

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Christmas is a time widely associated with joy, love, and peace. It is a season when people come together to celebrate, exchange gifts, and spread goodwill. The theme of peace eventually holds significant importance during Christmas, symbolizing harmony, tranquility, and reconciliation. Throughout history, literature has played a pivotal role in capturing the essence of Christmas and conveying its message of peace.

The relationship between Christmas and literature has been a subject of interest for experts in the field. Literature often captures the themes associated with Christmas, such as love, family, generosity, and hope. According to Rissanen and Lehti-Eklund, Christmas-themed literature frequently emphasizes the transformative power of love, the importance of human connections, and the spirit of giving (Rissanen, I., & Lethi-Eklund, 2017). These themes are often represented through narrative elements, character development, and symbolic motifs.

Literature evokes emotional resonance and nostalgia related to the Christmas season. According to Manning, Christmas literature creates a sense of warmth, comfort, and joy, often evoking memories and sentiments associated with the holiday (Manning, 2015). It transports readers to a festive and magical world,

eliciting emotional responses and eliciting a sense of nostalgia for the Christmas spirit.

Lewis Carroll, the renowned author of *Alice's Adventures in Wonderland*, also explored the theme of Christmas in his lesser-known work, *Christmas Greeting from a Fairy to a Child*. Published in 1867, this poem captures the whimsical and imaginative nature of Carroll's writing, presenting a fairy's enchanting Christmas greeting to a child. By examining this poem through a reader-response lens, this research delves into the ways readers interpret and respond to the portrayal of peace within the context of Christmas.

Smith examined readers' emotional responses to poetry, highlighting how readers' affective engagement shapes their understanding and interpretation of the text (Smith, 2015). Similarly, Thompson also explored how cultural context influences readers' responses to Christmas-themed literature, elucidating the role of cultural background in shaping readers' interpretations of peace during the holiday season (Thompson, 2019).

By applying the principles of reader response theory to Lewis Carroll's *Christmas Greeting from a Fairy to a Child*, this study aims to uncover the ways in which readers interpret and respond to the portrayal of peace within the context of Christmas.

## 1.2 Statements of the Problems

The study attempts to answer several questions related to significant meaning, the peace message, and symbolizing harmony, as stated below:

1. What is the implied meaning of *Christmas Greetings from a Fairy to a Child* by Lewis Carroll?
2. What message of peace is implied in the poem *Christmas Greeting from a Fairy to a Child* by Lewis Carroll?
3. What is the symbol of harmony realized in the poem *Christmas Greeting from a Fairy to a Child* by Lewis Carroll?

## 1.3 Objectives of the Study

The research aims to achieve three main goals, which are outlined as follows:

1. To find out the implied meaning of *Christmas Greetings from a Fairy to a Child* by Lewis Carroll.
2. To find out the message of peace implied in the poem *Christmas Greeting from a Fairy to a Child* by Lewis Carroll.
3. To find out the symbol of harmony in the poem *Christmas Greeting from a Fairy to a Child* by Lewis Carroll.

#### **1.4 Scope of the Study**

This study examines a poem written by Lewis Carroll entitled *Christmas Greetings from a Fairy to a Child*. To conduct the study, the researcher focuses on significant meaning; the message of peace implied in the poem; and the symbols of harmony in *Christmas Greetings from a Fairy to a Child* by Lewis Carroll.

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

This study contributes to the broader field of literary response by demonstrating the effectiveness of the reader's Response. By focusing on the poem itself, the Reader Response provides a close and thorough examination of the poem's meaning and significance.

In this study, it can be useful for readers as an additional insight in the field of literature, especially reader responses to poetry, and can be used as a reference for other researchers or as material for consideration in developing related studies in the same field.

Not only that, but this study can be used by students as a learning tool, by researchers to get new perspectives for their work, or by those working in the field of education as one of the most pertinent and engaging examples of instructional materials.

## 1.6 Approach of the Study

The approach used in this study is context-oriented. The contextual approach focuses on understanding the text in relation to a particular context, such as the social, cultural, or historical situation in which the text was produced or used. This approach emphasizes that the meaning of a text does not only come from its words but also from external factors that influence how the text is understood. As such, it helps uncover layers of meaning that may be hidden if the text is viewed in isolation. (Kram, 2016)

Additionally, the approach used in this study uses both quantitative and qualitative methods.

Reader response is a theory initiated by Rosenblatt, it is the theory that stresses the importance of the reader in making meaning from a text (ROSENBLATT, 1978). According to Forouzani, Efferent reading is the strategy of focusing on what information or substance may be gleaned from a text rather than the reader's emotional or experience response to it. In this sense, reading literature is primarily for the purpose of gathering facts, data, or lessons. In contrast, an aesthetic reading focuses on personal experience and emotional involvement with the text. (Forouzani, 2017)

Efferent reading is also called informational reading. The quantitative method focuses on countable data, such as the reader's opinion, which can be divided into several groups. On the other hand, the qualitative method is also conducted in

order to find the meaning of the poetry by focusing on the sentences and contents inside the poem.

Several steps are taken to discover the findings including reading and understanding the poetry and its meaning, making an outline, listing the questions, determining the target reader, distributing questions to the target reader, collecting the answers, separating answers based on certain categories, and last draw a conclusion based on the answers.

### **1.7 Organization of the Paper**

This paper is divided into five chapters. The first one is the introduction, which contains the background of the study, statement of the study, objective of the study, scope of the study, significance of the study, approach of the problem, and organization of the paper.

Chapter two is about the poem and biography of Lewis Carroll. Lewis Carroll's *Christmas Greetings from a Fairy to a Child* was written by Lewis Carroll to celebrate Christmas in 1867. It was retrieved from his book, *Alice's Adventures Under Ground*, the original manuscript of Carroll's most well-known, fanciful adventure, *Alice's Adventures in Wonderland*.

Chapter three is a theoretical framework that discusses the theory underlying the research, previous studies, the definition of literature, the poem, intrinsic elements, and the specific theory used, which is Efferent Reader Response.

Chapter four is a findings and discussion section. In this chapter, the findings from the analysis will be discussed.

Finally, chapter five is the conclusion and suggestions, which summarize the main findings and suggest future actions for further research.