are indispensable during a child's growing years.

This kind of situation not only stunts Monday's physical growth, but can also undermine her self-confidence, making her feel worthless, invisible and unloved. Children who grow up in these conditions are very vulnerable to long-term psychological problems, such as anxiety, depression, and even trauma that can last into adulthood. Thus, through the depiction of Monday's situation, the novel not only highlights the issue of domestic abuse, but also opens the reader's awareness to the harsh realities faced by many children trapped in a systematic cycle of poverty and neglect.

This data shows the neglect of people around Monday as follow:

"I know I've only been in this school for a couple of years, but back in New York, when a student doesn't show up for class nor register for school, the school follows

up. Is that not the case here?" "A lot of students didn't return this year. Most had to move due to rent going up and stuff. But I'll pass a note along." (p.29)

This statement highlights how a new teacher at Monday's school expressed concern over her absence, lack of enrollment, and non-participation in school activities. However, it becomes evident that the school lacks effective policies to track or address student absenteeism comprehensively. When unexcused absences are not properly investigated, it reflects a broader systemic failure to prioritize a child's fundamental right to education. The school's seemingly indifferent response, treating the matter as insignificant, underscores the neglect by those entrusted with safeguarding children's well-being.

"Over the last few months we've had dozens of girls around here reported missing, close to fifty in one week. Alleged kidnappings when most of them just run off away from home 'cause they can't do what they want." "But shouldn't you still be looking for them anyways?" He opened his mouth, then closed it, clearing his throat. "Yes, but Claudia, I want you to remember, when you come into a police station, claiming your friend is 'missing,' it means us officers have to take our focus away from these girls. Girls who could really be in trouble." Tears prickled, and I avoided his glare. "Now, if your friend's really missing and she's not on this board, then only a parent can file a missing persons report. And if her mother won't, the only person left would be her father or a legal guardian." (p. 101)

The quote describes Claudia's efforts to find Monday by reporting her to detective Carson. There, detective Carson actually considers Monday's disappearance as a normal thing in the midst of the many missing black girls. Moreover, Detective Carson also explained how a child is considered truly missing in the eyes of the law is through the report of his parents. In Mrs. Charles' case, it was impossible to report Monday's disappearance because she had taken her life. The lack of protection in the eyes of the law for Claudia's report shows that the disappearance of Monday was neglected.

"Daddy sighed. "Janet, it's their family business. It ain't none of ours." "But we—" "Just stay out of their drama, will you?" he sighed. "I don't wanna get mixed up in their mess."'" (p.67)

This data demonstrates that Monday's neglect extends beyond her family environment and includes other adults, such as parents or guardians, who are responsible for her protection and care. The lack of concern shown by Claudia's father for Monday's safety and well-being contributes to a situation where Monday is left without adequate support from those who should be dependable figures in her life.

"Where the hell have you been?" Ma screamed, marching out of the kitchen. "Your father's out there looking for you now! What, you think you're grown now, that you could go off on your own and don't tell nobody? You got everybody calling everybody looking for your behind!" Notice the difference: I'd been missing for two, maybe three hours tops, and Ma had half the congregation out looking for me. Monday had been missing for months and no one even considered it strange." (p.205)

The data above presented emphasizes the stark contrast between the care and attention Claudia receives and the neglect that Monday suffers. The passage illustrates Ma's (Claudia's mother) strong emotional response when Claudia is missing for just a few hours, which stands in sharp contrast to the indifference shown by others regarding Monday's extended absence. This highlights not only the unequal treatment of children but also points to a larger societal issue. The tendency to ignore children living in poverty or difficult situations. Monday symbolizes those children who are neglected and forgotten by society.

B. The Effects of Child Abuse on Monday's Life

Child abuse has serious effects on a child's physical, emotional, and psychological development. In the *Monday's Not Coming*, there are clear descriptions of the various

types of child abuse that Monday suffers. This subchapter will discuss how child abuse affects Monday's life based on the forms of abuse she suffers.

1. Effects of Physical Abuse

a. Physical problem

Cynthia Crosson-Tower (2013) defines physical child abuse as actions that harm a child's body with symptoms of bruises, fractures, head and internal injuries, and burns.

Below is data on the physical abuse experienced by Monday:

“Dang, what happened to your back? Monday yanked down her shirt and spun around. Her eyes widened with terror as if she forgot who I was. “I fell out of bed”
“(p.41)”

Claudia observed something unusual about Monday's back, noticing what appeared to be bruises or injuries. This observation made Claudia aware that something was amiss with Monday's condition. In response, Monday hurriedly pulled her shirt down and turned away, seemingly attempting to conceal her injuries. This reaction suggests that Monday might feel ashamed or afraid of others seeing the marks on her body. When Claudia inquired about the bruises, Monday appeared startled and frightened, with her wide eyes reflecting panic. This reaction indicates that she might fear the consequences of others discovering the abuse she has endured. To explain her injuries, Monday offered an implausible excuse, claiming she had fallen out of bed. Such explanations are commonly used by victims of physical abuse, often stemming from fear of others' reactions or a desire to avoid escalating the situation.

This incident aligns with Cynthia Crosson Tower's (2013) assertion that “bruises on certain areas of the body are indicative of abuse.” In Monday’s case, the bruises on her back serve as evidence supporting the possibility of assault. As noted by Crosson Tower, injuries to areas like the back or forearms are unlikely to occur accidentally and often point to intentional harm.

The most horrific effect of this was the death of Monday and her sister, which is depicted in the following quote:

“A policeman stumbled out of the house, his white face tinted green. He hacked and heaved, covering that same crack I tripped over with pink vomit. A hush came over the crowd. The police and medics moved at a snail’s pace. No urgency—meaning whatever was done was done, there was no left to save. “what happened in there?” “they saying they found some children dead inside.” (p.223)

The most tragic outcome of the abuse and neglect Monday suffered was her death, along with that of her brother. This is clearly illustrated in the data, where the aftermath of their discovery is described in graphic detail. A police officer, overwhelmed by what he encountered inside the house, emerges pale and visibly shaken. His distress is so severe that he vomits onto the ground, a reaction that reflects the horrifying nature of what he had seen. The silence that falls over the crowd outside and the deliberate, unhurried actions of the police and medical personnel convey a grim truth. There was nothing left to save. The confirmation soon follows: "they saying they found some children dead inside."

The revelation that Monday and her brother's bodies were found in the freezer of their home is both shocking and heart-wrenching. This discovery underscores the extreme level of abuse and neglect they endured, which ultimately resulted in their

deaths. It was later revealed through an investigation that their mother, Mrs. Charles, was responsible for this heinous act, turning the person who should have been their protector into their killer.

This horrific event highlights the broader failures that contributed to such a devastating outcome. Despite clear indications of neglect and abuse, no effective intervention was made to protect Monday and her siblings. Various systems including schools, neighbors, and child welfare agencies failed to recognize or act on the signs of danger, allowing the situation to escalate unchecked.

Other evidence of the horrific effects of Mrs. Charles' child abuse is as follows:

"I read a report that said there were over two dozen scars on Monday's body when they found her." (p. 107)

This quote is one of the most heart-wrenching moments in Monday's Not Coming. It reveals the repeated physical abuse she endured throughout her life. So the information provided is not only that Monday has died, but also the number of scars on Monday's body.

The phrase "over two dozen scars" not only describes how Monday died with a large number of wounds, but also a pattern of abuse that occurred over a long period of time. Each wound is a sign of suffering and the result of neglect and a symbol of abandonment from her environment that should have protected her.

This relates to Cynthia Crosson Tower's (2013) theory that "abused children often complain of physical problems resulting from abuse perpetrated by their parents and anger taken out on their children". It is particularly horrifying that Monday's body

bears witness to the family's suffering during her lifetime which was only discovered after Monday was found dead.

The tragedy serves as a powerful reminder of the critical importance of identifying and addressing signs of child abuse before it reaches such catastrophic ends. It also brings into focus the systemic lapses and societal shortcomings that failed to shield Monday and her brother from harm. Their deaths are a heartbreaking testament to the devastating consequences of neglect and the collective failure of the systems designed to protect vulnerable children.

b. Anger

The data below is evidence that Monday grew to be angry:

“Don’t touch her!” she screamed, and kicked him in the nuts. He cried out, falling to the floor before she swung her leg back and kicked him again. She kicked and kicked—each kick to gut more powerful than the last. Everyone’s laughter turned into hushed whispers and then silence. (p.80-81)

The data highlights how Monday’s experiences with abuse influenced her emotional growth, leading her to express anger aggressively. In the excerpt, Monday is shown confronting a male peer with intense actions, such as kicking and physically attacking him. Her exclamation, “Don’t touch her!” followed by a series of forceful kicks, reveals that her actions are driven not only by self-defense but also by a desire to protect Claudia, her closest friend.

Monday’s actions align with Cynthia Crosson-Tower (2013) theory, which suggests that victims of child abuse often perceive abuse as the only means to assert power or control in their lives. This situation sheds light on the long-term effects of

abuse on children. Beyond the physical, it shapes how they handle conflict, frequently leading them to resort to aggression when faced with threats or challenges.

2. Effects of Psychological Abuse

a. Trust

According to Cynthia Crosson-Tower (2013), children victims of abuse think that life is often unpredictable. Fathers and mothers can be angry with their children in an instant. Therefore their sense of trust is more vulnerable. To avoid that anger, children often hide, even run away to save themselves.

"You gonna do everything that bamma tell you. You could've broken your leg or something. You can't dance on no broken leg." She rolled her eyes and giggled. "I was fine. I've done it before...when I had to." That's weird, I thought. Why the hell would she have to climb out a window? Maybe they practice for fire drills or something." (p.69)

The quotes illustrate how Monday has become accustomed to taking risky actions, such as jumping out of windows, to leave her house in secret. When Claudia questions this behavior, Monday responds casually, stating that she was fine and hinting that she had done it before "when she had to." This reaction indicates that such drastic actions had become a regular part of Monday's life, likely as a means to avoid dangerous situations at home.

This evidence reveals that the abuse Monday experienced affected her not only physically but also emotionally and psychologically. Her lack of safety at home compelled her to resort to extreme measures to escape, highlighting how domestic abuse can erode a child's sense of security and trust.

The second data showing the breakdown in Monday's trust is below:

"Even though it looked like an army of trolls had beaten her with baseball bats, how could I not believe? She was my best friend. If she was lying, it had to be for a good reason. Right?" (p.42)

The data above highlights the breakdown of Monday's trust in both others and herself as a result of the abuse and neglect she endured. It reveals Monday's deep self-doubt, evident in her tendency to lie to conceal the abuse happening at home. In one instance, Claudia notices a large bruise on Monday's back. When asked about it, Monday claims she got it from falling out of bed. A clearly implausible excuse. Claudia recognizes that Monday is hiding the truth and suspects her mother, Mrs. Charles, as the source of the injury.

Claudia further understands that Monday's concealment is driven by a sense of shame over being a victim of abuse and neglect. This shame creates a significant barrier, preventing Monday from sharing the truth. It reflects her loss of trust not only in her mother but also in herself. Her damaged self-esteem leads her to choose dishonesty as a means of avoiding reality and seeking help.

The third data point that shows the loss of trust on Monday is as follows:

"This gonna sound crazy," he said slowly, seeming unsure. "But I think she was saying what was happening to her without actually saying it. Like she was trying to send a hint, leave clues." "Breadcrumbs!" I exclaimed, stabbing the screen. "These are breadcrumbs! She thinks the government is watching her through her books!" (p.211)

In the excerpt, Monday tries to send a signal of abuse and harassment through the book she borrowed from the school library. Monday has difficulty trusting others. She feels that others will not listen and help if she talks about what she is going through.

This is not a personal weakness for Monday, but a way of self-preservation in a stressful and abuse environment.

This situation is in line with Cynthia Crosson-Tower (2013) theory on child abuse, which explains that “victims are often not confident in their ability to find others who can provide comfort.” Due to this lack of confidence in external support, Monday chose to lie or find other ways to defend herself. Her behavior demonstrated the deep effect of the abuse, leaving her feeling emotionally isolated and unable to rely on those around her for help. In addition, the shame she experienced further compounded her struggle, making it even more difficult for her to break free from the cycle of abuse.

b. Anger

The evidence of Monday's anger is as follows:

“Why you keep asking about August? He ain’t none of your business!” The words came out so nasty that they even smelled nasty. “Dang, you don’t got to talk to me like that! I just asking—” “And you keep on asking! I told you he was sick! Why don’t you get that? It ain’t like I have to read it for you.” I froze in the middle of the block. “What the hell is wrong with you?” I cried. “It was just a question!” She whipped around to face me. “And I already told you! So why you keep asking about him?” “I guess ‘cause . . . he’s your brother and I—” “That’s right. He’s my brother! He ain’t yours. Just because you can’t have one of your own don’t mean you gotta be sweating mine!” The negative-two-degree air ripped holes through my lungs as I gasped. Monday winced almost immediately. “Shit, Claudia, I didn’t mean that. I’m sorry.” “Whatever,” I snapped, brushing by her. “Fine, whatever. Do your own homework, then!” she screamed, storming off in the opposite direction. “Fine, I will!” Our first fight, and I had no idea what I’d done wrong. “(p.12)

In the quote above, Monday is angry at Claudia's question which is considered excessive. A simple question about the condition of August, Monday's younger brother. Monday, who should have been comfortable with her best friend's question, was instead aggressive in her response. This indicates that abuse can affect the way Monday interacts with others, even with her own best friend. Anger is often a

spontaneous reaction when responding to questions related to the condition of their family. Then in the sentence "Shit, Claudia, I didn't mean that. I'm sorry." shows that Monday realized her reaction was excessive, and then apologized to Claudia. Emotional outbursts and sudden mood swings are manifestations of trauma in victims of abuse. This behavior indicates that the effects of child abuse can damage the emotional and psychological stability of children.

Monday's actions align with Cynthia Crosson-Tower (2013), which suggests that victims of child abuse often perceive abuse as the only means to assert power or control in their lives. This situation sheds light on the long-term effects of abuse on children. Beyond the physical and emotional toll, it shapes how they handle conflict, frequently leading them to resort to aggression when faced with threats or challenges

c. Powerlessness

According to Cynthia Crosson Tower (2013), powerlessness turns into a significant problem for those who have experienced abuse. One's life becomes filled with fear. Terror, irrational fears, and panic episodes constantly remind the person of the abuse and the associated suffering or fear.

This feeling of helplessness leads to the victim being unable to tell the truth. Survivors often perceive themselves as less competent and will not be believed. So signals of abuse go undetected. Below are excerpts from the novel that indicate these symptoms:

"Monday flinched, her eyes closing as tears ran down her face. With slumped shoulders, she dragged her feet after her mother. Ma and I watched them walk off in silence, my nerves prickling. The fear Monday of her mother didn't seem normal. The

fear I had for Monday didn't feel normal.nothing about the moment felt normal."
(p.84)

The verb "flinched" shows a response to something shocking. Followed by the words "eyes closing as tears" illustrates a response of fear or trauma to something in front of her. Not only that, the sentence "The fear Monday of her mother didn't seem normal" clearly tells Monday's fear of Mrs. Charles. Powerlessness is also depicted in the body language "with slumped shoulders, she dragged her feet after her mother" very clearly shows the powerlessness under her fear. Mrs. Charles' presence at school is a threat to Monday. Monday is told to be very frightened and looks powerless in front of her mother.

Further evidence of fear and powerlessness in Monday is as follows:

"I'm so scared. I want to tell someone. But if they split us like before? I may never see Claudia again. August still I the freezer. I keep telling April we got to tell somebody. But she scared." (p.229)

The phrase "I'm so scared" is a bold and clear statement describing Monday's feelings. These feelings merge with a sense of guilt and anxiety at the sight of her brother August dying and being put in the freezer. Fear of the consequences of her actions, including the powerlessness to tell the truth.

In fact, fear not only surrounds Monday's feelings but also April, her sister. In the sentence "I keep telling April we got to tell somebody. But she's scared." is proof that they live in a family with a culture of fear. They always hold each other back from speaking because of the powerlessness and fear they feel.

Some of the evidence above is in line with Cynthia Crosson Tower's (2013) opinion that children who are victims of abuse always feel scared and powerless to do something in front of their parents.

The next evidence of Monday's powerlessness is as follows:

"Even though it looked like an army of trolls had beaten her with baseball bats, how could I not believe? She was my best friend. If she was lying, it had to be for a good reason. Right?" (p.42)

In this quote Claudia reveals Monday's physical condition, which is full of bruises. Claudia likens it to the phrase "like an army of trolls had beaten her with baseball bats". Monday never told her best friend about her condition. This shows how helpless Monday is to reveal what really happened. Monday's fear and powerlessness is reflected in her reluctance to tell. This fear causes Monday to have no safe place to get help.

This quote is in line with Cynthia Crosson Tower's (2013) opinion that powerlessness leads to the inability to tell the truth. This inability is based on fear of the consequences that might occur, so Monday thinks that silence will save her more. even though Monday actually wants to be saved, she thinks telling the story might have a worse effects on Monday and her siblings.

3. Effects of Neglect of Children

a. Physical Problem

According to Cynthia Crosson-Tower (2013), a victim of child abuse experiences physical and developmental problems. This is because abuse against

children is synonymous with neglect or not fulfilling the child's needs. Such as low intelligence, poor nutrition, body odor, and other physical problems.

“On Monday morning, she stumbled into school, dazed, eyes glossy, lips white and chapped. Her uniform wrinkled and filthy, her flat twists in the same unraveling wreckage that they had been after Thursday’s fight. No one would have noticed her condition, except for the fact that she smelled soak in piss.” (p.84)

The data above highlights the tangible effects of abuse and neglect on Monday's physical state, aligning with Cynthia Crosson Tower's (2013) theory. Tower emphasizes that children who suffer from abuse often experience both physical and developmental challenges stemming from neglect or the failure to meet their basic needs. This neglect can manifest in various ways, including poor nutrition, noticeable body odor, low cognitive development, and other physical health issues.

In the excerpt, Monday's physical state is described very clearly. On a Monday morning, she arrived at school in a visibly poor condition: her gait was unsteady, her eyes appeared unfocused, and her lips were pale and cracked. Her uniform was wrinkled and dirty, while her hair was disheveled, left unkempt since a fight the previous Thursday. The situation was further exacerbated by a strong, unpleasant smell, as though she had been soaked in urine.

These details paint a picture of Monday living in an environment rife with neglect and unhealthy conditions. Her cracked, pale lips indicate potential dehydration or malnutrition, while her glazed eyes suggest emotional distress or sleep deprivation. The unwashed uniform and offensive odor point to a lack of access to basic hygiene at home and a lack of care from her family regarding her needs and appearance.

This observation strongly supports Tower's assertion that child abuse often involves more than physical abuse. It includes neglect, which significantly affects a child's physical and mental well-being. Monday exemplifies a child whose fundamental needs are grossly unmet. Beyond inadequate nutrition and hygiene, the neglect reflects an absence of emotional support from her family, compounding her already dire situation.

Moreover, Monday's case underscores a broader failure within her environment, including the school and community, to recognize the red flags of abuse and neglect. Her physical state should have served as an obvious indicator of her need for intervention. However, the apparent disregard for her condition reveals a systemic shortcoming in protecting children from such circumstances.

Other evidence of Monday's physical problem is as follows:

"Monday clutched her desk as if she thought it would be ripped from under her. Her braids were fuzzier than I'd ever seen them, the ends unraveling and dry." (p. 5)

In this section, Claudia describes Monday's physical state and demeanor, which shows fear and neglect. Monday appears to be clinging tightly to her desk, as if worried that it will be taken away from her, while her hair looks messy and unkempt. This description illustrates that Monday is facing strong emotional distress and a possible lack of self-care, which could be a sign of abuse or an unsafe atmosphere in her home.

Monday's behavior of gripping the table tightly reflects uncertainty and deep fear, while the messy appearance of her hair indicates a lack of attention to basic

needs, which is often experienced by children who have experienced neglect or abuse. Both of these give a clear picture of the physical and emotional effects of Monday's abuse. This is related to the theory of Cynthia Crosson Tower (2013) which states that “neglected children often complain of physical problems due to abuse committed by parents and anger taken out on their children”.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the results and recommendations of the research. After analyzing child abuse and its effects on Monday as a character and victim in the novel *Monday's Not Coming* by Tiffany D. Jackson, the researcher draws the following conclusions and suggestions.

A. Conclusion

The findings of this research indicate that Monday experienced three types of child abuse. There is physical abuse, psychological abuse, and neglect. The physical abuse Monday experienced is evident from the bruises on her back, which were caused by her best friend, Claudia. Another piece of evidence of physical abuse is Mrs. Charles' admission that before Monday finally died, she locked Monday in a closet without mercy, and even kicked Monday several times when Monday screamed for help and asked for water. The next form of abuse was psychological abuse. In some situations, Monday appeared extremely frightened in the presence of her mother. This illustrates how Mrs. Charles treated her child at home. In one instance, Mrs. Charles came to the school in response to a call from the principal regarding a fight between Monday and several other students. Mrs. Charles grabbed Monday by the collar to take her home, and at that moment, Monday appeared extremely frightened. As stated in the theory, fear is a symptom of psychological child abuse. Monday also appeared fearful and traumatized in other situations, such as when Monday wrote a note

describing Monday's and his siblings' circumstances. He was worried that Mrs. Charles might find the book, and Monday said that if that happened, he might be killed.

The second result was the effects of physical abuse that Monday experienced, as Claudia found several bruises on Monday's body. Another physical problem on Monday was the discovery of Monday's body in the freezer at her home, with more than two dozen scars on her body. Additionally, the effect of psychological abuse is marked by Monday's loss of trust in others, and her fear of how others might treat her led her to often lie to protect herself. She believed that lying could save her from the abuse. Additionally, Monday also experienced emotional distress psychologically. Monday's tendency to become easily angered was evident when Claudia asked her about her family situation. This is based on Monday's emotions, which often experience psychological abuse, leading her to believe that resolving problems is through anger. The last effect of the psychological abuse Monday experienced is a sense of powerlessness, showing her inability to reveal the tragedies of abuse committed by her mother.

Not only that, the effects of the neglect Monday experienced is the physical issues she faces. Claudia described Monday arriving at school in a confused state, with teary eyes, pale and chapped lips, and the fact that he smelled like he had been exposed to urine. These effects are significant consequences of neglect that require action from anyone who is aware of them. Signs of child abuse need to be studied continuously so that unreported child abuse can be identified.

B. Suggestion

This research specifically highlights the acts of abuse against children experienced by the character Monday in the novel *Monday's Not Coming* by Tiffany D. Jackson. The choice of this focus is based on the fact that the issue of child abuse is a very strong and relevant central theme in the story, and reflects social conditions that still occur frequently in various circles of society. However, this research is limited to the aspects of abuse and neglect experienced by the main character. Therefore, this research provides a wide opportunity for future researchers to investigate other elements in the novel that also have high literary and social value.

One aspect that is important for further research is the value of friendship, especially between the characters Claudia and Monday. The relationship between them is deeply and emotionally expressed, showing how the bond of best friends can be a source of strength in the midst of stressful and violent situations. Their friendship reflects the sincerity, loyalty and care that can endure even when times are tough. The novel provides a wealth of data and heartfelt moments that can be analyzed from a psychological, sociological, or character education perspective, opening up the possibility for new studies that can enrich the field of juvenile literature.

In addition, the researchers hope that the research on Child Abuse Suffered by Monday's Characters in the Novel *Monday's Not Coming* can make a meaningful contribution as a scientific reference for future research interested in the topic of child abuse in literary works. In addition to illustrating how child abuse can be explored in

fictional narratives, this research is also expected to raise public awareness of the importance of understanding signs of child abuse more deeply and critically.

Many people still see abuse against children, be it verbal, physical, or emotional, as a form of “educational method” or as an “internal family affair” that should not be interfered with by others. Through this research, the researcher would like to emphasize that these views are wrong and very dangerous for the future of children. By understanding how abuse has a direct effect on children's mental, physical and emotional development as expressed in the novel, it is hoped that society can be more open and realize that protecting children from abuse is a shared responsibility, not just a family affair. Literature can be a tool for social reflection, and through this research, it is hoped that these important messages can be conveyed clearly to readers and the wider community.

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CURRICULUM VITAE



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APPENDIX

A. Cynthia Crosson-Tower's Types of Child Abuse

1. Physical Abuse

NO.	QUOTATION	PAGE
1	<i>Dang, what happened to your back? Monday yanked down her shirt and spun around. Her eyes widened with terror as if she forgot who I was. "I fell out of bed"</i>	41
2	<i>"Maybe I'm not the best person to talk about the bruises. See, I'd seen a couple on Monday, here and there. But I never gave them much thought. They were always followed by the most practical excuses. I mean, kids bruise. We roughhouse, we jump, we run, we fall, and then we bruise. Sometimes we even scar. So if I did see a bruise or a cut, it meant nothing. Just another star in the sky. I read a report that said there were over two dozen scars on Monday's body when they found her."</i>	107
3	<i>"I threw her in the closet for a couple of days. She kept on screaming, begging to be let out, begging for a water. Every time she made too much noise I'd walk in and kick her. That last time....she wouldn't get up."</i>	260

2. Psychological Abuse

NO.	QUOTATION	PAGE
1	<i>"I said come on!" Mrs. Charles barked. "I ain't got all day!" Monday flinched, her eyes closing as tears ran down her face. With slumped shoulders, she dragged her feet after her mother. Ma and I watched them walk off in silence, my nerves prickling. The fear Monday had of her mother didn't seem normal. The fear I had for Monday didn't seem normal. Nothing about the moment felt normal.</i>	84
2	<i>Monday's whole body shook as she whimpered. She tried to cough out words but couldn't even spit of air. The look on her face... all I could think about was saving her.</i>	82
3	<i>"I shouldn't be writing all this. If Ma ever finds this book, she'll kill me."</i>	229

3. Neglect of Children

NO.	QUOTATION	PAGE
1	<i>"Mondays were Monday's favorite day of the week, and not just 'cause she was named after it. She loved the day itself. She'd be at school, early as ever, brighter than sunshine, even in the dead of winter with wind that could freeze our eyelids shut. She'd stand outside the gate, bundled in her thin coat and mismatched scarf, waiting for the doors to open. "Why you so happy to go to school?" I would grumble, missing the warmth of my bed. "No one is happy to go to school. Especially on Mondays." She would shrug. "I love school." I'd roll my eyes. "School don't love us."</i>	13

2	<i>On Monday morning, she stumbled into school, dazed, eyes glossy, lips white and chapped. Her uniform wrinkled and filthy, her flat twists in the same unraveling wreckage that they had been after Thursday's fight. No one would have noticed her condition, except for the fact that she smelled soak in piss.</i>	84
3	<i>"I know I've only been in this school for a couple of years, but back in New York, when a student doesn't show up for class nor register for school, the school follows up. Is that not the case here?" "A lot of students didn't return this year. Most had to move due to rent going up and stuff. But I'll pass a note along."</i>	29
4	<i>"Over the last few months we've had dozens of girls around here reported missing, close to fifty in one week. Alleged kidnappings when most of them just run off away from home 'cause they can't do what they want." "But shouldn't you still be looking for them anyways?" He opened his mouth, then closed it, clearing his throat. "Yes, but Claudia, I want you to remember, when you come into a police station, claiming your friend is 'missing,' it means us officers have to take our focus away from these girls. Girls who could really be in trouble." Tears prickled, and I avoided his glare. "Now, if your friend's really missing and she's not on this board, then only a parent can file a missing persons report. And if her mother won't, the only person left would be her father or a legal guardian."</i>	101
5	<i>Daddy sighed. "Janet, it's their family business. It ain't none of ours." "But we—" "Just stay out of their drama, will you?" he sighed. "I don't wanna get mixed up in their mess."</i>	67

6	<i>“Where the hell have you been?” Ma screamed, marching out of the kitchen. “Your father’s out there looking for you now! What, you think you’re grown now, that you could go off on your own and don’t tell nobody? You got everybody calling everybody looking for your behind!” Notice the difference: I’d been missing for two, maybe three, hours tops, and Ma had half the congregation out looking for me. Monday had been missing for months and no one even considered it strange.</i>	205
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B. Effects of Child Abuse

1. Effects of Physical Abuse

NO.	QUOTATION	PAGE
1	<i>Dang, what happened to your back? Monday yanked down her shirt and spun around. Her eyes widened with terror as if she forgot who I was. “I fell out of bed”</i>	41
2	<i>A policeman stumbled out of the house, his white face tinted green. He hacked and heaved, covering that same crack I tripped over with pink vomit. A hush came over the crowd. The police and medics moved at a snail’s place. No urgency—meaning whatever was done was done, there was no left to save. “what happened in there?” “they saying they found some children dead inside.”</i>	223
3	<i>“ I read a report that said there were over two dozen scars on Monday’s body when they found her.”</i>	107

4	<i>“Don’t touch her!” she screamed, and kicked him in the nuts. He cried out, falling to the floor before she swung her leg back and kicked him again. She kicked and kicked—each kick to gut more powerful than the last. Everyone’s laughter turned into hushed whispers and then silence.</i>	81
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2. Effects of Psychological Abuse

NO.	QUOTATION	PAGE
1	<i>“You gonna do everything that bamma tell you. You could’ve broken your leg or something. You can’t dance on no broken leg.” She rolled her eyes and giggled. “I was fine. I’ve done it before...when I had to.” That’s weird, I thought. Why the hell would she have to climb out a window? Maybe they practice for fire drills or something.</i>	69
2	<i>Even though it looked like an army of trolls had beaten her with baseball bats, how could I not believe? She was my best friend. If she was lying, it had to be for a good reason. Right?</i>	42
3	<i>“This gonna sound crazy,” he said slowly, seeming unsure. “But I think she was saying what was happening to her without actually saying it. Like she was trying to send a hint, leave clues.” “Breadcrumbs!” I exclaimed, stabbing the screen. “These are breadcrumbs! She thinks the government is watching her through her books!”</i>	211

4	<p><i>“Why you keep asking about August? He ain’t none of your business!” The words came out so nasty that they even smelled nasty. “Dang, you don’t got to talk to me like that! I just asking—” “And you keep on asking! I told you he was sick! Why don’t you get that? It ain’t like I have to read it for you.” I froze in the middle of the block. “What the hell is wrong with you?” I cried. “It was just a question!” She whipped around to face me. “And I already told you! So why you keep asking about him?” “I guess ‘cause . . . he’s your brother and I—”</i></p> <p><i>“That’s right. He’s my brother! He ain’t yours. Just because you can’t have one of your own don’t mean you gotta be sweating mine!” The negative-two-degree air ripped holes through my lungs as I gasped. Monday winced almost immediately. “Shit, Claudia, I didn’t mean that. I’m sorry.” “Whatever,” I snapped, brushing by her. “Fine, whatever. Do your own homework, then!” she screamed, storming off in the opposite direction. “Fine, I will!” Our first fight, and I had no idea what I’d done wrong.</i></p>	12
5	<p><i>“Monday flinched, her eyes closing as tears ran down her face. With slumped shoulders, she dragged her feet after her mother. Ma and I watched them walk off in silence, my nerves prickling. The fear Monday of her mother didn’t seem normal. The fear I had for Monday didn’t feel normal. nothing about the moment felt normal.”</i></p>	84
6	<p><i>“I’m so scared. I want to tell someone. But if they split us like before? I may never see Claudia again. August still I the freezer. I keep telling April we got to tell somebody. But she scared.”</i></p>	299

3. Effects of Neglect of Children

NO.	QUOTATION	PAGE
1	<i>On Monday morning, she stumbled into school, dazed, eyes glossy, lips white and chapped. Her uniform wrinkled and filthy, her flat twists in the same unraveling wreckage that they had been after Thursday's fight. No one would have noticed her condition, except for the fact that she smelled soak in piss.</i>	84
2	<i>"Monday clutched her desk as if she thought it would be ripped from under her. Her braids were fuzzier than I'd ever seen them, the ends unraveling and dry."</i>	5

