

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents subchapters; those are background of the study, research question, objective of the study, significance of study, and scope and limitation of the study.

#### **1.1. Background of the Study**

Our knowledge about literature when we were children is only about types of fairytales and folktales without knowing much about the context of the literature itself. Based on Ryan (2012) literary text, authors, and literature as whole, bodies of thought and writing, those are particular things to make certain text possible and gave authors the ideas and ways of writing (p.77). As a result literature consists of expression and form, in connection with ideas and feelings of people, whether it is true, or just part of one's imagination, which are called as fiction and non-fiction. Literature has some characteristics or essential features such as poetry, novels, essays, biography, and history. Besides, literature also has some genres, one of its genres is children literature such as folklore and fairy tales which are usually reflected in children's story books.

According to Reynolds (2011) stories are key sources of the images, vocabularies, attitudes, structures, and explanations about some information. Stories are also the supporting system for children's education (p.2). It illustrates that Children Literature or children's book is one of the first places that children often very direct as a source of information or getting some explanations about

what a particular though including thinking about some values from the story. Talking about the values or the education inside the story in children's book will remind the children when they were children, the story gives them some new vocabularies and also tells them some examples how to differentiate between good or bad attitude.

According to Lukens (2007) children story is one of the ways to tell the pictures and animals also environment in around them (p. 8). In addition, children story should educate the children related to moral education for learning about understanding of life. Meanwhile pictures and animals are really identical with children's book that usually called as folktales or fairytales. Folktales come from society and developed in a society in the past that make every country has unique characteristic cultures. Some folktales around the world also have similarities with other folktales from the different countries.

There is an example from Indonesian folktale, "*Jaka Tarub*" which has similarity with Japanese folktale "*Tanabata*". They have the same plot and other similarities. Both of the stories are talking about the marriage between a human and an angel. Those stories also have difference with the culture in their country such as in the tale of "*Jaka Tarub*" the subject is depicted by a village youth who always spent his time to please himself, whereas, in "*Tanabata*" tale, the subject was depicted as a village boy who always worked hard. It can be seen that basically Javanese people are more receptive in facing life, whereas in Japan, the people believe in Bushido which means that they would bend over backwards to achieve what they want.

Culture and Children literature are interconnected, because the culture is coming from our real life since when we were children and also coming from the place that we live. Sometimes in some countries they have the same motif of story but they use different plot or characteristic in the story such as *The Mermaid* in Germany version and Indonesian version. On another hand as literature students, we understand if this changing of cultures is usually called as Cultural Transmission. This cultural transmission is also known as adaptation. It can be concluded that cultural transmission occurs when some elements of culture (language, beliefs, values, behavior and others) are passed from one generation to the next generation.

Cultural Transmission tells that the stories do not only about its exciting theme and plot but also it should be reflecting the identity as a result of the children's socio cultural process. It also contained of education for the children. This term makes cultural transmission becomes the right term for analyzing the unicorn story in children literature because it will break out how the cultural transmission such as historical also adaptation can occur in children's story across the nation.

Historical context comes from one story to another story and most of the stories have their own characteristics. It can be from the oral tradition, culture, tradition and social values which those characteristics cannot be separated from young generation. Children will be the first object for knowing about children literature because children's stories are introduced to them since they were childhood. Reading children's book or watching children's movie can be the tool

for children to learn about children literature. Sometimes the mother helps their children for learning about children literature by reading children's book for their children before they sleep.

This thesis uses two children stories there are *The Unicorn* by Kate Douglas Wiggin also Nora Archibald Smith and *Brave Little Tailor* by Brother Grimm. First, Kate Douglas Wiggin (1856) and Nora Archibald Smith (1859) are the author of *The Unicorn* from Philadelphia, USA. Kate started the first free kindergarten in San Francisco. Then she and Nora set up a training school for kindergarten teachers, and raised money for it by writing stories. Together, they retold and edited many collections of tales for children. It comes from *Tales of Wonder Every Child Should Know* and the published folklore during the 19<sup>th</sup> century.

Second, *Brave Little Tailor* is written by Brother Grimm or Jacob Ludwig Carl Grimm (1785) and Wilhelm Carl Grimm (1786) from German fairy tale collected and the published folklore during 19<sup>th</sup> century. The Grimms (especially Jacob) wrote many substantive articles, reviews, forewords, chapters, and published numerous editions and translations. It uses Comparative Children Literature because by comparing two short stories we can know the difference among one story with other stories.

*Kate Douglas Wiggin and Nora Archibald Smith* have written several children stories and one of them is *The Unicorn*. Also *Brother Grimm* has written the most famous children stories, one of them from the collection entitle *Brave Little Tailor*. Those two children stories are chosen as the source of data of the

study. First, *The Unicorn* tells about the magic power of the unicorn that helps a kind boy in the forest. It also tells how kindly unicorn is. Second, *Brave Little Tailor* tells about a little tailor that known as someone which can make seven at one stroke. He has a strong power, but in this story he should kill the unicorn which is carried out great harm in the forest.

Previously, there had been a study by using comparative children literature from Imron Wakhid Harits, Stefan Chudy, Alena Opletalova, and Dana Vicherkova about their research —*Vicarious Experience By Modeling and Comparing Of Children Stories from Czech and Madura Island: Behavior and Moral Perspectives* explains about the understanding of the different cultural backgrounds among the stories from two different countries is very important to get the better understanding in the stories, especially the relationship among the stories and children behavior and moral perspectives.

Therefore, this study is used comparative children's literature studies theory, because it is the universal theory to know deeper about children literature in some countries, also the source of data from *Kate Douglas Wiggin and Nora Archibald Smith's The Unicorn*, *Brother Grimm's Brave Little Tailor* are influenced by cultural sciences transmission. Comparative children literature is very appropriate to analyze children stories. This study uses two children stories and will be analyzed in different character, plot, culture and historical context.

## **1.2. Research Question**

Based on the background of the study, this study is comparing in the two children stories consist of questions related to the condition of consequent depicted in the children literature. The question is presented as the following:

1. How is the social and historical context of Unicorn revealed?
2. How is cultural transmission carried out through the two stories *The Unicorn and Brave Little Tailor* in children's literature studies across the nation?

### **1.3. Objective of the Study**

In following from previous statement of research question, the objective of the study aims to:

1. To analyze the social and historical context of Unicorn revealed.
2. To analyze cultural transmission carried out through the two stories *The Unicorn and Brave Little Tailor* in children's literature studies across the nation.

### **1.4. Significances of Study**

The study is expected to be able to provide some significances and also contribution in theoretically and practically, those are:

1. Theoretically, this study gives a comprehensive understanding toward knowledge of cultural transmission in children's literature studies and also giving an understanding about the socio and historical of adaptation in children's literature.
2. Practically, the result of the study hopefully can inspire the other writers to write the children's literature studies by source of data uses children short

stories from some countries, classic story till modern story. It will be the reference of the readers especially to the student of English Department at University of Trunojoyo Madura.

### **1.5. Scope and Limitation**

This study focuses on socio and historical context of two children stories from Kate Douglas Wiggin and Nora Archibald Smith also Brother Grimm uses Emer O'Sullivan theory of Comparative Literature studies about socio and historical context. It aims to find out the transmission that is created by four authors through their children story. The children stories are taken from *Kate Douglas Wiggin and Nora Archibald Smith also Brother Grimm*. Those are *The Unicorn and Brave Little Tailor*.

The limitation of this study is to analyze the historical context and cultural transmission of two children stories from Kate Douglas Wiggin and Nora Archibald Smith also Brother Grimm which answer the research question.