



**HORIZON OF EXPECTATION  
OF CHILDREN'S IDEAL FUTURE IN 1946  
REPRESENTED IN ENID BLYTON'S *MALORY TOWERS***

Final Project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Sastra  
in English Literature

by  
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**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
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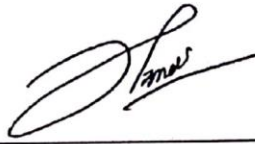
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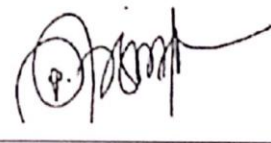
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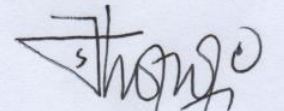
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## DECLARATION

I, Asma Azizah hereby declare that this final project entitled *Horizon of Expectation of Children's Ideal Future in 1946 Represented in Enid Blyton's Malory Towers* is my own work and has not been submitted in any form for another degree or diploma at any university or other institution. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is also given.

Semarang, April 8th, 2020



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## **MOTTO AND DEDICATION**

With difficulty is surely ease

(Q.S. Al Insyirah: 6)

For Abi, Ummi, Aisyah Nur Jannah, Hajar Tsabitah, Fathimah Nur Rahmah, Muhammad Al-Fatih Rahmatullah, Muhammad Fakhri Abdurrahman, and my friends

## ACKNOWLEDGEMENT

All praises to Allah SWT, the Almighty and Merciful Creator, for all the strength, love, and compassion. Furthermore because of the abundance of His grace and guidance, I was able to finish this final project entitled *Horizon of Expectation of Children's Ideal Future in 1946 Represented in Enid Blyton's Malory Towers*.

My deep and sincere gratitude are warmly addressed to Mrs. Prayudias Margawati, S.Pd., M.Hum, for her considerate guidance, encouragement, and motivation during my bachelor study, especially throughout the process of accomplishing this final project. I am highly indebted to all lecturers; not to mention all of the staff and librarian of English Department of Universitas Negeri Semarang for the very memorable lessons during my college years.

I would like to express my deepest gratitude devoted to my beloved parents, Amir and Hermawati, my dearest older sister, Aisyah, and my dearest younger brothers and sisters, Hajar, Fathimah, Fatih, and Fakhri for all of their prayers and always by my side serving me warmth, comfort, and love. Special thanks to my friends, Astri; Ike; English Literature 2015, and those who cannot be mentioned one by one.

Hopefully, this research can be beneficial and gives positive contribution for further study.

Semarang, April 8th, 2020

Asma Azizah

## ABSTRACT

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**Keywords:** *boarding school, children's ideal future, education, horizon of expectation*

1946 was a recovery year after Second World War ended. This year also called as the wind of change by Great Britain. The big impact of the war, take them off to the early modern era. At the beginning of modern era, children were taught the basic attitude of well manners and respecting others. The social attitudes into children, also the notion of childhood started in Europe. Adults give more attention to children as separate beings, innocent, and need of protection by adults around them. On the other hand, the writer in the early modern era reveals that they try to come out from the era of romanticism and realism and write any works based on social context. Thus, the problem arises when people, who read novel, *Malory Towers*, only see the description of the life of children in the dormitory. They, especially children, neglect the wider message about the expectation of adults hidden behind the story.

This study aimed to explain (1) what British expectation toward children's future described on Enid Blyton's *Malory Towers* (2) children's characters in Enid Blyton's *Malory Towers* formed by the participation of British role of ideal future and (3) today's perspective of British ideas in 1946.

The material object is a novel entitled *Malory Towers*, written by Enid Blyton. This qualitative descriptive study employed Reader-Response approach especially a theory from Hans Robert Jauss of "Horizon of Expectation" in analyzing the data.

The findings of the study are as follows: As illustrated in *Malory Towers*, British were expected their children to be kind, good-hearted, loved and trusted, and reliable child. In addition, parents, school, and friend's role are important to forming children's character. They teach some values such as discipline, responsible, politeness, caring, loyal and understanding, respectful, mental strength, steady and wise attitude to reach the ideal future. On other hand, in 1946, education aims to change the society to fit the ideas of the ruling government or to create the utopian society through education.

The researcher concluded that there are some similarities and differences of British ideas in 1946 and today's perspective. *The ideas* in this research are the idea of British education system and boarding school. Furthermore, all the ideas have a good aims for children's future.

## TABLE OF CONTENTS

COVER0.....	i
APPROVAL .....	ii
DECLARATION .....	iii
MOTTO AND DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT.....	vi
CHAPTER I.....	1
INTRODUCTION .....	1
1. 1    Background of the Study .....	1
1. 2    Reason for choosing the topic.....	7
1.3    Research Questions .....	7
1.4    Objective of the Study .....	8
1.5    Significance of the Study .....	8
1.6    Outline of the Research Report.....	8
CHAPTER II.....	10
REVIEW OF RELATED LITERATURE .....	10
2. 1    Review of Previous Studies .....	10
2.2    Literature Review.....	15
2.2.1    Reader Response .....	15
2.2.1.1    Norman Holland (subjective criticism) .....	16
2.2.1.2    Wolfgang Iser .....	17
2.2.1.3    Hans Robert Jauss.....	17
2.2.2    Horizon of Expectation .....	20
2.2.2.1    British Expectation .....	22
2.2.2.1.1    British Education in 1946 .....	22
2.2.2.1.2    British Boarding School in 1946.....	24
2.2.2.1.3    British Children's ideal future in 1946 .....	25
2.3    Theoretical Framework.....	27
CHAPTER III .....	28
RESEARCH METHODOLOGY.....	28
3. 1    Research Design.....	28
3. 2    Material Object of the Study.....	30

3.3	Formal Object of the Study .....	30
3.4	Roles of the Researcher .....	30
3.5	Instruments of Study .....	31
3.6	Procedures of Data Collection .....	31
3.5.1	<i>Reading</i> .....	32
3.5.2	<i>Interpreting</i> .....	32
3.5.3	<i>Identifying</i> .....	32
3.5.4	<i>Inventorying</i> .....	32
3.5.5	<i>Triangulation</i> .....	34
3.5.6	<i>Reporting</i> .....	34
3.6	Procedures of Data Analysis .....	34
CHAPTER IV .....		35
FINDINGS AND DISCUSSIONS .....		35
4.1	British Expectation toward Children’s Future Described on <i>Malory Towers</i> .....	35
4.1.1	<i>Proud Girls</i> .....	37
4.1.2	<i>Trustworthy</i> .....	38
4.1.3	<i>Excels in Femininity</i> .....	39
4.1.4	<i>Hard-Working</i> .....	39
4.1.5	<i>Good-Hearted and Reliable Child</i> .....	41
4.2	British Role Participating in Forming Children’s Characters of Ideal Future as Illustrated in <i>Malory Towers</i> .....	42
4.2.1	<i>Parents’ Role</i> .....	42
4.2.1.1	Disciplined Attitude.....	43
4.2.1.2	Responsible Attitude.....	43
4.2.1.3	Steady and Independent Attitude.....	44
4.2.2	<i>School’s Role</i> .....	45
4.2.2.1	Disciplined Attitude.....	45
4.2.2.2	Responsible Attitude.....	47
4.2.2.3	Wise Attitude and Politeness .....	49
4.2.2.4	Caring Attitude and Reliable to others .....	49
4.2.2.5	Hard-working and Mental Strength.....	50
4.2.3	<i>Environment’s Role</i> .....	51
4.2.3.1	Respectful .....	51
4.2.3.2	Loyal and Understanding.....	53
4.3	British Ideas in 1946 Viewed from Today’s Perspectives.....	54
4.3.1	<i>Education in 1946 and Today’s Perspective</i> .....	54



4.3.2	<i>Boarding School in 1946 and Today's Perspective</i> .....	59
CHAPTER V	.....	64
CONCLUSIONS AND SUGGESTIONS	.....	64
5.1	Conclusions.....	64
5.2	Suggestions .....	66
REFERENCES	.....	67
APPENDICES	.....	69
Appendix I	.....	69
Appendix II	.....	72
Appendix III	.....	81

# CHAPTER I

## INTRODUCTION

This chapter presents an introduction of the study that consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study report. The description of each subchapter is represented as follows.

### **1. 1 Background of the Study**

Second World War (1936-1945) has involved many major countries in the world. It was occurred because of a tendency or a fascist understanding that developed in Europe. It was stated that World War II was a continuation of World War I. World War I ended with the defeat of Germany who surrendered on 11 November. As a losing party, Germany had to pay compensation to the allies by being strengthened in the Treaty of Versailles in 1919. The defeat of Germany in landslide gave Adolf Hitler a chance to raise his people to reply revenge of France. He developed fascism and began World War II by invading Poland on the date in the city of Danzig on September 1, 1939. (Wikipedia The Free Encyclopedia, 2018) accessed on January 17, 2019.

On September 3, 1939, League of Nation support countries especially Britain and France declared war on Germany, and then followed by their allies. Great Britain called the Second World War as a ruin to them. They were made various efforts in order to maintain the integrity of the country. All weapons even the nuclear weapons was deployed during the War. (Wikipedia The Free Encyclopedia, 2018) accessed on January 17, 2019.

On May 8, 1945, Winston Churchill (Britain prime minister) officially announced the end of the Second World War in Europe. At 3pm, he delivered the message: the war was over. He said, "We may allow ourselves a brief period of

rejoicing; but do not forget for a moment the toil and efforts that lie ahead. Japan with all treachery and greed, remains unsubdued”. After years of austerity and rationing, the British “badly needed to let their hair down”, says Sheffield. Cheering crowds, many waving flags and dressed in red, white, and blue colour, gathered outside Buckingham place to greet the King and Queen and their two daughters, Princess Elizabeth and Princess Margaret, as they stepped out onto the balcony. People were celebrating in Piccadilly Circus, singing and dancing together into the night. Unfortunately, not everyone celebrate it. For those who had lost loved ones in the War, it was a time to reflect,” and for many of the widows and widowers the war had produced, the noise and jubilation was too much bear (THE WEEK, 2018) accessed on January 17, 2019.

World War II has left a lot of negative impacts for UK. In the Second World War, British run into the catastrophic defeat in Europe and Asia. It was destroyed their financial and economic independence, the real foundation of the imperial system. Although Britain was one of the victorious allies, the defeat of Germany had been mainly the work of Soviet and American power, while that of Japan had been an almost entirely American triumph. Britain had survived and recovered the territory lost during the war. But its prestige and authority, not to mention its wealth, had been severely reduced (Darwin, 2007) accessed on January 17, 2019.

In 1946 and so on was recovery year after World War 2, where Britain’s economic condition runs into a big destruction. Taken from a site, in 1955 under Winston Churchill power, the economic was recovery and collapse. The industry was thriving, jobs were plentiful, and wages were good. These years also called as the wind of change by Great Britain (The Daily Mail, 2006) accessed on January 17. The 20 years between 1945 and 1965 witnessed unprecedented change across the British Isles. There was a dramatic rise in prosperity and living standards, as well as radical initiatives in health and welfare provision and in education (University of Cambridge, 2015) accessed on January 17. On the other hand, the education system after World War 2 was being apprehensive. In a meeting of the Eat Grinstead Literary and Scientific Institute on 2<sup>nd</sup> January, the

headmaster of Ashurst Wood Council School, Mr. Wray, talked about juvenile delinquency. He delivered his opinion that the war resulted an increasing of juvenile delinquency in Sussex (the southeast of England),

"Records show a big increase in the number of children prosecuted and a surprising increase in the number of young people who went unpunished. People in East Grinstead know the amount of undetected crime by vandals and juvenile delinquents. House breaking, shop breaking and all forms of stealing showed a disturbing increase" (1968:47).

Mr.Wray also explained the reason for the growth of juvenile delinquency such as poverty, bad housing, insufficient clubs, absence of facilities for recreation, decay in the standards of conduct and of parental control, a weakening of religious influence, greater temptations which beset the modern child, a lack of opportunity for amusement, the cinema and new housing estates. In addition, the lack of discipline in such homes was responsible for many of these crimes. The desire for adventure and war stories of deeds led them to stealing and destructive behaviour. Gangster films and the tough of gangster idea also become their influence. Besides that, the effect of the decline of religious training is another concern. He explained that Sunday School attendance has declined in the last twenty years. A probation officer, Miss Monica Perkins, said that juvenile delinquency had increased since the beginning of the War and there are some causes such as evacuation, insecurity and broken homes. Children were petted and spoilt beyond all reason by their parents. As a result, the children grow up to expect everything they wanted, that was not real love for a child (University of Cambridge, 2015) accessed on January 17.

The positive legacies of World War II were the expansion of the welfare state and the promise that, life would be better for the poor, the elderly, the young, and the Infirm, after the war. Sir William Beveridge identified five evil's that needed to be fought in peace time: squalor, ignorance, disease, want and idleness. Taken from (The Guardian, 2017) accessed on February 2<sup>nd</sup>, around 130,000

children were sent to a better life in former colonies, mainly they went to Australia and Canada, that under the child migrant program in 1920s to 1970s. Children age three to fourteen lead to the happier lives. Furthermore, the result of 19 century and the early modern era, Britain and other country firmly removed children from workplace to schools. In 1900, modern methods of public schooling emerged by tax-supported schools, compulsory attendance, and educated teachers.

The big impact after the war, take them off to the early modern era. At the beginning of modern era, children were taught the basic attitude of well manners and respecting others. The shifting philosophical and social attitudes into children, also the notion of childhood started in Europe. Adults give more attention to children as separate beings, innocent, and need of protection by adults around them.

On the other hand, the outbreak of war brought literature to an end an era of great intellectual and creative exuberance (Butler, 2019) accessed on May 4, 2020. The rationing of paper affected the production of magazines and books; and the poem and the short story, convenient forms for men under arms, became the favored means of literary expression. It was hardly a time for new beginning.

A poet of an earlier generation, T.S. Eliot, produced his *Four Quartets* (1943), reflecting upon the language, time, and history. He searched, in the three quartets written during the war, moral and religious significance in the midst of destruction and strove to counter the spirit of nationalism inevitably present in a nation at war. The creativity that had seemed to end with tortured religious poetry and verse drama of the 1920s and '30s had rich and extraordinary late flowering as Eliot concerned himself, on the scale of *The Waste Land* but in a very different manner and mood, with the well-being of the society in which he lived (Butler, 2019) accessed on May 4, 2020.

In the early modern era, the writer of any literary work reveals that they try to come out from the era of romanticism and realism. They much write any works based on social context. The writers see thoroughly through the social phenomena at that time or the background of the author itself relating to the story, or both. It is kind of the ideology of the author when wrote it.

First example is about Tom Brown's School Days. A novel written by Thomas Hughes (1857) is the story about a life at an English boy's boarding school. The story set in the 1830s at Rugby School. This novel is based on the author's experiences. Hughes attended Rugby School from 1834-1842. The main character, Tom, is harassed by the school bully, flash man, but overcomes his trials. Along his school career, he does very well academically and on the playing fields. Taken from a site, the tales lightened up on Hughes's ponderous moralizing while taking on his perceptive archetypes and appealing of small boy life. That is why the hero inside the story still tends to be an everyman with a yeoman name, a simple heart and an appetite for the kind of mischief that is never cruel (The Guardian, 2008) accessed on February 11, 2019.

One of the main themes in the Tom Brown's *School Days* novel is that of bullying and the struggle between Flash man and Brown is often regarded as a seminal account of the harsh brutality of the school bully and his victim. Tom Brown has a lot of tropes that come to distinguish the genre he invented. The pre-pubescent naif leaving home for the first time, the bully, the climatic cricket match, the intense friendship and the equally intense rivalry, which all these things is the fate of young hero's soul hanging in the balance.

While Hughes novel tells about a life of English boy at boarding school, Enid Blyton (another English writer) also wrote a novel which tells about a life of English girl at her boarding school. The title of the novel is *Malory Towers*. It was written in 1946. The novel prominently tells about how children going to boarding school for their study program. They taught to well behave, well mannered, obey the rules, gets some achievements in academic and non-academic, and so on.

Darrel Rivers as the main characters in Blyton's novel is one of students in Malory Towers School. She was imagining and thought a lot about her new school. She met many friends with different characteristics, heard many stories about what happened in the school, and enjoying her life with friends. The schools, the teachers, the seniors, and also her friends teach her a lot of things. She tried to resolve problems and learned a lot from the mistakes she did. Thus, the problems she faced being a process for her to be the good woman in the future.

According to these two novels, they show that Hughes and Blyton have different topic in their novel, Hughes mainly focuses on the bullying that happens in school, and the struggle against the bullying itself, while Blyton focuses on how children (especially for girl) could be good women in the future. However, these novels have same setting of place and same study which is a struggling of children in the boarding school. *Malory Towers* shows the struggle of a girl to be a good woman in the future. In addition, Blyton also shows that the parents were expects that their children could be a proud one through values taught in their school.

How the story illustrated the readers about British horizon of expectation of ideal future in that era has already visible. Horizon of expectation is Hans Robert Jauss' reception theory (a version of reader response literary theory that emphasizes each particular reader's perception of interpreting in making meaning from a literary text). The concept of his story is the intention to minimize the gulf between the schools of literature and history which have previously relegated the reader to play only a minor role in the interpretation of literature. Briefly, it is the structure which a person decodes, comprehends, and appraises any text based on cultural codes and conventions particular to their time history. These horizon means that readers can interpret and values a text differently from a previous generation which emphasize that readers is the important element in the processing of texts.

Based on Jauss' theory, the reader approaches a text armed with the knowledge and experience gained from interactions with other texts. These previous texts arouse familiarity for the reader based on expectations and rules of genre and style. Jauss described, "A literary work is not an object which stands by itself and which offers the same face to each reader in each period" (Bressler, 1999).

The problem arises when people, who read this novel, *Malory Towers*, only see the description of the life of children in the dormitory. They, especially children, neglect the wider message about the expectation of adults hidden behind the story. This novel then is often seen as a children novel and the grand design of

British education in that era is neglected. I as a student of literature program would like to contribute this alternative meaning to the readers, hoping that this would give additional values to them. Thus, I did this research entitled “Horizon of Expectation of Children’s Ideal Future in 1946 Represented in Enid Blyton *Malory Towers*”.

## **1. 2 Reason for choosing the topic**

I selected Enid Blyton’s *Malory Towers* as the object and British horizon of expectation relating to children as the topic because of following reasons:

- 1) *Malory Towers* is the sixth novel written by Enid Blyton and it is kind of children literature. According to Wikipedia, Enid Blyton is the best writer in 20<sup>th</sup> century. *Malory towers*’ book sold out for 600 copies and translated more than 90 languages. This book also was registered in UNESCO.
- 2) *Malory Towers* (1946) portrayed the life of British horizon of expectation to their children future in the early modern era, especially in 1946. After the World War, British changed their views on the children. Children were removed from the work place and put them into school. Thus, British become respect to the future of children. “One day you will leave school and go out into the world as young women. You should take with you eager minds, kind hearts, and a will to help. You should take with you a good understanding of many things, and a willingness to accept responsibility and show yourselves as women to be loved and trusted.” (Blyton, 1946), this quote is one proof how British adults especially educated want to form their children’s future.
- 3) The novel explicitly shows that the characters were created by British horizon of expectation or minds of their children future. In addition, Britain is a big country which is made as the role model or grand design for other country. Therefore, it is an interesting novel to discuss especially in the form of British horizon of expectation and children.

## **1.3 Research Questions**

Research problems in this study are stated as follow:



- 1) What is British expectation towards children's future described on Enid Blyton's *Malory towers*?
- 2) How do British role in forming children's characters of ideal future as illustrated in *Malory Towers*?
- 3) How do British ideas in 1946 viewed from today's perspective?

#### **1.4 Objective of the Study**

Based on the research problem, the objectives of the study can be stated as follows:

- 1) To explain what British expectation towards children's future described on Enid Blyton's *Malory towers*.
- 2) To explain children's characters in Enid Blyton's *Malory towers* formed by the participation of British role of ideal future.
- 3) To explain today's perspective of British ideas in 1946

#### **1.5 Significance of the Study**

The significance of this study is expected to be useful in some aspects. I divided the significance of the study into three aspects: theoretically, practically, and pedagogically. Theoretically, the findings of the study are expected to provide useful information for the researcher, the readers, and the community. First for researcher, it is hoped that this research would increase the researcher's understanding about literature. Second, for readers, this research can give more understanding for the readers especially for those who are interested about British society in Enid Blyton's *Malory Towers*. Third, for community, this study is conducted to enrich the studies that used *Malory Towers* (1946) as the object of the study. Practically, the significance of this study is expected to be used as a contribution for literary study. Pedagogically, this study could be used as the reference for the students of English Literature Program that conducted research in the same topic or object of the study.

#### **1.6 Outline of the Research Report**

This final project is divided into five chapters.

Chapter one is introduction. This chapter consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

Chapter two is review of related literature. This chapter consists of three sub-chapter, they are reviews of previous study, theoretical background, and theoretical framework. First subchapter, review of previous study contains review of related studies, it explains some previous studies focusing on *Malory Towers* as the object of the study. Second subchapter, theoretical background contains review of related theories that discusses about the novel, reader response in literature, Hans Robert Jauss theory, Horizon of expectation, and British expectation of children ideal future in 1946. I take some theories from books, journals, and internet in order to support this study. Then the last subchapter is theoretical framework, it describes how the theories are applied in the analysis.

Chapter three is research methodologies. This chapter consists of six subchapters. The subchapters in this chapter are: research design, roles of the researcher, types of data, procedures of data collection and procedure of data analysis.

Chapter four presents the findings and discussions. I describe the analysis of the study by exposing the data, interpreting the data, finding the British horizon of expectation of children ideal future in novel *Malory Towers* and answers of the questions stated in the research questions.

Chapter five, the last chapter presents conclusions and some suggestions dealing with the subject matter of this final project.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Chapter two provides the theories and explanation supporting this study. This chapter consists of three subchapters. Review of previous studies, literature review, and theoretical framework. The description of each subchapter is represented as follows.

#### 2. 1 Review of Previous Studies

In this part, I present some research about *Malory Towers* novel written by some of scholars. They are *Narrative analysis of Enid Blyton series of Malory Towers* written by Ashwini Sajan (2018), *The psychological effects of dormitory life in Enid Blyton's first term at Malory Towers* written by Triana Wulandari and Anik Cahyaning Rahayu (2014), *The Analysis Of Politeness Strategies In Delivering Command Operating In The Story Of "Five On A Treasure Island" By Enid Blyton (A Pragmatics Approach)*, written by Dyah Shinta Sulistyaningrum (2015), and *Enid Blyton and the mystery of children's literature* written by David Hillary Rudd (1997).

According to Reader response theory that i used for my reaserch, i present some research written by some of scholars. They are *Exploring the Horizon of the Literature Classroom – Reader Response, Reception Theories and Classroom Discourse* written by Yael Poyas (2004), *A Reception History of George Eliot's Fiction* written by James Russell Bentley Perkin (2010), *The Use of Distance in Jane Austin's Novel* written by Susan Cornelia Wheeler (1982), and *Second Star on The Right and Straight on 'Till Morning: The Reception of J.M. Barrie's Peter Pan* written by Becca Goodwin (2016).

First is an article written by Ashwini Sajan (2018) entitled *Narrative analysis of Enid Blyton series of Malory Towers*. His article highlights the

difference in of uniqueness treating of girls considering the societal perspectives during the period of 1930's to 1950's. He used narrative analysis approach with a feministic perspective as the methodology. His article found that the novel talks about how the girls are expected to transform from their irresponsible, immature ways to hard working, and independent ones. Then, the setting was described as an ancient castle-like building, with a quadrangle called the court. In addition, Aswiji found out that the theme of the novel was about a school term describes newcomers trying to fit into a new community in a fantasy world, the challenges and happiness of making new friends, the visits by parents in between terms, the end term exams, and the games and other sports that were played. And he also found the motif being accused of stealing or destroying and of trying to prove one's own or a friend's innocence, Motif of getting lost, how a junior treats a senior if she is not happy with the older student's behavior, and tidiness. While the style of *Malory Towers* novel is a wide variety of adjectives to describe a situation or character, powerful, creating a strong impact in the readers mind, simple and well presented, use metaphor and alliteration.

The second article was written by Triana Wulandari and Anik Cahyaning Rahayu (2014). The title of their article was *The psychological effects of dormitory life in Enid Blyton's first term at Malory Towers*. The result showed that children and teenagers who lived in the dormitory have difficulties at first because they usually lived with their parents before and has to leave them for a new life with new friends. They used Intrinsic approach regards the analysis of a literary work as a self-sufficient and set out to judge it alone the internal relation by intrinsic criteria and extrinsic approach applied the psychological approach such as depression, anxiety disorder, attachment issue and destructive behavior. After doing the research they found that dormitory life reminding psychological problem to the students who live far away from their parents such as depressed, homesick, and friendship problems, children who are sent to the boarding school must lose parenting guides, dormitory life reminding being jealous among students, being sent to boarding school, they get separation anxiety, and children

who are sent to a boarding school may showing disruptive and uncontrolled behavior in an attempt to get attention.

Another research is entitled *The Analysis Of Politeness Strategies In Delivering Command Operating In The Story Of "Five On A Treasure Island" By Enid Blyton (A Pragmatics Approach)*, written by Dyah Shinta (2015). Her writing is aimed to find out the ways of the politeness strategies uttered in delivering command, to show the context of situation when those strategies are employed, and to examine the factors which influence the characters to choose the strategies. She used descriptive qualitative method which uses criterion-based sampling or purposive sampling and the data are taken from the conversation in the story. The first finding of the article is there are four types of politeness strategies which are employed by the characters in the story to deliver command; Bald-on Record Strategy, Positive Politeness Strategy, Negative Politeness Strategy, and Off-Record Strategy. Second, the contexts of situations found in the story when the politeness strategies are employed belong to informal situation. It is because the data source of this research is a children's story. Third, there are three main factors which influence the characters in the story to choose politeness strategy to deliver command. They are power, distance, and size of imposition. Bald-on record is mostly used when the speaker has a power upon the hearer and there is a close relationship between the speaker and the hearer. Positive Politeness is mostly used when there is a close relationship between the speaker and the hearer. Negative politeness is mostly used when there is a distance between the speaker and the hearer so that the speaker tries to minimize the size of imposition.

Next article entitled *Enid Blyton and the mystery of children's literature* written by David Hillary Rudd (1997), examines Enid Blyton as a cultural phenomenon. His writing uses Blyton as a case study of how cultural studies might open up this area. It brings three type of investigation (textual analysis, production, and reception). This article aims to look more widely at the way Blyton and her work have been manufactured as a cultural icon and how this has endured, with amendments, over the generations. The debates around sexism,

racism, Englishness and middle-class ethos, which are very much part of Blyton icon, are examined. In particular, the five books are shown to be questioning than 'sexist' about the relations between the genders. On racism, a critical analysis is undertaken of the way this whole debate has been constructed, with frequent distortions and misreading of the text in question. It is argue that focusing on these more incidental elements misses the main thrust of Blyton's work, which is largely concerned with another marginalized and disempowered group of children. This fact most obviously seen in the way those children own views on Blyton have been largely ignored. Against earlier 'literary' and 'educational' readings, two more apposite ways of reading Blyton are outlined; an approach which situates her in the oral tradition, celebrating the child-hero in a very participatory way, and psychoanalytically informed reading, the letter showing how Blyton helps create a physic space within which children can play at being masters of their destiny.

I found another article in the term of reader response approach. An article is entitled *Exploring the Horizon of the Literature Classroom – Reader Response, Reception Theories and Classroom Discourse* by Yael Poyaz posted on L1-Educational Studies in Language and Literature, January 2004, volume 4, Issue 1, pp 63-84. The article aims to analyze the encounter between the readers 'horizons of expectations' and the 'horizons of the text' in authentic classroom discourse. The method used is reader response theory using a third type of horizons of expectations typical for educational settings which called 'horizons of pedagogical expectations'. The finding shows that the influence of students' prior knowledge over the text as a source of information about the text and expose the teachers' pedagogical dilemma concerning appropriate methods of entering the text' historical world. This study also suggests that Jauss' reception theory help teachers steer their lessons, making them aware of the importance of the dialogic process between different historical horizons, and deal with their students' response more effectively.

Next article is a thesis entitled *A Reception History of George Eliot's Fiction* by James Russell Bentley Perkin (2010). On his study, he uses the work of

Hans Robert Jauss which known as a reception theory. He explained that Jauss emphasizes that literary interpretation is unavoidably contingent upon the historical horizon of the interpreter, and regards literary history as the study of the changing of expectation which determine the way that particular literary works are concretized by historical readers. The finding of his study is Eliot's fiction shows a tension between a commitment to realism and a desire to teach with Eliot's fiction. For example, *Adam Bede* was read by many Victorian readers. It reinforced a Victorian ideology of fictional narrative and middle-class life, while some readers were disturbed by the detail which can form the basis of feminist reading of the novel.

Another research was written by Susan Cornelia Wheeler (1982). She wrote on her dissertation entitled *The Use of Distance in Jane Austen's Novel*. The aim of her dissertation is to studies the use of distance in Jane Austen's six major novels. The term 'distance' on her study is defined as the emotional, intellectual, social and moral relationship between characters, readers, narrators, and implied author of the novels. One of another methodology that used is reader response. The findings of her dissertation were, first, she explained that according to Culler, novel readers expect certain things from novel such as a feeling of closeness of identification of familiarity with the world of the novel. Second, the idea of the reader's background is a factor in response a text. Because when the readers come to a text, they create the text with a certain expectation or interests to the text. So, whatever the readers bring into the text, it will influence his or her reading of it and affect the distance, and relationship between himself or herself and the characters. And the last finding is readers must separate themselves from their real life to allow them to identify with the hero. In addition, to identify a character, the reader must feel some connection or similarity between himself and the character.

Next is a thesis written by Becca Goodwin (2016) entitled *Second Star on The Right and Straight on 'Till Morning: The Reception of J.M. Barrie's Peter Pan*. The purpose of her research is to illuminate the long-standing reception of J.M. Barrie's famous story: Peter Pan. Her research used the theories

of Hans Robert Jauss and Hans-George Gadamer. She uses Jauss theory in reception studies to address how Peter Pan changes over time without losing an audience. The finding of her study is evolution is the key to Peter's success. It has willingly evolved. It has evolved since the first stage production when Barrie refused to write down the play in full. It has evolved since the pages of the 1911 publication first artist to imagine a visual world for the story, the changed of entertainment moved from theatre to cinema, and still continues to evolve, whereas the evolution of the story progressed with the evolution the technology. In addition, the themes within the story hold inherent truths for each generation. The reception of Peter Pan story is how magical it is in our past, present, and future. Becca also explained that the story has changed in every aspect and met the changing expectation while broadening the idea of the story create a more intricate horizon.

## **2.2 Literature Review**

In review of related literature, I present knowledge underlying the topic of the study taken from books and internet.

### **2.2.1 Reader Response**

The study focuses on the readers or audience reaction to a particular text. It emphasizes on the objective nature of the text once again created a passive reader who did not bring personal experiences or private emotions to bear on textual analysis (Bressler, 1999, p. 65). Reader-response criticism argues that a text has no meaning before a reader experiences it. This critic is concern for the reader. Meaning that the context dependent and intricately associated with the reading process.

The reader-response critic's job is to examine the scope and variety of reader reactions and analyze the ways in which different readers, sometimes called "interpretive communities," make meaning out of both purely personal reactions and inherited or culturally conditioned ways of reading (Glossary of Poetic Terms)\_accessed on August,19<sup>th</sup> 2019. They have to investigate and



theorize whether the reader, the text, or some combination finally determines the text's interpretation. (Bressler, 1999, p. 68).

In a book entitled *A Reader's Guide to Contemporary Literary Theory*, explained that from the perspective of reader-oriented criticism, the meaning of the text is never self-formulated; the reader must act upon the textual material in order to produce meaning. Wolfgang Iser argues that literary texts are always contains 'blanks' which only the reader can fill. And the act of interpretation requires us to fill this blank. The problem of theory centers on the question of whether or not the text itself triggers the readers' act of interpretation, or whether the reader's own interpretative strategies impose solutions upon the problems thrown up by the text. Before the growth of reader response theory, semioticians had developed the field with some sophistication (Raman Selden, 1997, p. 50).

Modern reader response criticism began in the 1960s and 1970s, in United States and Germany. The expertise of reader response criticism are Norman Holland, Stanley Fis, Wolfgang Iser, Hans-Robert Jauss, Roland Barthes, etc. The theory recognizes the reader as an active agent who adjudges the real existence to the work and completes the meaning through interpretation. Reader response criticism argues that literature should be viewed as a performing art in which the readers create their own critical thinking, possibility judgment of the text related performance.

Here, I put some short explanation of reader response theory by some expertise. Especially, this study is focus on Hans Robert Jauss theory. So, I will explain more and deep about his theory below;

#### 2.2.1.1 Norman Holland (subjective criticism)

He uses Freudian psychoanalysis as the foundation for his theory. He believes that at birth we receive from our mothers a primary identity. Holland asserts that trading process is a transaction between the text and the reader. The text is important. And the reader transforms the text into a private world, a place where one works out his or her fantasies, which are mediated by the text so that they will

be socially acceptable. For Holland, all interpretations are subjective. His reader-response approach asserts that there is no such thing as a correct interpretation.

#### 2.2.1.2 Wolfgang Iser

Wolfgang Iser is a German phenomenologist. He borrows and amends Jauss's ideas. He believes that any object does not achieve meaning until an active consciousness recognizes or registers this object. It is impossible to separate what is known (the object) from the mind that know it (human consciousness). From his idea, he declares that the critic's role is to examine and explain the text's effect on the reader. For Iser, a text in and of themselves do not possess the meaning. When a text is concretized by the reader, they automatically view the text from his or her personal worldview. In addition, each reader creates their own horizon of expectation – a reader's expectations about what will or may happen next. According to Iser, the reader is an active, essential player in the text's interpretation, writing part of the text as the story is read and concretized and becoming its coauthor.

#### 2.2.1.3 Hans Robert Jauss

Hans Robert Jauss, a German critic emphasize that a text's social history must be considered in interpreting a text. He explains that the critics must be examines how a text was accepted or received by its contemporary reader. He asserts that readers from any given historical period devise for themselves the criteria when they will judge a text.

Bressler on his book entitled *Literary Criticism* exemplifies the practice of Jauss theory by explaining that Alexander Pope's poetry was heralded as the most nearly perfect poetry of its day, for heroic couplets and poetry that followed determined forms were judged as superior. During the romantic period, however, with its emphasis on content, not form, the critical reception of pope's poetry was not as great (Bressler, 1999).

People in romantic era who reads alexander pope's poem will conclude that the poem is not good and offers a tedious kind of life. Why? Because alexander pope is famous as a poet in the era of reason (1688-1744) or which is

called the classical aged. It means that a poem should be the result of a high intellectual thinking (written by a natural genius). The poem should be in line with the standard of a good poem. It should follow the rules about rhyme, number of lines, etc. according to the classical values. Meanwhile people from romantic era for example, William Wordsworth (1770-1850) adore poems with the separate of freedom of expression which is inspired by American and French revolution. Classical rules in writing were regarded as anti-freedom. People in romantic era believed that a good poem should be in the form of blank first. And the content was more about nature such as mountains, valleys or rural settings as a place where people could find their inner selves. (Bressler, 1999, p. 26). In reading or analyzing alexander pope's poem, a scholar from romantic era would explain the people behavioral of the people in classical era (pope's era) and compare it with his or her own era and give the judgment. For clarification I will show one of pope's works which entitled A little Learning:

A little learning is a dangerous thing ;  
 Drink deep, or taste not the Pierian spring :  
 There shallow draughts intoxicate the brain,  
 And drinking largely sobers us again.  
 Fired at first sight with what the Muse imparts,  
 In fearless youth we tempt the heights of Arts ;  
 While from the bounded level of our mind  
 Short views we take, nor see the lengths behind,  
 But, more advanced, behold with strange surprise  
 New distant scenes of endless science rise !  
 So pleased at first the towering Alps we try,  
 Mount o'er the vales, and seem to tread the sky ;  
 The eternal snows appear already past,  
 And the first clouds and mountains seem the last ;  
 But those attained, we tremble to survey

The growing labours of the lengthened way ;  
 The increasing prospect tires our wandering eyes,  
 Hills peep o'er hills, and Alps on Alps arise !

The form of the poem above is first, Following a pattern of rhyme that is aa,bb,cc,dd,ee,ff,gg,hh. Second, the stanza consists of eight couplets and the content is about a teaching that someone should not be arrogant. When this poem is seen by a romantic's corner, the poem might be seen as reflecting the life of people in pope's era who were very strict in rules (shown in how they have to pay attention to the rules of writing and in the content, which sound it very normative). He or she might say that pope's poem was unacceptable as people should be free in expressing ideas and that the poem was too rigid and clumsy. He or she might then list down some arguments on how difficult people in pope's era lived their life as express in the poem.

We can compare it with a poem in romantic era which reflects the way romantic people saw the world. It is reflected in Wordsworth poem entitled upon *Westminster Bridge*;

Earth has not any thing to show more fair:  
 Dull would he be of soul who could pass by  
 A sight so touching in its majesty:  
 This City now doth, like a garment, wear  
 The beauty of the morning; silent, bare,  
 Ships, towers, domes, theatres, and temples lie  
 Open unto the fields, and to the sky;  
 All bright and glittering in the smokeless air.  
 Never did sun more beautifully steep  
 In his first splendour, valley, rock, or hill;  
 Ne'er saw I, never felt, a calm so deep!  
 The river glideth at his own sweet will:  
 Dear God! the very houses seem asleep;  
 And all that mighty heart is lying still!

This poem reflects the people of romantic era who prefers freedom. It can be seen in the form of the poem which does not follow a certain pattern of rhyme. The stanza also contains lines which does not follow a certain rule where it is couplet, triplet, quartet, etc. it is not design to follow such forms. The content does not sound “preaching” but more about expressing the beauty of the city. It represented people who are expressive rather than contemplative and normative. When this poem is read by people in pope’s era (classical era) this poem might be regarded as less valuable, less of deep thoughts and thus, reflects unintellectual people.

Accordingly, Jauss argues that because each historical period has its own horizon of expectation. The overall value and meaning of any text can never become fixed. Readers from any historical period establish for themselves what they value in a text. Then the text does not only have one correct interpretation. It is supposed meaning changes from one historical period to another. Then, a final assessment about any literary work thus becomes impossible. For Jauss, the reader’s reception or understanding and evaluation of a text matter greatly and the readers plays an essential role.

### ***2.2.2 Horizon of Expectation***

Theoretically, horizon of expectation is the theory of Germanic critic, Hans Robert Jauss. He wrote at the end of the 1960’s. He explains that the interpreter must examine the criteria while they are judging a text (how the text accepted or rejected by the reader). This thing is related with his theory that known as reception theory. He also argues that each historical period establishes their own horizon of expectation. Readers from any historical period will have different perspective or expectation (horizon of expectation) and their own interpretation of a text depends on their period. Thus, the meaning and value of a text never become fixed or necessarily changing. Jauss introduces the term horizon of expectation which can be explained as follows:

"Horizons of Expectation" simply means that what the reader "expects" of the text will change according to the

time and place of the reader, so a reader from ancient Rome reading Cicero's *Tusculanae Disputationes* (*Tusculan Disputations*), for example, will have a different experience from today's undergraduate reading the same text. We can only read books within our own social and cultural contexts. (Shmoop Editorial Team, 2008)

In Bressler book literary critic, horizon of expectation is explained as the judgment (evaluation of people or readers to a certain text). Bressler continues to explain that Jauss believes readers from different era or historical period have different evaluation or value when they read a text. In short, we can say that the meaning of a text will change according to the readers' social context (Bressler, 1999, p. 72).

From the explanation above when a critic or the third reader (an expert) read a text he or she will analyze the text based on his or her perspective which is influenced by his or her social context at the era when he or she lives. In the process she or he will literally explain the perspectives in the text but then he or she will judge it according to his or her reason perspective. As a reader, the critic or the person who analyzes a text may compare the mood and atmosphere (the people's behavioral around the text) of the text and the mood and atmosphere of his society.

In the book entitled *A Reader's Guide to Contemporary Literary Theory*, explained Hans Robert Jauss uses the term of 'Horizon of expectations' to describe the criteria readers use to judge literary text in any given period. These criteria will help the reader to decide how to judge a literary text as an epic or tragedy or a pastoral; it will also cover what is to be regarded as literary as opposed to non-literary uses of languages. The original horizon of expectations tells us how the work was valued and interpreted when it appeared, but does not establish its meaning at the end. Jauss recognizes that a writer may directly affront the prevailing expectations of his or her day. The reception theory itself developed in Germany during the 1960's in a climate of literary change.

### 2.2.2.1 British Expectation

According to the Horizon of Expectation of Jauss theory, I present British expectation of education, boarding school, and children's ideal future in 1946 which is when the book was written by Enid Blyton. These points will explain as follows;

#### 2.2.2.1.1 *British Education in 1946*

Education in England closely linked to religious institutions until nineteenth century, even though charity schools and free grammar schools, which were open for children of any religious beliefs, became more common in the early modern period. By the 1880's education was compulsory for children aged 5 to 10, with the school leaving age progressively raised since then, most recently to 18 in 2015.

Throughout the 20<sup>th</sup> century, the education system was expanded and reorganized multiple times. In 1940s, a tripartite system was introduced, splitting secondary education into grammar school and secondary technical schools, and secondary modern schools. In the 1960s, this began to be phased out in favor of comprehensive schools. And in the 1980s, national curriculum was introduced and allowed parents to choose their children went to.

The term 'primary education' and 'primary schools' were in use long before 1945. It was not until 1 April 1945 that primary education became the first of three statutory stages of the English education system. At that time, primary education faced an uncertain future because of the enormous problems it had inherited from the elementary school tradition ([www.tadnfonline.com](http://www.tadnfonline.com) accessed on September, 9<sup>th</sup> 2019).

In the early 1946, the general headquarters of the allies' power invited the United States education mission to Japan and it played decisive role in creating new education system. The mission's report recommended through and reforms of education in Japan. The education reform committee (directly responsible to the prime minister) was established to make reconditions for the implementation of the new education.

By British historians, education in England in 1946 included as the social-reconstruction phase of education. This phase is based on theories that community can be reconstructed through the full control of education. So, it can be said that education was aimed to change the society to fit the ideals of the ruling government or to create a utopian society (utopian means a society with highly coveted / perfect qualities) through education. (S.N. Mukerji, 2019).

Besides utopian values, there are also other developments. In the British education system in 1946, there was expectation that British society, in addition to experiencing full mental, moral and spiritual development that entered social relations with others, also had the ability to collaborate and produce material, artistic, and spiritual goods and achievements (Ettore Gelpi, 2019). Implicitly, it means that British society is expected to prepare students for productive activities such as work in the fields, agriculture or factories.

In the nineteenth century, while education was seen as a passport to success in professional and public life for Victorian middle-class boys, who were educated "for the world", middle-class girls were educated "for the drawing room" and their education was social rather than intellectual. As a result, most of girls who come from middle class and upper class, they educated in their house and just for a little who attending expensive and fashionable boarding schools with a non-academic curriculum. On the other hand, the daughters of the professional and the merchant classes were educated at home until they were about ten years old, then, they attended a local day school for two or three years, which generally followed by a boarding school which provided a social rather than an academic education. Meanwhile, Lower-middle-class girls attended small, local day schools for about four or five years from around the age of ten, and their levels of achievement were particularly low.

In the beginning of 20<sup>th</sup> Century, amount of middle class girl who study at school increased. This happened because of the woman priority to teach at schools than at their own private families. The curriculum which be taught to the girls students begin the same with the boys taught, with the emphasis on the academic



achievement and sport, but still emphasize that girls' destination in life was still taken to be a wife and mother and now educated to be a companion to be her husband and better able to be a mother for her children.

#### 2.2.2.1.2 *British Boarding School in 1946*

In 1946, The daughters of the professional and the merchant classes were educated at home until they were about ten years old, then, they attended a local day school for two or three years, which generally followed by a boarding school which provided a social rather than an academic education. Meanwhile, Lower-middle-class girls attended small, local day schools for about four or five years from around the age of ten, and their levels of achievement were particularly low.

Taken from another site, it explained that “Another reason to attend boarding school is independence. Independence might be the greatest gift that parents can give to their children”. Not only that, Students at boarding school, they do not just have to manage their own affairs, they also learn how to live and deal with other people. They are challenged to develop their interpersonal skills because there is no hiding at boarding school (Our Kids The Trusted Source, 2019) accessed on September 9<sup>th</sup> 2019.

Next, from a site entitled *The History of Girls' School Stories* written by Angela Brazil, the early life of schoolgirls revolved around their school experiences and was strengthened by a society that treated middle-class girls as children until they left school at seventeen or eighteen years old. In general, it is a world without boys and adults. Sally Mitchell notes that during the last two decades of the nineteenth century “both working-class and middle-class girls increasingly occupied a separate culture” (Brazil, 1914) Accessed on September 9<sup>th</sup> 2019.

Besides that, Angela Brazil also explained inside her writings, Mitchell (her source) claims that:

“....girls could be defined through their shared stories, feelings, interest, self-image, language, and values.” Which means that, many of those stories were set in girls' schools,

where girls' feelings, interests, language and values were reflected along with the schoolgirl image, characterized by the gym tunic which had become the uniform dress and which symbolized the separate identity of the schoolgirl. And This image signified a revolution in British girls' lives (Brazil, 1914) accessed on September 9<sup>th</sup> 2019.

In addition, she told that along with their own costume, girls now had their own literature, which focused, not on their lives as daughters and future wives and mothers, but on their often heroic activities in an all-female world which could lead on to university and a career, with their school being central both to the stories and to the characters' lives (Brazil, 1914) accessed on September 9<sup>th</sup> 2019.

#### 2.2.2.1.3 *British Children's ideal future in 1946*

Taken from an article entitled *Future Citizens: Cultural and Political Conceptions of Children in Britain, 1930s-1950s* by Laura King, when Britain was reclaim with the end of Second World War and the prospects of peace in 1946, a documentary was released. Humphrey Jennings's *A Diary for Timothy* completed in 1945 for the Crown Film Unit, set up during the war as part of the Ministry of Information. It said to represent Britain's future which spoke to baby Timothy. By words written by novelist E. M. Forster, narrator Michael Redgrave told the boy, 'you are one of the lucky ones, you're alive, and you are healthy'. He described how farmers, miners, engine drivers and servicemen were all fighting on his behalf. Then, a question 'are you going to make the world a different place?' concluded that Timothy represented a different future on Britain. This article said that 'Using a baby to represent the future was an obvious move'. In the past months, Timothy did not know about the war. He was a future adult who would create a different Britain. Through their innocence and potential, children could function as important symbols of future hope (Laura King, 2016). In addition, family was the important things to a key for a future society and to bring up future citizens.

This article shows that history of social policy in England, the position of children as the future is rhetoric which dominant with the certain result. This term exhibit the British society were initiative to increase health, education, and children well- being as even if for different reasons, the politicians agree that invest on children is the most important thing. Focus on children as the future looks more effective for a change. Also focusing on children meant looking to the future while focusing on the future meant thinking about children. These are provided mutual reinforcing space.

This article showed that some children might be able to act as a leader, while others might be trained to be useful or they couldn't live with the standard (children as future citizens were see at least in three visions: free-market individualism that focused on children as economic investments; a social-democratic, universal approach to welfare which promoted measures to secure all children's health and well-being; and a conservative concern for national efficiency and the maintenance of British values). The class, gender and race of children affected to what extent they could be seen as valuable 'future citizens' (King, 2016).

A few years ago, or when the 20<sup>th</sup> Century were changing, investing in children as part of a 'social investment state' in Britain already seen the growth. The government intervention in children's life to promote national efficiency or a future for the race can be found. For example, Younger children came to represent 'the future' as their innocence and untainted potential proved valuable in highlighting a different future for Britain.

Another source found that in 1948, most people in Britain worked in heavy manufacturing industries such as coal mining, iron and steel making, and ship building and engineering. Most of them were men. While the majority of women stayed at home to look after their families and homes. On the other hand, nowadays, most people work in service industries (services for other people) such as health, education, banks, shops, and insurance. People can buy than make the same things because of the new technology which means that the factory use more machine to do the work than use people. And today, woman having jobs is a

common thing for them even if they still young (Barrow, 2013) accessed on September 18<sup>th</sup> 2019.

### **2.3 Theoretical Framework**

The framework of analysis used in this study is based on reading literature books, journals and other sources related to the topic. Therefore, I used some theories which relevant to my study in order to analyze the data and answer the problem statement of this study.

To answer the problem about horizon of expectation of children's ideal future in 1946, first I am looking for the data in the novel and it categorize into two parts: British Expectation of children's ideal future and adult's role in forming children's characters. Furthermore, I used Reader-Response Criticism especially Hans Robert Jauss' theory that known as Horizon of Expectation. Since this study talks about British horizon of expectation toward children, I identified the term based on Jauss' theory. This theory examines how any given text was accepted or received by the readers, and the readers have to devise for themselves the criteria when they will judge a text. Jauss theory argues that each historical period established its own horizon of expectation, furthermore the overall value and meaning can never fixed or universal. So, the readers from any given period establish for themselves what they valued in a text. After the data is analyzed by using reader-response of Hans Robert Jauss theory, I take the conclusion about horizon of expectation of children's ideal future in 1946. The explanation above can be briefly seen in the following figure:

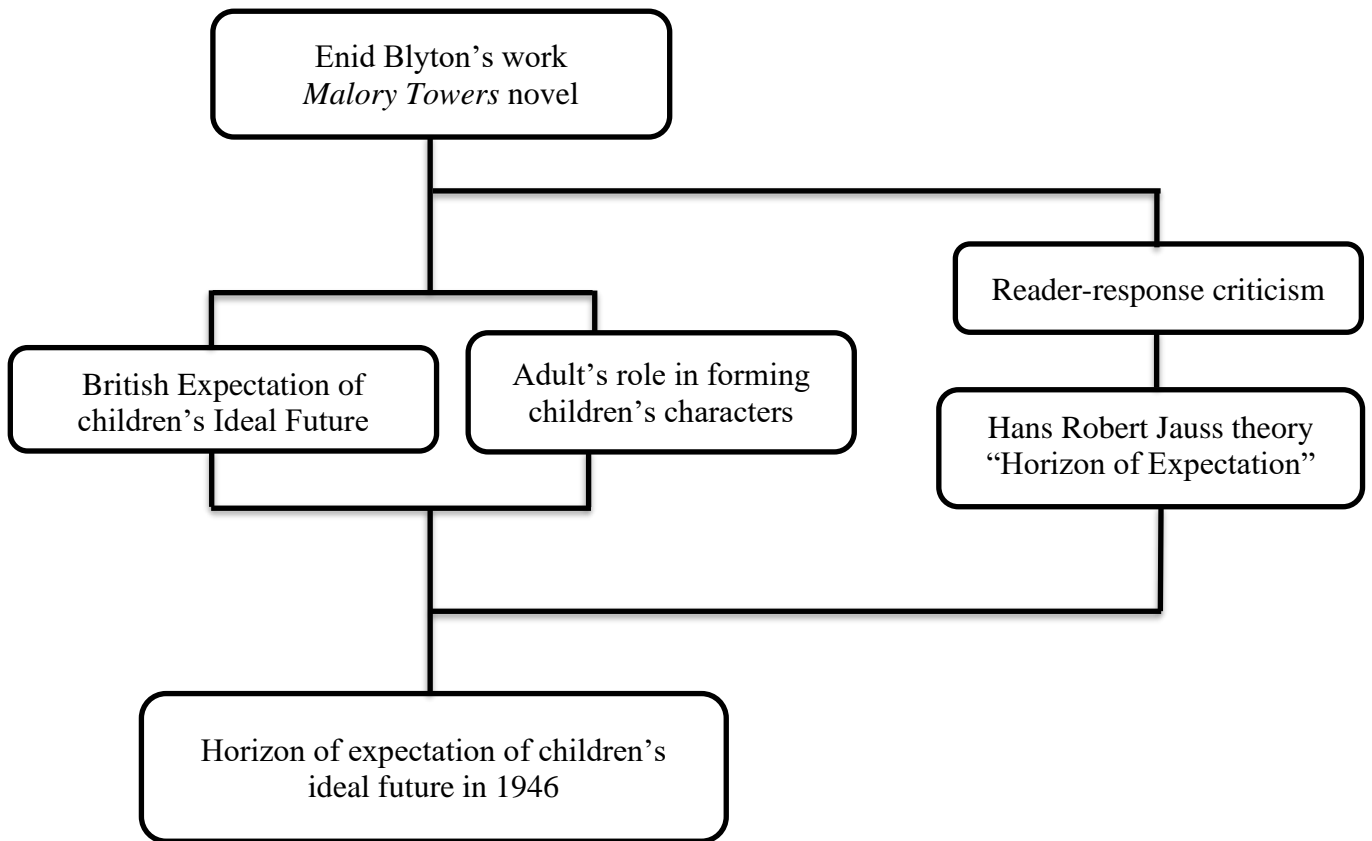


Figure 2.1 Theoretical Framework

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions regarding this study about Horizon of expectation of children's ideal future in 1946 represented in Enid Blyton's *Malory Towers*. This chapter is divided into two sub-chapters; they are the conclusions and the suggestions for further study.

#### 5.1 Conclusions

The elements of the novel are intrinsic and extrinsic novel. Intrinsic element is some parts of the literary works that comes from the facts inside the work itself. It tells about the characterization, plot, setting, theme, and so on. While extrinsic element is some parts that we are looking to the outside of the literary work. It is about the facts and the information of the literary work itself. It tells about the author; life, experience, etc., the world when and where the story was written, and another supporting fact about the surroundings.

According to the analysis in chapter IV, there are three conclusions that I can conclude. They are presented as follows. The first is discussion about British expectation toward children's future that represented in novel *Malory Towers*. The British here is focused on the adults such as parents and teachers. From the story that I took as the object of this research, explicitly showed that adult is expect and hope that children will be a woman who had strong desires, good hearts and helpful, knowledgeable, responsible, and trustworthy. I found it by analyze the intrinsic elements of the novel. Enid Blyton as the writer of the novel, want to tell to the readers what parents and teachers expect and hope to all children in the world is.

The second is the discussion about the British participating in forming children character of ideal future that illustrated in the novel. I conclude, there are several roles that can influence the formation of children characters of ideal future. I divided into three parts; parents' role, school's role, and environment's role. These several roles have the same purpose in forming children's character. Blyton explained it in the novel. Then, it has been found that Malory Towers define the values to teach children in the terms of disciplines, respectfulness, willingness to help others, responsibility, politeness, obedience the rules, and loyal. These terms which the children were taught about, will bring them into the ideal future.

The last is the analysis of British ideas in 1946 viewed from today's perspective. In this part, I analyze the extrinsic elements which I looked to the time and place when Malory Towers was written. Then, I analyze it using Hans Robert Jauss theory that viewed what happened in 1946 by today's perspective. This analysis is subjective. I create my own criteria in judging a text. Here, I decided to split the British ideas into two parts. First is about education in 1946 and viewed from today's perspective and the second is about Boarding school in 1946 and viewed from today's perspective. I conclude that study at school is better for children than study at home (homeschooling) with a private teacher. It shows many positive impacts when children study at school. For example, they will learn about socializing. And nowadays, it is a very important thing. Then, in 1946, education in England included as the social reconstruction phase. Means that the education aimed to change the society to fit the ideals of the ruling government or to create an utopian society. It is then different with today's perspective. British people are starting to distrust education with the existing system at Malory Towers. In the queen's speech, it was conveyed that the British people wanted every child to be given the best start on their lives so that education with local authority - Malory Towers is one form of school with traditional church authority - was somewhat reduced.

The British idea's about Boarding school in 1946 that teach more about extra social education is appropriate with today's perspective. And I also agree with the ideas. The fact that nowadays, someone will not always depend to others.

They have to learn to overcome everything by themselves. What they learned at boarding school will never get in the public school. Therefore, Boarding school has more advantages than public school. On the other hand, Blyton did not tell about the issues of interaction between girls and boys in her works. Viewed from today's perspective, I personally did not agree with that idea. No interaction at all between girls and boys will complicate the children in the future. In the real life, they have to mingle between men and women. It must be familiarized since they were at school. For, they will not live at boarding school forever.

## **5.2 Suggestions**

Hans Robert Jauss theory of Horizon of Expectation explained as the judgment (evaluation of people or readers to a certain text). The theory that also known as reception theory also means that what the reader "expects" of the text will change according to the time and place of the reader, so that, the meaning and value of a text can never be fixed or necessarily changing.

From the conclusion that I explained before, there will be other different responses. Some readers might agree and also disagree depending on how they assess and make criteria in judging a text. I suggest an opinion to the researchers; you can give another judgment by your own mind and words with the best supporting sentence. It can make someone who reads your arguments acceptable. And according to the topic of my research, I hope that all the society will contribute in forming children's characters into an ideal future.

Finally, for the further research about forming children's character into ideal future and British ideas in 1946 applying Hans Robert Jauss theory, I suggest this study may become a reference in discussion about the similar topic. This study also may have different point of view or perspective with other studies, so it can be compared with them in order to get comprehensive study.



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