

CHILDREN EMPOWERMENT IN C.S. LEWIS' NOVEL "THE LION, THE WITCH AND THE WARDROBE"

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Abstract:

This research is aimed to describe Lucy's thoughts, feelings, and actions in C.S. Lewis's novel *The Lion, the Witch, and the Wardrobe*. The problem that formulated in the research will be answered based on Lucy's thoughts, actions, and feelings and then describe it. The main source for this research was C.S. Lewis's novel *The Lion, the Witch, and the Wardrobe*. This novel is considered as a children's literature. The focus and the data for this research were events in the novel which showing Lucy's thoughts, feelings, and actions. The data were analysed by using qualitative content analysis. The instrument was the researcher himself. There are four criteria: credibility, transferability, dependability, and confirmability, which the researcher used in order to make trustworthiness. The findings showed that this novel contains children's empowerment. Children empowerments are considered as important aspects in children's story and it has great influence to enrich children's intelligence and emotion in their growing period, *The Lion, the Witch and the Wardrobe* can be categorized as a good novel.

Keywords:

Character building,
Children
empowerment,
Children literature



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INTRODUCTION

The importance attached to children's education is widening with the book into everyday life that will meet the needs of children to read. At the present time, there are available a wide range of books that can be read both printed and digital books, so it makes easy for children or anyone to select books to be read. One of the best books to be read by children is the children literature. As pointed out by (Lynch-Brown & Tomlinson, 1999) Children's literature is good-quality trade book for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose and poetry, fiction and nonfiction.

Saxby (1991) said that literature is the image of life. Image of life can be understood as a concrete representation of life as encountered in the factual life. So that, it is easy to be imagined while reading, but relatively in a short form because it is compacted. In literature, illustrated life events are through characters in living the life that narrated in the plot. However, not all readings that have characteristics like that can be expressed as

children literature. If so, it means that it is no different from the characteristics of adult literature. Saxby (1991) said that if the images or metaphors of life told are within the reach of children, whether involving the aspects of emotions, feelings, thoughts, sensory nerves, or moral experiences, and expressed in a linguistic form that can also be reached and understood by children, those books or texts can be classified as children's literature. So, a book can be viewed as children literature if the images and metaphors of life that are told, either in contents such as emotions, feelings, thoughts, sensory nerves, or in a form such as linguistics, can be reached and understood by children.

Children's literature may talk about anything including those that do not make sense to adults such as stories about animals that can speak, behave, think, and feel like human beings. The children's imagination and emotions can accept a story like that is a natural thing and that is the way it should be based on the understanding of children. Children's stories do not have to tell always about the good thing, like diligent and lovely child. Children can also receive a story that is not good, like a lazy and liar child, an evil witch, lazy animals, or animals who like to eat their neighbors. The story like that is not without moral and children will identify themselves otherwise. In short, children's can tell anything about life issues. So, it is able to provide better information and understanding about life itself. Even a children's story does not have to be always a happy ending, but it can be otherwise. Huck, et al (1987) emphasized that children's books are books that have the children's eye at the center. Children's book, children literature, is a book that put the children's point of view as the center telling.

Winch (1991) said that a good children's book that delivers and set out from children's lens. It is also reinforced by Nodelman (2008) who proposed that children's literature characteristically describes things from a childlike point of view. It is one of the basic capitals for children to understand about world and life they live in. children have the right to get a book containing a lot of information about life experiences to developing their fantasy. Fantasy may refer to the final results of the psychological procedure of fantasizing, in which case it is a result of the mind's ability to make an image of objects that are not physically present or even conceivable (Gates, et al. 2003). Let and give children a chance to grow and develop their fantasy.

There are some genres in the children's literature. Genre refers to the type or category of literary grouping which is usually based on style, form, or content. This has the consequent understanding that in a kind of literature there are a number of elements that share the same traits and elements that show the difference. Talks about the types will be different for each type but also contain overlapping elements. This is because in each genre there are certain elements that are more or less the same, while different is found only in combination and level. That is, a story form grouped into one subgenre in a genre can have characters that can be found in another subgenre but with different criteria. According to Lych-Brown and Tomlinson (1999), there are six genres or categories in the children's literature: poetry, traditional literature, modern fantasy, realistic fiction, historical fiction, and nonfiction - biography and informational book.

According to Lynch-Brown and Tomlinson (1999), poetry is the expression of thoughts and feelings through a rhythmical synthesis of creative and lovely words chose for their vibrant impacts; Traditional literature includes a few distinctive sorts of stories, but since

they were altogether shared orally for so long, they have many highlights in like manner; Modern fantasy refers to the assortment of literature in which the occasions, the settings, or the characters are outside the domain of possibility; Realistic fiction refers to stories that could, in fact, happen to people and creatures, it is inside the domain of plausibility that such occasions could happen or could have happened; Historical fiction is realistic fiction set in a period sufficiently remote from the present to be thought about history; Nonfiction for children is not limited to works containing just actualities. Instead, this genre can best characterize as far as accentuate. The substance accentuation of children's nonfiction is archived actualities.

The most important element in children's literature is characters. Lynch-Brown & Tomlinson (1999) said that characters, the "actor" in a story, are another element of fiction vital to the enjoyment of a story. A well-portrayed character can become a friend, a role model, or a temporary parent to a child reader. In general, Character means the aggregate of mental, emotional, furthermore social qualities that recognize an individual. In children's literature, the character may be used to imply a person, a personified animal or object that inhabits in a story (Lukens, 1990: 80). In the story, the significance of a character decides how completely the character is produced and comprehended by the readers. Character development refers to the progression, good or bad the character experiences over the span of occasions in the story (Brown & Tomlinson, 1999: 29). Therefore, Stories improve children's comprehension of complex human conduct and empower them to encounter vicariously a different scope of characters and relationship (Gamble & Yates, 2002).

In Indonesia, character building has been taught since childhood. As stipulated in Ministerial Regulation No. 23/2015 issued by the Culture and Elementary and Secondary Education Ministry that the growth of characters, hereinafter abbreviated as PBP, is the activity of attitude and habituation positive behaviors in schools that start from the first day of school, the orientation of new learners to junior high school, high school and school medium-sized vocational, up to graduation school. Character building can be built from children's literature or book. Ellis (2002) stated that representing human struggles and feelings is an essential part of good storytelling. Whether told in the books of young children or of adults, stories give the reader the vicarious experience of living through the trials and the thrills of characters in a book. With reflection, the reader can decide how he or she personally would have responded to the decisions the fictional character made. Each of those reflections and decisions gradually influences the thoughts and actions of the reader. Therefore, it can be said that characters in the children's literature can help to build children's character building.

The Lion, the Witch, and the Wardrobe, as one of the children's novels, it is interesting to be studied from many perspectives, such as plot, characterization, point of view, and setting. In order to be a focus on the research, the research will be restricted to the description of the main character, Lucy's thoughts, actions, and feelings and others' comments appraising them, showing their efforts to deal with their life and the empowerment characterization of the children. The limitation of the problems is mainly based on the relevance of the research question, which is "What are Lucy's thoughts, feelings, and actions appear in the novel?"

METHOD

This research uses the descriptive qualitative method. According to Shields and Rangarajan (2013), descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?). This is in accordance with Sekaran (2006) who said that descriptive research seeks to understand characteristics of individuals or organizations by offering a profile to describe relevant aspects of the phenomena of interest.

The main source of the research is the novel entitled *The Lion, the Witch, and the Wardrobe* by Clive Staples Lewis, or he is better known as C.S. Lewis. He is best known for his works of fiction. Geoffrey Bles published this novel in England in 1950. It is the first published and best known of seven novels in *The Chronicles of Narnia* (1950 – 1956). The researcher only focuses on one of the main characters, Lucy, because she plays a lot and dominates in this novel. So, it is interesting to be studied.

The data are analyzed by using content analysis. Krippendorff (2004) stated that content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use. The qualitative content analysis procedure which is used in this research is inductive category development. Its methodology details a foundation of definition got from the hypothetical foundation and research question which decide the part of the printed considered (Mayring, 2000).

According to Lincoln and Guba (cited in Elo, et al, 2014), there are four criteria for assessing the trustworthiness of qualitative research, that is, credibility, dependability, conformability, and transferability. Credibility is aimed at achieving the validity of the data. The researcher can achieve credibility through carefully and comprehensively reading and re-reading the selected data in accordance with the research question so that the data can be considered credible. This criterion is done until the researcher gets certainty and could not find any other significant variation in the data.

The data of the research are events occurred in *The Lion, the Witch, and the Wardrobe* by C.S. Lewis that describe the empowerment of child characters to cope with their problems and feelings. The empowerment of children is shown through the capability and sensibility of children in solving their problems and others' problems and also understanding others' feelings. Besides the characterization of the child characters, children's empowerment is also strengthened by the praise of other characters for children's kindness. The focus of the research is events, which show the empowerment of the main character, Lucy to deal with her problems of lives and feelings.

The researcher also applies triangulation technique to gain credibility of the data. Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research (Creswell, 2012). The researcher applies one technique of triangulation that is from a different individual. In this technique, the researcher asks another individual or person to discuss the valuable data to know the correct interpretation of the events whether they are relevant to the children's empowerment or not. The person who became another

individual to triangulate is Adam Anshori. He is the lecturer of children's literature in English Education Department in the Islamic University of Indonesia. Therefore, his capability in analysing children's literature will be in accordance with the research.

RESULTS AND DISCUSSION

There are many books written for children. However, it is impossible to analyse all of the books. Therefore, the researcher only focuses on one book in order to have a detailed analysis. The researcher chooses *The Lion, the Witch, and the Wardrobe* by C.S. Lewis because the main characters are children. Especially, Lucy is a child who has the curiosity to open the wardrobe, thus bringing her and her siblings into the world of Narnia. It shows that children in this book have empowerments. According to Oxford Online Dictionary (n.d) empowerment is the authority or power given to someone to do something.

Ellis (2002) stated that representing human struggles and feelings is an essential part of good storytelling. Whether told in the books of young children or of adults, stories give the reader the vicarious experience of living through the trials and the thrills of characters in a book. With reflection, the reader can decide how he or she personally would have responded to the decisions the fictional character made. Each of those reflections and decisions gradually influences the thoughts and actions of the reader.

Thought Empowerment

The Lion, the Witch, and the Wardrobe present Thought Empowerment that is thinking the ability of the children through its child character's knowledge or idea and understanding others feelings. Thought Empowerment is divided into two parts. They are Thought Empowerment through Children's Knowledge or Idea and through Understanding Others Feelings.

Thought Empowerment through Children's Knowledge and Idea

Children have their own intelligence in the form of their knowledge and idea. Knowledge includes their ability to understand something, familiarity gained by their experiences and information achieved, whereas, the idea is about their plan, opinion, or conception of something. In *The Lion, the Witch, and the Wardrobe*, Lucy is presented as a curious and intelligent child.

'Hadn't we all better go to bed?' said Lucy. 'There's sure to be a row if we're heard talking here'.... (Lewis, 1950: 2).

In this conversation, Lucy has an idea that it will be better go to bed rather than talking and arguing. Moreover, when they are heard by the owner of the house, which is the Professor. In this case, Lucy shows the wisdom. Lucy, as the youngest child in this story, has already understood what will happen if they are heard by the owner of the house, the Professor. Lucy's ability to understand the situation around her is one of the forms of children's empowerments.

"Do you know," said Lucy, "I really believe he means us to follow him"... (Lewis, 1950: 26).

In this story, it reinforces that Lucy can understand the situation around her. She can understand about Robin's mean that the Robin means them to follow him. Lucy has knowledge about it from Robin's behaviour itself. When they follow the robin, the Robin

is not flying away, but he is flying to another tree. From here, Lucy can draw a conclusion that the Robin means her and her siblings to follow the Robin.

Thought Empowerment through Understanding other's Feelings

Adults often suppose that children are innocent and weak. Therefore, adults think that it is not necessary to share about something considered difficult and complex to children. In daily life, adults often hide their problems or their sadness in order to keep the children away from misery. However, children can feel and see what actually happened, and may understand the situation better than what adult's expected.

"I don't think you're a bad Faun at all," said Lucy. "I think you are a very good Faun. You are the nicest Faun I've ever met." ... (Lewis, 1950: 7).

Mr. Tumnus is crying because he feels that he is a bad Faun. Then, Lucy reassures with a statement 'I think you are a very good Faun. You are the nicest Faun I've ever met'. The reassured like that can keep the Faun from crying again and think of himself as a bad Faun. Lucy's ability to understand Faun's feeling and give him a reassured is a children's empowerment.

"Oh, but we can't, we can't," said Lucy suddenly; "don't you see? We can't just go home, not after this. It is all on my account that the poor Faun has got into this trouble. He hid me from the Witch and showed me the way back. That's what it means by comforting the Queen's enemies and fraternizing with Humans. We simply must try to rescue him." ... (Lewis, 1950: 26).

After Faun helps Lucy and hides Lucy from the witch, Lucy knows and understands that the Faun is in danger situation. Lucy tells her siblings to help the Faun. Lucy really understood the situation of the Faun. Lucy's ability is to understand the other's feelings and take an initiative to do something to help. In this case, help the Faun. That is one example of children's empowerment.

Action Empowerment

The Action Empowerment, for the most part, depicts children's action, behavior, and attitude in managing incidents in their everyday life. There is two parts of the action empowerment. They are Action Empowerment through Children's Bravery and Action Empowerment through Doing Favour for Others.

Action Empowerment through Children's Bravery

There are various kinds of bravery. All of them are important to be learned and be known to everybody, including children. However, not all kinds of bravery are in The Lion, the Witch, and the Wardrobe novel. One of the braveries exists is the bravery to try something new to get rid of curiosity.

"Nothing there!" said Peter, and they all trooped out again - all except Lucy. She stayed behind because she thought it would be worthwhile trying the door of the wardrobe, even though she felt almost sure that it would be locked. To her surprise it opened quite easily, and two moth-balls dropped out... (Lewis, 1950: 3).

Lucy's brother, Peter, has said that "Nothing there!". However, Lucy still stays behind. It is caused by the curiosity to try the door of the wardrobe, even though she felt almost sure that it will be locked. Her curiosity shows confidence to move forward and will not be affected by anyone. It is important to form responsible personality.

"I can always get back if anything goes wrong," thought Lucy... (Lewis, 1950: 4).

It is clear that Lucy is so brave, confident, and believes that she can always get back if anything goes wrong. She still wants to try something new in order to meet her curiosity. Children who do not have bravery like Lucy may not think like that. It indicates that Lucy has empowerment. Particularly is in the terms of children's action empowerment through children's bravery.

Action Empowerment through Doing Favour for Others

A relationship between people with each other is necessary for everyday life. It is important to be known by children in order to make children aware that human will not be separated from the surrounding social environment that there are various problems.

"... And so Lucy found herself walking through the wood arm in arm with this strange creature as if they had known one another all their lives..." (Lewis, 1950: 6).

In this story, Lucy is walking with Mr. Tumnus, a Faun. Lucy is friendly, so she is willing to arm in arm with him in order to help him to able to hold the umbrella over both of them. Even though, they just got to know each other. However, shows hospitality, so they are so close as if they had known one other all their lives.

Feelings Empowerment

Feeling empowerments refer to types of children's mindfulness and sensibility to manage happening occasions. There two parts of feeling empowerment. They are Feeling Empowerment through Empathy and through Children's Unselfishness.

Feeling Empowerment through Empathy

Empathy refers to the ability to feel the emotions, thoughts, or feelings of others. Basically, every child already has sensitivity (empathy) in themselves. Instinctively, children try to alleviate the suffering of others, but their cognitive or intellectual development is immature, the children show empathetic confusion. When Lucy saw Mr. Tumnus crying, she starts to comfort Mr. Tumnus.

... "Mr. Tumnus! Mr. Tumnus!" said Lucy in great distress. "Don't! Don't! What is the matter? Aren't you well? Dear Mr. Tumnus, do tell me what is wrong." But the Faun continued sobbing as if its heart would break. And even when Lucy went over and put her arms around him and lent him her handkerchief, he did not stop. He merely took the handkerchief and kept on using it, wringing it out with both hands whenever it got too wet to be any more use, so that presently Lucy was standing in a damp patch... (Lewis, 1950: 7).

In this story, it is clear that when starts to go over and put her arms around Mr. Tumnus and lend her handkerchief to Mr. Tumnus, this shows that Lucy is showing her sensitivity

to him. Lucy's ability to go over to Mr. Tumnus put her arms around him, and lends her handkerchief to him; it shows that Lucy has empathy for him.

Feeling Empowerment through Children's Unselfishness

Unselfishness refers the state of mind or attitude of somebody who tries to think about other's need or welfare. It is a care expression for others. Lucy expresses her unselfishness attitude on some occasions in this story.

... "What about going to see Mr. Tumnus?" said Lucy. "He's the nice Faun I told you about." Everyone agreed to this and off they went walking briskly and stamping their feet. Lucy proved a good leader... (Lewis, 1950: 25).

When Faun has told Lucy that if saw sons of Adam or daughters of eve, he will catch them and hand over to the white witch. When Lucy comes back to the world of Narnia with her siblings, she is not selfish to take a happy adventure with her siblings. She still remembers Faun's kindness and still wants to visit Faun. It shows that Lucy is not egoist or selfishness.

CONCLUSION

There are three kinds of children empowerments. They are Thoughts Empowerment, Feelings Empowerment, and Actions Empowerment. Those empowerments are important to build children's character. In Indonesia, character building has been taught since childhood. Therefore, it is needed to choose good children's books which the characters in the book have empowerments. Wherefore, books give the reader the vicarious experience of living through the trials and the thrills of characters in a book. With reflection, the reader can decide how they personally would have responded to the decisions the fictional character made. Each of those reflections and decisions gradually influences the thoughts and actions of the reader. From findings and discussion, it can be concluded that *The Lion, the Witch, and the Wardrobe* by C.S. Lewis is a good children's book because of the main character, Lucy, has empowerments.

ACKNOWLEDGMENT

The writers would like to say thanks very much to Mr. Adam Anshori to became another individual to triangulate the data of this research.

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