

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature is an imaginative writing. Terry Eagleton (1996: p. 1) states that literature can be defined as ‘imaginative’ writing in the sense of fiction – writing which is not literally true. Inside literature, there are elements which are connected with the human’s life like: feeling, critics, and behavior. Alongside that, literature also reflects the human’s life. By reading literature people can enrich their knowledge, especially in the life itself.

There are originally three major genres of literature. They are: triad epic, drama, and poetry as stated by Mario Klarer (1998: p. 3) “Among the various attempts to classify literature into genres, the triad epic, drama, and poetry have proved to be the most common in modern literary criticism. Later, people are more likely to use the terms “fiction” to replace the triad epic as it is stated by Mario Klarer (1998: p. 3) “Because the epic was widely replaced by the new prose form of the novel in the eighteenth century, recent classifications prefer the terms fiction, drama, and poetry as designations of the three major literary genres”.

As three major genres of literature, fiction, drama, and poetry are different. Poetry is the oldest genres in literary history. X. J. Kennedy (1966: xxxix) states: “Poetry is a rhythmical composition of words expressing an attitude, designed to surprise and delight, and to arouse and emotional response” It shows that poetry connects with people’s life, especially with their attitudes toward other living things in the world in the form of words that are written and spoken in styles and patterns as it is supported by Roberts and Jacobs (1989: p. 517) which states: “Poetry and poem describe a wide variety of spoken and written forms, styles, and patterns, and also a wide variety of subjects”.

Novels or fictions, one of the genres of literary works which is the fiction, hold many values that connect with the human life. Jeremy Hawthorn (1985: p. 1) implies that even though the characters and actions in novels are imaginary, they are in some sense ‘representative of real life’. It means that by reading novels, people can learn many things which are related with their real life.

Drama, as the part of genre of literature, is different from fiction and poetry. While poetry is written and spoken, and fiction is read, drama, on the other hand, is in the form of acting or staging where the characters are represented by actors. This is supported by Roberts and Jacobs (1989: p.1006) who state: “What separated drama from prose fiction and poetry is

the acting or staging of the play” In addition, X. J. Kennedy (1983: p. 811) also adds: “Unlike a short story or a novel, a play is a work of storytelling in which the characters are represented by actors”.

Among the three genres of literary works, the writer chooses novels for the study because the writer thinks that novels are very interesting, because when the readers read novels, they also imagine the situation, the characters appearance, the setting, and the emotion of the characters at the time the events happen by themselves. This is supported by Jeremy Hawthorn (1985:p.68) who states: “Frequently we will imagine ourselves in situations described in the novel; perhaps we will hold imaginary conversations with characters, or wonder what we might have done in their positions. There are also various values in the novels that people can get after reading and understanding them. In addition, compared with the other two types of literature, novels can be read by people a little by little. It means that people can read them whenever they have a free time and anywhere.

The novel that the writer chooses for the study is entitled: “The Little Prince” which was written by the French aristocrat, writer, poet, and pioneering aviator Antoine de Saint-Exupéry. The English edition of this novella was published in 1943, while the French edition was published in 1945. The book has then been sold to more than 20 0 million copies in

2011 since 1943 and has been translated into more than 240 languages. As a novella, *The Little Prince* has also been adapted into numerous art forms and media, including audio recordings, children tv series, graphic novel, operas, short film, musical movie, and animated movie (<http://historyofthelittleprince.weebly.com/production-history.html>)

The novel started with the narrator, who was a young boy at the time, showing a drawing of a boa constrictor to the adults. Every time he explained to them about his drawing, they always told him to lay aside his hobby (drawing) and devote himself to other subjects like geography, history, arithmetic, and grammar. Hearing this, the narrator felt that the adults never understood about what he wanted and then stopped drawing at the age of six.

Now, as an adult himself, he finally chose to become a pilot. One day, his plane crashed in the desert of Sahara. While he was repairing his plane, he met a young boy whom he referred as “the little prince”. The little prince then asked the narrator to draw a sheep for him. Because he stopped drawing at the age of six, he could not draw a sheep very well and instead drew a simple box and then explained to the prince that the sheep was inside. The prince felt happy about the drawing and finally they became friends because they understood each other.

The prince then told the narrator the story about his home, where he fell in love with a rose, and his journey from his planet to the other planets in order to seek knowledge, then finally to the earth. He told him that he already met 6 people: a king, a conceited man, a tippler, a businessman, a lamplighter, and a geographer (all of which represent the adults). During his journey, he did not get any knowledge from them (because most of them were very demanding and ignorant toward the prince) except from the geographer who told the prince that his flower was ephemeral. After his visit in the geographer's planet, he landed on earth where he met a snake which had the power to send him back to his home when he wanted to, which was turned to be a lie, and a fox, which he tamed and taught him invaluable things.

Back in the moment where he met the narrator, he missed his beloved rose and met with the snake. He then asked the snake to send him home and bit farewell to the narrator. Even though the narrator tried to stop him, he failed, and finally the snake bit him and he died without making a sound. The story ended with the narrator drew the landscape where the prince died and added a message to the readers to let him know if they met a golden haired boy (the prince).

The writer found an article entitled “Berikan Balita Kesempatan Menyuarakan Pendapatnya!” which is written in Indonesian that talks about

giving the children the right to express their opinion according to the Convention on the Rights of Children article 12 paragraph 1, with some points that must be noted. First, the parents should hear and appreciate the children's opinion, second, to talk with them using an easy to understand languages, and finally, to teach the children to accept other people's opinion and to accept if their opinion got rejected (<http://www.motherandbaby.co.id/article/2016/1/39/3835/Berikan-Balita-Kesempatan-Menyuarakan-Pendapatnya>).

The writer found another article entitled "Freedom for Children" by Wawa. In his article, he said that most parents nowadays limit their children's freedom. They also control their children's life and daily activities too often. As a result, children who get these treatments from their parents can feel stress and later on in their adulthood, they may do crime and other bad things because of the limitation of the freedom that they received in their childhood. (http://www.teenink.com/opinion/social_issues_civics/article/483634/Freedom-for-Children/)

The writer finds that the articles and the novel tell about the same matter: the treatments that adults give to children. The articles talk about the freedom of children and the result of the limitation of freedom. They need to be given freedom in their youth by their parents. The novel tells about a

child, who gives up his hobby because of the adults' treatment towards him. Then, he becomes a pilot, something that is beyond what he wanted when he was a child. Later on, he meets with the prince who has met many people in the other planets who resemble the adults. After finding out the similarity between the articles and the novel which is related with the real life, the writer becomes interested in finding out the messages that the author of The Little Prince novel wants to show to the readers. In addition, as this novel mainly tells about the treatment of the adults toward children, the writer thinks that the author of the novel wants to show the readers about what kind of treatments that most adults usually give to the children and the results from the treatments that the children receive in the form of the traits of the characters. Therefore, the writer wants to find out the traits which are reflected through the characters in the novel and also the human values in the novel.

1.2 Statements of the problem

According to the background of the study, the writer will analyze the human values of the novel entitled "The Little Prince". The problem for this study is:

1. What traits do the characters in "The Little Prince" convey?
2. What are the human values found through the prince as the main character in "The Little Prince"?

1.3 Objective of the Study

The objective of this study is to find out the traits that the characters convey and the human values in Antoine de Saint-Exupéry's *The Little Prince* through the prince as the main character.

1.4 Theoretical Framework

The Theoretical Frameworks used in this study are the objective theory and the theory of human values. To answer the research questions, the writer will use Abrams' theory of objective (1953) to do the analysis and Knickerbocker's theory (1960) of human values.

1.5 Scope and Limitation of the Study

There are many things in "The Little Prince" novel that can be analyzed and explored. In this study, the writer will focus on the analysis of the traits of the characters and the human values of the prince as the main character. The writer uses the Knickerbocker theory of human values for this study. The writer will use the published novel as the source of the analysis and will not cover the movie.

1.6 The Significance of the Study

The study is expected to be able to enrich the knowledge of the students of the English Department who are interested in literature, especially in the human values. Furthermore, the writer expects that the readers can understand the human values in Antoine de Saint-Exupéry's

The Little Prince through the character, the prince, through this thesis. The writer also hopes that this thesis can be useful as a comparison or reference for the other students, especially the students of English Department who will make the same analysis of human values in novels in the future. More importantly, the writer expects that this thesis will become a reference for the adults in raising their children later on.

1.7 Definition of Key Terms

In this study “Character Traits and Human Values Found in Antoine de Saint-Exupéry’s *The Little Prince*” the writer defines some of the key terms. To define the key terms is very necessary in order to prevent confusion for the reader.

1.7.1 Human Values

The values which are called the end values, or human values, which emerge from the consequences from using the material things in life and the universe, whether it is good, mediocre, or bad, according to the people’s own judgment, or the philosophy of life. (Knickerbocker, 1960, p. 409)

1.7.2 The Little Prince

The Little Prince is the most famous novella written by the French aristocrat, writer, poet and pioneering aviator Antoine de Saint-Exupéry. The English edition of the novella was published in 1943, while the French

edition was published in 1945. It has also been adapted into numerous art forms and media like tv series, operas, musical movie, and etc.