

CHAPTER I

INTRODUCTION

1.1 Background of Study

Literary works are very artistic works, which can make us feel touched. The existence of a literary work is to be enjoyed by oneself or to be enjoyed by anyone who reads it. Literature is also an expression of the human person in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a form of concrete images that evoke enchantment with language instrument (Sumardjo in Indriati (2022: 1). This statement is also justified by Panuti explaining that “literature” is a spoken or written works that has various superior characteristics such as originality, artistry, beauty in content, and expression. Therefore, many people now like and are interested in literary works, because a good literary work will convey messages from the author through various unique ways and beautiful language. In the above sense, it is interpreted that life involves between humans, and between events that occur in a person's mind.

Every literary work always contains a moral message that we can learn after reading, hearing and seeing the contents of the literary work. That is the reason why writers make literary works as objects to convey various feelings such as emotions, sadness, happiness and the nature or attitude of a person. Currently, many literary works have been published, one of which is novel. Therefore, the novel that I want to propose as material for analysis

From the number of novels, the writer takes *Totto-Chan: The Girl At The Window* Tetsuko Kuroyanagi's have to be analyzed at concerns the protagonist's behavior. Child's social interactions heavily influenced by emotions there is in her good fun or not. How child adapt to environment, cooperate, willing share with

friends and people around her, depending on how we educate and develop children's social emotions from an early age. The process of interaction between children with the social environment will mutual relationship influence and be influenced by one each other. The social environment includes people: parents, school, peers and adults. Based on the explanation above, the writer feels necessary to do an analysis about the behavior of one the protagonist characters, a girl named Totto-Chan who often does something wrong to her friends in her social environment.

Totto-Chan: The Girl At The Window by Tetsuko Kuroyanagi is a novel translated from English language which was originally published in Japanese language in 1981. Events by events are experienced by Totto-Chan along with other characters. With Totto-Chan and other characters who have various behavior, such as Totto-Chan, who has an improper and unruly behavior like the behavior of a child in general. For example, almost every child who is difficult to advise or difficult to manage is always called a “naughty child” by the people around or even by their own parents. Therefore, when child hear the words "bad boy", they will lose their enthusiasm and confidence. It is because, there are many separate factors that can make child improper, whether it is from themselves or from something close to them.

Based on the statement above, the reason why the writer chooses the novel because it contains an interesting storyline that makes the writer interested in choosing this novel to analyzed. This novel also has some interesting characters like Totto-Chan who always does cute things, but it is not good in every story and she can also be an example or learn her attitude and also the writer wants to inform the reader about this novel.

1.2 Problem of the study

Based on the background in this thesis, the problem are follows:

1. What types of improper behavior does Totto-Chan have in Tetsuko Kuroyanagi's Totto-Chan: The Girl in the Window?
2. Why does Totto-Chan create improper behavior in Tetsuko Kuroyanagi's Totto-Chan: The Girl At The Window?

1.3 Objectives of the study

The objectives of the study in this thesis are follows:

1. To show the types of improper behavior does Totto-Chan have in Tetsuko Kuroyanagi's Totto-Chan: The Girl At The Window?
2. To show the cause Totto-Chan's improper behavior in Tetsuko Kuroyanagi's Totto-Chan: The Girl At The Window?

1.4 Scope of the Study

In doing this research, the writer will only analyze the improper behavior of the protagonist. The writer wants to describe the various behaviors of children, good behavior and bad behavior that is usually done by them. And the writer also wants to tell if child who behaves badly does not necessarily have a bad personality, but has a gentle and kind behavior as well. The reason why the writer chooses this problem to be discussed is because this discussion is very interesting to discuss and wants to provide various information related to the problem in this research. Therefore, this study focuses on the results of child's behavior such as how and why this behavior can be formed, including: Making a mess in the classroom, damaging school facilities and lying to parents.

1.5 Significance of the study

The significance of the study is to help the readers understand protagonist's improper behavior and to help the readers understand about the behavior caused by childs. This study focuses on the behavior of Totto-Chan, the protagonist character in the novel and this study only focuses on the character of Totto-Chan as a student and a little girl which who behaves a little naughty but she also has a good behavior.

The existence of this research is to fulfill two objectives, namely theoretical and practical. Theoretically, this research is useful to increase knowledge for readers and practically, this research is useful to tell readers how to educate children.

CHAPTER II

LITERATURE REVIEW

2.1 Character

Character is one of the important elements to build a structure whose presence is very necessary in the story. In a story, there are usually characters. Characters can consist of several types or more.

Characters in fiction are also often referred to as characterizations. In Milawasri (2017: 89) Kosasih, that character is the author's way to describes and developing the characters in the story. According to Zaidan, character is the process of the appearance of a character by giving the characters, traits, or habits of the characters in a story and Sugiarti, that character traits are the giving of both physical and mental characteristics to an actor or character contained in the story.

From opinions above, it can be concluded that the character is a self-description of a character described by the author in a literary work.

2.1.1 Protagonist

The protagonist is a character who is admired, such as a hero character, namely a character who is the embodiment of ideal norms and values for the reader. In Sari (2018: 3) Hariyanto, the protagonist is a character who carries a mission of truth and goodness to create a peaceful, safe, and prosperous community life situation.

The protagonist is a character who is admired by the reader. However, the goals of the protagonist are not always smooth because of the resistance from the antagonist. The protagonist displays something that fits our view, our hopes, the expectations of the readers. So, we often recognize him as having something in common with us, the problems he faces are as if they are also our problems, the same goes for dealing with it. A fiction must contain conflict, tension, especially the conflict and tension experienced by the protagonist.

2.1.2 Antagonist

An antagonist is a character who causes conflict. In Sari (2018: 4) Altenberd, that antagonists can also be referred to as characters who are in opposition to the protagonist, directly or indirectly, physically or mentally. Therefore, this character is usually depicted as a character with a bad and negative character, such as vindictive, deceitful, a liar, justifies all means, arrogant, envious, likes to show off and ambitious. However, there are also antagonist characters mixed with good qualities in opposition to the protagonist.

In general, it can be said that the presence of an antagonist is important in a fiction story that raises the issue of conflict between two interests, such as good-bad, good-evil, and others of the same kind. The conflict experienced by the protagonist is not only caused by the antagonist (several people) who can be clearly designated. It can be caused by things other than a person's individuality, natural disasters, accidents, the natural and social environment, and etc.

2.1.3 Tritagonist

The tritagonist character is the intermediate character in the story, "The tritagonist character is a character who helps a lot in a story, both from the protagonist and the main character antagonist. The tritagonist character is a peacemaker between the protagonist and the antagonist, "The tritagonist is a character as a mediator" (Ma'aruf in Kastri, 2021: 5). The tritagonist is the intermediate character. "The tritagonist is a neutral character. This character is the mediator and name between the protagonist and the antagonist".

A tritagonist character who can reconcile between other characters. The Protagonist Character of Based on the opinions of these experts, it can be concluded that the tritagonist character is a character who acts as a mediator in a story and also as a peacemaker between the protagonist and the antagonist.

2.1.4 Deuteragonist

Deuteragonist is a character side with the main character: the protagonist. The deuteragonist (secondary main character) is a close friend and supporter of the protagonist, who takes the second place after the protagonist of literary works. But the deuteragonist does not serve as an important driving force in the development of the events of a creative work as a protagonist. He is used to be a character that supports the "protagonist" and helps him to succeed. According to Gasong in Alawiyah (2020: 15), a deuteragonist character is another character who is on the protagonist's side. This character supports in solving a problem faced by the protagonist. This deuteragonist character is often called an auxiliary character.

2.2 Behavior

Behaviour is formed due to learning from the surrounding environment, through direct experience or observing the behavior of others around him as well as aggressive behavior is a behavior formed because of these factors so that there is a need for a program training or intervention to reduce the aggressive behavior. In Utami (2018: 41) Tulus, behavior is visible reflection in attitudes, actions and words as a person's reaction that arose because of this experience and learning process stimulation from the environment. This matter shows that behavior can see immediately as a reaction from stimulus one receives from the surroundings. Children need ability to adapt with the environment.

Sears, (2012: 5) behavior is usually are actions that are studied because of the reinforcement or reinforcement. Behavior can be formed because of learning through rewards. If the effect of the behavior is negative then it can reduce the behavior. Aggressive behavior can have a negative effect, so the training provided is expected to reduce aggressive behavior in children by applying the reward or reward method either by verbal and non-verbal as reinforcement to reduce behavior aggression.

The role of the family and community environment is very important for development of children's behavior. Therefore, it is very important to positive learning from the environment so that even children will be able to learn and behave positively. Empowerment of the local community environment (family, community leaders and local residents) in educating children with aggression becomes very important, so that people are expected to have the ability to be a positive figure/model for positive learning. The results that is expected through this research is parents and society surroundings can know and be aware of the situation and

conditions of the child's environment and being able to follow up by being a good model for growth and development of children and be able to handle children effectively for reduce children's aggressive behavior.

Shamsu in Utami (2018: 41) argues that social behavior describe the child's ability to adapt to the environment socially. The forms of social behavior are: quarrel, competition, cooperation, behavior of power, and sympathy. In interaction to outside world, children spend a lot of time with peers in various activity. They show symptoms of sharing tasks, the presence of rivalry, quarrel, sympathy, help each other in dealing with difficulty. This picture which showing signs of behavior is good behavior and bad behavior.

2.2.1 Good Behavior

Good behavior can be interpreted as an attitude of accepting and implementing a system that is built on the basis of the common good in interacting (Hasanah in Wijaya, 2021: 31). Good behavior is carried out so that someone avoids permanent loss. To form a child's positive social behavior, the initial experience of a child greatly determines the child's social development the beginning of a child in socializing gives more pleasure and satisfaction. Good behavior is an act of helping benefit others without having to ask for any reward and do it voluntarily. Good behavior is voluntary behavior have the goal of benefiting others. Good behavior makes a person able to live together productively. Besides that, Good behavior can have an impact positive for physical, cognitive and psychological health.

2.2.2 Bad Behavior

Bad behavior is behavior that is intended to hurt others, both physically and psychologically. If you hurt others because of an element of accident, then the behavior is not categorized as bad behavior. Pain, due to medical action, for example, even though it is done intentionally, does not include aggression. On the other hand, the intention to hurt others but not succeed, this can be said as aggressive behavior. Dollard states that aggressive behavior is an emotional response uncontrollable behavior that results in destructive, offensive and injuring behavior. This action can be directed at other people, the environment and oneself caused by deep frustration and disappointment that occurs in the individual.

In addition, children tend to be difficult to control self, the child's dominance is controlled by high emotions and is less stable so that resulting in behavior that tends to be aggressive as well, the maturity early sexual intercourse and also lack of manners (honesty, respect, mutual respect, etc.). Bringham in Tentama (2012: 4), there are three factors that affect aggressive behavior (1) the learning process, (2) reinforcement (reinforcement) and (3) imitation of the model.

Bad behavior leads to human rights violations others by means of acts of violence, beatings, rape, and we do not feel guilty when others suffer. Bad behavior as stated by some experts has a the basic equation is in destructive behavior both physically, psychologically, and objects that are around it. Bad behavior always shows rude, offensive and hurtful behavior. Socially, bad behavior is behavior that attacks other people is good verbal or physical assault. Verbal attacks such as berating, mocking or ridiculing, while physical attacks such as pushing, hitting and fighting.

2.2.2.1 Making a Mess in the Classroom

Basically every child has stages development in which children are required to act or carry out the things that become the task of development properly. The deviant behavior that is carried out is as follows disobedient and interfere with teaching and learning activities at school. This behavior occurs because of adjustments that must make children to new environmental demands and conditions. This behavior can occur because of adjustments that must be made by child.

In the learning process the teacher often faces whims student behavior that is inexplicable and difficult to overcome because the behavior has been reinforced to meet specific needs. Children who always talk in class, often disturb the peace of class, perhaps trying to fulfill the need to get attention (Jiwaningsih. 2019: 6-7).

2.2.2.2 Damaging School Facilities

Damaging school facilities has often been done by children in their schools. This happens because of a sense of responsibility and a sense of belonging school facilities for students are relatively low. Even, there are behaviors that tend to damage school facilities. In fact, there are still students who do this. Teachers who witness this must immediately reprimand and advise students by saying that if they damage school facilities, they must repair or replace them. The causes of this behavior include failure in the socialization process so that the family has a role to be responsible for instilling values and norms in children. The effort given to deal with deviant behavior in students is by giving advice and penal sanctions (Anzalena. 2019: 129).

2.2.2.3 Lying to Parents

Lying is a behavior that is often done by individuals to avoid certain situations. Even in a study, it is said that lying behavior is carried out from an early age (Talwar in Rijal, 2020: 250). Lying is carried out by individuals in many of their daily activities, the impact of lying behavior is detrimental to others, and to the perpetrator himself. Lying to other people especially to parents is a behavior that should not be done. One of the disadvantages that can result from lying to people who are lied to is always feeling suspicious of other people. Individuals who are often lied to will lose their trust in others and will not easily trust again. Then the disadvantages of lying behavior towards individuals who commit lies are always feeling anxious and afraid that their lies will be found out. Individuals who often lie will also slowly lose the trust of others.