CHAPTER I
INTRODUCTION

1.1 Background

Orientalism was popularized by the publication of Edward Said’s *Orientalism* in 1978. According to Said (2003), Orientalism is basically an investigation of European people’s attitude toward Asians. The investigation looked into different types of European documents which described Asian people, and it was found that European people described Asian people based on their own assumptions and knowledge. Therefore from the investigation, Said (2003) comes to the conclusion that Orientalism can be seen as the way European people describes Asian people through their own perspectives and based on their own beliefs which in turns becomes the propaganda of geopolitical consciousness and geographic distinction.

It is also important to note that the way Europeans described Asians through their perspective cannot be separated from the Western philosophy which was set in logocentricism. Derrida (2007 cited in Bressler, 2007) explains that thinking from a logocentric way is to think by taking oneself as the center of reality as the basis of all thoughts and actions. This is why European people place themselves as the center. The center from a structuralist perspective is the Self which is in (binary) opposition with the Other. Orientalism cannot be separated from the concept of Self and Other. In this case, Said (2003) claims that the Europeans or the Westerns is the Self or Occident, while the other (non-Occident, including Asians) is the Orient. As the Occident, the Europeans is the center of thought and action. Consequently, the Other or the Orient is everything which are not the center of thought and action. In other words, the Orient is the margin which is created from the Europeans’ assumption about the Orient.

Furthermore, Orientalism as a discourse has the potential to be related to political power. However, Said (2003) believes that it is not always direct. Instead, it is created through political power, in this case, the power of European
societies. This is evidenced in science, linguistics, literatures and many other aspects (Said, 2003). One example of Orientalism in literature can be found in J.R.R. Tolkien’s the Lord of The Ring. Winegar (2005), who examined Tolkien’s The Lord of The Ring, explains that Tolkien implicitly uses Orientalism aspects in his novel to describe the characters and the settings of Middle Earth. He further mentions that in dividing the region of Middle Earth for example, Tolkien placed Mordor, the headquarter of the evil characters, in the eastern part of Middle Earth. The description of the characters who live in Mordor also have the characteristics of the Orient. What can be learned is that Tolkien indicated that he shared the same assumption about what constituted the East (the Orient) because he constructed the character of the Eastern part of Middle Earth people based on his assumption.

In addition, several studies have revealed that Orientalism has also emerged in children’s literature. Griffin (2012) asserts that children’s literature which is written by adults can be used as a means of transmitting ideas, morals and opinion. An example of this would be a study conducted by Nodelman (1992) who investigated Orientalism issues in children’s literature. The investigation looks into the relationship between children and adults, and how children are put as the Other while adults are put in the position of the Self.

Based on the study above, this paper attempts to analyze a picture book entitled “Bad Bad Bunny Trouble” by Hans Wilhelm (1994) using an Orientalism perspective. The picture book is chosen as the main subject of the study because of its availability in the internet. This picture book can easily be downloaded by kindergarten teachers to be used as teaching materials. Since kindergarten teachers in Indonesia tend to have difficulties in finding good English picture book for teaching materials, downloading materials from the internet is one way to solve the problem. Therefore it is likely that “Bad Bad Bunny Trouble” is widely used by Indonesian kindergarten teachers.

Beside Said’s Orientalism theory, to help analyze the data, this paper uses the visual analysis theory proposed by Nodelman (1988) considering that “Bad Bad Bunny Trouble” is a picture book. Therefore, Nodelman’s theory (1988) is
needed to analyze the elaboration of pictures, images, visual objects, its contextual meanings and their relationship with other elements in picture books.

1.2 **Research Questions**

This study is gearing towards answering the following questions:

1. How are children portrayed in picture book entitled “Bad Bad Bunny Trouble”?
2. What meanings can be made from this portrayal from Orientalism perspective?

1.3 **Aims of the Study**

The aim of the study is to investigate the portrayal of children in a picture book entitled “Bad Bad Bunny Trouble”. It also examines the meanings of this portrayal from an orientalist perspective.

1.4 **The Scope of the Study**

The study specifically examines Hans Wilhelm’s ”Bad Bad Bunny Trouble” picture book to construct the meaning of children’s portrayal from an Orientalist perspective.

1.5 **Significance of the Study**

The results of this study are expected to give more information and suggestion about another form and perspective of orientalism. Hopefully, this study can enrich literature on the same topic.

1.6 **Research Design**

The research design of this study is qualitative because it attempts to analyze descriptive data in the form of words and images which are the portrayal of children as other and the meaning from the picture book. This is in line with Cormack (1993), who states that a qualitative research method is an appropriate research procedure to analyze and produce descriptive data in spoken or written
words of people and also their behavior. In addition, Strauss and Corbin (1998) suggest that to understand and uncover what lies behind any phenomenon, a qualitative research design is an appropriate approach.

1.6.1 Data Resource

The data, in the form of images and words, were taken from a picture book entitled “Bad Bad Bunny Trouble” by Hans Wilhelm. The picture book have potentials to be used as teaching material in kindergarten in Indonesia because of its easy access from the internet. This, for Indonesian teachers is a solution to the problem of finding kindergarten books for their students.

1.6.2 Research Procedure

This study is conducted based on these following steps:

1. Defining Self and Other characteristics based on Orientalism theory proposed by Said (2003) and Nodelman (1992) criteria;
2. Making criteria of what constitute Self and Other according to Said (2003) and Nodelman (1992);
3. Identifying images and written texts in the picture book using the criteria of Self and Other that have been made previously;
4. Interpreting the data with visual analysis theory proposed by Nodelman (1988) and relating it with Orientalism theory to create textual evidence from an Orientalist perspective;
5. Concluding all the analysis.

1.7 Clarification of Related Terms

There are some terms in this study that need to be clarified to avoid misconception and misunderstanding as follows:

1. Orientalism: An idea or way of thinking which is made based on ontologically and epistemologically distinction by the Occident or the ‘West’ to distinguish themselves with the Orient or the ‘East’. (Said, 2003)
2. The Orient: Edward Said’s term to refer to the Other. A concept that is created by European people (the West) to define the East, or Asians and countries which are not ‘west’. (Said, 2003)

3. The Occident: Edward Said’s term to refer to the Self. A concept to represent European people or the west as the opposite concept of the orient and the central of thoughts and actions (Said, 2003).

1.8 Organization of the paper

The organization of the paper is divided into five chapters and they are as follows:

CHAPTER I INTRODUCTION
This chapter presents the introduction of the study which cover the study background and research questions.

CHAPTER II LITERATURE REVIEW
This chapter discusses related theories of the study which are used to analyze and to interpret the data of the study. This chapter also presents some previous studies that are related to the issue.

CHAPTER III RESEARCH METHODOLOGY
This chapter provides the methodology of the study to answer the research questions.

CHAPTER IV FINDINGS AND DISCUSSIONS
This chapter consists of findings and the discussion of the study.

CHAPTER V CONCLUSIONS AND SUGGESTIONS
This chapter is the interpretation and the conclusions of the study. The suggestions for further study is also provided in this chapter.