

THESIS
AN ANALYSIS AESOP' F "THE TOWN MOUSE AND THE
COUNTRY MOUSE' ADAPTATION INTO ARENGO' S
PICTURE BOOK "THE TOWN MOUSE AND THE COUNTRY
MOUSE'



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ENGLISH LITERATURE STUDY PROGRAM
ECONOMIC AND SOCIAL SCIENCE FACULTY
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Submitted for the English Literature Study Program of Economic and
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THESIS

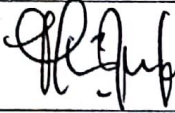
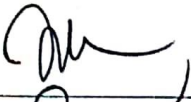
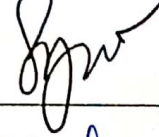
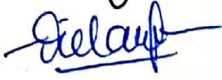
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MOUSE" ADAPTATION INTO ARENGO' S PICTURE BOOK "THE TOWN
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ABSTRACT

AN ANALYSIS AESOP' F "THE TOWN MOUSE AND THE COUNTRY MOUSE" ADAPTATION INTO ARENGO' S PICTURE BOOK "THE TOWN MOUSE AND THE COUNTRY MOUSE"

Merianti Elsa

Ana Rosida

This study discusses the short story from Aesop's Fable which was adapted by Sue Arengo entitled *Country Mouse and Country Mouse* into a picture story book using adaptation theory. This study aims to find out the adaptation in Aesop's Fable to the picture book by Sue Arengo. The scope of this research is the City Rat and Rural Rat version of Aesop and Sue Arengo's Fable.

Adaptation theory by Hutcheon is applied. qualitative research methods state the theory. The data analysis techniques are reading the two stories, taking notes, and adapting the theory. The data source is the book *The Town Mouse and The Country Mouse* by Aesop Fable illustration Athur Rackhman and picture book by Sue Arengo, illustration Kate Aldous. After applying the adaptation, the researcher found that the adaptation aspects in the short story by Aesop Fable and the picture story book by Sue Arengo have adapted such as pictures, plot, setting, and style. The findings found 28 adaptation data consisting of plot reduction of 16 data, character reduction of 5 data, and setting reduction of 7 data. In addition, there are additional plots of 16 data, 5 data on characters, and 7 data on settings. Meanwhile, modifications were only made to three characters of data.

Keywords: Adaptation, Aesop's Fable, Picture Book, Children Literature.

ABSTRAK

ANALISIS ADAPTASI DARI CERITA PENDEK AESOP FABLES KE BUKU BERGAMBAR OLEH SUE ARENGO

Merianti Elsa

Ana Rosida

Penelitian ini membahas tentang cerpen dari Fabel Aesop yang diadaptasi oleh Sue Arengo berjudul Tikus Desa dan Tikus Desa menjadi sebuah buku cerita bergambar dengan menggunakan teori adaptasi. Penelitian ini bertujuan untuk mengetahui adaptasi dalam Fabel Aesop terhadap buku bergambar karya Sue Arengo. Ruang lingkup penelitian ini adalah Tikus Kota dan Tikus Pedesaan versi Fabel Aesop dan Sue Arengo.

Teori adaptasi diterapkan oleh Hutcheon. Metode penelitian kualitatif digunakan dalam penelitian ini. Teknik analisis datanya adalah membaca dua cerita, mencatat, dan mengadaptasi teori. Sumber data adalah buku *The Town Mouse and The Country Mouse* dengan ilustrasi Aesop Fable Athur Rackhman dan buku bergambar oleh Sue Arengo, ilustrasi Kate Aldous.

Setelah dilakukan adaptasi, peneliti menemukan bahwa aspek adaptasi dalam cerpen karya Aesop Fable dan buku cerita bergambar karya Sue Arengo telah diadaptasi seperti gambar, alur, latar, dan gaya. Temuan ditemukan 28 data adaptasi yang terdiri dari reduksi plot 16 data, reduksi karakter 5 data, dan reduksi setting 7 data. Selain itu terdapat tambahan plot 16 data, 5 data karakter, dan 7 data setting. Sedangkan modifikasi hanya dilakukan pada tiga karakter data.

Kata kunci: adaptasi, Aesop's Fable, Buku bergambar, dan Sastra anak.

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CHAPTER I

INTRODUCTION

The chapter one divided into five parts. These parts are background, question of the research, objective of the research, significance of research and scope of the research.

1.1 Research Background

Literary works are essentially the embodiment of life, the result of observation researcher on the life around him. Author in creating literary works based on experience gained from reality life in a society that occurs in the role of characters in the real world and inside literary form. Language in literature is a tool to create a special taste containing the aesthetic value, other than as means of communication, capable of conveying miscellaneous information to connoisseur or reader, (Istiqomah et al, 2014:5).

The literary works we read are built by the author as a result of recording based on reflection, interpretation, and life appreciation of the social reality and social environment in which the author lives and develops, literature is the author's reflection, In other words, literature as an integral part of culture is considered as a way to express that culture, (Istadiyantha & Wati, 2015 :8).

In the millennial era like today, many cultures that should be preserved have actually been eroded by things that are detrimental to society, especially the world of children. For example, today's children rarely know and read children's stories that are educational in nature, such as folklore, novels, poetry, fairy tales, and comics. Children prefer to hold gadgets instead of reading poetry or fairy tales before going to bed, (Busyro, 2020 :4).

The qualitative method is that it looks at how people interpret their own concrete, real-world experiences in their own minds and words before analysing

those interpretations in the context of a behavioural science, for instance, psychology, sociology, politics, education, health sciences, or, more recently, business and management, decision-making, or innovation. People typically respond when asked how they comprehend a specific area of their lives by utilizing everyday language and concepts. "Narratives" are the terms used to describe the resulting data (e.g., comments in an interview, statements in a written text, but also videos, even works of art). Contrarily, quantitative research focuses on how researchers see the world, typically utilizing abstract concepts, (Cropley, 2019:7)

Fable Aesop a Greek poet, is best known as the originator of the Fable. A slave boy who lives on the island of Samos., Even though he is a disabled and ugly slave, he is very well-liked by the people who know him. Even though he is Aesop the proficient in writing children's stories. There have been many adaptations of Aesop's fables from short stories into picture books, 1999 the first published until now, and Aesop's works have been adapted from many children's films and translated into various languages, including children's stories that guide the city rat and village rat will be careful using adaptation theory. Why the research was conducted to find out patterns, styles, and characteristics, as well as to read and compare what adapted the researchers would find when researching the work, (Toha-Sarumpaet, 2010 :12).

In the story The Town Mouse and the Country Mouse, both from Aesop Fables and which Sue Arengo has adapted into a picture storybook, the city mouse visits the Country Mouse, comparing life in the city with life in the country, while dinner in the country the mouse serves up food. the simple and the Town Mouse happily accepted the simple food. After eating with the Town Mouse wanted to rest, and the country mouse took him to his bed. in city mouse, "very dark unlike where I live (in the city)". The morning has come they go looking for food together for lunch, the village mouse looks excited but the village mouse is very tired. City

Mouse spends the day in the village happily, late at night Town Mouse and Country Mouse have dinner together, while Town Mouse eats talking about life in the city, and Country Mouse listens intently to their goals and dreams "life in the city is very luxurious and at least" does not feel the sun It's hot here, it's time for the Town Mouse to return to its original place, he invites the Country Mouse to go together. The Country Mouse joins the Town Mouse, arriving in the city of his dreams his life does not match, and the Country Mouse chooses to return to the village to live safe from danger.

In the two stories that will be studied, there is a very big difference, the work of Aesop's Fable is only in the form of a short story, while the one adapted by Sue Arengo has pictures and many pictures of humans and animals, not just the two mice. Picture story books are one of the popular genres of children's literature since the 20th century. If only pictures or text cannot tell a story, then pictures and text complement each other so that the story can be easily understood by children. From the two works, it can be said that they complement each other because the pictures and writings, the two components synergize with each other to build a story so that it is easy to understand. This combination of pictures and writing is based on two things, namely, if the book only contains words, then the child will have difficulty understanding a story, and vice versa if there are only pictures, then pictures can only tell part of the story.

In adapting literary works, an interesting cover book is needed to encourage readers to read the work, such as on the cover of the town mouse and the country mouse which makes children curious about the contents of the story with a picture of a mouse, (Tarbiya, 2015: 43).

1.2 Research Question

How is the adaptation of Aesop's "The Town Mouse and Country Mouse" into the Arengo's "The Town Mouse and The Country Mouse"?

1.3 Research of the Objective

To know the adapted found in Aesop Fabel to picture book by Sue Arengo.

1.4 Research Significant

The benefits of this research are divided into two, namely theoretical benefits and practical benefits. Theoretically, this research is useful for the development of literary science, especially research on storybook objects with adaptation theory. Practically, this research can provide an explanation to understand the adaptation of stories from classical literature to modern literature, which occurs between classical literature by (Aesop, 1912) and recounted by Sue Arengo into a picture book, (Arengo, 2009).

1.5 Research Scope

1. The researcher limits the research to be carried out on Aesop's short story book The Town Mouse and The Country Mouse 1912 to a picture book by Sue Arengo that illustrated by Kate Aldous first published on March 26, 2009, by Oup Oxfort, USA. contains 26 pages.
2. The core of this study is only to find out the adaptations of Aesop's short story and a picture book by Sue Arengo.

CHAPTER II

LITERARY REVIEW

This chapter discusses some previous studies related to this research. It consisted of explaining previous findings, adaptation, and adaptation theory by Linda Hutcheon.

2.1 Previous Study

A Picture Book Adaptation of Aesop Fables “An Analysis of Morrison and Pinkney’s Adaptations of Three Classic Tales”. In a previous study, researchers studied the reconstruction of weaknesses in Aesop’s Fable picture book using qualitative methods, including, “Ant and a grasshopper, a lion and a mouse, and a rabbit and a turtle. In this study, the researcher explains how the deconstruction of social hierarchy in Aesop’s novel. A fable that uses anthropomorphic animals to moralize the human condition, previous research includes six picture book adaptations by award-winning artists, Toni, Slade Morrison, and Jerry Pinkney, (Yenika-Agbaw, 2021: 6).

Aesop’s fable adaptation: an alternative for value building, oral production, and listening comprehension. In his previous research, he examined the work of Aesop’s Fable using qualitative research methods. This work was adapted into audio in the fourth grade of the Tunja public school, an adaptation made to develop an awareness of the value and ability of the English language. The students participate, pay attention to class after class, and enjoy the activities. The adaptation described by previous research involves students using vocabulary for communicative purposes, in the same way, students are aware of the moral aspects, the implicit value in each story, and the importance of fairy tales in their own lives, (Liliana & Gil, 2017:8).

Film Adaptation as Translation: Analysis of Adaptation Shifts in the. In a study in which the book was adapted to a film and provided a systematic analysis of what happened in the adaptation of the novel for the big screen, to find out these adapted the previous researcher used a qualitative descriptive method to incorporate insights from the adaptation. This research is described to explain the adapted of text between the source text and target text. In this case, the adaptation model is applied to the film adaptation of the Silver Lining Playbook by understanding the aspects that distinguish the adaptation from the novel and the reasons for the adaptation from the adaptation, (Perdikaki, 2017:5).

The three studies above have similarities and differences with the research that will be carried out by the author, the similarities are the adaptation of Aesop's fable works using qualitative research methods, using Aesop's work, to take research materials. The difference is; adapting classical literature to audio for listening to elementary school children and adapting novels into films.

2.2 Theoretical Background

2.2.1 Adaptation

Adaptation is not a new practice that has been adapted by researcher, directors, choreographers, and designers since civilization emerged, in Linda Hutcheon's book, Hutcheon (2006) all media have fundamental similarities regarding their role in the adaptation process and all genres reveal information about how adaptation functions. These assumptions shape the methodology, which involves, identifying pervasive text-based problems across various media in order to find ways of studying them in a relatively adaptable way.

The allure of adapting to fun and diversity is part of the adapted that does not support suggesting subversive adapted in adaptation where we can adapted our cultural understanding by changing what we know and expect.

Most adaptations have been made to literary cinematic transpositions, across genres and media as well as within the same genre. Subjectivity and an often radically egalitarian approach to stories or to media as a whole by both narratology and cultural studies. Many books like this exist in the artistic field of literary adaptation, no doubt due to the influence of the 1957 Bluestone George Novel into the film. Brian McFarlane in his book from the novel le film, (Braid & Finch, 2015:12), uses the analogy of reading close literary texts for a kind of detailed examination of certain works.

There are various motives behind adaptation and few involve loyalty. Previous adaptations may in fact be as important as the context for some adaptations such as the “original” and most visitors like the “non-original” adaptation. Adaptation Theory is one attempt to think about not only this continued popularity but also the persistent critical disdain for the general phenomenon of adaptation in all of its various media incarnations, (Hutcheon, 2006:24).

Adaptation theory begins its study of adaptation as adaptation, that is, not only as an autonomous work, it should be applied to previous study and extended back to previous study. Use the word adapt to refer to both the product and the process of creation and acceptance. Adaptation is everywhere nowadays such in; television and film, music on stage, drama, on the internet, novels, comics, and books. But adaptation is definitely nothing new in our time Shakespeare transferred his cultural stories from the page to the stage and made them available to a whole new audience, (Linda Hutcheon,2006). Adaptation is a part of western culture that chooses “storytelling is always the art of repeating stories, (Kinney, 2013:2).

Therefore, it can be concluded from the explanation that adaptation is the process of turning something produced individually into something produced

together. In addition, there is also a change in the enjoyment process, namely from reading to watching. The audience itself changes from being a reader to moviegoers. hutcherson also pointed out that the transformation or alteration will inevitably lead to various changes in the movie, including reduction, addition, and modification. At the same time, the scriptwriter or director is the main factor influencing the change in the novel's structure into a movie.

A. Reduction

One of the steps taken to transform a novel into a movie is reduction. Eneste (1991:61) stated the reduction is reducing or cutting some of the elements of a novel in the transformation process into a movie. Moreover, Eneste (1991:61–62) state that some elements of the story, plot, characters, setting, and atmosphere of a novel would not be revealed in a movie because not all of the things contained in the novel are considered necessary, so the screenwriter or director has selected the information that is considered essential. Example, the reduction of characters in the novel *The Giver* into the movie. Several characters were reduced, such as Larissa, Benjamin, and Roberto. According to Mahmud (2018:43), the reason for the reduction of the movie's characters is that in the novel, the characters play a role in the setting of the House of Old. At the same time, there are no movie scenes that tell the setting of the House of Old so that these characters are not too important to appear in the movie. In another example, the *Divergent* novel presents a character named Robert Black, but in the movie adaptation, that character is reduced. According to Kayyis (2016:36), the character was omitted because the part in the novel that told his story with Tris (the main character) was not appointed in the storyline in the movie.

Therefore, Eneste (1991:61–62) points out that the reduction of literary elements is carried out for several reasons, namely: (1) The assumption that

certain scenes and characters contained in the novel are considered not important or need not be shown in the movie by reason that it can interfere with the perception or audience's understanding of character behavior; (2) Selection of settings in the novel that cannot be moved as a whole into the movie, because it will cause a long movie duration. This, of course cannot be separated from the consideration of the audience's comfort in watching a movie if watching it for a very long duration.

B. Addition

The addition is the process of adding some parts to the movie. Screenwriters or directors usually do the addition because they have interpreted the novel, they are going to a movie, so there will be additions here and there. In the adaptation process, some stories or scenes are not shown in the novel, but in the movie it is shown. In addition to the reduction of characters, adaptation also allows the addition of characters that are not found in the novel at all, but it is shown in the movie. The setting is also not separated from the addition. In the movie, it is often found that there is a setting that is shown but in the novel is not—for example, the addition of characters in the novel *The Giver* into the movie. Several characters were added, such as Dinah and Security Officer. According to Mahmud (2018:44–46), the reason for adding these characters to the movie is so that the audience better understands the storyline in the movie without detracting from part of the novel story. Apart from that, Dinah's character also helps other characters improve their actions. In contrast, the character of the Security Officer can make the conflict in the movie story more interesting.

According to Eneste (1991:64–65), the addition in the ecranisation process certainly has a reason. For example, it is said that additions are important from a scene to show the point of view. In addition, additions were made because they were still relevant to the story.

C. Modification

Modification is also a possible thing in transforming a novel into a movie. This modification changes several variations that occur in story ideas and storytelling styles. Although variations occur between novel and movie, usually, the theme or message in the novel is still conveyed after being filmed. According to Eneste, (1991:66), the novel is not a subterfuge for the director or screenwriter, but the novel really wants to be moved to another medium, namely a movie. Due to differences in the tools and media used, certain modifications occur. In addition, in the screening duration, the movie also has a limited time so that not all things or novel stories can be transferred to the movie. According to Yanti (2016:98–99), modifications are considered normal from a technical point of view because it is impossible to create a dark atmosphere due to the blackout. In addition, the modification exists because of the omission of the museum officer who apologized for the power outage, so there are modifications and do not affect the overall storyline.

2.2.2 Aesop Fabel

Fables are short stories. This means we can create several smaller stories, with different animals and different interactions. The main characters are animals and much more fun than people, and they are cuter. And in the story, they provide moral or big influence on children. Since the main characters in fairy tales are animals, they capture our imagination, and the lessons learned are real and timeless.

The various corpuses denoted by Aesopica or Aesop's Fables include most of the most famous western fables, the legendary collection, which was supposed to be slaves in ancient Greece around 550 BC. When Babrius wrote down the fable of Aesopica in the verse to the Hellenistic Prince "Alexander,"

he explicitly stated at the top of the Book that this type of "myth" which Aesop had introduced to the "sons" of the Hellenes" had become the invention of the "Syrians." from the time of "Ninos" (personifying Nineveh to Greek) and Belos ("ruler") Epicharmus of Kos and Phormis is reported to be one of the first to discover comic book tales. Many of Aesop's familiar fables include "The Crow and the Pitcher", "The Tortoise and the Hare and "The Lion and the Mouse." In ancient Greek and Roman education, fables were the first of the progeny miasmata exercises in process composition and public speaking in which students would be asked to study fairy tales, develop them, create their own, and finally use them. as a persuasive example in talking about forensics or the longer deliberative. The instructor need to teach, and students to learn, various fables as material for their statements, collected together in collections, such as those of Aesop.

Fairy tales in our era, researcher often take a different attitude and explain that truth and justice do not always win, in this way offers a less optimistic view of society, in Aesop Fabels's work aims to find out what is more important, not a simple text nor is it " only for children", because it requires understanding different levels of meaning in stories, as well as the nature of animals that have symbols and morals, (Nishat,2015:8).

Picture story books are picture books with a plot, with text and illustrations both conveying the storyline. In a picture story, pictures must help tell the story, and show adapted in the actions and expressions of characters, changing settings, and plot development. In picture books too, regardless of whether the text tells a story. Picture books usually use lots of illustrations rather than text. All types of young picture books are recognized for their size and length, they are larger than story books and vary in shape, (Nishat,2015:7).

The picture book is a paradox and on the one hand, it is seen as a child of a truly original literary contribution to literature in general, a “polyphonic” form that absorbs using many codes, styles, and textual devices that often push boundaries. convention. On the other hand, picture books show a collection of children in one picture book, (Lynch-Brown & Tomlinson, 1999:23).

2.2.3 Elements of Children Story

In understanding the different sections of children's literature in the form of fiction, the author will discuss the following elements, (Lynch-Brown & Tomlinson 1999:23):

1. Plot is what happens in a story as well as a storyline or an important element for children or readers. In a good story, the plot generates conflict to build the text and keep the reader engaged. A well-constructed plot contributes greatly to the acceptance and enjoyment of the children.
2. The characters in the story can impress children as in the surface characteristics of the object image, consisting of image textures, the texture may be rough or smooth, hard or chewy, or soft. Appears in Leo Lionni's Frederick, where the torn edges of a paper collage give furriner the found body of a small mouse. Texture also supports the artist to provide contrast in a compositional image as these visual elements relate to one another and combine to create an image.
3. Setting the time of occurrence of a story and the place where a story occurs in the background of the story, the setting has a less important function depending on the story, for example in authentic historical fiction in that period it is very important to understand the events in the story. Therefore, the setting is described in full, both in time and place.

4. The theme of a story is the meaning it has or the meaning contained in the story. Theme as the message or moral of the story or what appreciation for nature as well as point of view on current social problems. Themes in children's books must be worthy of children's attention and must convey their truthfulness and themes must be based on high moral and ethical standards. The theme should not overpower the plot and characters of the story, but children read fiction for their enjoyment, not for lightening.
5. Style is the way an author reads the reader can see something like writing as opposed to the contents of the book. But the style must match the content of the book as well as the different aspects of style to be considered in fiction. Sometimes limiting the choice of words and writing books that can be read by novice readers. But in the hands of a gifted sentences will remain melodic, varied in length and structure and a pleasure to read and hear rather than feel.

Based on the theoretical explanation above, the researcher uses Linda Hutcheon's Theory which says that adaptation as a creative process means an adaptation process in which there is a reinterpretation and re-creation process that functions as an effort to save or copy the original source. For example, the adaptation of folklore (oral) into the form of a book or film. In this study, researchers will look for adapted or adaptations contained in the short story book by Aesop Fabels 1912 which was adapted by Sue Arengo in 2009 into a picture book, for example, there may be adapted in dialogue that can be added or reduced, adapted in storyline, additions or deletions of characters, and intrinsic.

2.2.4 Picture book

Picture book is often used to describe books. Children's books that use words to convey content may be a combination of words and image alone. Each picture book is different from an illustrated book in that the images it contains form an important part of the structure of the book. Picture books are a relatively new form of book with early origins in the 20th century. Wanda Gág is widely recognized as its pioneer development of a picture book format. The picture book formula was developed to display the text on the left and the image on the right without merging. In the millions of picture books, gags, confusing the order of images and text, combining images, text and stretched images on multiple pages.

The picture book explains how words and pictures work together to create meaning and message of the story. Picture books require readers to put themselves together, find clues in both pictures and words and connect them. A picture book is a book, usually a children's book, with illustrations that are just as (or more) important than words in telling a story.

Assuming there are many picture books, a pictorial book in which both text and illustrations contribute to the story meaning. Picture books are written in all genres with an abundant illustrations component. These books come in different sizes, shapes and lengths. It's a picture book 32 pages. You can create an image with 1-20-30-50-100 words book. As long as you have text and ideas (and letters as illustrations). Picture books are primarily for young children, and some may be for children a very simple language specially designed to help children develop their reading comprehension, most are written using vocabulary that children can understand, but not necessarily read. Picture books usually serve two functions in a child's life. Children first learn to read from picture books that children read after adults read as soon as they start learning to read. (Brown & Tomlinson, 2005:76)

BAB III

RESEARCH METHODOLOGY

This study will discuss the research design, data sources, data collection instruments, data collection procedures, and data analysis techniques will be described as follows.

3.1 Research Design

Research design is a design that would be used by the author to conduct research. In conducting the research, the author uses the adaptation theory of Linda Hutcheon to find out what adapted are found in Aesop Fabels' work after being adapted into a picture storybook.

Qualitative research methods is a developing field, but there is still a real need for books that support research approaches that are based on qualitative research, and that can also address issues of quality and rigor of research, (Kusumastuti & Khoiron, 2019). The approach used is descriptive qualitative. first, the data is collected directly from the source, the researcher becomes part of the main instrument of analysis, and the second data is in the form of words in sentences or pictures that have meaning, (Djaali, 2020:4).

3.2 Source of data

A. The Town Mouse and The Country Mouse by Aesop Fabel 1912 illustrated by Kate Aldous published by the library of congress.

B. The Town Mouse and The County Mouse adapted by Sue Arengo and illustrated by Kate Aldous, and published on March 26, 2009 and published by Oxford University Press.

3.3 Instrument of Data Collection

A tool used by the researcher to collect study data is known as a research instrument. According to Wilkinson & Birmingham (2003:3), a research instrument is an instrument used to gather information pertinent to a research study. The researcher will require a tool to gather research data for their project. In this study, note-taking and a human instrument are both employed to gather data in order to meet the research goal.

A. Human instrument

As a research instrument, the researcher is referred to as a *human instrument*. Humans were described as instruments in the naturalistic research by Guba & Lincoln, (1981:128). Suandi, (2016:45) assert that qualitative research makes use of the researcher as a crucial tool by attempting to uncover comprehensive and context-appropriate phenomena through the data gathering of data sources. The researcher is fully responsible for planning, selecting the research's area of interest, gathering data, evaluating the quality of that data, analysing that data, drawing conclusions from that analysis of data, and reporting the research's findings.

B. Note Taking

Taking notes is another research tool that was used in this study. The phrase "note-taking" refers to a method of taking notes. The phrase "notebook of ideas" refers to this approach, which merely necessitates documenting any intriguing thought associated with our research, according to (Saunders, 2009:27).

3.4 Procedures of Data Collection

In this study, the researcher used a number of techniques to collect data. To obtain the needed data, data collection is done. The steps taken in this research are listed below.

- a. The researcher read the short story from Aesop's fable *The Town Mouse and Country Mouse* and the adaptation version by Sue Arengo *The Town Mouse and The Country Mouse*, to understand the content and intrinsic elements of the story.
- b. The researcher observes the symptoms or indications of transformation that appear between the short story *Town Mouse and Country Mouse* and the picture book *The Town Mouse and Country Mouse*.
- c. The researcher analysed the transformation of intrinsic elements in the short story *Town Mouse and Country Mouse* and the picture book *The Town Mouse and The Country Mouse*, then classified them into aspects of reduction, addition, and modification.

3.5 Technique of Data Analysis

In analysing the data, the researcher focused on the differences in intrinsic elements, plots, characters, and settings in the short story *Town Mouse and Country Mouse* by Aesop Fabel and the picture book *Town Mouse and The Country Mouse*, and *The Town Mouse and The Country Mouse* by Sue (Arengo. The researcher analysed the data based on the adaptation theory by Hutcheon, 2006:44-62) which states that the transformation or change of a novel will inevitably cause various changes in the film, namely reduction, addition, and modification.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is divided into two subchapters. The findings deal with the result of the research in *The Town Mouse and The Country Mouse: An Analysis of Adaptation Aesop Fables to Picture Book* by Sue Arengo.

4.1 Research Findings

In doing adaptations either from novels to films or from short stories to picture books, we can see by using the intrinsic elements of short stories and picture books: plot, setting, language style, point of view, characters in *The Town Mouse and The Country Mouse* to see adapted using adaptation theory by Hutcheon, intrinsic elements: plot, setting and character.

4.1.1 Changes in the Plot of the Short Story *Town Mouse and The Country Mouse* into the Picture Book

This section presents the results of research on the adaptation of the plot of the short story *Town Mouse and Country Mouse* into the picture book *The Town Mouse and The Country Mouse*. The following are some of the plotted data seen from the categories of subtraction, addition, and modification aspects

Table 1 Changes in the Plot of the Short Story Town Mouse and The Country Mouse into the Picture Book

No	Plot stage	Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
				R	A	M			R	A	M
1.	Introduction/Exposition	A Town Mouse once visited a relative who lived in the country. For lunch the Country Mouse served wheat stalks, roots, and acorns,	↑	R	A	M	This is Country Mouse's home.	↑	R	A	M
				tt✓√43344fjj√	-	-	One day his friend, town mouse come to see him. "Hello, country Mouse!" says Town Mouse 'Hello my friends!, says Country Mouse.		-	-	✓

		with a dash of cold water for drink									
2.	Rise/rising action	" Country Mouse served wheat stalks, roots, and acorns, with a dash of	2	✓	-	-	<ul style="list-style-type: none"> There is a lot to eat. But town mouse think the food is strange. He does not like it very much. "So he only eats a little" bit. "Please have some more" says county mouse. "It is very nice," says Town 	2	-	-	✓

		cold water for drink					<p>Mouse," but no thank you.</p> <ul style="list-style-type: none"> "Please have some more" says country mouse. "It is very nice," says Town Mouse," but no thank you. Country Mouse gives Town Mouse his bad. "you can have my bad tonight," "thankyou," says Town Mouse. 	-	✓	-
3.	Climax						<ul style="list-style-type: none"> Town mouse does not very 			

			3	-	-	-	<p>much. Can't go to sleep. It is very dark and quiet. In the morning Town Mouse is tired. But Country Mouse is not tired.</p> <p>But Country Mouse is not tired.</p> <ul style="list-style-type: none"> 'Come on!' he says." Let's go and get some food." The grass is long and wet. Town 		-	-	✓
									-	✓	-

						<p>Mouse's feet and trousers are wet. He does not like the country very much. There is cow in the field. "Oh!" cries Town Mouse" what is that"? "it is only a cow!" laughs Country Mouse Country Mouse. "Do you like country"? ask Country Mouse. "It is very strange here" says Town Mouse.</p>	3		-	✓	-
--	--	--	--	--	--	--	---	--	---	---	---

						<ul style="list-style-type: none">• "Do you like country"? ask Country Mouse. "It is very strange here" says Town Mouse. "It is very interesting, it is different. But I think I like The Town Mouse best." "Life is good in the country", says Country Mouse. "yes" says Town Mouse.				
--	--	--	--	--	--	---	--	--	--	--

4.	Return of fall/falling action	The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella”	4	✓	-	-	<ul style="list-style-type: none"> • Country Mouse gives Town Mouse his bad. "you can have my bad tonight," "thankyou," says Town Mouse” • “But Town Mouse's bed is strange Country Mouse dose not like it very much. He can not go to sleep. It is not dark in the room and the street is very noise. In the moming Country Mouse is tired.” 	4	-	✓	-
----	-------------------------------	--	---	---	---	---	---	---	---	---	---

						<ul style="list-style-type: none"> • "he next day see a cart. It is going to the country. "hurry up you Cars children" says the driver. I want to go to the country." "Listen," says Country Mouse. "That cart's going to the country. Goodbye my friend. "Thank you" "Write to me." says Town Mouse. Soon Country 		-	✓	-
--	--	--	--	--	--	---	--	---	---	---

						<p>Mouse is Home. He is in the country. He sits by the fire. "Ah! He says Happily. It is good to be home again."</p> <ul style="list-style-type: none"> • Suddenly there is a strange noise. "oh! What is that?? he says. It is only the clock! I live there 	-	✓	-
--	--	--	--	--	--	---	---	---	---

5.		<ul style="list-style-type: none"> The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella. 		✓	-	-	<ul style="list-style-type: none"> "Do you like the town?" ask Town Mouse "it is very strange here" says Country Mouse. It is very interesting. "It is different. But I think I like the country best". "Life is good in the town," says Town Mouse. "Yes" says Country Mouse. "but I like the country better. It is nice and quit in the country. "I we like different thigs." 		-	-	✓
----	--	--	--	---	---	---	--	--	---	---	---

		<ul style="list-style-type: none"> "You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and 					<ul style="list-style-type: none"> "Thank you" "Write to me." says Town Mouse. Soon Country Mouse is Home. He is in the country. He sits by the fire. "Ah! He says Happily. It is good to be home again, The next day see a cart. It is going to the country. "hurry up you Cars children" says the driver. I want to go to the country." 	-	-	✓
								-	✓	-

		simple life in the country with the peace and security									
--	--	--	--	--	--	--	--	--	--	--	--

Information

R = Redaction

A = Addition

M = Modification

1. Redaction

In table 1, the research results are presented for the category of plot reduction aspects with a total of ten data from five plot stages. Eneste (1991:61) stated the reduction is reducing or cutting some of the elements of a novel in the transformation process into a movie. Therefore, the plot is one of the elements that experienced a reduction in the transformation of the novel into a movie. This category of plot reduction is seen from the absence of stories at the plotting stage between the novel and the movie.

The first reduction is a story about The Town Mouse and from Aesop's version of the Fable Country Mouse, in the short story, it is mentioned that a city mouse visits his relatives who live in the village. which Sue Arengo lost during the adaptation of The Town Mouse and The Country Mouse. In the short story, Aesop's version of Fables it is said that at the end of the second while drinking with the rats, Town Mouse tells of his life in the city and the Country Mouse listens carefully until he trains soundly, but in the adaptation, by Aesop Fable there is no mention of that sentence.

In the short story Aesop's version of the fable, it is found that when Country Mouse comes home from Town Mouse, he takes a red carpet and an umbrella to take him back to the village. The sentence was cut by Sue Arengo during

the adaptation and the sentence above is not in Sue Arengo's version of The Town Mouse and The Country Mouse.

The Town Mouse and The Country Mouse version of Aesop's Fable contains a message that Country Mouse said to Town Mouse. You may have all the luxuries in your home but it's not safe in my opinion, because in the village, even though life is simple but far from all dangers, in the adapted version by Sue Arengo there is no mention of Country Mouse's message.

1. Addition

Table 1 presents the results of the study, for the category of additional plot aspects, with a total of eight data from five plot stages. This category of plot addition can be seen from the addition of stories at the plotting stage in the adapted picture book. The following is an explanation of each part of the data.

At the beginning of the story in the adaptation version by Sue Arengo, it is said that "this is a city mouse in the story Town Mouse greets the Country Mouse by saying hello Country Mouse and Country Mouse replies by saying Hello Town Mouse. Sue Arengo's next addition was when she adapted the addition of Country Mouse to serving her new friends, Town Mouse didn't like the simple food at home.

2. Modification

In Aesop's Fable, there are many modifications during the adaptation of Aesop's Fable, the following is an:

at the beginning of the story in Sue Arengo's version, there is that Town Mouse greets Country Mouse by saying hello to friends but in this version, it is only mentioned that Town Mouse visits his relatives who live in the village. the word

"relative" in the short story The Town Mouse and The Country Mouse was adapted by Sue Arengo into the word "friend".

The next addition made by Sue Arengo when adapting the short story version of Aesop Fable, when Town Mouse ate the country's very simple cuisine, Town Mouse only took a little of the food that was served, Town Mouse told Country Mouse this was very delicious, he gave praise to his friends for fear that his team would find out with his attitude. in Aesop's version only explains that Country Mouse only gives cold air to his relatives when he arrives at Country Mouse's house but in Aesop's work the explanation is very detailed because, in addition to having pictures, it also has a dialogue between them.

in Aesop's work, it is only explained that the two mice are on a pile of grass or Country Mouse's bed, Town Mouse starts the story in the city while eating the snack provided by Town Mouse, and Town Country Mouse dreams that luxurious life is fun, especially when living in the city. Sue Arengo modifies by explaining that Country Mouse takes Town Mouse into his bed to rest, Country Mouse gives his bed to his friends, saying "you can rest here" Town Mouse replies by saying "thank you". when the Town Mouse started sleeping disturbed by the shadows because Country Mouse's house was in the dark, there was no lamp to penetrate the house, there was only moonlight from the sky. and the crowd.


The next modification made by Sue Arengo is when Country Mouse wants to return to the village because he is not comfortable living in the city even though he lives in luxury with Town Mouse. when Country Mouse wants to come back Town Mouse escorts him until he gets on a vehicle that routes to the


village, Town Mouse says to be careful on the road and don't forget to visit again and Country Mouse responds by saying thanks.

4.1.2 Changes in the Character of the The Town Mouse and The Country Mouse Aesop Fabel into Picture Book Sue Arengo

This section presented the results of this research on the adaptation result of the character in the novel Hidden Figures to the movie. The following is some data on the results of the character adaptation seen from the categories of aspects of reduction, addition, and modification.


Table 2 Changes in the chracter of the Short Story Town Mouse and The Country Mouse into the Picture Book

Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
		R	A	M			R	A	M
-		R	A	M			R	A	M
		-	-	-		1	-	✓	-

Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
-		-	-	-		2	-	-	✓

-	3	-	-	-		3	-	✓	-
<hr/>									

Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
-	4	-	-	-		4	-	✓	-

Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
<p>When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the House Dog.</p>	5	✓	-	-		5	-	✓	-

1. Redaction

In table 2, the research results are presented for the category of character reduction aspects totaling one characters.

The first character to be edited in Aesop's Fable version of The Town Mouse and The Country Mouse short story occurs when the waiter brings the dog into the dining room to deliver the food that falls to the floor and the waiter left the host's food on the table, this part is not in mention it in the adapted version both in the form of sentences and in the form of pictures.

2. Addition

In table 2 the results of the research that have been presented, for the aspect category of adding characters there are eighth characters. The characters include a cow, two Dogs, the lady and, her Friends, residents in the market, Children in Town Mouse's house, the Driver of a car, Shepherd, and the Sheep.

This adaptation of Sue Arengo's version features more characters in the form of images such as the people in the market that the Rural Rats meet while in the city. The people in the story only appear as a complement to the story because they do not have dialogue but only form.

when the two mice came home from the market they found a dog of his master who was in the neighborhood accompanying his master relaxing while enjoying coffee, Country Mouse was very surprised when he saw a dog and Town Mouse tried to see it because in his mind Country Mouse was in danger if the dog saw it. they



Town Country Mouse enters Town Mouse's house, Country Mouse sees children running in the house, they are chasing each other while carrying colorful balloons


Country Mouse was very surprised by the situation in the city, besides the many animals that endangered his life he also didn't like the dense population, Town Mouse asked him if he liked the atmosphere where he lived. Country Mouse replied I liked it but I prefer village life and atmosphere. Country Mouse went home by passenger car while waiting for the car to go to the village Country Mouse was asked by the car driver "fast son we will go to the village" in front of the car stopped they met the shepherd and his sheep, they let the sheep pass first, and they continued on their way.

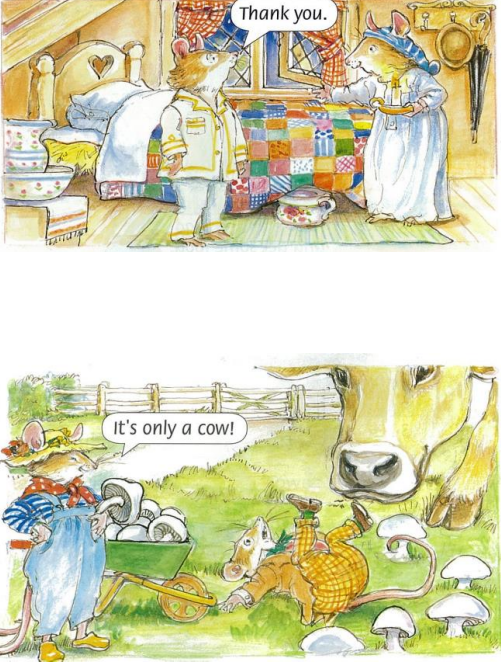
4.1.3 Changes in the setting of the The Town Mouse and The Country Mouse Aesop Fabel into Picture Book Sue Arengo


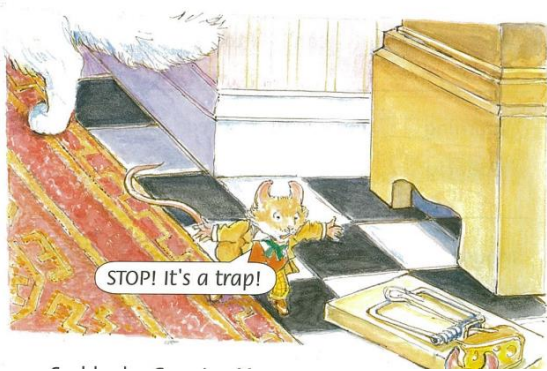
This section presents the results of this research on the adaptation results of the setting in the short to the picture book. The following is some data on the results of the setting adaptation seen from the categories of reduction, addition, and modification.

Table 3 Changes in the setting of the Short Story Town Mouse and The Country Mouse into the Picture Book

No	Short Story	Data	Aleration in Adaptation			Picture Book	Data	Alteration in Adaptation		
			R	A	M			R	A	M
1.			R	A	M			R	A	M
			-	-	✓		1	-	✓	-

No	Short Story	Data	Aleration in Adaptation			Picture Book	Data	Alteration in Adaptation		
2.	-		-	-	-		2	-	✓	-

No	Short Story	Data	Alteration in Adaptation			Picture Book	Data	Alteration in Adaptation		
3.	-	-	-	-	3		3	-	✓	-
									✓	-

No	Short Story	Data	Aleration in Adaptation			Picture Book	Data	Alteration in Adaptation		
4.	-	-	-	-	4		4	-	✓	-
5.	-	5	-	-	-		5	-	✓	-

1. Addition

In this section, the researcher sees that there are four additional settings and one that is modified from the adaptation version by Sue Arengo, the table above shows the changes in the picture. in the landscape picture the researcher saw two rats eating in the garden and eating on a stone, the food was only two stalks of wheat but in Sue Arengo's picture the two rats were on a picnic carrying the food seen above which was visible under the curtain, the bread, milk, and fruit that they place in a basket and are carried by Country Mouse, Sue adapts to the times to make an interesting achievement and is much in demand by readers.

Table 3 shows above that there are four additional arrangements made by Sue Arengo during the adaptation of the short story into a picture book, the explanation is as follows.

More visible above the two rats looking for food in the fields, Town Mouse did not like the road leading to the fields because the grass was very long, making Town Mouse's pants soaked, when the two rats were gathering food in the fields Town Mouse was surprised to see a cow, The two of them went to town on their way to town. Town Mouse asked Country Mouse if she liked it and he replied "yes".

The two mice arrived in the city safely, Country Mouse saw that there were many people in the market, he invited Town Mouse to go straight to his house, on the way home the two mice met a calming lady and was accompanied by a dog Country Mouse was so shocked when he saw the dog he thought that his life was in danger if the dog saw him. arrived at Town Mouse without any flaws Country Mouse was met by being raised on the floor of the halls, Country Mouse saw the eating Trap which

was filled with cheese, he almost took it but Town Mouse used it because it was a trap used to catch a mouse.

4.2 Discussion

Based on the previous section, this research provides an overview and further explanation of the adaptation of the short story The Town Mouse and The Country Mouse by Aesop Fabel illustrated by Arthur Rackman to picture book The Town Mouse and Country Mouse by Sue Arengo illustrated by Kate Aldous. Further explanations in this section are divided into three categories, changes in the plot, changes in the character, and changes in the setting.

4.2.1 Change in the plot

The plot is the order or relationship of events in a narrative that typically develops from the beginning, middle, complications, rising action, turning point, and conclusion. The beginning or introduction of a story is known as the exposition. The stage at which the problem first appears is the complexity. The difficulty gets worse throughout the rising activity. The peak of issues in a story is the turning moment. The final stage is the ending, which is when issues are resolved, a story is finished, and it comes to a close.

At the beginning of the short story Aesop only tells a brief journey of Town Mouse's life when visiting his relatives who live in the village, the author only discusses a city mouse who accepts his relative's offer of food with pleasure he accepts the food, in this short story Aesop only briefly tells the life of Town Mouse and Country Mouse, different from the version by Sue Arengo, the author changed from the original story only in text form but was adapted by Sue Arengo and told through pictures on each page, The Town Mouse and Country Mouse story is slightly different from the Sad version because of the addition of dialogue, the addition of the storyline, from the

story to a long story because of the addition of sufficient plots from the adapted version.

Overall, due to the data found in the reduction category plot, the reduction is at the same plot stage between the short story and picture book because the two stories have differences at the beginning of the story. In addition, many stories in Aesop's short stories were reduced when the researchers finished reading the two stories. The researchers saw a reduction at the beginning of the story because in Aesop's version it explained that the Town Mouse visited the village where a friend lived but in Aesop, only the two mice were in the garden and they greet each other.

This short story is too complicated, if fully adapted would make the book pages very thick. As for the aspect of adding the plot, the addition is because, at the same stage of the plot between the short story and the picture book, the story in the short story is not contained in the picture book. In addition, the reason for the addition of plots in the picture book is because it follows the story in the short story. There are various additional characters and settings in the picture book, which lead to additional stories. In total, the data obtained in this study related to plot adaptation included 4 subtractions, 7 additions, and 5 modifications.

4.2.2. Change in the Character

In this section, when viewed from the overall data presented in the findings section, it can be seen that the adaptation of the story into the picture book has also undergone changes in the character elements. In the short story visualization, some characters have been reduced. That is, certain characters in short stories do not appear in picture books. It is certain that the character reduction is due to too few characters in the short story and cannot be transferred as a whole. It can also be said that the writer of the

picture book only wants to highlight some of the problems contained in the short story, so the characters who are considered not very important, or do not play a role in the story that is raised, are considered unimportant to be displayed. In addition, there are also additional characters, namely characters that are shown in the picture book but not in the short story. The addition aims to clarify the story in the picture book by making composite characters. The purpose of composite characters is to combine several characters who play a role in the novel using only one character. In addition, character reduction aims to adapt stories from short stories into picture books, in addition to helping improve the actions of other characters in short stories with additional characters in picture books.

In addition, there are also characters from which have been modified in the picture book. The modification was partly because the characters in the short stories were too unclear in written form, so some of the characters in the short stories were changed and made into composite characters. In addition, modifications can only occur to character names. In addition, to highlight the protagonist by providing stories related to other characters and to make it more entertaining.

4.2.2 Change in the setting

It can be concluded that the changes that occur in the setting elements are caused by the script writer only. Reduced settings due to too many settings. There is also a change in the setting because the short story was adapted into a picture book. In the short story visualization, some settings have been reduced. That is, some settings in the short story are not shown in the picture book. Based on the results of research data that has been found in this study, the data is categorized as setting reduction because there are only a few settings in the short story that cannot be fully adapted into the picture book.

because the writers and illustrations only focus on telling and describing some parts of the short story so there are many changes in the settings in the picture book. In addition, there are additional settings that are shown in the picture book but not in the short story.

The data is categorized as the additional settings because of the addition of other story elements such as characters that cause additional place settings. In addition, it also brings the story to life. While in this adaptation, there is a modification of the setting of the short story to the picture book because to attract the attention of the reader, the author modifies the place by adding tools to the place. In total, the data obtained in this study related to setting adaptations included 1 modification and 6 additions.

Based on Hutcheon's theory which divides adaptation into three categories, namely reduction, addition, and modification, the three categories are based on the results of research that has been carried out by the author and writer, an illustration of the short story *The Town Mouse and The Country Mouse* version of Aesop fable in adapting *The Town Mouse and Country Mouse* by Hidden Sue Arengo. In addition, the results of this study indicate that the intrinsic elements of the character are subtraction, addition, and modification. Meanwhile, there are only subtractions and additions to the intrinsic elements of the plot and setting.

There are several similarities and differences between the final results of this study with previous studies. The first is a study conducted by Yenika-Agbaw, (2021), with the results showing that the most frequent changes are in character adaptation. Meanwhile, there are no changes in terms of subtraction, addition, or modification in the plot and setting. The following research was conducted by Liliana & Gil, (2017). The results showed changes from reduction, addition, and modification to each plot element,

character, and setting, while the most frequent changes were in the aspect of adding plots. Meanwhile, other research conducted by Perdikaki, (2017) showed that in the intrinsic elements of the plot and setting there were subtractions, additions, and modifications, while in the

CHAPTER V

CONCLUSION

This chapter consists of conclusions and suggestions, explaining the results of research on the adaptation of short stories to picture books, what are the differences from the works that have been adapted, there are some additions made in *The Town Mouse and The Country Mouse Aesop Fables* book and found by Sue Arengo. This suggestion is addressed to students and researchers who want to conduct research based on adaptation.

5.1 Conclusion

Based on the analysis of the data in this study, the researcher concluded that the adaptation of short stories into picture books had caused various changes. These changes include subtraction, addition, and modification based on the theory proposed by Hutcheon, (2006). The findings found 28 adaptation data consisting of plot reduction of 16 data, character reduction of 5 data, and setting reduction of 7 data. In addition, there are additional plots of 16 data, 5 data on characters, and 7 data on settings. Meanwhile, modifications were only made to three characters of data.

Reduction is the most frequent change of the three adaptation categories according to Hutcheon, (2006). Changes occur because of the adaptation process because novels and films are different mediums. There are technical problems that cause the story in the novel not to be fully adapted to the film.

5.2 Suggestion

After evaluating this research, there are several important things that the researcher can suggest in this thesis that is expected to be useful for the readers.

For other researchers who want to study adaptation, it is better to use the latest theory regarding the adaptation of short stories to picture books. In addition, it is recommended to include reasons or authors in adapting the illustrated short story book. It is also recommended to develop the intrinsic elements to be studied, not only on the plot, characters, and setting, but also on other intrinsic elements such as characterizations, points of view, themes, and messages.

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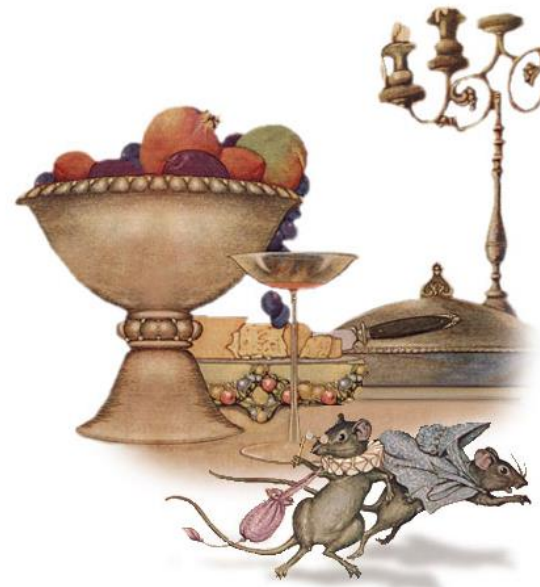
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APPENDIX

The Town Mouse & the Country Mouse

A Town Mouse once visited a relative who lived in the country. For lunch the Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water for drink. The Town Mouse ate very sparingly, nibbling a little of this and a little of that, and by her manner making it very plain that she ate the simple food only to be polite.

After the meal the friends had a long talk, or rather the Town Mouse talked about her life in the city while the Country Mouse listened. They then went to bed in a cozy nest in the hedgerow and slept in quiet and comfort until morning. In her sleep the Country Mouse dreamed she was a Town Mouse with all the luxuries and delights of city life that her friend had described for her. So the next day when the Town Mouse asked the Country Mouse to go



home with her to the city, she gladly said yes.

When they reached the mansion in which the Town Mouse lived, they found on the table in the dining room the leavings of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, indeed, the most tempting foods that a Mouse can imagine. But just as the Country Mouse was about to nibble a dainty bit of pastry, she heard a Cat mew loudly and scratch at the door. In great fear the Mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the House Dog.



that go with it."

The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella.

"You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security

Family
and
Friends 2

The Town Mouse and the Country Mouse



Retold by Sue Arengo
Illustrated by Kate Aldous

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