

CHAPTER I

INTRODUCTION

A. Background of Research

Children age is a time when everything that told to them has to have a good value. Parents, teachers, and all people around them have to show them where are the right things which have to do and the wrong things which are prohibited. There should be a good way to say it to them. Children usually act like a character that they like and the character encountered in childhood reading can have a lasting impact (Nikki and Yates, 2002:56). Therefore, children's literature can be a choice that used for a media to tell them about the right and the wrong things. Parents or teacher can tell the children a story, or, they just tell them a resume from the story after they read a story. Shavit and Ewers (in Sullivan, 2005:12).

Children's literature is seen, in a system-theory based approach, as a specific and distinct segment of the general literary system requiring a theory of its own. It has its own fields of activity in marketing, publishing, libraries, teaching, criticism, etc., which distinguish it from adult literature.

It can be said that children's literature is different from an adult literature. The writer thought that from the marketing aspect, the difference between children's literature and adult literature is in the target of marketing, the children's literature can bought by children and adult also. But, adult literature just purposed for adult. Children's literature also has their own library that is

separated from other books. Also there is the difference in teaching and criticism the literary works of children and adult.

There are many books that are classified as children's literary works. And *Mrs. Piggle-Wiggle's Magic* novel is an example of children's literary work. The cover of the book tells that it is a book for children, also can be seen from the publisher from that book. It is published by Harper Trophy which is the division of Harper Collins Publisher, or it is called as Harper Collins Children's Book. This is the difference between children's literature and another.

Children's literature has the same aspect with another, both extrinsic and intrinsic aspect. A Character is an example of intrinsic aspect that exist in children's literary work and adult's literary work. According to Abrams (in Nurgiyantoro, 2005:165) "character is someone who appeared in a narrative story or drama which is considered has moral quality and specific tendency which is expressed from his/her talks and acts".

Character is the one of an important aspect in literary works. He/she is an object in a story. He/she is the one who is narrated by the story and making a conflict in it. (Nurgiyantoro, 2005:164). It can be said that the character seems to be a story maker in a story.

It is easy to assume that the characters we meet in books are a reflection of people in real life, they give the illusion of being so (Nikki and Yates, 2002:56). A reader might identify character they recognize as being 'just like me'. And sometimes we talk about characters as though they were real people

justifying whether we like or do not. Usually, the reader likes character that has good moral quality in his/ her characterization, especially the main character.

Mrs. Piggle-Wiggle is a character in *Mrs. Piggle-Wiggle's Magic* novel. She has a special ability in curing someone. She loves by another character in the novel. Mrs. Piggle-Wiggle's character must be attracts the reader when the reader read *Mrs. Piggle-Wiggle's Magic* novel. The role that a character plays in the story influences the extent to which they need to be fully realized (Nikki and Yates, 2002:57). The researcher considers that it is important to give more attention to the character of Mrs. Piggle-Wiggle. Nikki and Yates (2002:57) said, "In order to evaluate character in children fiction we should ask ourselves two questions. What does this image mean to me? What will it mean to other?"

The writer has asked two people who was read *Mrs. Piggle-Wiggle's Magic* novel about the character of Mrs. Piggle-Wiggle. The first reader said that the character of Mrs. Piggle-Wiggle is nice and look like a perfect person, so, she wants to be Mrs. Piggle-Wiggle character in her life. The second reader has a different perspective about Mrs. Piggle-Wiggle character. She said that Mrs. Piggle-Wiggle is in loneliness because she has no husband and family, so that, Mrs. Piggle-Wiggle give her attention to the children around her, to make her loneliness disappear. It can be seen that they have a different perspective from two readers about Mrs. Piggle-Wiggle character.

Based on statement above, the problem that will be researched in *Mrs. Piggle-Wiggle's Magic* novel is about Mrs. Piggle-Wiggle's character. There will be a different perspective about Mrs. Piggle-Wiggle character. The writer

will discuss with the reader of *Mrs. Piggle-Wiggle's Magic* novel about Mrs. Piggle-Wiggle character and all of aspects that related to her character according to readers' perspective. Then the writer gives this research by the title; "*Readers' Perspective on Mrs. Piggle-Wiggle's Character in MacDonald's Novel, Mrs. Piggle-Wiggle's Magic*"

B. Statement of Problem

Based on the background above, the writer found that there is a different perspective of the reader in viewing the character in the novel. So, the writer will uncover the perspective of Mrs. Piggle-Wiggle through the readers that is chosen by the researcher. Based on the above statement, can be formulated into the two research question as follow:

1. What is Mrs. Piggle-Wiggle's character according to readers' perspective?
2. What types of response that found in readers' response?

C. Purpose and Significance of Research

1. Purpose of Research

The purpose of this research is to know the readers' perspective of the character of Mrs. Piggle-Wiggle. The specific purposes are presented below:

- a. To know what is Mrs. Piggle-Wiggle character according to readers' perspective.
- b. To know what types of response that found in readers' response.

2. Significance of Research

Significances of this research are divided into two aspects. The first is from theoretical aspect, and the second is from practical aspect.

- a. Theoretically, this research is directed to the researcher who can learn and apply the way of criticize a literary work. Then, this research is a reference for those who are interested in enriching the literary knowledge.
- b. Practically, this research is useful for the researcher in knowing how the character in children's literature is. And learn more deeply in criticizing children's literature. The writer also can improve the writer's knowledge.

D. Conceptual Framework

Miles and Huberman (in Maxwell, 1996:25) state that conceptual framework "explains, either graphically or in narrative form, the main things to be studied-the key factors, concept, or variables-and presumed relationships among them"

According to Eagleton (1996:108), "*Dalam istilah teori resepsi, pembaca 'mengkongkretkan' karya sastra , ... tanpa partisipasi aktif berkelanjutan dari pembaca ini, takkan ada karya sastra sama sekali*". This is in line with Ingarden who said that the literary work exists merely as a set of 'schemata' or general directions, which the reader must actualize (Eagleton, 1996:67).

Mukarovsky as cited in Fokkema (1997: 137) states:

"Bahwa peranan pembaca amat penting yaitu sebagai pemberi makna teks sastra. Reaksi terhadap teks sastra tersebut dapat berupa sikap dan tindakan untuk memproduksi kembali,

menciptakan hal yang baru, menyalin, meringkas, dan sebagainya”.

Based on statement above, literary reception theory can be called as a current which examines literary text carefully and focuses on the reader who gives a reaction or conception to that text. Hence, it is in line with Rosenblatt's theory of reader response. According to Rosenblatt, the meaning of the text derives from a transactional between the text and the reader within a specific context. The focus of this transactional theory is on the interaction between the work and the reader holding that, in a sense, a work exists when it is experienced by the reader (Davis and Womack, 2002:54-55). Reader-response's theory, therefore, shifts the focus from the text to the interaction between reader and text. It seems that the readers have an important role in reception theory. The reader is a contributor to various purposes as follows; reader's background, reader's age and socio-cultural and it argues that the interpretation of texts cannot and must not be detached from the reading individual. (Klarer, 2004:93)

Rosenblatt argues that there could be no transaction between text and reader to analyze without the aesthetic approach (Tyson, 2006:173). The aesthetic reading means the reader devotes particular attention to what occurs *during* the actual reading event and connects the story to their life experiences (Rosenblatt in Davis and Womack, 2002:54). There are five levels in which the reader achieves a sense of aesthetically mediated identification with the text. The first level, the associative level of interaction, the reader experiences the text by aligning him- or herself with the protagonist. The second level involves

the reader's unadulterated admiration for the protagonist, while the third level reflects the reader's sympathy for the text's central character, which the reader now recognizes as flawed and innately human. In this level, the reader have some expectation for the protagonist when there are something happen to the protagonist that dissimilar with what the readers want. The fourth, cathartic level of interaction invites further reflection on the reading experience, particularly in terms of the reader's capacity for rendering moral judgment about the literary work. Finally, the fifth or ironic level of interaction involves the reader's sense of critical perception as he or she begins to formulate and refine a more sustained perspective of the literary work's larger meanings beyond the confines of the text (Davis and Womack, 2002:137).

The writer considers that reader response theory seems to say that the reader close to intrinsic aspect of the novel, especially character. Hence, the writer gives an attention to the analysis of character in this research, especially main character. And it will be done with analyzing reader's perspective on its character.

Reader response theory in this research uses to guide the writer in making the question that will be answered by the respondents. And character theoretically also guiding the researcher in making the question that asked to the respondents. As it said before that that character is one of intrinsic aspect of the novel that can be analyze through reader response. The data that will be gotten will be analyzed by both reader response theory and character theoretically.

E. Definition of Key Terms

1. **Reader's Perspective** : A thinkingway or opinion of someone who read about something.
2. **Character** : The persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and act (Abrams 2005:165)
3. **Reader Response Theory:** Recognizes the reader as an active agent who imparts real existence to the work and complete its meaning through the interpretation (Rosenblat, 1938: 228).

E. Organization of Writing

This thesis is divided into five chapters. The first chapter deals with the background of research, statements of problem, research questions, purposes and significances of research, definition of key terms, and organization of writing. The second chapter contains; reader response theory, Rosenblatt's theory (transactional theory), reading literature, responding to literature, test and evaluation of readers' response, also contains with character in literary work. Then, the third chapter deals with method, respondent, data resource, technique of collecting data, and technique of data analysis. The fourth chapter

consists of finding and analysis. And the last chapter or the fifth chapter deals with conclusion and suggestion.

