

CHAPTER I

INTRODUCTION

This chapter consists of five important subchapters, namely background of the study, statement of research questions, objectives of the study, significance of the study, and scope and limitation.

1.1 Background of The Study

In this era, there are many stories of children which have undergone a process of adaptation. The process of adaptation is carried out by replicating several elements in the story such as characters, plots, symbols and the motifs which are contained. Motifs have a major role to play in children's literature. According to Jane and Hasan (2005: xv) the motif is one of the recurring narrative elements in folk literature. In Cinderella stories, one of the motifs that are always used is the character of the evil stepmother. A motif is a narrative element that keeps on being used in children's stories.

Rereading children's stories reminds us how much these stories have an impact on children's growth, mindsets, and attitudes. There is an example from Indonesian fairy tale, *Si Kancil that is a Timun Thief*. This story talk about rabbit that every day steals cucumbers in the farmer's garden until one day the farmer plans to catch it, than the rabbit was caught. There is a value in this story that stealing has bad impact. From the story, the children's mindsets naturally embedded that stealing is not good and has an impact on their lives, they do not want to be like rabbit that was caught because of stealing cucumbers. Many things can be absorbed by children

because they read children's stories such as fairy tales, focal points, legends, fairy tales, and etc. The writer of children's stories certainly has specific goals to include values such as nationalism, education, and ideology.

Children's literature is one of the earliest ways in which the young encounter stories, it plays a powerful role in shaping how we think about and understand the world. Stories are the key of the images' sources, vocabularies, attitudes, structures, and explanations. According to Reynold (2011:2), we need to contemplate experience; because when directed to children they are often bound up with education of one kind or another, they can be important carriers of information about changes in culture, present and past.

Children's literature emerged on a larger scale because sometimes in the seventeenth century society began to recognize that childhood was a special period in people's lives and children had their own special needs. There are vastly differences between children and adults. The necessity of children are to absorb a lot of information about life which is wrapped in an attractive way, which gives a certain pleasure, and easy to understand.

According to Nikolajeva (1995:3) the view of childhood and the educational aspects of reading have been crucial for the evolution of children's literature. It has gone hand in hand with pedagogical views; literature was a means, and a very powerful one, for educating children. Therefore, the children's literature has also been studied with this view in mind, that is, the suitability of books for children's reading depending on the category. The categories in children's books are varies, from 0-2

years old called Sensorimotor period, 2-4 Pre Conceptual Stage up to 12 years of age, which have different focus, plots, book design, and knowledge in each category. Moreover, the best children's books are books that provide readers enjoyment, imaginative, memorable characters and situations, and easy knowledge of humans. some things that should not be in children's books such as not containing elements of severity, pornography, harassment and others.

Children literature links to the past work at multiple levels, too. the same as when we were children who continued to exist and affect us, therefore the stories for children continues to resonate over time and to be implicated in the way societies are conceived, organized, and managed. This is not a straightforward process; traditional ideas may be preserved in earlier texts, or deliberately promoted in conservative contemporary works or unconsciously perpetuated in those that uncritically hold up a mirror to current social trends. At the same time, many stories given to children today are retellings of traditional stories in which writers and illustrators set out to expose, critique, and adjust the schemata by which we interpret the world. It means there are several patterns that are deliberately maintained in the process, from oral tradition stories to folklore or fairy tales, evolving into films while maintaining existing patterns even though the cultural transmission changes some elements on it. (Reynold, 2011 p.3)

There are many examples of folktales such as the *Little Red Riding Hood* story from France which has similar stories with *Lon Po Po* from China. Both stories are about a grandson and a wolf. There are also differences in the stories of the two,

for example in terms of character, in *Little Red Riding Hood* the subject is a beautiful girl who is visiting her grandmother and wants to give a cake to her grandmother, then there comes a wolf who tries to spy on the little girl to try to resemble her. the grandmother. Meanwhile, in the story *Lon Po Po*, there are three girls who are met with a wolf who also tries to resemble his grandmother. (Michelle, 2013)

However adaptation of the little red riding hood story, we know that there is a process of duplication or revision of *Little Red Riding Hood* which was written earlier in 1628 by Charles Perrault of French than *Lon Po Po* written by Ed Young in 1990 from China. The adaptation in the student literature can be called cultural transmission. it means that there is attachment in terms of culture both in terms of language, beliefs, values, behavior and others.

This study tries to analyze three children's stories, there are *Cinderella* by Charles Perrault, *Donkeyskin* by Charles Perrault, and *The Princess with A Golden Star on Her Forehead* by Božena Němcová. First, Cinderella from Charles Perrault was written by Charles Perrault from French in 1697. The story tells of a girl who lived with an evil stepmother and step-sister. Since her father's death, Cinderella has been tortured every day, doing all the homework she did. Once upon a time she was reunited with her godmother and helped every job that was ordered by her stepmother. Until a prince from a kingdom invited all his people to attend a celebration party, Cinderella was not given permission by her stepmother to participate in the party, so Cinderella was sad. Finally the godmother helped her and

there was a meeting between the prince and Cinderella so that they admired each other and loved each other.

Second, *Donkeyskin* which was also written by Charles Perrault in 1697. The story began with a king who had a very beautiful wife, they had a beautiful girl. Once upon a time when his wife died, the king mourned his wife's departure until he promised not to marry unless he found a woman whose beauty as his wife as. But at one time, the king was persuaded to find another wife and it became clear that the only woman capable of fulfilling the king's promise was her own daughter. The Princess was scared so she went to the fairy godmother and gave advice to escape from the palace and used donkey skin for her disguise.

Third, *The Princess with A Golden Star on Her Forehead*, which was written by Božena Němcová from Czech in 2000. This story is about a king who has a beautiful wife and has a gold star on his forehead. They have daughters who are no less beautiful than their wives. One day the wife left the king. The king was very depressed then the kingdom forced him to remarry. But at the same time, he had made a promised with his wife to marry a woman whose beauty was equal to that of his wife. The king did not find the same woman as his wife until he realized that his princess was a very similar figure like his wife. The princess named Lada was shocked to hear this until she fled from the palace wearing a mouse skin coat to hide her identity.

Previously, there had been a study using comparative children literature by Ayu Putri Bhakti entitled *Socio and Historical Context in Unicorn Stories* :

Comparative Literature Study explains the differences in character, plots, culture and historical context from the two stories between *The Unicorn* by Kate Dauglas Wiggin and Nora Archibald Smith and *Brave Little Tailor* by Brother Grimm.

Therefore, this study uses Adaptation and Memetics theory, because it is the theory to know deeper about children literature in some aspect, also the source of data from Charles Perrault *Cinderella* and *Donkeyskin*, Božena Němcová *The Princess with A Golden Star on Her Forehead* are influenced by cultural transmission. Adaptation and Memetic is very appropriate to analyze children stories.

1.2 Research Question

Based on the background of the Study, this study analyzes the author's narration and the characters' utterances in Cinderella Story France versions and Cinderella Story Czech version by using adaptation and motifs children literature. There is one question of the research problem, that is :

1. What are the different motifs and memetic transmitted among the three versions of Cinderella Stories?

1.3 Objective of The Study

The following previous statement, the objective of the study aims to:

1. Discuss the different motifs and memetic among *Cinderella*, *Donkeyskin*, and *The Princess with A Golden Star on Her Forehead*

1.4 Significances of The Study

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

Theoretically, this study is expected to comprehend the motifs, adaptation and memetic theory in literary works, specifically childrens literature. Practically, this research is expected to be a reference for further research that focuses on analyzing the same source data or using the same theory. Moreover, this study is also expected to give a better understanding about adaptation and motifs in children's literature. The result of the study gives the reader the understanding about children literature stories and hopefully inspires of the readers.

1.5 Scope and Limitation

This study focuses on motifs of the three versions of Cinderella stories from Charles Perrault (Cinderella and Donkeyskin) and Božena Němcová used Jack Zipes theory of Adaptation and Memetics Children Literature. The limitation of this study is to analyze data by using adaptation, memetic and motifs in the three versions of Cinderella stories.