

**HUCK'S JUVENILE DELINQUENCY IN *THE ADVENTURES*
OF HUCKLEBERRY FINN NOVEL BY MARK TWAIN**

THESIS



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ABSTRACT

Kusuma, S. N, (2022). *Huck's Juvenile Delinquency in The Adventures Of Huckleberry Finn Novel by Mark Twain*. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. Wahju Kusumajanti, M. Hum.

Keywords: juvenile delinquency, phenomenology theory.

This study aims to describe the juvenile delinquency committed by Huckleberry Finn in the novel *The Adventures of Huckleberry Finn* and the factors that cause it. For the purpose above, the research questions to be answered are; how the juvenile delinquency committed by Huck is portrayed in the novel and why Huckleberry Finn committed juvenile delinquency. The researcher hopes to contribute knowledge in order to aid those who need references for their work, especially in the field of English literature. This study also hopes that the reader will have a deeper theoretical grasp of juvenile delinquency as a result of this thesis.

This study uses phenomenology theory and some general concepts of juvenile delinquency. The method used is the descriptive qualitative method to describe the problem being studied systematically and clearly.

The researcher found several forms of juvenile delinquency committed by Huck in the novel. They include sneaking out, smoking, disobeying parents, breaking the rules, behaving violently, and drinking alcohol. Based on the analysis, the researcher concluded that Huck's juvenile delinquency in the novel occurred due to family and peer factors and a lack of education. Researcher have found that the surrounding environment causes most of Huck's deviant behavior.

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ABSTRAK

Kusuma, S.N, (2022). Kenakalan Remaja Huck dalam The Adventures Of Huckleberry Finn Novel karya Mark Twain. Prodi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing : Dr. Wahyu Kusummajanti, M.Hum.

Kata kunci: kenakalan remaja, teori fenomena.

Penelitian ini bertujuan untuk mendeskripsikan kenakalan remaja yang dilakukan oleh Huckleberry Finn dalam novel The Adventures of Huckleberry Finn dan faktor-faktor penyebabnya. Untuk tujuan di atas, pertanyaan penelitian yang harus dijawab adalah; bagaimana kenakalan remaja yang dilakukan oleh Huck digambarkan dalam novel dan mengapa Huckleberry Finn melakukan kenakalan remaja. Peneliti berharap dapat memberikan kontribusi ilmu guna membantu pihak-pihak yang membutuhkan referensi untuk karyanya, khususnya di bidang sastra Inggris. Penelitian ini juga berharap agar pembaca memiliki pemahaman teoritis yang lebih mendalam tentang kenakalan remaja sebagai akibat dari tesis ini.

Penelitian ini menggunakan teori fenomena dan beberapa konsep umum kenakalan remaja. Metode yang digunakan adalah metode deskriptif kualitatif untuk menggambarkan masalah yang sedang diteliti secara sistematis dan jelas.

Peneliti menemukan beberapa bentuk kenakalan remaja yang dilakukan oleh Huck dalam novel tersebut. Mereka termasuk menyelinap keluar, merokok, tidak menaati orang tua, melanggar aturan, berperilaku kasar, dan minum alkohol. Berdasarkan analisis, peneliti menyimpulkan bahwa kenakalan remaja Huck dalam novel terjadi karena faktor keluarga dan teman sebaya serta kurangnya pendidikan. Peneliti telah menemukan bahwa lingkungan sekitar menyebabkan sebagian besar perilaku menyimpang Huck.

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CHAPTER I

INTRODUCTION

1.1 Background of study

People who live in society engage with one another and get along well. Interaction is a process in which one or more people influence one another. One part of the society who are vulnerable in facing temptations and pressures from their social environment are adolescents (Suhermanto et al., 2019). They are trying to find the lifestyle that suits them best, and they frequently do this by making a lot of mistakes along the way (Sumara et al., 2017). They undergo psychological changes that frequently result in excessive emotion, either for no reason or for a specific reason, and have physical changes to those that happen to the body's organs and other parts of the human body. While psychological changes happen due to adolescent emotional development patterns and changes in the social environment that influence adolescent interaction, these changes also occur because of the habit of emotional maturity in adolescence (Remschmidt, 2013). It can be concluded that when a person's behavior changes from childhood to adulthood, it is certain that they are entering a transition period of adolescents.

At this time, adolescents who are experiencing a transition were looking for a lifestyle that must follow what they want (Puberty: helping pre-teens and teenagers handle the changes, 2021). It is clear that adolescents adapt to their environment in different ways as they search for their sense of self, leading to conflict within the teenagers themselves. As a result, some risks are made as part

of the maturation process along with changes that adolescents affect. Adolescents and teenagers may struggle to grasp their place in society because they are still in a labile developmental stage. Teenagers who struggle to fit in will develop sadness and sentiments of “not good enough” which will make them feel hopeless, resent society, and commit juvenile delinquency.

Juvenile delinquency is defined as delinquency perpetrated by a person between the ages of 16 and 18 who engages in punishable conduct (Mahr, N. 2022). Bartollas (2003) stated that delinquency is commonly defined as an act performed by a minor that is against the government's law that has jurisdiction over the area. The lack of a definite definition for the term “delinquency” which designates its universally acceptable connotation, is now abundantly obvious. Nevertheless, delinquency in its broadest meaning is understood to refer to behaviors that fall under the scope of typical child misbehavior (Maharjan, 2021). Children, as we all know, are among the most vulnerable sections of society and require the most protection and care. It is significant to emphasize that because of their sensitivity, there is a possibility that these kids will be mistreated or steered in the wrong direction by their environment. The most important fact is that, despite care and protection, children occasionally engage in inappropriate behavior.

In 1979, juveniles (those under 18) made up 39% of those detained for serious (index) offenses and 23% of total criminal arrests nationwide (Rhoades & Parker, 1981). Young or old, they could take the wrong road to improve their financial situation. Teens who lack resources often develop into juvenile

delinquents. According to Pohan (2020), they start participating in incorrect activities when they endure difficult economic times. To raise their income, they can try to steal or sell drugs.

Usually, where there is an effect, there must be a cause. There are several factors related to juvenile delinquency, one of them is the family environment. The family environment is the first environment that a person encounters after their birth (Kumar, 2020). Know that learning is not just at school, not just a teacher who has to teach, more precisely the family is the first place where children learn whether something is good or not. Unexpectedly, the family is very closely related to a child's education, but when the family makes the child a necessity, understanding what he commands will become a burden and anxiety for the child himself. Parents who educate their children about physical and psychological violence tend to produce children who like to rebel and commit crimes. The emergence of personality disorders, violent tendencies, punitiveness, and an acceptance of violence on the part of the victims all seem to connect to child abuse (Rhoades & Parker, 1981). All of these elements could ultimately cause the victim to act disruptive, violent, or delinquent.

Besides family, peers are the biggest factor for adolescents to commit juvenile delinquency (Risk Factors for Delinquency: An Overview, n.d.). The presence of peer groups can influence adolescent development. Peer groups will allow individuals to interact with each other, get along, and provide encouragement and motivation to other peers emotionally. The character of someone who is used as a friend will greatly affect the development of

adolescents. Positive peer group relationships will result in academic achievement in school activities while negative peer group relationships will cause behavioral problems such as juvenile delinquency (Peer Pressure or Influence: Pre-Teens and Teenagers, 2021).

The author encourages the reader to investigate and utilize the novel as a tool for self-discovery. When anything is packaged in numerous distinct story chapters but is connected from one chapter to the next, authors are better able to describe more complicated subjects with greater freedom and in-depth. In other words, the author did not only write a novel to satisfy readers or art enthusiasts; he did it intending to communicate a message about the view of human existence and understanding through plot descriptions with the actions of the characters in the book. However, the author essentially writes a novel for the reader or connoisseur to enjoy. In a sense, the reader or audience is the people in the environment surrounding it. It can be said that the existence of society is the sharp point of the author's success in his work.

One of the novels that contain stories related to adolescents lives is *The Adventures of Huckleberry Finn* novel. This novel became one of the successes for Mark Twain during his career. The novel, which consists of 42 chapters, tells the story of a boy named Huck, the main character of the novel who just entered his transition period in adolescents. In the novel, it is told that Huck lives with Widow Douglas, someone who adopted him. His father was a heavy drinker and abandoned Huck for his own sake. Huck faces the different nature of each parent and decides to run away to find peace. While carrying out his adventures, he also

met many people and things which greatly influenced Huck to commit juvenile delinquency. This makes the researcher interested in researching what and how these factors affect Huck's juvenile delinquency. Therefore, the researcher will discuss Huck's juvenile delinquency and some of the elements contributing to it.

1.2 Objectives of the study

This study has set two goals as followings below:

1. To describe the juvenile delinquency portrayed by the main character Huckleberry Finn in *The Adventure of Huckleberry Finn*.
2. To describe how environmental factors effect Huck's delinquency in *The Adventure of Huckleberry Finn*.

1.3 Significance of the Study

The researcher wishes to advance knowledge to help individuals who require references for their research, particularly in the area of English literature. The author theoretically anticipates that this thesis will help other researchers learn more about juvenile delinquency.

1.4 Scope and Limitation

The scope of this research is *The Adventure of Huckleberry Finn* novel. The limitation of the subject of study is mainly focusing on the main character

Huck, how his juvenile delinquency is depicted in the novel, and how his surroundings affected his juvenile delinquency.

1.5 Definition of Key Terms

Adolescence: is the transitional period between childhood and maturity.

Juvenile delinquency: is one of the most significant issues facing contemporary society, which has a variety of detrimental repercussions on the legal, educational, financial, occupational, and health sectors (Ramadhani & Purwarno, 2021).

Huck: the main character of *The Adventures of Huckleberry Finn* novel by Mark Twain.

1.6 Research Methods

This chapter covers the researcher's methods, including research design, data source, data collection, and data analysis. The research methods are explained below.

1.6.1 Research Design

This research used qualitative methods. Compared to quantitative procedures, qualitative methods signify a distinct approach (Cresswell, 2014). A book entitled *An Introduction to Qualitative Research* stated that they employ diverse methods to find the larger picture in qualitative research. However, they are still interested in learning about it. Most of the time, they are interested in

using the data to define, explain, and comprehend a phenomenon (Hancock et al., 2007). Neuman stated that qualitative data takes the form of text from documents, transcripts, notes, interviews, audio, and photos that describe the specifics of individuals, acts, and events in society (Social Research Methods: Qualitative and Quantitative Approaches, 2014).

1.6.2 Data Source

The data used in this research are from the narratives, conversations, and dialogues in *The Adventures of Huckleberry Finn* novel that indicates Huck's juvenile delinquency and his surrounding that affect his juvenile delinquency. *The Adventures of Huckleberry Finn* novel, written by Mark Twain, consists of 42 chapters and 366 pages and was published in December 1884, United Kingdom.

1.6.3 Data Collection

In collecting the data researcher use a descriptive qualitative method, with the steps as below:

1. The researcher reads the novel at least three times to deepen comprehension.
2. The researcher created a data table to analyze each chapter of the novel.
3. The researcher highlighted the data table to choose which topic to cover.
4. Then, the researcher collects the quotations related to the issue and determined that the Juvenile delinquency portrayed by Huck in *The Adventures of Huckleberry Finn* and the surrounding affect Huck's Juvenile delinquency.

5. The researcher will categorize the data based on the problem description and the relevant theory.

1.6.4 Data Analysis

To present the analysis, the researcher will do the steps as follows:

1. The researcher divided the significant tissue that has to be solved into two: the juvenile delinquency portrayed by Huck in the novel and the surrounding that affect Huck's juvenile delinquency
2. The researchers describe the juvenile delinquency portrayed by Huck in the novel, including the various juvenile delinquency related to the story.
3. The researcher discovers the surrounding that affects Huck's juvenile delinquency in the novel.
4. The researchers analyzed the two significant issues.
5. The researcher concludes the findings.
6. The researcher confirms that all findings addressed the abovementioned research questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

The author reviews pertinent literature in this chapter, including reviews of earlier studies and theoretical analysis.

2.1 Theoretical Review

This chapter also discusses the theoretical explanation of the material and related concepts in accordance with the selected literary work. The theories are divided into main theories and supporting theories. The main theory is phenomenology, to prove the conflict of the main character and the cause of juvenile delinquency portrayed by the main character. While the supporting theory is a new critique focusing on juvenile delinquency, to help find out how the juvenile delinquency of the main character in the story is characterized. The theories are explained as follows:

2.1.1 Phenomenology Theory

The word “phenomenon” derives from the Greek words “phainein” meaning “bring to light” and “phainesthai” meaning “to appear.” It also directly derives from the late Latin word “phænomenon,” which is also from the Greek “phainomenon” meaning “that which appears.” Generally, a phenomenon is anything that can be experienced in some sort of way. “Logos” too, has an ancient

Greek origin. Its ancient formulation is one of the most notoriously ambiguous words, meaning potentially “correspondence,” “proportion,” “explanation,” “law,” “rule of conduct,” “thesis,” “hypothesis,” “reason,” “ground,” “inward debate of the soul,” “narrative,” “oration,” and “verbal expression or utterance” (Liddell & Scott, 1940). “Logos” means thought or discourse about a subject. It could be descriptive, natural scientific, dialectic, analytic, or aesthetic. All of these have been considered types of “study” or “science”. It might of course be argued that the founders of phenomenology had a very specific type of logos about a very specific type of phenomena in mind (Williams, H., 2021).

Phenomenology is a type of literary analysis that studies texts without making any assumptions about the nature of reality or the nature of knowledge . (Ontology is the theory of the nature of being, Epistemology that of nature of knowledge). Even while an item exists in space and time, according to phenomenologists, it only acquires meaning or clarity when the consciousness in which it is registered is used actively. According to Moran (2000), phenomenology is a return to "phenomena." Phenomena is defined as "what appears as such." This means that everything that appears, including everything meant or thought, is manifested in the same way it appears. Reality is discovered by phenomenology in the material world of awareness. The phenomenologist suspends any assumptions, judgments, or conclusions regarding objects outside of consciousness in order to finish the examination of objects as they are represented in awareness. Phenomenological criticism sees the work of art as an aesthetic work, existing only in the mind of the perceiver (Nellickappilly, p. 10)

Husserl is credited with starting the phenomenological movement, which is an entirely new approach to philosophy (Kafle, 2011). Husserl had the same fascination in the continuously evolving stream of conscious experience as many other scholars working at the end of the nineteenth century, including William James and Henri Bergson. The foundation of all experience is consciousness, and the way it manifests itself appears to be intimately related to the nature of time. Without time consciousness, no experience would be conceivable because it is a part of all experiences. Somehow, out of this dynamic flow of consciousness, ideal, eternal meanings are "achieved," and transcendental things and ideas are attained (Moran, 2000). The modern phenomenological movement, which had a significant impact on 20th-century western philosophy, was founded by Edmund Husserl (1859–1938), who is well recognized for this. One of the foremost European intellectuals of the 20th century was Husserl, and the movement drew inspiration from other streams.

Brentano, who distinguishes between psychological and physical phenomena, had an impact on Husserl's conception of phenomena. Brentano discovered that psychological is distinct from physical because the former is known for intentional behavior. According to Brentano, mental phenomena are purposely existing in acts of awareness, which is a phenomenon known as intentional in-existence. Every mental phenomena or act of awareness, according to Brentano and Husserl, is directed toward a certain object. They deal with an exterior subject. While Husserl replaces psychical phenomena with experiences or purposeful experiences, for Brentano this is the characteristic of all psychological

phenomena (*Aspect of Western Philosophy Module Five Phenomenology and Existentialism*, n.d)

Husserl has three key conceptions of phenomenology. First, it is thought of as a science that sought to understand the origins of consciousness. Secondly, it is thought of as a first philosophy that is coextensive with philosophy because, historically, philosophy has held the title of first philosophy. The most significant phenomenological conception is the third one, in which it is seen as a transcendental idealism. According to this perspective, the transcendental ego is the origin of all meaning (Nellickappilly, p. 1). Phenomenology is the study of phenomena, which, in Husserl's view, comprises our own conscious experiences as well as those of others as well as the objects and events that surround us. Whether through senses, imagination, cognition, or volition, phenomena define things as they come into our awareness. There are two types of phenomena; mental and physical. Mental phenomena constitute of what occur in the mind when we experience something. It also included the acts of consciousness, or its contents. On the other hand, physical phenomena include the objects of external perception starting with colors and shapes (Nellickappilly, p. 2)

In order to study these essences, the phenomenological technique leaves out anything that is not a part of the mental act itself (Nellickappilly, p. 5). Phenomenology is best understood as a radical, anti-traditional style of philosophizing that emphasizes the attempt to get to the truth of matters, to describe phenomena, in the broadest sense, as whatever appears in the manner in which it appears, that is, as manifests itself to consciousness, to the experiencer.

Phenomenology is the experience of thinking and knowing, in addition to phenomenology being the experience of thinking and knowing.

The goal of phenomenology is to prevent all misinterpretations and impositions of advanced experience, whether they are derived from common sense, religious or cultural traditions, or even from science itself (Moran, 2000). The most accurate way to describe phenomena is as everything that appears in the way it appears, that is, as it presents itself to consciousness, to the experiencer. In addition to phenomenology being the experience of thinking and knowing, phenomenology is the study of thought and knowledge. Whether they come from common sense, religious or cultural traditions, or even from science itself, all misunderstandings and impositions of mature experience are to be avoided.

Husserl stated that there are five types of phenomenology, those are explained below:

1. Intentionality

It refers to doing something deliberate. The intentional act mode of thought is the particular kind of mental event that it is, of the nature of thought to be directed toward or about objects (Husserl, p. 34).

2. Noema

It is the meaning of an act and considered as belonging to thinking and thoughts. Noema stands for the object of experience or content, judgement regarding the object, reflections of the perceptions and feelings, and memories (Husserl, p. 33).

3. Noesis

It is meaning giving stratum of experience. Noesis is the action of experience, such as perceiving, feelings, thinking, remembering, or judging (Husserl, p. 35).

4. Intersubjectivity

From a first-person point of view, intersubjectivity comes in when we undergo acts of 'empathy'. It is an empathic experience; it occurs in the course of our conscious attribution of intentional acts to the other subjects (Husserl, p. 142).

5. Intuition

It is an act that presupposes a prior act of fulfilment, a prior cognitive awareness of the world, which provides the point of the categorical act. Intuition is typically experienced as a deliberate intentional perceptual intuition that was only implicit in the straightforward perceptual intuition (Husserl, p. 791).

2.2 General Concept of Juvenile Delinquency

A human being experiences the onset of puberty. During puberty, humans usually want to try everything new in their lives, various kinds of emotional turmoil arise, and many problems arise both in their family and social environment (Erickson, 2000). Young people who are in a transitional stage are referred to as juveniles. Delinquent behavior among young people can be brought on by a lack of closeness, a lack of parental participation, a lack of direction, a lack of parental attachment, blame, and rage (Parenting children through puberty

and adolescence, 2020). Adolescence is a developmental stage between childhood and maturity that is marked by observable biological and emotional changes.

Teenagers with problematic behaviors often find a way to express themselves through juvenile crime (Kartono, 2014). In this stage, a human being experiences the onset of puberty. Delinquency involves a variety of additional non-criminal actions in addition to crimes. Running away from home, skipping school, and ignoring the legitimate instructions of parents or legal guardians are a few examples of such offenses.

Santrock (2007) claims that juvenile delinquency encompasses a wide range of behaviors, from illegal conduct like robbery to socially unacceptable behavior like making trouble at school. Index offenses and status offenses are the two categories of offenses. Index offenses include theft, assault, violence, rape, murder, and drug abuse by adults or juvenile offenders. While status violations, such as running away from home, truancy, drunkenness, free sex, and unruly behavior, are the less serious ones.

Deviant behavior can be used to classify juvenile delinquency. From a social perspective, deviant conduct happens when there is a behavior deviation from the values or social norms that are applicable, as well as from other social rules (Juningsih, 2022).

Numerous elements that are significant in contributing to adolescent crime exist. Family relationships are transformed and rearranged as a result of these changes (Steinberg, 1990). In addition to the family, there is also the assumption

that society contributes to adolescent criminality. According to the premise, Durkheim suggested that modern society's loss of coherence and the lack of acceptable moral values by which to orient oneself might cause confusion and vulnerability, which may ultimately result in deviant behavior, crime, and higher rates of suicide. Then, according to Merton, people who felt a disconnect between the societal aims developed anomie, or strain. He argued that there are five different behavioral approaches that people can take: conformity, innovation, ritualism, retreatism, or revolt (Finley, 2007).

In short, Juvenile delinquency is an act or behavior committed by adolescents that is antisocial, deviant, breaches social and religious norms, causes harm to others, disturbs public order and peace, and can lead to self-destruction committed by teenagers and the influence of the surroundings. People around the juvenile can also influence it.

2.2.1. Juvenile Delinquency Aspects

Elliot and Ageton (1980) stated that there are several aspects of juvenile delinquency, as follows:

1. Crime against people such as robbery, sexual assault, simple attack, aggravated attack
2. Predatory crimes against property such as vandalism, car theft, stolen goods, and fraud
3. Illegal service crimes such as prostitution, selling drugs, selling or providing liquor such as alcohol to minors

4. Public disorder crimes such as carrying hidden weapons, hitchhiking, disorderly behavior, drinking, nagging, marijuana use, and making obscene phone calls
5. Status crime, i.e., crimes based on a person's character or condition such as running away, having sexual relations, alcohol use, and truancy
6. Use of potent drugs such as cocaine, amphetamines, barbiturates, hallucinogens, and heroin

According to Khuda (2019), juvenile delinquency is divided into three categories, there are:

1. Delinquency, crimes committed by children and adolescents that are handled by the juvenile justice system.
2. Criminal activity, including offenses, is dealt with by the criminal court system.
3. Status offenses, juvenile courts also deal with crimes that are only labeled as such because the offender is a kid, such as truancy.

Kartono (2014) claims that the forms juvenile delinquency are divided into four, namely:

1. Isolated delinquents, i.e., they do not experience psychological damage in general, numerous circumstances lead their delinquent acts, such as the desire to emulate and participate with the gang, come from our transitory area which has a criminal subculture, comes from a shattered home, is not

harmonious and feeling a lot of frustration, raised in a family or had little or no regular disciplinary practice

2. Neurotic delinquency, or juvenile delinquency of this kind generally, suffers from relatively severe mental illnesses, such as anxiety, constantly feeling uneasy, guilty, sinful, and so forth.
3. Psychotic delinquency, although these psychopathic delinquents are minor in number, they are the most hazardous criminals in terms of public interest and security.
4. Moral defect delinquency, in which the delinquent consistently engages in antisocial behavior without any personal aberrations and in the presence of an intelligence malfunction.

Regarding features of juvenile delinquency, , the researcher can draw inferences from some of the descriptions above such as predatory crimes against persons, predatory crimes against property, crimes against illicit services, crimes involving public disorder, crime status, and hard drug use.

2.2.2. Main Causes of Juvenile Delinquency

2.2.2.1 Family Environment

When we are born, family is the first human being we encounter. Instead of in school, family is the best place to learn. We may learn a lot from our families, including the importance of cohesion, solidarity, and love. However, there are several family factors that can influence juvenile delinquency, such as how parents supervise their children, how harshly parents punish their children,

parental conflict or separation, parents who have committed crimes or siblings who have been abused or neglected, and the power of parent-child bond.

Compared to kids with two biological parents, kids raised by lone parents are more likely to start acting out. Being raised by single parents is far less strongly associated with maltreatment than conflict between the child's parents. A child is significantly more prone to wrongdoing if there is less parental supervision. According to several studies, children from households with four or more children are more likely to commit crimes (Wasserman and Seracini, 2001).

2.2.2.2 Peers Influence

According to researchers, peer influence is crucial in developing crime and delinquency (Walters, 2018). Peers might influence teenagers' behavior in negative ways since they are under intense peer pressure to conform to the group's social norms. Peers have the power to introduce and encourage radical innovations, attitudes, ways of behaving, and even outlandish behavior. Teenagers hang out with their friends more frequently outside of the home, which will impact how the teenager thinks about their identity development and what he needs to do to become the person he wants to be. Since peer groups require adolescents to adapt, their effect is higher than that of their families. Therefore, good companions will help adolescents make positive contributions to their life and prevent them from causing harm to their communities or the environment. However, peers from high-risk neighborhoods can have a negative influence automatically.

Juvenile criminality is also significantly predicted by early peer rejection. Peers are essential in shaping how people behave to express their identities and gain the group's acceptance. Additionally, teen groups that are unsuccessful in their quest for self-identity may engage in juvenile misbehavior unacceptable to the community. Children might be excluded from their classmates for various reasons. Still, violent or aggressive behavior is a common cause of exclusion. This rejection impairs the child's capacity for healthy social interaction, which may lessen their propensity for aggression and frequently causes them to drift toward antisocial peer groups.

2.2.2.3 Educational Factors

Fundamentally, the family plays a significant role in guiding development, forming personality, and setting boundaries to prevent kids from going astray. Education's role in social life has started to deteriorate in the modern period. Because adolescents need attention more during adolescence, and parents are less attentive to this. Getting teenagers to believe that they can accept any information, good or bad, is the same. Consequently, kids will expose to false information. As a result, developing character traits in young adolescents is one of education's objectives. Character is a collection of psychological features that help teens navigate the social milieu they find themselves in and steer clear of promiscuity.

Surong & Lingdoh (2020) has found that the development of moral principles and belief systems is largely influenced by education. According to their findings, educational institutions that help shape people's ideas are crucial for deterring crime. Their respondents believe that because instructors serve as their

second parents, they have the power to influence pupils' lives. To be a good teacher, one must recognize children's needs and provide for them. Teaching morality and social norms to students will be highly beneficial to them in their future lives, and this is something that teachers need to do while discussing the role of educational institutions in reducing crime.

As the spearhead of education, teachers play an important role in determining the educational atmosphere and are authorized in determining the learning environment in the classroom. Based on the goals that have been determined. In the hands of the teachers lies the possibility of success or failure of educational goals in schools and in their hands also depends on the future of the career on which the hope of the nation and parents.

2.2.2.4 Emotional Instability

The teenage years are a crucial time in a person's growth cycle. A person goes through a lot of changes right now as they get ready to become adults. They can no longer be described as infants or toddlers, but they also can't be described as adults. Teenagers go through a phase of self-discovery that drives them to be highly curious and want to stand out and be acknowledged for who they are. However, they are susceptible to peer pressure and value group cohesiveness because of the emotional and mental instability that comes with their age. The mood can change drastically at this moment. Teenagers frequently experience these abrupt mood fluctuations due to the stress of everyday tasks at home, school, or other commitments.

Despite the frequent mood swings that teenagers experience, this is not always a sign of a psychological issue. This frequently results in confrontations between teenagers and themselves when they are fully responsible, as well as conflicts with their environment (external conflict). If this conflict is not effectively addressed, it will have a severe effect on the adolescent's future development, particularly on the maturation of his character, and it frequently leads to mental problems.

Teenagers' internal mental instability is another contributing reason to juvenile misbehavior. Lack of love and affection throws off a child's personality, and emotional problems like envy, low self-esteem, and frustration are particularly frequent. Because of this mental state, the youngster is likelier to break the law. Some kids have needs and want, and when those are not met, they start feeling insecure about their lives and may even start acting out.

2.3 Previous Study

Simma (2009) conduct the analysis of defense mechanism used by the main characters in Mark twain's *Adventure* and *The Prince and The Pauper* which applied Louis Kaplan's idea of defense mechanisms. Due to their moral and realistic anxiety, both Edward Tudor and Huckleberry Finn employed repression, suppression, and rationalization. Their nervousness stemmed from their social and familial backgrounds. Their relatives didn't satisfy their wishes, which made them anxious. Huck is desired by the parents. While Edward yearned for parental love, freedom, and security companion.

The next study is the analysis of slavery and racism found in *The Adventures of Huckleberry Finn* novel conducted by Farida Hapsari (2021). This study aims to identify the various forms of racism and slavery that are present in *The Adventures of Huckleberry Finn* novel. Describe the societal settings in *The Adventures of Huckleberry Finn* and how they compare to the ways in which racism is reflected in those conditions. According to the findings of this study, the novel contains three different types of racism: prejudice, violence, and discrimination. Regarding the form of slavery depicted in the book, it speaks of chattel slavery, namely the slave trade that the King and Prince engaged in. The occurrence of racism and slavery in society as a result of the second world war is reflected in *The Adventures of Huckleberry Finn* novel.

Erlina Ika Yanti (2007) conduct the social conflict analysis of *The Adventures of Huckleberry Finn* novel. The main focus of this study is on Huckleberry Finn, the protagonist of Mark Twain's novel "*The Adventure of Huckleberry Finn*" and his social issues. The goal of the study is to identify the solutions to the following issues: what are the social conflicts that Huckleberry Finn encounters in *The Adventure of Huckleberry Finn* novel; what are the solutions to the social conflicts that Huckleberry Finn encounters in Mark Twain's novel "*The Adventure of Huckleberry Finn*"?. Because the author of this study only examined the work itself, it was conducted using an objective methodology. The findings of this study indicate that Huckleberry's father and The King were the subjects of the societal tensions described in the novel. Huckleberry misled his father and pretended to die, which put an end to their social quarrel. However,

when Huckleberry deceived the King to save his life, the social tension between him and the King was resolved.

In 2014, I Gede Wawan Sukrisna Jaya analyzed the relationship between Jim and Huckleberry Finn in Twain's *The Adventures of Huckleberry Finn*. Descriptive analysis was used in this study to examine the data. Based on William Kenney's thesis from his book *How to Analyze Fiction* and Warren and Wellek's theory from their book *Theory of Literature*, the data gathered from the data sources were evaluated. The definition of freedom that Huck and Jim receive as they attempt to cross the Mississippi river contrasts sharply with the civilization and culture of the people who live and dwell along the long and huge Mississippi river. At the conclusion of this tale, Huck departs from a society replete with rigid rules in order to travel to Oklahoma and other cities. Jim is the sole person from South American society to leave and immigrate to North America, where there are strong anti-slavery sentiments.

The author so desires to conduct a different kind of research from what was previously indicated. The author does research on the main character of *The Adventures of Huckleberry Finn* novel. It differs from the studies mentioned above since the author's focus with the earlier studies was different. In this study, the researcher focuses on examining Huckleberry Finn's involvement in juvenile delinquency as well as the factors that may have contributed to it.

CHAPTER III

ANALYSIS

In this chapter, the researcher will analyze the given objectives of the study. They were first exploring the juvenile delinquency portrayed by Huck. Second, they analyze how Huck's surrounding affects his juvenile delinquency.

3.1 Huck Juvenile Delinquency

When a person under 18 engages in antisocial or illegal activity, it is called "delinquency". The antisocial and unlawful behavior a person engages in once he reaches maturity is referred to as a crime (Singh, K. 2022). Juvenile delinquency can therefore be thought of as a child and adolescent-specific form of crime. If society does not take care of them and accommodate them, however, they may react angrily to any antisocial behavior to defend their own rights if they feel excluded. They are affected so severely by social feelings of dissatisfaction, concern, and disappointment, as well as parental neglect, a lack of fundamental requirements, and any other negative emotions that may arise in their young lives (Khuda, K., 2019). In the novel entitled *The Adventures of Huckleberry Finn*, Huck performs several actions that are illegal for minors. This is included in juvenile delinquency and will be discussed in the analysis below.

3.1.1 Disobedient

Disobedience is included in juvenile delinquency because a child does not obey his family rules or deviates from his family rules for his own sake. The term "behavioral noncompliance," which is also used to refer to defiance or

disobedience, describes situations in which a child intentionally refuses to engage in a behavior that has been requested by a parent or other adult authority figure. This behavior can be deliberate and can be performed either actively or passively (Kalb, L. M., & Loeber, R., 2003)

“I set down again, a-shaking all over, and got out my pipe for a smoke; for the house was all as still as death now, and so the widow wouldn’t know.” (Twain 1884, p. 4)

Smoking is something that should not be done because it is unclean and bad; as is made clear in this comment that Huck violated Widow Douglas as shown in the quotation, “Pretty soon I wanted to smoke, and asked the widow to let me. But she wouldn’t. She said it was a mean practice and wasn’t clean, and I must try not to do it anymore. That is just the way with some people.” (Twain 1884, p. 2). However, Huck continues to smoke after everyone else has gone to bed.

Hucks decides to run away from home at night when it should be a bedtime just to meet Tom Sawyer as shown in the quotation ““Then I slipped down to the ground and crawled in among the trees, and, sure enough, there was Tom Sawyer waiting for me.” (Twain 1884, p.4). Running away from home without consent is a behavior that falls under the juvenile delinquency category. This quotation indicates that Huck is a rebel child because he did not obey the rules which he should go to sleep as everyone does, as stated in the quotation, “By and by they fetched the niggers in and had prayers, and then everybody was off to bed.” (Twain 1884, p. 3)

I clumb up the shed and crept into my window just before day was breaking. My new clothes was all greased up and clayey, and I was dog-tired.” (Twain 1884, p. 10)

This quote shows that Huck disobeyed Mrs. Watson which he must always wear neat and clean clothes according to the quotation, “She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all cramped up” (Twain 1884, p. 2).

“I didn't want to go to school much before, but I reckoned I'd go now to spite pap.” (Twain 1884, p. 25). According to this quotation, Huck is a disobedient boy since he does not obey his father by going to school. He also emphasized that although he did not enjoy school, he still went there intending to upset his father rather than learn anything.

“Two months or more run along, and my clothes got to be all rags and dirt, and I didn't see how I'd ever got to like it so well at the widow's, where you had to wash, and eat on a plate, and comb up, and go to bed and get up regular, and be forever bothering over a book, and have old Miss Watson pecking at you all the time. I didn't want to go back no more.” (Twain 1884, p. 26)

This quote describes what Huckleberry Finn would do if he lived with his father. He enjoys doing nothing, fishing, no books, not studying, wearing tattered clothes, and smoking. It's different from his activities when he lives at Widow Douglas and Miss Watson's house. Whatever it is, there are always rules like eating on a plate, combing hair, going to bed and getting up on time, etc. Huck also made it clear that he did not want to go back there and do all the neat stuff.

Disobedience can be triggered by many factors, such as refusing to fulfill their demands, blaming without understanding, or negative influences (Navuluri, B., 2022). Adolescents who have endured abuse may exhibit despair, anxiety, or social disengagement. Adolescents who experience violence sometimes tend to run away to safer places (Bartlett et al, 2007). To sum up, Huck continued to do some things he should not be doing because of Tom's negative influence, and he also does not want to fulfill the demands of his father or Miss Watson and Widow Douglas.

3.1.2 Smoking

From childhood to adulthood, adolescence serves as a transitional stage. Mid-adolescence is characterized by the peak of puberty, the beginning of parental estrangement, and the pursuit of independence to attain goals, all of which are aided by the support of friends. Adolescents grow physically, mentally, and socially during this process, and they also undergo quick sociocultural changes in addition to their bodily changes (The Promise of Adolescence Realizing Opportunity for All Youth, 2019).

The quotation “It was kind of lazy and jolly, laying off comfortable all day, smoking and fishing, and no books nor study.” (Twain 1884, p. 26), explains that he was enjoying his freedom when he lived with his father because he could only laze around, fish and smoke. Smoking is one of the juvenile delinquent behaviors. Due to some adolescent’s failure to acclimatize to social life and hang

out with friends, they might easily be introduced to alcohol or cigarettes.

Delinquency or drug addiction could result from this (Park, S., 2011).

“I got out amongst the driftwood, and then laid down in the bottom of the canoe and let her float. I laid there, and had a good rest and a smoke out of my pipe, looking away into the sky; not a cloud in it.” (Twain 1884, p. 36)

Huck decided to relax on his raft by smoking while looking at the state of the sky at that time. From this quote, it can be seen that Huck is addicted to cigarettes because, in his spare time, he always decides to smoke his cigarette. The majority of adult smokers start when they are teenagers, and research indicates that the adolescent brain is more susceptible to nicotine addiction (Sohn, E., 2017).

“When it was dark I set by my camp fire smoking, and feeling pretty well satisfied; but by and by it got sort of lonesome, and so I went and set on the bank and listened to the current swashing along, and counted the stars and drift logs and rafts that come down, and then went to bed; there ain’t no better way to put in time when you are lonesome; you can’t stay so, you soon get over it.” (Twain 1884, p. 41)

He was already comfortable with the circumstance when Huck started a bonfire while smoking. From this quotation, it can be concluded that what Huck does (smoking) includes juvenile delinquency because the dominant juvenile delinquency is smoking behavior. What should be inappropriate smoking behavior if done by adolescents. Adolescents who smoke regularly not only open the way to substance abuse of all types, but they also put themselves at risk for lung

cancer, upper respiratory infections, immature lung development, and other health issues like decreased maximum vital capacity.

“Soon as it was night out we shoved; when we got her out to about the middle we let her alone, and let her float wherever the current wanted her to; then we lit the pipes, and dangled our legs in the water, and talked about all kinds of things—we was always naked, day and night, whenever the mosquitoes would let us—the new clothes Buck’s folks made for me was too good to be comfortable, and besides I didn’t go much on clothes, nohow.” (Twain 1884, p. 121)

As stated in the quotation, it is explained that Huck was enjoying the atmosphere by talking and smoking with Jim. Adolescents start to concentrate on actions that are typically seen in the society around them as adults, such as smoking, drinking, and using drugs.

3.1.3 Stealing

Adolescence is a time of extremely rapid changes in one's physical, mental, and social aspects, making one more susceptible to deviant conduct like stealing. Stealing behavior is the act of committing theft, whether it be legally, criminally, in secret, or without the knowledge of others (Romadlon, S., 2019)

“Mornings before daylight I slipped into cornfields and borrowed a watermelon, or a mushmelon, or a punkin, or some new corn, or things of that kind. Pap always said it warn’t no harm to borrow things if you was meaning to pay them back some time; but the widow said it warn’t anything but a soft name for stealing, and no decent body would do it.” (Twain 1884, p. 68)

The quotation explains that the loan Huck is referring to is a theft. He still believes in his father's advice, where his father says that theft is not theft but only

borrowing it. And Pap figured it would not be a big deal if we put it back.

Meanwhile, according to the term, borrowing is the use of other people's goods with the permission of the owner within a certain time and will be returned if that time has expired. The activities carried out by Huck in the quote are included in the theft because he took or used something without the owner's permission for the item. Theft is also one of the juvenile delinquencies committed by Huck in this novel.

The quotation "I got to steal that money, somehow; and I got to steal it some way that they won't suspicion that I done it." (Twain 1884, p. 179) shows that after thinking of several ways, Huck decided to steal and hide the money from the fraud, as shown in the quotation "I felt so ornery and low down and mean that I says to myself, my mind's made up; I'll hive that money for them or bust." (Twain 1884, p. 178). After that, he would tell Mary Jane where the money was hidden by letter. What Huck did was included in one of the juvenile delinquencies, namely stealing. However, it could not be justified even though he stole intending to help Mary Jane and her sister.

"Along during the morning I borrowed a sheet and a white shirt off of the clothes-line; and I found an old sack and put them in it, and we went down and got the fox-fire, and put that in too. . I called it borrowing, because that was what pap always called it; but Tom said it warn't borrowing, it was stealing." (Twain 1884, p. 244)

This quote explains that Huck took someone else's property, but he thought it was borrowing like what his father said. Even so, it is still said to be stealing.

Children should have the support or understanding of their parents. If a child steals because they are in need, such as if they come from a low-income household, we can try to obtain him financial aid from the parents of other pupils. If it turns out to be a case of juvenile delinquency, he will receive social sanctions as a deterrence.

3.1.4 Abusive

Harsh treatment, or abuse, can have an impact on a creature's physical and emotional health. Abuse can take many different forms, including verbal abuse, physical abuse, sexual abuse, psychological abuse, linguistic abuse, emotional and mental abuse, financial abuse, and spiritual abuse. Those kinds of abuse can come in various way, such as intimidating, humiliating, or frightening victims and making them feel powerless. It may be a single act, but it mostly occurs in a context where there is a motif of assault and controlling behavior (Hasibuan, M. R., 2018).

3.1.4.1 Verbal Abuse

Huck insists that he stopped cussing while he was living with Miss Watson and Widow Douglass. But he started cursing again because she felt free when she was with Pap as stated in the quotation "I had stopped cussing, because the widow didn't like it; but now I took to it again because pap hadn't no objections." (Twain 1884, p. 26). This quotation explained that Huck is using verbal abuse. Verbal abuse is known when someone inappropriately criticizes another person verbally or nonverbally. In order to convince the victim that they are unworthy of love or

respect, it frequently incorporates "putdowns" and name-calling. And that they lack talent or ability (Patricelli, 2005).

3.1.4.2 Animal Abuse

The term "animal cruelty" refers to any deliberate, repetitive act that causes bodily or emotional harm to animals, including but not limited to, causing needless discomfort, suffering, or even death (Johnson, 2018)

animal cruelty is defined as

“So I took the gun and went up a piece into the woods, and was hunting around for some birds when I see a wild pig; hogs soon went wild in them bottoms after they had got away from the prairie farms. I shot this fellow and took him into camp.” (Twain 1884, p. 35)

Huck goes to the forest and gets ready to shoot the bird, but he is distracted by the pig that suddenly appears and decides to shoot the pig. Huck's abusive behavior is included in physical abuse because it can harm and even kill living things. Children may engage in cruelty to animals out of curiosity or imitation, because they have been desensitized to violence, have decreased empathy, or lack of attachment. In extreme cases, children living in a violent home may kill their pet to prevent their pet from sustaining further injury (Johnson, 2018). Actual physical abuse can range from light slaps and pushes to a full-on beating that includes punching, kicking, hair pulling, scratching, and other actual physical harm that, in some cases, is severe enough to necessitate hospitalization. In especially harsh situations, a victim of physical abuse may pass away from their wounds.

3.1.6 Drinking Alcohol

Alcohol (drunk) is not a new problem in society but has been around for thousands of years. Since the start of human civilization, since then the emergence of alcohol until now and this hangover problem still exists. Liquor is an intoxicating drink and can harm teenagers. If you use alcohol excessively and uncontrollably, it will cause various problems for yourself, your family, other people and the surrounding community. Alcohol abuse is the cause or at least as a driving factor for criminal acts such as assault, theft, vandalism, to murder.

“Then Tom and Bob went to the sideboard where the decanter was, and mixed a glass of bitters and handed it to him, and he held it in his hand and waited till Tom’s and Bob’s was mixed, and then they bowed and said, “Our duty to you, sir, and madam;” and they bowed the least bit in the world and said thank you, and so they drank, all three, and Bob and Tom poured a spoonful of water on the sugar and the mite of whisky or apple brandy in the bottom of their tumblers, and give it to me and Buck, and we drank to the old people too.” (Twain 1884. p. 116)

This quote explains that Bob and Tom gave Buck and Huck a glass of whiskey in honor of the parents at the dinner table as shown on the quotation “Our duty to you, sir, and madam;” and they bowed the least bit in the world and said thank you, and so they drank,..” (Twain 1884, p. 116).

3.2 The Cause of Juvenile Delinquency on Huck

The time between childhood and adulthood is known as adolescence. During this time of transition, the person is frequently exposed to uncertainty. This condition might lead to juvenile delinquency and deviant behavior if left unchecked. It is natural and logical for politicians, scholars, and people to wonder

what can cause delinquency given the huge social concern around the issue of juvenile delinquency. Negative effects of juvenile delinquency can be felt by the offender, their family, and even society. The perceived effect may be mental or physical, as in the case of drug addiction or a disordered personality. However, the effects of juvenile delinquency on the family can lead to discord and a breakdown in the lines of communication between parents and children. If the elements that cause delinquent behavior to begin, intensify, or continue could be successfully recognized, then we would have a better understanding of what could be done to avoid delinquency. Additionally, we might be able to better understand the boundaries of our capacity to decrease delinquency through deliberate intervention (Clevenger, M. & Birkbeck, C., 1996).

Huck's juvenile delinquency has been influenced by a number of extraordinary factors, which will be covered in the analysis that follows.

3.2.1 Family Influence

Family, who are frequently the first adults a child interacts with, have a big impact on a child's personality. Children from households with strong social ties are less likely to deviate from the norm. The degree of parental supervision, the manner in which parents discipline their children, particularly harsh punishments, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the caliber of the parents are some family factors that can affect juvenile delinquency (Juvenile Delinquency, Its Causes and Justice System In Bangladesh: A Critical Analysis, 2019). The researcher will go through a few of

Huck's parents characteristics and viewpoints that are mentioned in the aforementioned elements.

3.2.1.1 Pap's Characteristic

Pap is the one who significantly complicates Huck's life compared to everyone else in the world. In typical families, being a father is a significant duty and a major obligation, but Pap does not seem to care about Huck in that way. He only cares about getting drunk every day till he loses all recollection of who he is.

3.2.1.1.1 Demanding

Demanding parenthood is the practice of parents controlling every area of their children's lives and enforcing numerous written and unwritten regulations (Cherry, K., 2021). Parents who establish these restrictions anticipate that their kids will follow them or even reject them entirely. Instead, parents merely anticipate that their kids will be aware of the laws' existence and abide by them. Human nature makes us feel that we are the most important person in the world.

“You’ve put on considerable many frills since I been away. I’ll take you down a peg before I get done with you. You’re educated, too, they say—can read and write. You think you’re better’n your father, now, don’t you, because he can’t? i’ll take it out of you. Who told you you might meddle with such hifalut’n foolishness, hey?—who told you you could?” (Mark Twain 1884, p.21).

The quote above explains that after seeing his son in a tidy state, as shown in the quotation “Well I got a good going-over in the morning from old Miss Watson on account of my clothes; ..” (Mark Twain 1885, p. 11), and he felt that

Huck became arrogant. He has heard from the people where his son could read and write that make him couldn't accept a situation and would take that skill from Huck because he thought that Huck didn't deserve it. He also insists that Huck is no better than him just because he can read and write. According to him, Huck was presumptuous for meddling in matters related to stupidity.

“I’ve been in town two days, and I hain’t heard nothing but about you bein’ rich. I heard about it away down the river, too. That’s why I come. You git me that money tomorrow—I want it.”
(Mark Twain 1884, p. 22)

According to this quotation, Pap came to Huck to seek money because he had heard that Huck had grown wealthy from others. This demonstrates the demand Pap is because, up to this point, he has never stood by Huck's side and only approaches Huck when he needs something, like money. Pap still forced huck to get the money from Judge Thatcher as shown in the quotation “It’s a lie. Judge Thatcher’s got it. You git it. I want it.” (Mark Twain 1884, p.22). Pap is still in disbelief and claims that Huck lied when he said that he didn't have the money as indicated in the quotation, “I hain’t got no money.” (Mark Twain 1884, p.22). He still coerces Huck into handing him the cash.

“Next day he was drunk, and he went to Judge Thatcher’s and bullyragged him, and tried to make him give up the money; but he couldn’t, and then he swore he’d make the law force him.”
(Mark Twain 1884, p.22)

At the beginning of the story, it is explained that Huck has the money he found in the cave with Tom according to the quotation “..Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand

dollars apiece—all gold.” (Mark Twain, 1885, p.1). While drunk, he goes to Judge Thatcher's house to get Huck's money back. Since Judge Thatcher didn't give Pap the money, Pap bluffed and threatened Judge Thatcher to take the matter to court.

“That pleased the old man till he couldn't rest. He said he'd cowhide me till I was black and blue if I didn't raise some money for him. I borrowed three dollars from Judge Thatcher, and pap took it and got drunk, and went a-blowing around and cussing and whooping and carrying on; and he kept it up all over town, with a tin pan, till most midnight; then they jailed him, and next day they had him before court, and jailed him again for a week. But he said he was satisfied; said he was boss of his son, and he'd make it warm for him.” (Mark Twain 1884, p.23)

The quote says that Pap will whip Huck's body if he doesn't give him the money. Huck went straight to Judge Thatcher to borrow some money and gave it to Pap. Pap used the money to buy drinks until he was put in jail for causing a riot in the middle of the city until midnight. However, he was still confident that he could control his son once more because he had won the court case, while Judges Thatcher and The Widow asked the court to release Huck from Pap and choose one of them to be his guardian, the custody still went to Pap because at the time the court was being chaired by a new judge whose did not know about Pap's character, as shown in the quotation “...so he said courts mustn't interfere and separate families if they could help it; said he'd druther not take a child away from its father. So Judge Thatcher and the widow had to quit on the business.” (Mark Twain 1884, p.22)

To sum up, Pap tends to use force to further his own goals. And because he never attended school, he tries to get Huck out of school. He also coerces Judge Thatcher into giving Huck money, coerces Huck to borrow money from Judge Thatcher, and uses the money to buy alcohol.

3.2.1.1.2 Nurture

Nurture is a trait in which people prefer to nag or shout rather than have to praise or offer support. Humans experience emotions like anger. This characteristic makes people appear aloof, chilly, and harsh (Cherry, K., 2021). Some individuals, nevertheless, could struggle to control their emotions. They will exhibit unexpected bursts of violence, impulsivity, or disruptive conduct when he is angry. They might even smash things, hurt people or animals, or their his cool in public.

“I ain’t the man to stand it—you hear? Say, lemme hear you read. and the wars. When I’d read about a half a minute, he fetched the book a whack with his hand and knocked it across the house.”
(Mark Twain 1884, p.21)

Pap ordered Huck to read the book because he never knew Huck was reading but only heard from other people as stated in the quotation “...I’ll take you down a peg before I get done with you. You’re educated, too, they say—can read and write..” (Mark Twain 1884, p.21). Halfway through Huck's reading, Pap immediately took the book from Huck and threw it out of the house. What Pap did was included in the behavior caused by anger.

“He took up a little blue and yaller picture of some cows and a boy, and says: “What’s this?” “It’s something they give me for

learning my lessons good.” He tore it up, and says: “I’ll give you something better—I’ll give you a cowhide.” (Mark Twain 1885, p.21)

His father took the picture which was a gift for Huck because Huck could memorize the lesson. However, Pap tore up the image right once and promised Huck that he would give him cowhide instead, which would be better.

“Then the old man got to cussing, and cussed everything and everybody he could think of, and then cussed them all over again to make sure he hadn’t skipped any, and after that he polished off with a kind of a general cuss all round, including a considerable parcel of people which he didn’t know the names of, and so called them what’s-his-name when he got to them, and went right along with his cussing” (Mark Twain 1884, p.26)

Pap was mad because he has known the Judge Thatcher expertise area which he has numerous ways to prolong the case, as stated in the quotation “..; but then there was ways to put it off a long time, and Judge Thatcher knowed how to do it And he said people allowed there’d be another trial..” (Mark Twain 1884, p.26), Pap became enraged and began cursing everyone. Additionally, Pap is notified that a new trial will be held to remove Huck from Pap and bring him back to Widow Douglas' home.

3.2.1.1.3 Abusive

Some parents often react quickly when their rules are violated. Parents who have this nature usually have no problem using physical punishment where the punishment involves violence that will have an impact on the child's physical and psychological. Power and control over the victim are the most frequent

driving forces behind abusive behavior. Abusers are possessive, although they frequently try to hide the fact that they are blaming and dominating the victim; on the other hand, they are insecure and experience untreated mental health issues, such as depression and suicidal thoughts (Lancer, D. 2017).

“Pap he hadn’t been seen for more than a year, and that was comfortable for me; I didn’t want to see him no more. He used to always whale me when he was sober and could get his hands on me; though I used to take to the woods most of the time when he was around.” (Mark Twain 1884, p.12)

The fact that Huck hadn't seen his father in a year calmed him down. He added that his father hit Huck consistently, even when he wasn't blind drunk, so he did not see it as an issue. As consequently, Huck always seeks refuge in the forest to get away from his father.

“When he had got out on the shed he put his head in again, and cussed me for putting on frills and trying to be better than him; and when I reckoned he was gone he come back and put his head in again, and told me to mind about that school, because he was going to lay for me and lick me if I didn’t drop that.” (Mark Twain 1884, p.22)

Pap's actions demonstrate why he is an abusive person because he uses cursing. Because it might alter a person's mentality, cursing behavior can be categorized as verbal violence behavior.

He caught me a couple of times and thrashed me, but I went to school just the same, and dodged him or outrun him most of the time.” (Mark Twain 1884, p.25)

Because he was known that Huck attended school, Pap caught and beat Huck several times. Physically abusing another person is never acceptable, regardless of the conflict or issue. One definite indicator that you are in an abusive and toxic relationship is physical violence.

“So he watched out for me one day in the spring, and caught me, and took me up the river about three mile in a skiff, and crossed over to the Illinois shore where it was woody and there warn’t no houses but an old log hut in a place where the timber was so thick you couldn’t find it if you didn’t know where it was.” (Mark Twain 1884, p.25)

In accordance with this passage, Huck was kidnapped by Pap and taken to a shack in the middle of woodland on the Illinois River's banks. Due to his irritation with the Widow Douglas as in the quotation, “He got to hanging around the widow’s too much and so she told him at last that if he didn’t quit using around there she would make trouble for him. Well, wasn’t he mad? He said he would show who was Huck Finn’s boss.” (Mark Twain 1884, p.25), Pap warns her that he would demonstrate who has complete control over Huck.

As stated in the quotation “He kept me with him all the time, and I never got a chance to run off.” (Mark Twain 1884, p.26), this shows that Pap is possessive because he constantly watches Huck until there is no option for him to flee. This demonstrates Pap's abusive behavior because it allows him to exert total control over Huck.

Pap also locks Huck in the cabin and hides the key so that Huck is unable to leave and is protected from anyone who might wish to kidnap him as shown in

the quotation “We lived in that old cabin, and he always locked the door and put the key under his head nights.” (Mark Twain 1884, p.26). This implies that Pap is possessive because he uses unpleasant conduct to attempt to keep his child under control since he does not want him to be stolen by anyone else.

“But by and by pap got too handy with his hick’ry, and I couldn’t stand it. I was all over welts. He got to going away so much, too, and locking me in. Once he locked me in and was gone three days. It was dreadful lonesome.” (Mark Twain 1884, p.26)

Abusive people frequently believe they are in charge. Pap believes he has a right to rule over Huck. He believed that Pap knew what was best for Huck. Because of this, abusive persons will attempt to control others and set arbitrary boundaries, such as limiting the social environment, forbidding them from engaging in things they find enjoyable, and forbidding them from interacting with others.

“Pap was agoing on so he never noticed where his old limber legs was taking him to, so he went head over heels over the tub of salt pork and barked both shins, and the rest of his speech was all the hottest kind of language—mostly hove at the nigger and the govment, though he give the tub some, too, all along, here and there.” (Mark Twain 1884, p.29)

The quotation shows that yelling, screaming, and swearing is behaviors used by Pap to intimidate and make other people feel insignificant and small. Pap must be an abusive person based on his controlling demeanor, cursing, physical violence, and sense of entitlement. He used numerous forms of verbal and physical abuse on Huck and other individuals, both of which have the potential to negatively impact a person's physical and mental health. Given that Huck is still a

young man and is going through a period of mental instability, this can have a significant impact on his mental state.

3.2.1.1.4 Shaming

Parents can be highly demanding and use shame to coerce their kids into doing what they want. They tend to think that shame will persuade kids to follow their parents' desires. Studies show that those who use shame in relationships do so to hold on to their position of authority, control, and moral superiority (Hightower, E. 2017).

“He set there a-mumbling and a-growling a minute, and then he says: “Ain’t you a sweet-scented dandy, though? A bed; and bedclothes; and a look’n’-glass; and a piece of carpet on the floor—and your own father got to sleep with the hogs in the tanyard. I never see such a son. I bet I’ll take some o’ these frills out o’ you before I’m done with you. Why, there ain’t no end to your airs—they say you’re rich. Hey?—how’s that?” (Mark Twain 1884, p.22)

According to this quotation, Pap is embarrassing himself by saying that he only sleeps with pigs but can not wear perfume, or have spectacles, rugs, and mattresses. He views his son as being disobedient for putting up with his father's homelessness.

These strategies and behaviors have a variety of negative impacts on the intended person, including disorientation, increased self-doubt, lower self-esteem, confusion, anxiety, sadness, the desire to withdraw, and even insanity.

(Hightower, E. 2017)

3.2.2 Peers Influence

Juvenile delinquents at high risk may be influenced by peers who conduct in an unusual or harmful manner. Contrary to popular belief, deviant friends have equal impacts on teenagers' behavior regardless of their friend's personality, according to the majority of quantitative research on peer influence (Giletta et al., 2012). Beyond what might be anticipated in the absence of such contacts, deviation and delinquency grew as a result of exposure to and interactions with deviant peers (Sanchagrín et al., 2014).

A child's self-esteem, confidence, moral ideals, and civic awareness can all be improved by having excellent friends. Contrastingly, the bad company of peers can make adolescence more injured. Some peers consciously pressure the adolescent to engage in criminal activity. Previous studies have shown that delinquent youth influence non-delinquent youth to participate in their delinquent behaviors (Peer Influence and Juvenile Delinquency, 2019). Delinquent children gain some power and enjoyment from this.

3.2.2.1 Tom Sawyer Actions

Tom Sawyer, who is 12 years old and is Huck Finn's best friend, has been introduced in Mark Twain's earlier book *The Adventures of Tom Sawyer*. He has a cousin named Mary and a half-brother named Sid Sawyer. He's pretty much like any pre-teen kid who spends their free time reading too many comic books or adventure books.

3.2.2.1.1 Harmful Manner

Several factors such as delinquent behavior, attachment or loyalty to peers, time spent with peers, to deviance have all been associated with adolescent antisocial behavior (McCord et al, 2001). Deviant or dangerous behavior by high-risk peers attracts juvenile delinquents so that exposure and interaction with deviant peers lead to an increase in deviance and delinquency beyond what would be expected without such interactions.

“Then Tom said he hadn’t got candles enough, and he would slip in the kitchen and get some more. I didn’t want him to try. I said Jim might wake up and come. But Tom wanted to resk it; so we slid in there and got three candles, and Tom laid five cents on the table for pay.” (Twain 1884, p. 6)

This quotation explains Tom's decision to enter the kitchen carelessly when a black slave was sound asleep. Tom's behavior is unsafe or dangerous because it might awaken Jim and catch them.

“Tom says: “Now, we’ll start this band of robbers and call it Tom Sawyer’s Gang. Everybody that wants to join has got to take an oath, and write his name in blood.”” (Twain 1884, p. 7)

Tom's words explained that he was creating a Gang of Robbers called the Tom Sawyer Gang. Tom told everyone that they had to swear and write their names in blood. For all groups of people, the idea of a gang of robbers is greatly warped. Due to the potential for physical and financial harm, robbing is an extremely horrible act.

3.2.2.1.2 Act of Stealing

Early adolescent people tend to be more susceptible to peer pressure when they engage in an antisocial activity like cheating, stealing, or trespassing (Erickson et al, 2000). The physical, mental, and social dimensions all undergo extremely quick changes during adolescence, making them susceptible to unusual conduct like stealing.

“Next day Tom stole a pewter spoon and a brass candlestick in the house, for to make some pens for Jim out of, and six tallow candles; and I hung around the nigger cabins and laid for a chance, and stole three tin plates.” (Twain 1884, p. 249)

According to this quotation, Tom and Huck are engaging in thievery, which is a form of juvenile delinquency.

3.2.2.1.3 Act of Rebellion

The period when teenagers rebel, is a natural process that many children go through towards adulthood. Not infrequently, this becomes a burden for parents who expect their children to be obedient and not act. Teenagers tend to rebel because they are "trying" to discover who they are. Parents frequently demonstrate a stance of opposition to the child's choices made through trial and error. Parents often object to children's behavior when they disobey school regulations, spend more time playing than studying, play with pals who they deem to be bad or run away from home. Running away from home is a behavior displayed by adolescents who disobey their parents. Teenagers leave their homes

for a variety of reasons, usually having to do with either their surroundings or themselves.

“So there it was!—but I couldn’t help it. Tom and me was to sleep in the same room and bed; so, being tired, we bid good-night and went up to bed right after supper, and clumb out of the window and down the lightning-rod, and shoved for the town; for I didn’t believe anybody was going to give the king and the duke a hint, and so if I didn’t hurry up and give them one they’d get into trouble sure.” (p. 232)

Huck and Tom were placed in the same room. They locked the bedroom door and escaped through the window for some reason. The fact that they left the house without the owner's consent and did so through the bedroom window qualifies this behavior as juvenile delinquency.

3.2.3 Lack of Education

Juvenile delinquency can be prevented in large part by education, which is also crucial for societal crime prevention. According to studies, students who struggle academically are more prone to engage in antisocial behavior. Low academic achievement predicts juvenile criminality, according to the Pittsburgh Youth Study and the Cambridge Study on Delinquent Development (Maguin and Loeber, 1996).

“You lemme catch you fooling around that school again, you hear? Your mother couldn’t read, and she couldn’t write, nuther, before she died. None of the family couldn’t before they died. I can’t; and here you’re a-swelling yourself up like this.” (Mark Twain, 1884, p.21).

Pap forbids Huck to go to school and confirms to Huck that no one in his family has ever attended school. This quote explains that Pap also never went to school. The vast majority of juvenile offenders had illiterate parents. Sometimes poor company and the circumstances around them encourage young people to act out. They are too young to comprehend the long-lasting effects of their actions. Because of the bad company, young people have been known to use drugs, visit brothels, and engage in other illicit activities (Khudrat, K., 2019)

“I had been to school most all the time and could spell and read and write just a little, and could say the multiplication table up to six times seven is thirty-five, and I don’t reckon I could ever get any further than that if I was to live forever. I don’t take no stock in mathematics, anyway.” (p. 16)

Huck still struggles with memorizing arithmetic, as evidenced by the aforementioned quote. He said that he wouldn't be able to learn the following multiplications. According to a study, the majority of delinquency are illiterate or have low levels of education, which supports the idea that education plays a crucial role in fostering awareness and insight in individuals and preventing deviance (A Study of Factors Affecting Juvenile Delinquency, 2015). Children at this age grow through interaction with their peers. Abused children frequently struggle in school, exhibiting low academic results, a lack of enthusiasm in learning, poor concentration in class, and few friends (Zolotor et al,1993). Of course, delinquency may also be caused by these individuals’ lack of education.

CHAPTER IV

CONCLUSION

Based on the analysis from the previous chapter, the researcher concluded the analysis in *The Adventures of Huckleberry Finn* novel written by Mark Twain.

The researcher has found several forms of juvenile delinquency committed by Huck in the novel. They include sneaking out, smoking, disobeying parents, breaking rules, behaving violently and drinking alcohol. Based on the analysis, the researcher concluded that Huck's juvenile delinquency in the novel occurred due to family, and peer factors and also the lack of education. Researchers have found that most deviant behavior is caused by the surrounding environment.

In this instance, Huck's friends and traits from his father's behavior are the driving forces behind all of his mischievous behavior. The education and development of children are significantly influenced by family background. Teenagers can become delinquent due to a variety of factors, including peer pressure and parental errors in child rearing. Families must provide each child with a good example that will contribute to their character development. The family also has a duty to coordinate their children's behavior away from the house.

Huck's youthful delinquency is attributed to a number of variables, in addition to his educational background and home circumstances, as portrayed in the novel. The fact that Huck can read and write, let alone go to school, is not something Huck's father is happy about. Huck is kept away from it by Pap, who makes an attempt to kidnap him from Widow Douglas' home and imprisons him

in a cabin in the midst of the forest. Due to pressure from his father, Huck tries various ways to escape to be free from his father. Since the incident of running away from his father, Huck began to commit some juvenile delinquency. He met several friends and several incidents that made him have to commit juvenile delinquency.



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