

CHAPTER I

INTRODUCTION

This chapter consists of five subchapters; they are the background of the study, research questions, objectives of the study, significances of the study, and scope and limitation of the study.

1.1 Background of the Study

Children book has become a source for children in accessing both entertainment and education. Children are provided with easier language and stories that they can imagine and reflect on in the real life as children need information about the world around them. They are more affected by literary works than adults because they are still at an early age and have limited experience. Thus they will absorb anything to what they see and learn. Every children book provides an overview of the world that can transform the way children view the world and themselves (Şen, 2021) then it gives them a guide and moral value to solve the problem in their lives. Since books are one of the important media for children's development, the habit of reading for pleasure and entertainment activities makes children and adolescents have reading skills and academic achievement when compared to those who read little in their spare time (Clark and Teravainen, 2017). In addition, the presence of children's reading is also an educational medium, explicitly children's reading books provide space for children to explore their imaginations about how a story is told and they can easily understand and learn, as well as what they can get after reading the book.

To foster interest in reading for the children, the contents of book that children like make them excited to know what are the book. Children usually tend to like picture books because through pictures, children can imagine and interpret stories, understand the storyline, and learn how to deal with things that happen in the story. In addition, children can also learn things that have never been seen and experienced in the real world. The attraction of children to reading books can not be separated by the fact that children's story books have unique characters and are

different from other literary works. Nodelman (2008) states that several characteristics and formulas commonly present in children book such as, (1) using clear and easy-to-understand language because it is adapted to the needs of the reader, (2) focusing on actions, such as what characters do in the story and how it relates to the consequences, (3) using illustrations or pictures to convey information that cannot be conveyed through text alone, and (4) the main characters are generally children or animals who have child-like characteristics or behavior. Furthermore, books or stories such as works by Charles Perrault written taking the emotional experience of children can be called children's literature. Moreover, the stage of children's literature is to see the literature written by taking the center of attention from the children's point of view either emotionally, experiences, or well-expressed in a language that can be reached by children then it can be said as children's literature.

Children's literature can be in the form of picture books, poetry & verse, folktales & fairy tales, and fantasy as well. These genres have been adapted by Walt Disney production in the 1930s, one of the big companies that produce children's films. The beginning of the development of Disney can not be separated from the social background and history at that time. The middle class had been concerned about the movies as prospective rivals to create literature in the proper education for their children. Also, at that time America has traditionally linked children's movies with books or at least the idea of literature (Sammond, 2011). Since the existence of Walt Disney's animated cartoons, the classic works of the eighteenth to the nineteenth century by Charles Perrault and The Brothers Grimm have made them a little light to be enlarged. Walt focused on the message that parents want their children successful in a democratic capitalist society at that time, then Walt Disney made a name for himself in film production along with books, clothes, toys, etc. which are good for children. Therefore, Disney's works develop children's literature to be recognized.

Apart from the fact that the story is already known by the public, this literary work already has readers, for instance, the production of Disney princesses that

have got people's attention. Not only for children, but fairy tales like *Cinderella* also help us to understand the culture, history, and society. After all, *Cinderella* is a story of overcoming oppression and rising above one's social status. It also highlights how dependent women rely on men to determine their place in the world, thus a woman could make a better life for herself only through marriage. It is often stated that the Prince falls in love with Cinderella only upon seeing her beauty or her footwear, but there is no mention of whether Cinderella feels the same way or not. Although it seems obvious that marriage is the main purpose of attending the party, Cinderella does not seem to have any intention to attract the Prince. This classical story implies that children's literature is not merely about the story for children but it has ideological purposes. With many of Disney's works attracting the attention of many viewers, Disney certainly has an impact on the audience who sees their contents. Furthermore, the formation of Disney's ideology of viewers and readers can be studied. This is also inseparable from the presence of ideology in this Disney children's storybook. Although children's stories contain phenomena of people's lives in simple language, the authors implicitly affix ideologies to the stories.

Some of the researchers have studied both Children's Literature and Ideology itself. Meanwhile, only a few kinds of research examine how ideology is in children book, especially in Disney's books. Hurley (2005) researches the role of fairy tales in shaping children's self-image concerning children of color and the internalization of White privilege. Another study by Sculos (2017) explores the theme of toxic masculinity and social responsibility within the context of Disney's animated film of *Beauty and the Beast*. The third research by Sharon D. Downey (1996) focuses on the theme of feminine empowerment within the context of Disney's animated film, "Beauty and the Beast". This explores how the character of Belle, the film's protagonist, how Belle's intelligence, curiosity, and independence defy societal expectations placed on women, highlighting her agency and determination. The fourth study by Kathryn M. Olson (2013) examines the presence of symbolic violence and its implications within the context of Disney's

animated film, “Beauty and the Beast”. The article focuses on the portrayal of intimate partner violence within the film and explores how certain elements, narratives, or dynamics may contribute to the romanticization or normalization of such violence. It may analyze the relationship between the Beast and Belle, specifically examining instances of control, coercion, or manipulation that can be interpreted as symbolic representations of intimate partner violence. The fifth study by Susan Z. Swan explores how the film utilizes Gothic aesthetics, narratives, and motifs to subvert traditional romantic tropes and challenge conventional notions of love and beauty.

In this study, the writer has the desire to analyze *Beauty and the Beast* and *Aladdin*. Not only these stories have not been analyzed by the other researchers regarding their adaptation process and ideological value thus it will give the novelty for this research. *Beauty and the Beast* adapted by Elizabeth tells about the beautiful maiden Belle and the Prince (Beast) who lived in the kingdom. Belle is brave, smart, likes challenges, and is willing to fight for what she thinks is right. She becomes a maiden because she replaces her father as a prisoner of a fearsome Beast. However, she feels that living in this kingdom is not terrible as she imagines. Finally, she finds friendship and love. In addition, *Aladdin* tells about a boy who falls in love with Princess Jasmine. They have different castes and wealth, Aladdin was trying to find a way to become a prince, then he unexpectedly finds a lamp with a genie in it. Aladdin uses the lamp to transform himself into a prince to win Princess Jasmine’s heart, but Wazir is also after the lamp to own the kingdom. The reason why the writer wants to analyze these stories is that Disney’s works which have a big influence on children contain some ideologies that children can absorb without them realizing it that might influence their thoughts towards the certain idea in the future. For instance, Disney princesses portrayed the beauty standard for a woman. Children might think that women should have bright skin, pointed noses, blonde hair, and a tall and thin body to look like beautiful women, and women who do not have these kinds of characteristics will not be categorized as beautiful. This idea

should be separated from children for they can accept and respect any identity, race, beauty, and other characteristics that differ from theirs.

Knowing the fact that the impact of children's books on children has to be aware of, this research aims to figure out the ideology of the stories in *Beauty and the Beast* and *Aladdin* that may be acquainted by the children and to find out the anxieties about treats to children's well being that become a concern for parents and good ideology that children may learn from these stories. To understand the concept of ideology in children's story books, this research examines Children's Literature. Thus it can be proven that the ideology represented by the characters of the story is based on the actions, speech, or description of the situation by the author, and the ideology contested in children's stories can be a stimulus and influence the children's characters. However, this does not prevent researchers from using various other scientific concepts that are useful for this research.

1.2 Research Question

1. How are the ideologies communicated through *Beauty and the Beast* and *Aladdin*?

1.3 Objectives of the Study

1. To figure out the ideologies communicated *Beauty and the Beast* and *Aladdin*.

1.4 Significances of the Research

1. This research is theoretically expected to have several benefits. Firstly, this study is expected to provide an understanding of how books are analyzed using the Children's Literature framework. Secondly, this study can become a source of knowledge in understanding ideology in literary works especially in *Beauty and the Beast* and *Aladdin*.
2. This research is practically significant for readers, it can be a reference in the academic field, especially for literature students who want to discuss

topics related to ideological formation. For parents, it can be an understanding to parents to lead the children learning process and consider books that have different cultures.

1.5 Scope and Limitation of the Study

1. The scope of this study focuses on the use of Children's Literature theory to analyze the variety of ideologies and their classification in these two Disney-selected books such as *Beauty and the Beast* and *Aladdin*.
2. This study is limited to answering the research questions on the ideological issue only in *Beauty and the Beast* and *Aladdin*.. There are several ideologies contained in these books that are important to be discussed as these ideologies may be absorbed by the children. Hopefully, the other issues or concerns will be discussed by other students in the English department.