

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

There are two kinds of stories, fiction and non-fiction. A fiction story refers to a story that is not factual. It comes from someone's imagination and is usually called a fantasy. On the other hand, a non-fiction story refers to a story that gives the reader information that is true and contains facts. The examples of non-fiction stories are histories and biographies. We can find one example of fiction stories in children's book. Although they are fiction stories, authors of children's books must not forget to put some moral lessons in the stories as children's stories must be educative.

(<http://www.pantone021.com/sub/mcmug/research/kid/intro.html>)

In doing something, for example reading, it is naturally easy for children to feel bored and finally they will stop or reject to read any books. Besides, children also have high imagination. Because of those reasons, authors of children's books are expected to create or write children's stories as interestingly

as they can. So, children can both have fun and get moral lessons by reading the books. They also can enjoy their reading if they can improve their imagination.

One of the ways to make the story more interesting and imaginative is by using language play in it. As Elkind (1987) says about language play:

... play provides a best defense against stress because it allows for the flexibility a child needs while working out of his or her questions about the perceived world. Play allows children to assimilate and accommodate at a rate that is personally satisfying. ... if a child has found learning to read to be stressful in any way, play is a way to help restore cognitive flexibility as well as a positive attitude. These characteristics contribute to the complex nature of play and reveal the qualities that makes language play capable of serving “use of mind”, as well as language and literacy development.

(<http://www.enc.edu/org/teachered/literacy/languageplayactivities.htm>)

As Elkind says, by using language play, it unconsciously can help children’s brains to improve in their language (vocabulary) or even their ability to read and write.

There are a lot of authors of children’s books who use language play in their stories. One of the most famous authors of that type is Roald Dahl. Dahl was a prolific writer of short stories, novels, plays, and poetry. During his life (1916-1990), he wrote a lot of great works of different genres. But in the end, he is best remembered as a writer of children’s fiction.

(<http://scholar.lib.vt.edu/ejournals/ALAN/fall98/royer.html>)

Charlie and the Great Glass Elevator is only one example of Dahl’s successful novels. Dahl uses a lot of language play to make the story more interesting and imaginative. Those reasons make Dahl’s stories different from

other children's stories. Therefore, I become interested in analysing the language play used in Dahl's novel.

'Language Play is an action of manipulating the language by bending and breaking its rules.' (Crystal, 1998: 1). By bending and breaking the rules, language play has hidden purposes such as enjoyment and relaxation (Cook, 1997: 227). That is why language play is used for the purpose of enjoyment, self-amusement, and fun (Cook, 1997: 200).

In analysing the language play of the novels, there are some areas of Linguistics which I will use. They are Semantics, Morphology, Phonology, Pragmatics, and Graphology. Semantics is 'the study of meaning in human language' (O'Grady, Dobrovolsky, and Aronoff, 1993:211) and it looks at the lexical meaning of words. Morphology focuses on the structure of words (Crane, Yeager, and Whitman, 1981: 96). Phonology is 'the study of how the speech sounds are organized and how they function in language' (Crane, Yeager, and Whitman, 1981: 72). Pragmatics is 'the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)' (Yule, 1996: 3). Graphological Variation is 'a relatively minor and superficial part of style; concerning such matters as spelling, capitalization, hyphenation, italicization, and paragraphing' (Leech and Short, 1994: 131).

The purpose of doing the discussion by using this kind of approach, as it is implied above, is to find out what kinds of effects produced on children by using language play. Furthermore, this kind of approach will add to the enjoyment of

reading Dahl's novel. On top of that, I hope to make people appreciate Roald Dahl more as the best writer of children's books.

## **1.2 Statement of the Problem**

In this thesis, I would like to discuss the following problems:

1. What are the forms of language play found in Charlie and the Great Glass Elevator?
2. What kinds of language play are they?
3. What are the effects caused by these forms of language play on the readers, especially children?

## **1.3 Purpose of Study**

In this thesis, I intend to show:

1. The forms of language play found in Charlie and the Great Glass Elevator.
2. The kinds of language play.
3. The effects caused by these forms of language play on the readers, especially children.

## **1.4 Methods of Research**

I take some steps in gathering the data. First, I read Roald Dahl's Charlie and the Great Glass Elevator as the primary text. Second, I collect, select, and classify the data based on the language play processes. Third, I analyze the language play and focus on the effects on children as readers caused by the

language play by using some textbooks as my references. Finally, I write a research report.

### **1.5 Organization of the Thesis**

This thesis consists of four chapters. First is Chapter I, the Introduction, which contains the Background of the Study, Statement of the Problem, Purpose of the Study, Method of Research, and Organization of the Thesis. Chapter II provides the linguistic theories used in analysing the language play. Chapter III contains the analysis of language play in Charlie and the Great Glass Elevator and its effect on children as readers. The last chapter, Chapter IV, is the Conclusion, which presents the conclusion of what has been analyzed. The thesis ends with the Bibliography and the Appendices.