

# **CHAPTER I**

## **INTRODUCTION**

### **BACKGROUND OF THE STUDY**

Reading is an important activity in life; that is why, we have been encouraged to read books since we entered the elementary school. During the elementary school period, aged 6 to 12, children are expected to read books so that they can be fond of reading for the rest of their lives. In addition, by reading books, they can have wide knowledge.

In order to make children become interested in reading books, children's books should be created attractively. They should contain funny and interesting stories so that children will find that it is a pleasure reading the books. Children's books should also affect children to have much imagination in their minds. This can help them develop their ideas creatively. 'The imaginative use of language produces both intellectual and emotional responses. It will cause the reader to perceive the characters, conflicts, elements in a setting, and universal problems of mankind; it will help the reader to experience the delight of beauty, wonder and

humor or the despair of sorrow, injustice and ugliness.’ (Huck, Hepler, Hickman, 1989:4) In order to make children understand the imagination used in children’s books well, an author must arrange the stories in such a way that they can come to children’s minds easily.

Another factor which makes children’s books interesting to read is the use of language. The language used in children’s books should be adjusted to the age of the children in order to make them understand and enjoy the stories. The choice of words must create some effects on children’s minds so that the books will be considered suitable and interesting for children. For example, the language used and the effects of the sounds produced will be memorable and create enjoyment; the choice of words will also help children imagine the places, the characteristics of the characters as well as the actions of the characters; the writing system and repetitions will help children get the author’s message.

According to Leech and Short (1981:59), children can understand a story written in a simple language. Children’s minds are artless; consequently, this influences the word choice and the structure used in children’s books. In addition, an author must think of some ways to convey his message to children. For instance, repetitions and good cohesion may help children get the message from a story more easily. There are various ways to build a style of writing used in children’s books.

An author will make children feel more interested in reading children’s books by using the appropriate style of writing in the books. Children will be more curious about the stories and find them a pleasant reading and not a boring one. The style of writing used may also influence children to read more stories.

As a result, I am challenged to analyse the style of writing used in children's books.

In this thesis, I gather the data from Walt Disney Animation books, which embrace many kinds of stories for children. Walt Disney is famous for its various stories. 'Any book that Walt Disney adapts immediately becomes Walt Disney's..., as in Walt Disney's Winnie the Pooh, for example. The quality and language of these stories are drastically changed, and yet these are the books that children know and ask for.' (Huck, Hepler. Hickman, 1989:34). This means that Walt Disney Animation books have the specialities to arrange stories that can make children enjoy reading.

Considering that it is a pleasure to read Walt Disney's Animation books, I become interested in discussing the style markers found in Walt Disney Animation books. I want to know how the stories can attract so many children. By discussing this aspect, there will be a clear understanding and information about the style markers used in Walt Disney Animation books. In this thesis, I will show the kinds of style markers used in Walt Disney Animation books and their effects on children's minds.

Style markers are such features of style that are noticeable and need to be investigated more. They help the readers realize the significances of a text and other linguistic characteristics in which they are manifest. Style markers investigate carefully the combination between literary discrimination and linguistic discrimination. (Leech and Short, 1981:69). Linguistic description supports aesthetic function in literary appreciation, from explicit to implicit ideas.

For example, the language used in a text influences the literary elements such as characterization, plot, and theme.

Since the analysis is about the use of the style markers in Walt Disney Animation books, this analysis belongs to Stylistics. Stylistics is ‘the study of style used in literary and verbal language and the effect the writer/speaker wishes to communicate to the reader/hearer.’

([http://en.wikipedia.org/wiki/Stylistics\\_%28linguistics%29](http://en.wikipedia.org/wiki/Stylistics_%28linguistics%29))

In Walt Disney Animation books, I find there are several style features that are noticeable and worth deeper analysing. They are devices of sound, figurative language, graphology, cohesion and language play. In literature, devices of sound are used to add the enjoyment of reading a text. Figurative language or a figure of speech is used to compare two things for the freshness or emphasis. ‘Graphology is an orthographical study, embracing the ideas that writing system operate on style and form.’ (<http://en.wikipedia.org/wiki/graphology>). ‘Cohesion is the way in which the message is segmented into units.’ (Leech and Short, 1981:243) and ‘Language play is an action of manipulating the language by bending and breaking its rules.’ (Crystal, 1998:1)

The analysis of the style markers used in Walt Disney Animation books is followed by the analysis of the effects of using them on children’s minds. Through these analyses, I hope to find out the correlation between the use of the style markers and the suitable kind of language used in children’s books.

## **STATEMENT OF THE PROBLEM**

In analysing the style of writing used in Walt Disney Animation books, I set the following problems:

1. What style markers are found in Walt Disney Animation books?
2. What are the effects of the use of the style markers in those books on children's minds?

## **PURPOSE OF THE STUDY**

Having set the above problems, I make a study which is meant:

1. To analyse the style markers found in Walt Disney Animation books.
2. To show the effects of the use of the style markers in those books on children's minds.

## **METHOD OF RESEARCH**

I use library research in this study. First, I read the books and references related to the topic I am going to analyse. Then, I collect and select the data which can be classified. After classifying the data, I discuss and analyse them, focusing on the effects caused by the use of the style markers on the readers' minds. Finally, I write a research report based on my discussion.

## **ORGANIZATION OF THE THESIS**

This thesis consists of four chapters. It starts with the Preface, the Table of Contents, and the Abstract. Chapter I is the Introduction, containing the Background of the Study, the Statement of the Problem, the Purpose of the Study,

the Method of Research, and the Organization of the Thesis. Chapter II is the Theoretical Framework of Style Markers and the Effects on Children's Minds. Chapter III contains the Discussion on the Style Markers Found in Walt Disney Animation Books. Chapter IV is the Conclusion, containing my personal comments and opinions about the result of my research. The thesis ends with the Bibliography and the Appendices.