

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the paper. It consists of background of the study, research questions, aims of the study, scope of study, significance of study, clarification of terms, and organization of the paper. It also presents the brief explanation about research methodology used in this study.

1.1 Background

Children's literature has spread all over the world since a long time ago. It is commonly in the form of stories. According to Obi, Ayanniyi, and Osuji (2010), children's literature is a literary work solely written about children and for children. Its purposes are to entertain and educate children, as evident in the text structure and language features which are appropriate for children.

There are many types of children's literature such as poetry, modern fantasy, contemporary realistic fiction, non-fiction book, picture book, biography and alphabet book, concept book, wordless book, and traditional literature (Kiefer, Huck, Hepler, & Hickman, 2004). Of those types of children literature, traditional literature comes out with its most popular work – folktale. This work most likely become bed-time stories read by mothers to their children before sleeping. Children story or folktale reading during childhood may have some roles in children's development. There are many values that children can acquire which are embedded in folktales, for instance, moral value, cultural value, good tradition, humor, and local wisdom. It is supported by Uno (2011), who stated that folktales are stories which have a reflective and developing effect on children's life. Uno (2011) further argued that folktales can affect children's point of view, teach them moral value and encourage them to dream and imagine by reading or listening to it, in which children can get the enjoyment, imagination, inspiration, vicarious experience, heritage, moral reasoning, understanding and empathy, as well as literary and artistic preference. Besides, the stories can also help children

in comprehending the obstacles, difficulties, and differences of thought they may encountered in life.

One of many folktales authors whose works popularly known is Hans C. Andersen. He was a Danish writer who wrote many literary works like poems, plays, stories and travel essays, but his folktales are more popular than other works. Some stories that were written by him are *The Ugly Duckling* and *The Little Match Girl*. This study attempted to analyze those stories considering that Andersen and his works are popular and widely known by people until nowadays and many people may have read his works. Therefore, what are hidden in the stories, such as ideologies, cultural pattern, and local wisdom in which the stories originated may be acquired by many people who read the works.

Like other stories, children story carries certain ideologies of the author. According to Walsby (1946), ideology can be defined as the basic ideas or assumptions underlying any system of ideas. Fairclough (2003) also stated that ideologies are representations of the world's aspects which can be shown to play a part in establishing, maintaining, and changing social relation of power, domination, and exploitation. Therefore, children stories may bring a lot of ideological meanings which may be realized or ignored by the readers. However, the readings of these stories may affect the readers' way of thinking, being, and acting.

To reveal the underlying ideologies in the stories, this study relies on Critical Discourse Analysis (CDA). CDA can be one of the ways to see how the author constructs the ongoing discursive event. According to van Dijk (n.d.), CDA is a study that focuses on studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality, and bias. There are several approaches in CDA, including Socio-Semantic Approach by Theo van Leeuwen (2008). Socio-Semantic Approach considers discourse as the recontextualization of social practices (van Leeuwen, 2008). He (2008) stated that "all representations of the world and what is going on in it, however abstract, should be interpreted as representation of social practices. One of social practices elements is participants or social actors. In representing social actors, there is a

sociosemantic inventory which is realized through the categorization of representation of social actors made by van Leeuwen (2008).

Another tool that can be used to discover how the author represents the social actors in the stories is through Systemic Functional Linguistics. Systemic Functional Linguistics (SFL) considers how language realizes making meaning rather than a set of rules that are structured (Gerot and Wignell, 1994). Therefore, SFL can be an appropriate tool to examine how something is represented. According to Halliday (1994), there are three metafunctions in SFL those are ideational, interpersonal, and textual metafunction. This study focuses only on ideational metafunction, specifically transitivity system. Transitivity system was used for the analysis of the representation of the social actors in the texts.

Critical Discourse Analysis (CDA) has been extensively researched. There are abundant studies regarding Socio-Semantic Approach by van Leeuwen (2008) with types of discourse used as an object of the investigation, such as textbooks (Karimaghaei and Kamani, 2013; Saadabad and Kasmani, 2014), speeches (Post, 2009; Wang, 2010), press conference (Bhatia, 2006), interviews (Shayegh&Nabifiar, 2012), newspaper articles (Rasti and Sahragard, 2012; Rashidi and Rasti, 2012; Shojaei, Youssefi, and Hosseini, 2013).

Another study which investigates transitivity system had also been investigated with different data sources, such as speeches (Huen, 2011), and children stories (Iwamoto, n.d).

This study also employs Socio-Semantic Approach to examine the social actors in the stories by Hans C. Andersen published by Miles Kelly is constructed by examining the representation of the social actors and revealing what the representations in the stories signify. However, different from the research previously discussed which focuses on textbooks, press conference, interviews, speeches, media and political discourse, this study concerns narrative discourse to be the data of the study. In addition, to support the analysis, this study also uses the analysis of transitivity in SFL in order to get deeper understanding and interpretation about the social actors and characterization constructed in the texts.

1.2 Research Questions

The research questions formulated on this study are:

- a. How are the social actors represented in the stories?
- b. What do the representations of the social actors signify?

1.3 Aims of Study

Based on the research questions above, the purposes of the study are:

- a. To examine how the social actors are represented in the stories.
- b. To investigate what the representations of the social actors signify.

1.4 Scope of Study

This study was limited in analyzing the representation of social actors and their characterizations in two European folktales by Hans C. Andersen. Only one author was chosen in order to observe the discursive construction from only one perspective. The data that were used is limited to two texts of folktales, with the categories of human and animal, by Andersen and published by Miles Kelly printed in 2014. Miles Kelly Publishing was chosen as it is an independent children's book publisher based in the village of Thaxted, Essex, UK and has grown considerably and resulted more than 400 titles and children's e-books, and interactive books spread across 79 countries. The data of this study were only in one genre which is narrative text.

1.5 Significance of Study

This study is significant both theoretically and practically. Theoretically, this study may be useful in revealing how the stories are constructed and dismantling representation of social actors in the stories, specifically European folktales. Furthermore, it may also enhance the study on critical discourse

analysis, specifically on Socio-Semantic Approach and Systemic Functional Linguistics. Practically, this study is expected to be useful to disclose what is unseen and hidden in texts developed by the author which may, in some way, play important role to affect readers' perspective about a particular thing. Besides, this study may help student or people interested in conducting Socio-Semantic study to analyze discourse critically.

1.6 Clarification of Terms

a. Children's Literature

Children's Literature is literature that is solely written about children and for children in the purpose of entertaining and educating the children. (Obi, Ayanniyi, and Osuji, 2010)

b. Critical Discourse Analysis (CDA)

CDA is a study that explores the connection between the use of language and the social and political contexts where it occurs (Paltridge, 2006). There are some approaches in CDA and one of them is DHA.

c. Socio-Semantic Approach

Socio-Semantic Approach is one of the approaches in the study of Critical Discourse Analysis proposed by Theo van Leeuwen (2008). It concerns on the recontextualization of social practices. (Wodak and Meyer, 2009).

d. Systemic Functional Linguistics (SFL)

SFL is a study of linguistics that sees language as resource of making meaning and analyzes texts in language function, proposed by Halliday (1994). In this study, there are some focuses such as transitivity, thematization, and modality.

1.7 Research Methodology

This study employs a qualitative approach as it focuses on particular situation and emphasizes more on words than number. According to Meriam

(2009, p.13), “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the worlds.” This study is supported by descriptive quantification in the form of percentage of the categorization of social actors and transitivity system. It mainly focuses on describing, analyzing, criticizing, and interpreting the representation of social actors in folktales by Hans C. Andersen and what the representations of the social actors in the stories signify. This study applied content or document analysis. Document or content analysis was used to observe things through documents, such as texts and records. Since the data were in the forms of texts i.e. children stories, this study employs document or content analysis.

Two folktales by Hans C. Andersen were chosen for the data of this study and were taken from Miles Kelly Publishing version printed in 2014. The data were in various categories which are human and animal as to give more various representations of creatures in the stories. All the stories were chosen from one folktales author and one publisher in order to see the discursive construction of the social actors in the stories from one perspective. This study only focused on literary works in order to stick with only one genre.

The data were analyzed using van Leeuwen’s (2008) Socio-Semantic Approach, focusing on social actor categories. First, all the stories were read closely to find out the main idea of each story. Then, the social actors in the texts were identified and the occurrences of each social actor were also counted. After that, all the texts were broken down into clauses. The social actors that have been identified were classified into those categories that are inclusion and exclusion, activation and passivation, genericization and specification, assimilation, association and disassociation, indetermination and differentiation, nomination and categorization, functionalization and identification, and overdetermination. From this analysis the occurrence of the use of each category was observed. To support the analysis, transitivity system in SFL was used after the articles have been broken down into clauses. The type of process in each clause was first

identified to know the type of the participants. Then, all the process in the texts were counted to see the most frequent process of each social actor. Finally after doing the analyses, the representation of social actors and the meanings of their characterization were interpreted.

1.8 Organization of the Paper

This research paper is organized in five chapters. Each chapter consists of sub-chapters which elaborate detail explanations related to the study. The first chapter is introduction. This chapter includes background of the study, research question, aims of the study, scope of the study, significance of study, clarification of terms, research methodology, and organization of the paper. Then, it is followed by Chapter Two that is Literature Review. This chapter consists of theoretical review of the basic theories which were used in this study. The third chapter is research methodology. It covers the research design, data collection, and data analysis. Then, it is continued by Chapter Four that is Findings and Discussions. This chapter presents the analysis and the result of the study. The last chapter is conclusion and suggestion. It states the conclusion of the study and suggestion for further study.

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