

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Children Literature is kind of literary works that is made for children and also enjoyed by all generations from every level of ages, it cover teenager, young adult, and adult as well. It can be made or written by children for children or written by adult for children. Children Literature has simpler expression of ideas, simple vocabulary, the stories are told more directly with relationship among characters shown clearly. That's why Children Literature is enjoyable for all ages (Lynch-Brown & Tomlinson, 2008).

There are six categories of children's literature (with some significant subgenres) such as *Picture books*, *Traditional literature*, the name given to any stories which originated orally and were later written down, including folktales, which convey the legends, customs, superstitions, and beliefs of people in previous civilizations. This genre then further broken into subgenres: myths, fables, epics, legends, and fairy tales. Then *Fiction*, *Non-fiction*, *Biography* and *autobiography*, and *Poetry* and *Rhymes* (Anderson, 2010). This paper further focus on analysing the category of fiction and its subgenres in correlation with the corpus that has been chosen.

Fiction consists of two subgenres, there are *fantasy* and *realistic fiction*. *Fantasy* often referred to children's literature that is based on fanciful or unrealistic events. While *Realistic Fiction* refers to stories that could indeed happen to people and animals; that is, it is within the realm of possibility that such events could occur or could have occurred. The setting of realistic fiction is in a real (or realistic) location. This means that stories take place at real locations in the world. The state is nearly always identified, but the cities may be either real or fictional. The protagonist or characters of these stories are fictitious character created by the author, but their actions are quite like those of realistic people or realistic animals. There are no anthropomorphic animals or people with superhuman abilities. Sometimes characters are even based on a real person or a composite of people author has known, although the names are typically fictional. Sometimes events in these stories are exaggerated or outlandish – hardly probable but definitely possible (Anderson, 2010).

Then, Realistic Fiction carries another aspect of literary works; themes. Themes often centre on people or situation that are in a child's immediate world, such as family, friendship and school; they also include exciting situations such as adventure and mystery. From those mentioned themes of realistic fiction, the writer intended to explores the adventure themes from the chosen Children's literature.

Adventure themes characterize stories with fast-moving plots and exciting settings. One category of adventures stories consists of survival stories, in which a character is pitted against nature. The setting of survival stories are often exotic places

such as oceans, the wilderness, or deserted island. Another category is mystery stories; adventures stories that involve solving a puzzle or crime. These stories often contain unusual characters and clever twist of plot that surprise the readers.

There are many children's adventure stories and several well-known children's adventure and mysteries book authors such as Agatha Christie, Roald Dahl, Harold Robbins, and J.K. Rowling. However, Enid Blyton is a children's book author that most productive in the 20th century. Even until now, she still becomes the most productive book author compared to other well-known book authors in the world. In the 2008 Costa Book Awards, Enid Blyton was named the most beloved director, surpassing Ronald Dahl, J.K. Rowling, and Shakespeare. She wrote about 800 books for more than 45 years of her career with an average of 16 book titles per year.

Most of Blyton's fiction consists of mystery or adventure stories, though schools and circuses form the settings of others. Her Famous Five and Mystery series of books were widely read, and in the 1950s her Little Noddy series, featuring the adventures of Little Noddy, Mr. Plod the policeman, Big Ears, and other characters of Toyland Village, enjoyed enormous popularity and made her a household name. Blyton's books feature clearly delineated good and bad characters and have exciting plots that illustrate traditional moral lessons. Enid Blyton's other well-known novel from the 'Mystery Series' was 'The Adventurous Four' where four children get wound up in different mystery expeditions. Another follow up is 'The Secret Seven' similar

to the previous two novels; with a society of seven children who work on various mysteries (Enid Blyton Society).

One of her masterpiece of adventure stories is 'Famous Five'. The first novel, 'Five on a Treasure Island', was published in 1942. There are 21 stories of 'Famous Five' created by Enid Blyton. The novels feature the adventures of a group of young children, there are Julian, Dick, Anne and Georgina (George) – and their dog Timmy. In every story of 'Famous Five', these characters are always facing a dangerous yet challenging situation which need a good intuitions and intelligence. Children Intelligence aspect include several behaviour or acts such as critical thinking, initiative, the ability to adapt effectively, and problem solving (Hutter, 2006). This paper only focuses on analysing the problem-solving part. The intelligence aspect draws on 'Famous Five' includes a cognitive capability of doing a problem-solving skills such as the ability to use their memory, knowledge, experience, understanding, reasoning, imagination, and judgement in order to solve problems and adapt affectively to a new environment or situation. The aspect of Children's Intelligence of problem-solving skills portrayed in Famous Five stories through the characters acts and experiences in the stories relating to the events, setting, plot, and other aspects that will be further discuss.

The Famous Five is chosen because of its storylines contains the exploration of children's problem-solving skills. All of the series shows the children's characters in the story are always facing a situation that require their ability to solve problem. The

characters experiences and plot in the stories also more challenging yet reasonable and easier to understand. In addition, Famous Five stories had all the characteristics in the terms of adventurous themes and aspect of Intelligence. From 21 novel series of 'Famous Five', this study will only analyse one novel entitled 'Famous Five Go to Smuggler's Top'.

The study of main characters becomes one of delicate angles to observe in literary work. Instead of the various literary criticism, linguistic also provides stylistics as the approach to appreciate and interpret literary work, including characters analysis. The aspect of children's intelligence in stories can be analyse by using Halliday's Linguistic theory. In stylistic, Halliday's Systemic Functional Linguistics (SFL) is used to equip the analysis. It regards language as source of meaning. One of them is the narrator's way in portraying the characters.

By using Systemic Functional Linguistics (transitivity), later we can find the aspect of problem-solving skills by analyse it through clause processes from the evidence in the stories. Meta-function has three function: ideational, interpersonal, and textual function. Meta-function process used to represent experience, to achieve interpersonal goals, and to structure information as efficiently and effectively as possible. This study analysed the context of children's problem-solving skills through clauses using the ideational meta-function which facilitated by transitivity analysis.

Naimulloh in *Journal of English and Literature* in 2017 conducted a study entitled “The Study of George Kirrin’s Dominant Personality Traits in Enid Blyton’s Famous Five: Five Go to Billycock Hill”, found that George Kirrin, one of the protagonist in the story has two dominant characteristics, which are warmth and vigilance. The author involve some definitions of personality to elaborate the personality traits of George in the story. By using the background theories of personality, the author provides evidences in the form of George’s actions and utterance in the story. The author reference Richard M. Ryckman’s *Theories of Personality* that tells about sixteen personality factors.

Another research by Liesel Coetzee in 2016 entitled “Empowering girls? The portrayal of Anne and George in Enid Blyton’s Famous Five series”, focuses on the portrayal of gender roles, in particular the characters of Anne and George in Blyton’s Famous Five series (1942–1963), in relation to the gender stereotyping prevalent at the time Blyton was writing the books, and illustrates Blyton’s often contradictory presentation of gender roles. In this discussion, even though there is evidence that Blyton accurately portrays the dominant gender discourse that encouraged women to fill a submissive role in relation to men, she also rejects these stereotypes and presents readers with alternative possibilities for female agency. By highlighting and analyzing the distinction between Anne and George through their acts, speech, and behavior, Blyton presents contrasting gender stereotypes. In the portrayal of Anne and George in the Famous Five series, Blyton shows her child readers different possibilities of how

they want to behave, act, or think, is available for girls and women. Blyton emphasises that girls and women have power in their freedom of choice.

Then, in 2014 Erasmus Akiley Myusa conducted a study entitled “Stylistic Analysis of “Xuma” and “Leah” in Peter Abraham’s *Mine Boy: A Verbal Transitivity Process*”; applies Michael Halliday’s Transitivity theory in the depiction and portrayal of personality. He focuses on the ideational meta-function where language serves for the expression of content, i.e. of the speaker’s experience of the real world. The findings reveal the fact that the words given to characters reveal a lot of who they are; and that transitivity analysis of their verbiages and interactive nature of the receivers and targets of their verbiages are very telling of their epistemic, emotive and social nature. This previous study helps as a reference in analysing the portrayal of personality and how transitivity can be applied to the characters analysis.

Moreover, in 2018, Arina Isti’anah in the in the *Journal of Language and Literature* “Mental Processes of the Main Character in Jhumpa Lahiri’s *Interpreter of Maladies*”, explores that to interpret the character’s behaviour, Halliday’s Functional Linguistics can be employed to observe what happens in the character’s action or thought. The previous purpose is facilitated by transitivity analysis focusing on the mental process analysis. Transitivity analysis focusing on the process analysis of clauses as the unit which brings meanings, including types of participants in the clause. Halliday divides mental process into four: perspective, cognitive, emotive, and desiderative. The analysis shows desiderative appears the least in the main characters.

By using purposive sampling technique as it focuses on particular utterance referring to Mr. Kapasi, the choice of those mental process types found that Lahiri portrays Mr. Kapasi the main character as an attentive, Intellectual, and affectionate character.

From the previous related researches above, two of them discussed the characterization of selected characters about a dominant personality traits and gender; meanwhile, the rest presented transitivity by focusing on verbal and mental process. However, this study examines the portrayal of children's intelligence – problem solving skills using Haliday's transitivity analysis, focusing on the process analysis of clauses as the unit which brings meanings, including types of participants in the clause to observe what happens in the character's action or thought.

1.2. Research Question

How is Children's Problem-Solving Skills portrayed in Famous Five Novel: Go to Smuggler's Top by using transitivity analysis?

1.3. Objectives

The writer purpose in this study is to reveal the Children's Problem-Solving Skill aspect and how it is portrayed in Famous Five Go to Smuggler's Top through

transitivity analysis that deals with the topic being delivered through character's acts and experience.

1.4. Scope of The Study

This study focuses on analyzing the clauses that show the signs of Children's Problem-Solving Skill aspect from the children's characters acts, utterance, and experience in the story using Transitivity analysis.

1.5. Significance of The Study

This study is expected to enrich the writer's and English Department's students knowledge about character's analysis in literature studies. The writer would like to reveal how is the topic of Children's Problem-Solving Skill portrayed in novel through the transitivity analysis in Famous Five Novel 'Five Go to Smuggler's Top'.