

## THE INFLUENCE OF LITERATURE ON LANA'S CHARACTER DEVELOPMENT IN THE NOVEL THE DAY I FELL INTO A FAIRYTALE

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### ABSTRACT

This study aims to reveal Lana's character development in the novel *The Day I Fell into a Fairytale* written by Ben Miller. To reveal the objective, this study is using new criticism theory based on direct and indirect characterization that is depicted in the story. Besides, close reading is utilized in the process of analysis, thus descriptive-qualitative strategy will be applied in this study. The data in this study were taken from the novel, mainly gathered from words, phrases, sentences, and symbolism. Furthermore, the writer found that Lana's character development is highly influenced by her experience jumping into Grimm's Fairytale world which symbolized her action reading Grimm's fairytale.

**Keywords:** *Character Development, Childhood, Fairytale, New Criticism*

## BACKGROUND

Stories play a huge role in children's learning and can lead them to build their character development. Besides, children have reading stages to balance character development (Chall, 1983). Thus, it becomes a must for their surroundings to keep an eye on in order to ensure that they accomplished every stage of reading in which the success of it will benefit their next stages and future. Teaching children and introducing them to reading books such as fairy tales, folklore, and role-playing, will indirectly have an impact on the development of children's character (Lewin, 2020). This can be said because children can feel what the characters feel like, so they can feel and imitate the behavior of the characters from the text (Dore, Smith, & Lillard, 2017).

Children from age three to ten are at the best stage to tell them fairytale stories through a bedtime story. Moreover, Elisa Cinelli and medically approved by Tyra Tennyson Francis, MD in *Child Development Guide* (2022), stated that when children hit nine years old, it is an early important stage to keep an eye on their social and emotional awareness since they have become moody and change interests day-to-day on sudden. The emotional and social awareness that they will have through this life stage such as developing a sense of justice, identity, and anxiety.

As an element of character development is learning through stories, the urgency issue of this study is how children's stories is important on children's character development. This matter of issue can be found in many government policies regarding character development through character education that children must have gone through all around the world. Based on the article entitled *Introduction: Character Education Around the World: Encouraging Positive Character Traits*, children that possess good character qualities may be able to contribute more to family, society, country, and the world as a whole by helping to ensure that everyone can live in harmony and peace. Additionally, kids who had character education as part of their schoolwork had a chance to transform the world and create peace (Lee & Manning, 2013).

Indonesia for instance. For a very long time, character education has been practiced. Ki Hajar Dewantara, a prominent figure in Indonesian education, claimed that developing intellect is beneficial since it may help develop good and strong character, which can help develop personality and character (1997, 80). Ki Hajar Dewantara's view shows how important it is to build this nation through character education. He went on to say that there are three educational facilities called "*tripusat pendidikan*". There are three of it: 1) education in the home; 2) education in the classroom; and 3) education in the community. This *tripusat pendidikan* (three centers of education cooperation) has an impact on how a person develops their character (Anisa, 2018) and (Bariyah, 2019).

Ki Hajar Dewantara believed that the first and most crucial educational focus should be on the family. Family life has always had an impact on how each person's character has developed from the dawn of human civilization. The family environment offers instruction in social behavior, religion, and manners. Making up stories, telling them to kids, or reading them to them are all effective ways to instill morals in youngsters in a family setting. The use of fairy tales or other stories is seen to be a powerful means of influencing behavior. It is possible to try to develop children's emotions, imagination, and critical thinking skills by reading them stories or fairy tales.

Thus, the government start to input character education as a new curriculum that teachers must teach to their students and become the main foundation even though the name of character education is always changing, (*Penguatan Pendidikan Karakter* in 2016, and *Profil Pelajar Pancasila* in 2020). This is also reinforced by the stated purpose of character education which is to encourage children to have a sense to develop their ability on their literacy and creativity skills and improve their personality and sense of competition so they can compete in the technological developments of this 21<sup>st</sup> century. (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). Thus, it can be said that an educational program that uses stories to introduce character education is a good strategy to help students develop their character in a meaningful and relevant way.

Parents can also have a significant part in the development of children's character, in addition to the essential roles played by schools and educators. The relationship between parents and children can be strengthened by regularly engaging in storytelling activities and bedtime stories since childhood. Moreover, storytelling and bedtime stories help boost socio-emotional development and boost self-esteem (Egan, Moloney, & Pope, 2022). Furthermore, based on the Australian parenting website, the others benefit children can learn from bedtime and storytelling are children can learn new languages, cultures, and value stories. Besides, enhance their vocabulary, and distinguish sounds.

Thus, based on the relevance of the issue above, this study is going to discuss the character development and the influence of stories on a main character in children in the novel entitled *The Day I Fell into A Fairytale*, one of the bestselling novels in children's novel category written by Ben Miller.

Ben Miller is well known as an actor, comedian, director, producer, and writer both on screen and on paper. He received several nominees and an award for his acting both comedy and. Most of the literary works that he wrote are aimed to be read for children from the age of seven to eleven. Although he has no educational background in the literature area, his father was an American literature teacher at the City of Birmingham Polytechnic and tend to teach him several literature things. When he was about to write his thesis, he was focused more on his career becoming of a comedian which has a great impact on children's entertainment both on-screen on and pages. He shows his in the literature world is proven through his actions bringing numerous children's books such as *The Boy Who Made the World Disappear*, *How I Became a Dog Called Midnight*, *Diary of a Christmas Elf*, *The Night I Met Father Christmas*, *The Day I Fell into a Fairytale*, and many more. Moreover, most of the children's novels that he wrote received numerous positive feedback and review, thus making his novels became one of the best-selling novels in the children's literature category in the United Kingdom. Because of his big name in the movie industry and children's novels, therefore made him teach students about writing a story and do act in drama and movies; in schools which can be proven in Wolverhampton Grammar School and the Cramlington Learning Village website.

As the novel targeted children as its audience, Ben Miller agreed to put empowering stories that might teach kids valuable things for their life. He believes that it is important for the targeted readers may receive moral lessons in order to build their creative thinking and boost their confidence. Furthermore, in the interview Cambridge literary festival held on 27 November 2019, he explained why he use Grimms' fairytale as a reference in his next book. He believes that the original fairytale stories like Grimms' fairytale can really help children work out their anxieties and fears. This

statement is also supported by a study entitled *Fairytales: A Novel Way of Educating Children About Psychological Health* (2013) by Andrea N. Everly. She stated that Grimms' fairy tale illustrates the real causes of anxiety and offers solutions for overcoming it. The horror narrative in Grimm's tale is a literary interpretation of a threatening situation but can be overcome in a controllable way. By applying the ideas from the Grimms' tale, both kids and adults can learn to prevent fear and anxiety connected to disorders/illnesses.

Focus in this study is the main character named Lana, a curious and a rebel nine years old child who has also portrayed a part where her mother reads her a bedtime story until she gets curious about the story and chooses to read it by herself sneakily. She does that since her mother did not want to continue reading it to her. At first, Lana and her mother bought that book from an enormous brand-new supermarket that mysteriously appeared overnight. They were unaware that the book they had bought was a Grimms' brother fairytale which usually has a darker version and was not intended to be read by children.

Since the issues discuss character development in a novel and how stories can influence the main character's development based on the novel *The Day I Fell into A Fairytale* by Ben Miller, this study has not found some previous studies that discuss the issues since its latest release novel. However, to support the argument that fairytales can contribute to children's character development can be proven by a study from the University of Hawaii at Hilo in 2016. It stated that fairy tales can be quite beneficial to kids who are exposed to them. Children's development, particularly in terms of consciousness and moral development, benefits greatly from fairy tales. Counselors and therapists can help youngsters with illnesses manage their fears by letting them read fairytales.

Both the theoretical and practical significance of this study is expected to be valuable. Theoretically, this study strives to highlight the main character's development and the influence of stories on children's character development by using new criticism in the novel *The Day I Fell into A Fairytale*. Practically, the finding of this research is expected to be beneficial to students and upcoming scholars. The students' comprehension of the character development of literary characters was deepened by this study. Finally, this study can serve as a useful guide for future researchers who wish to expand on it and address a related topic.

This study's findings are also relevant to readers who give literary works extraordinary thought as well as to those who are interested in comprehending the main character of *The Day I Fell into a Fairytale*. Particularly as it relates to character development by using the New Criticism theory. Additionally, it is anticipated that this study will serve as a model or point of reference for researchers who may do research on the character development analysis of *The Day I Fell into a Fairytale* written by Ben Miller. This study may provide useful information for another researcher to perform literary work research, especially in a similar study.

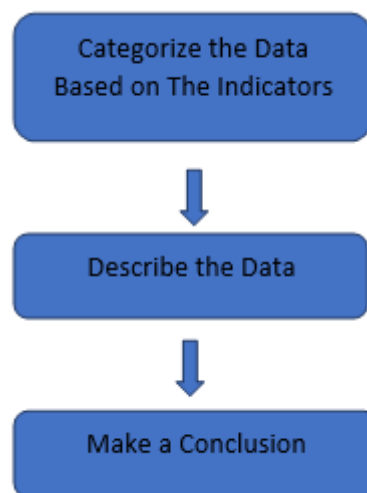
## RESEARCH METHOD

Since the material for this study comes from texts like novels and publications, a qualitative research methodology will be used. This can be said because the qualitative approach is typically utilized for social phenomena such as beliefs, social activities, and personal thoughts (Creswell & Creswell, 2018). When conducting qualitative research, descriptive information is gathered in the form of written

materials. In addition, descriptive research tries to visualize and comprehend the objects as they actually are (Moleong, 2006).

This study gathers data sources that all fall into two categories: primary data and secondary data. The primary data is the novel and intrinsic elements of novels. Secondary data is journals, books and articles, and any reliable resources to support analyzing the data. Combining primary data and secondary data sources can complement each other data to build a convincing and strong analysis (Streefkerk, 2023). *Distinguish Between Primary Sources of Data and Secondary Sources of Data* (2017) that written by Victor Oluwatosin Ajayi, defined primary data as information obtained directly from a source by the researcher/author and secondary data as information from statistical or scientific analysis.

To collect the data, this study uses two phases; close reading and seeking supporting data. The first phase is close reading the novel *The Day I Fell into A Fairytale* from pages 1 to 278 by Ben Miller repeatedly. The close reading will be used to understand the issue of the novel related to Lana's character development. This study will collect dialogues and narratives related to the topic that will be analyzed. Furthermore, the second phase is seeking and collecting the supporting data that is relevant to this study to help the discussion and strengthen the analysis. Supporting data is obtained from journals, books, articles, or other texts relevant to the issues. Below is the research technique of data analysis:



## DISCUSSION

Lana's character development is divided into three phases which is Lana's character before she jumps into a fairytale world, during in the fairytale world, and after she jumps out of the fairytale world:

### 1. Lana's Character Before She Jumps into Fairytale World

#### 1.1 Loneliness

The story begins with the narration of the setting that emphasizes the setting and Lana's condition. Lana is known as a nine-year-old child who is stuck in school holidays and used to play with her brother, name Harrison. She likes to play with him since he likes to make up several brilliant games that make Lana happy, entertained, busy, and active. But when her brother has to focus on the upcoming exams and

homework, Lana lost her playmate and becomes lonely. Her loneliness can be proven through the following narration, “Lana was bored. It had finally stopped raining, but she had no one to play with (7).”

This can be said because Lana just only has her brother, Harrison as the only friend to play with during the school holidays. This makes Lana keeps asking Harrison to play games with her constantly. However, Lana attempted to invite her brother to play but ended up in rejection. Instead of playing games, Lana gained some knowledge about oxbow lake, Archimedes, and Harrison's activities to learn more about these subject matters. Not only that, but Lana also got a promise from Harrison to play with her. However, Lana thinks that the promise is just nonsense.

Although it is not mentioned that Lana has peer-to-peer friends for her to play with because it is still a school holiday season, she meets an old supermarket salesman who has a unique physical appearance like a character in a fairytale world. Initially, Lana's relationship with the old salesman was limited to a friend and guide who introduced Lana to the world of fairy tales but ended up as a rival since Lana just knows that he is an accomplice of the witch.

## 1.2 Rebellious

Furthermore, Lana’s character is also described as a rebellious figure. This can be said because Lana has a great dislike towards both her parents’ rules, and actions, and only likes to go her own will. The actions can be proven through the author's narration “And while her mother continued shopping, she quietly slipped away (19)”. It is stated that while in Grimm's supermarket, Lana slipped away without her mother's knowledge to find something interesting. She is doing it purposely because it relates to her mother’s promises that Lana would get whatever treats that she wanted as long as she accompanied her mother to go shopping at the Grimm’s supermarket. This is stated in the dialogue: ‘Come on,’ replied her mother. ‘I’ll buy you a treat’ (15).

Lana’s slipped away action was done by her because she found it boring to stay close to her mother while a supermarket is an interesting place to be explored. In which the incident where Lana slipped away made her mother worried and a little angry in the end. Besides, Lana brought a book of fairy tales with an old-fashioned cover, which left Lana's mother perplexed and startled. This is seen on page 27, as Lana hears his mother ask, "What on earth have you got there?" The phrase represents an informal expression used to express tremendous astonishment, confusion, or rage over something (Cambridge University Press & Assessment, 2023).

Lana’s rebellious action is also portrayed on page 49 when her father asks Lana to accompany him to Grimm’s supermarket to check out some things. In the story, Lana repeats her action of slipping away to explore the supermarket. The act where Lana disappeared from her father's sight caused her father to become alarmed and a little frustrated with her. The following dialogue between the characters demonstrates below when Lana finally runs back to her father:

Lana rushed into her father’s arms .....talking anxiously on his phone.  
 ‘There you are!’ he exclaimed.....’I was just calling Mum.’  
 ‘Panic over!’ he said into the phone. ‘She’s here! See you in a bit.  
 ‘Lana, where have you been? I thought I’d lost you.’ (79).

Besides that, Lana's father is not only just upset by Lana’s slipped-away actions but also by how Lana is secretly putting a bunch of chocolates and sweet snacks into

his father's trolley without her father's knowing. He told Lana to return all the snacks if she does not want the consequences in which the fairytale book will not be returned and there will be no bedtime story. Because there was no other choice, Lana decided to return all the snacks and chocolates that she put in sneakily.

It is clear from the conversations above that Lana is a rebellious person whom her parents could worry about because of how she acts.

### 1.3 Having High Curiosity

Having a high curiosity means that as a human, we have a strong desire to know and understand something. A study has proven that having a high curiosity positively impacted children's social and academic development (Campbell, 2015). In the social aspect, for example, children who have high curiosity can develop empathy. In addition, high curiosity can strengthen any relationship whether it is with family, siblings, or friends. This was proven in a study that stated people were judged as kind people and having more interesting viewpoints whether they showed genuine curiosity in a conversation (Kashdan & Roberts, 2005).

Furthermore, high curiosity also has a positive impact on the development of children's education. A research found that greater intellectual accomplishment is the result of having a high level of curiosity. This is primarily because of the fact that it will be simpler for people to participate and attempt to learn more if they feel more intrigued and enthusiastic about the topic of conversation. Higher academic accomplishment will be the outcome if this is done consistently (Stumm, Hell, & Premuzic, 2011).

The traits and benefits are reflected in Lana's actions in the story. The description of Lana as having a high level of curiosity and having the benefit if it can be seen in two situations. The first situation is called before getting to know fairy tales and the second situation is called currently getting to know fairy tales in which both of the stages occur in the rising stage.

In the first stage, Lana is portrayed as her condition after Harrison declined her will to play. As a result, Lana gets sad. She has a habit that whenever she gets sad, Lana always goes to her mother's dressing room. This can be said because, in her mother's dressing room, she can play with a lot of his mother's belonging and forget about her misery.

Lana's high curiosity is also arising when the salesperson of Grimm's Supermarket is prohibited Lana to read the fairy tale book that he placed on the top shelf of the store since it had a frightening plot and wasn't appropriate for youngsters to read. This can be seen in a dialogue where the salesperson of Grimm's supermarket stated 'these are proper fairy tales, centuries-old, much too scary for you. You should give that one a go instead.' (24) In which the one that he refers to is a story that *The Little Tugboat Who Tried*.

Even though the salesperson of Grimm's Supermarket did tell Lana the interesting and persistent story of *The Little Tugboat Who Tried*, Lana seems not interested in the story and still wants the book of fairytales even though the salesperson warned her about the scariness. But she did not listen to the old man. Lana believes that something good must be hidden from her. While Lana is trying to figure out the way to get the fairytale book even though the salesperson forbids Lana to buy it, Lana quickly takes the book when the salesperson walks into the next aisle. This action of Lana can be found on the next page where the author implies the moment Lana takes the fairytale book. It stated that:



‘Lana waited for a moment, then after a quick look around, she stretched up, pulled the red book down from the shelf and then hurried off to her mother (25-26).

Furthermore, in the second stage is happened when Lana was currently getting to know fairytales. At this stage, Lana's curiosity is related to the meaning of the new vocabulary since it is her initial interest in fairy tales. This is stated through a dialogue between Lana and her mother when she read her a bedtime story about *Sleeping Beauty* as follows:

‘What’s a spindle?’ asked Lana, looking up from the book  
 ‘What’s a yarn?’  
 ‘So, if the King banned spindles.....does that mean nobody had any clothes?’  
 ‘But what happened?’ protested Lana. ‘Did it work? Banning spindles, I mean.’ (43)

As mentioned in the dialogue above, Lana is curious about new vocabulary that Lana has never heard of before which is the word *spindle* and *yarn*. In addition, Lana also learns that by reading fairy tales, she learns new concepts from situations that are only applied in real-world situations. Which, in fact, those arguments are related to Jeanne Sternlicht Chall’s article in *Stages of Reading Development* (1983, pp. 285-293).

Since this study is discussing Lana’s character development, the author of this undergraduate thesis has to seek Lana’s age before deciding which stage of reading development Lana goes through. Lana’s age can be found in a dialogue when Lana’s mother goes to the cashier to check out her groceries.

‘Hello,’ said Lana’s mother. My daughter would like this book, but there’s no price on it.’  
 ‘Oh, would she?’ he asked, fixing Lana with a stare. ‘How old is she?’  
 ‘Nine,’ announced Lana (28).

Thus, from the dialogue above, it is clear that Lana is a nine-year-old. According to Chall, children who are 9 years old will go through the stages of carrying out systematic learning to understand more foreign languages and read to learn new concepts, which is known as the third stage of reading development. In the third stage, Chall divided it again into two phases which are *stage A* and *stage B*.

Stage A is the first step where nine years old children will learn new things from books such as learning to get new information, other people’s viewpoint, and experience from reading a different kind of book. In stage A, children’s listening skill is more compatible rather than reading skill. This can be said because the children are in the first stage and trying to learn to read and still need a teacher to teach them how to read. Whereas stage B is the stage where both reading skills and listening skills are both equal. Children who have read very well may have their reading skills more efficient rather than their listening skills.

Since Lana’s listening skills are still to be more efficient than her reading skills, it is clear that Lana is in stage 3 phase A of the reading development process. The



action can be seen in the dialogues where Lana mentions that she keeps asking her mother and her brother to read her fairytale stories. The dialogues can be seen below:

‘Will you read to me? From my new book of fairytales?’ (30).  
‘Because I really want to hear more of *Sleeping Beauty*.’ (81)  
‘Well, I suppose it can’t really hurt,’ she said. ‘I’ll go and get it. But if you do feel scared you must tell me. I don’t want you having nightmares.’ (82).  
‘Put my light on,’ he said. Then he opened the book of fairytales, turning the pages until he found the part of the story where Briar Rose and the prince got married, and began to read out loud.’ (174).

From the dialogues above, it can be concluded that throughout the story, Lana often asks her mother and brother to read bedtime stories to her. In that stage, Lana is specifically more interested in fictional fairytale stories. She is already engaged to the fairytale book that she just bought from Grimm’s supermarket.

Moreover, as was previously mentioned on children’s benefit of having high curiosity, the dialogues above directly describe on how close Lana's relationship with her mother and her brother. Moreover, as readers, we can see that with Lana's high curiosity and ability to communicate, she can have a fairly close relationship with her mother. Through her courage to ask questions, her eagerness to know the continuation of the story, and asking facts logically when applied to the real world, Lana has managed to make herself close to her mother. This is also proven by how Lana can speak frankly with her mother which is related to a study that points out on how closely people’s relationships are. The addressed subjects are increasingly wide-ranging and in-depth which is related to the closeness of their relationship (Gainau, 2009, p. 2).

Furthermore, in the second stage of Lana having high curiosity, Lana is also described in next plot of the story which is rising action, whereas her mother and father kept away the book because Lana did make them worried since she had gone missing in the supermarket. Lana keeps curious about the next thing that is going to happen in *Sleeping Beauty*’s story. She stated: ‘But I want to find out what happens to Briar Rose!’ (53) as her mother tells her about the story of *Sleeping Beauty* before.

The next day, when Lana’s father takes her to Grimm’s supermarket to buy some things, Lana has a chance to have a conversation with an old man, a salesperson at Grimm’s supermarket. The old man who saw Lana walking towards him asked her whether Lana enjoy the story or not. Lana told him that she really enjoyed the story. This can be proven on page 54 where Lana states ‘Actually, said Lana defiantly. I’m really enjoying it.’

Later on, the old man asked Lana in which part of the *Sleeping Beauty* story she was up to and told her that it is not a scary part yet. Lana who has a high level of curiosity keeps asking the old man’s meaning of that. This can be said through a dialogue between Lana and the old man on the pages 54-55:

‘That’s just the set-up. You haven’t got to the scary bit yet...’  
Lana chucked her basket in a nearby trolley and scurried after him.  
‘What scary bit?’  
‘You *really* want to know?’

Lana who is really interested in *Sleeping Beauty*’s story just nods, indicating that she is curious about it. Later, he suggested Lana to try sherbet lemons. Lana who is

curious in the first place, is immediately confused by the old man's suggestion. Later, the old man asked Lana to follow him to a huge pick-and-mix tube and asked her to enter it to take her own sherbet lemons as much as she likes. Later that she knows, the pick-and-mix tube leads her to the *Sleeping Beauty* world, where she can know how the next thing is going to be. This can be said as a symbol as the old man wanted Lana to keep reading the story.

## 2. Lana's Character When She Jumps into A Fairytale World

At this phase, it is revealed that Lana entered the fairytale world through the pick 'n' mix tube at Grimm's supermarket which Lana afterward called that pick 'n' mix tube as a portal to the fairytale's world. That can be said since Lana is using the supermarket's pick 'n' mix portal to travel to the fairytale world too many times whether alone or with his brother. This can be said in the narrator's description when Lana goes into the pick 'n' mix tube as 'Lana found herself shooting down and round into a smooth-walled circular chute! (58)'.

In fact, the narration above is a symbol to a metaphor as Lana is reading the fairytale's story, in which later she feels like she is being engaged to the story. In this part, the symbol is found that is strongly related to the supporting factor for Lana's character development, which is reading a story. Then, to explain how it can be considered as a symbol, it can be explained through a process called the symbolization process. Thus, a symbolization process occurs in this study.

Through the symbolization process stated by Robert and Jacobs that the story's meaning and any subsequent references must be considered while interpreting symbols. It implies that strong arguments and supporting evidence are required for interpreting symbols (1998, p. 32). Thus, this study tries to imply the relation between Lana's actions to jump into a fairytale world and reading fairytales.

It can be claimed that by entering the portal represents Lana beginning to read a fairytale. This can be said because when we read any story, we frequently have the impression that we are stepping into the story's world. This occurs as a result of our emotional involvement with the characters while we read. Gerrig supports this claim in *Experiencing Narrative Worlds: On the Psychological Processes of Reading*, where he claims that 'all readers are capable of performing the cognitive activities that enable them to be transported to narrative worlds' (1993, p. 19).

He went on to explain that it is a metaphor in order to explain more about how the experience of reading. Later, Nell describes this as 'getting lost in a book' as it is stated in *Lost in a Book: The Psychology of Reading for Pleasure* (1988). It is further revealed that when people are reading, they lose track of their time and forget to pay attention to what is going on around them (Busselle & Bilandzic, 2008). The reader can perceive the events in the story as real in the context of the story even though they may not have actually happened since the narrative world is separated from the reader's world (Weisberg & Goodstein, 2009). This is demonstrated in daily life when many people lose track of time while reading. In which that is also felt by Lana, how is her condition when she enters a fairy tale world is impact the real world; the loss of the originality of real life, and the carrying away of emotional stories which later affect real life.

Furthermore, after Lana finds the fairytale book that her parents have hidden as the consequence of her actions that is being rebellious, Lana asks her brother to continue to read what her mother had read about *Sleeping Beauty* through *Hansel and*

*Gretel*. In this phase, where Lana and her brother enter the fairytale world, Lana is described as having the following characteristics:

### **2.1 Empathetic to Fairytale Characters**

Lana's empathetic traits is clearly illustrated when she and her brother was about to enter the world of fairytales as described in the following quote:

Lana opened her eyes. 'What did that vision mean? Was Briar Rose in danger?' (172)  
'I don't know! But Briar Rose is in danger, and so are Hansel and Gretel.'  
Lana took a deep breath. 'We have to go back through the portal and save them.' (187).

The dialogues above make it evident that she inquired about the condition of Briar Rose, Hansel, and Gretel. Due to the fact that Lana had previously entered the world of fairy tales, she was fully aware of the circumstances that Briar Rose, Hansel, and Gretel are going through. As the result, when Lana was outside of the fairy tale world and was aware that the fairy tale story was still unfinished, she became apprehensive and curious about the conditions of these characters.

This is supported by Mariann Elizabeth King's thesis, *Once Upon a Time: The Power of Perspective and Using Fairy Tales to Teach Elementary Students about Perspective-Taking and Empathy* (2020), which contends that fairy tales can influence children's empathy because they unintentionally teach them that others have feelings and emotions when confronted with certain situations, even though everyone responds differently. In situations where people encounter both happy and bad circumstances, the characters in fairy tales respond in a variety of ways. Children in this situation can comprehend emotions so they can grow in real life. And that is proven in Lana's empathetic traits toward fairytale characters in this stage.

### **2.2 Analytical**

Furthermore, Lana's characteristic of being able to find solutions to every problem or commonly known as analytical can be found in the dialogue when Lana and her brother are about to save Hansel and Gretel but ended up being trapped in a fairytale world. At first, Lana and Harrison want to jump back to the Hansel and Gretel story in order to save them from being trapped by a witch who wants to eat them. Lana's analytical action can be seen on the dialogues below when they were about heading to pick 'n' mix portal:

'So, what's our plan?' ventured Harrison.  
'Simple' Lana replied, holding up the horn. 'We go back into the story and blow on this. Then the prince will come and save them.' (187).

In their action, they did succeed in saving Hansel and Gretel to free them from being held hostage by the witch, but when the witch freed Hansel and Gretel, she asked Lana and Harrison to be her food instead. In this case, Lana knows that she and Harrison are in a state of danger in which sooner or later they will become the witch's food. In this climax part, Lana and Harrison discuss some ideas of how can they run away from the witch and to be free so, they can jump out of the fairytales world and

come back to their house. They both are thinking until Lana finally decided to use her best idea. Their discussion can be proven in the dialogues below:

‘How are we going to do that?’ asked Harrison, a note of despair in his voice. Lana’s mind was blank. She had no idea how they would escape. But then a thought struck her. It was risky, but it just might work. ‘When he comes back, ask me to tell you a story,’ said Lana. (224).

At the end of this phase, even though Lana and Harrison had failed in their plans, Lana did not give up and kept trying to make her idea became successful happen. This is reflected on pages 228 to 254 where Lana tells a fairy tale to an old salesman who looks after the supermarket and turns out to be an accomplice of the witch. While they were about to run away, the old salesman and the wizard were arguing, and Lana and Harrison decided to run away. However, the witch knows their movements, so they change statues, making them lose in terms of magic. This is evidenced by the narration ‘She turned us into statues,’ explains Hansel. ‘She was going to eat us. These children tried to save us, but she turned them into statues too.’ (258).

After Lana succeeds in tricking the witch with her idea of trying to blow the trumpet that serves to summon Prince Otto, she and Harrison are able to get out of the witch's trap and magic. Furthermore, they can get out of the fairytale world and return to the real world afterward.

Since Lana’s action can develop analytical thinking skills through fairytale story, the following study is also supported the argument’s above. A study entitled *Fairy Tale Development of Creativity Skills Basic Schools Students* (2019) by Ismail Marzuki with the object of research being elementary school children. The study found that the storytelling activity of a fairy tale that contains a problem and requires listeners to solve the problem can improve creative thinking skills. In which, those are what happened to Lana. By storytelling, it can make Lana learn to think creatively in order to find the best solutions to every problem.

### 3. Lana’s Character After She Jumps Out of Fairytale World

#### 3.1 Empathetic to Human

Lana and Harrison find themselves attempting to escape the pick 'n' mix portal inside Grimm's grocery after leaving the fairytale world. The floor and the building of Grimm's supermarket suddenly trembled and showed indication that the structure was about to collapse. While they were about to leave when Lana discovered Harrison who was about to fall. In order to save Harrison, Lana quickly took hold of his hand. This can be seen through the conversation:

‘I’m going to fall!’ bellowed Harrison (272).  
 ‘Don’t worry!’ shouted Lana. ‘I’ve got you!’ She leaned back and pulled, feeling every muscle in her body strain and burn. Slowly but surely, she lifted him higher and higher, until he was sitting beside her in the treehouse (273).

In this stage, Lana achieved her moral satisfaction from the fairytales that she has read before. In which, this is related to a study described in a thesis entitled *Once Upon a Time: The Power of Perspective and Using Fairy Tales Elementary Students about Empathy and Perspective-Taking* (2020) by Mariann Elizabeth King. She

explained how the feelings and emotions that we experience when reading fairy tales might be applied to real-world situations in which it can be seen in the story. According to an article entitled *Searching for* (2022) by Glenn Saxby argued that moral lessons in fairy tales may teach children moral values such as empathy, kindness, ethics, and collaboration, all of which can further develop into social justice, emotional intelligence, and critical thinking abilities.

### 3.2 Being Able to Overcome Fear

Even though Lana was afraid to continue the story at the first place, she is still insisting on continuing the fairytale story in which is resulted in the end when she is able to overcome the fear of the witch or even evil character in the story. Furthermore, Lana's character as a person who is able to overcome fear in fairytales can be seen in a dialogue with her brother in which she said: 'Don't worry', said Lana, reassuringly. 'Its okay to be scarred in a game. That way if you're ever in real danger, you know what to do' (274).

It may be inferred from the dialogue that Lana learned lots of valuable lessons about the value of terrifying games and fairy tales which taught us to think more critically after she left the fairytale world in which she had been playing. Those actions of Lana are supported by a research from Harvard University. It found that, in addition to having a moral lesson, terrifying fairy tales have a good impact on children's character.

The study was written by Andrea N. Everly in her research paper entitled *Fairytales: A Novel Way of Educating Children About Psychological Health* (2019). A Grimm's Brother fairy tale was the object taken in this research. According to Andrea N. Everly, the Grimms brothers' fairy tales demonstrate to us how taking action in the face of danger transforms our position from one of helplessness to one of empowerment while also imparting moral ideals to its readers. These principles apply to both children and adults (185).

The aforementioned perspective leads one to the conclusion that the children's stories by the Grimm's Brothers are under the category of fairy tales. which in the book suggests this inadvertently through the dialogues that stated:

'These are proper fairytales, centuries old, much too scary for you. You should give that one instead' (24) and 'That book of fairytales. The one we got from Grimm's. It's fired their imaginations' (275).

Another dialogue claims that the fairy tale Lana is reading or reciting is a Grimm's brother creation can be found at:

'... was now a brand-new supermarket. A breeze fluttered, and at the top of the flagpole, a marron-and gold flag unfurled. On it was a single word. Grimm's' (4).

'So, maybe let's not read Hansel and Gretel. How about this one, Rumpelstiltskin?

...Here, there's a picture of him.'

Lana's mother turned the book round so Lana could take a look. There on the page was an old-fashioned picture of a familiar figure.

'That's the man from the supermarket!' (31-32).

Indirectly, this is a symbol that the Grimm's supermarket is a place for literary works created by Grimm's brother and the old man which is a literary work by Grimm's brother entitled Rumpelstiltskin. It is also proven that the literary works of Grimm's brother contain *Hansel and Gretel*, *Sleeping Beauty*, and *Rumpelstiltskin* (Britannica, 2021).

In addition, in the theory of the stages of character development according to Erik Erikson, Lana's character which has proven successful in developing due to the influence of the way she socializes is also reflected in this stage. It is proven at the end of the story that she is proud to be able to play with Harrison again and thanks to the support of the people around her, Lana has a character with strong self-confidence and has good emotional intelligence as well as critical thinking skills. This relates to a study article entitled *The Positive Impacts of Fairy Tales for Children* (2016) written by Leilani VisikoKnox-Johnson. According to her, fairy tales can affect the development of children's character as the following quote:

'One of the central reasons that fairy tales are important is that they aid in child development. Fairy tales are often shaped to test children's initiative. Not only is reading the story essential, but having the child act out the story is also just as important for developing a child's consciousness and for his or her moral development.' (77).

The study above proves that fairytales are not only children's entertainment and children's common fairytales, but are also important factor as an effective and efficient learning tool for children's development whether in the development of children's achievements in the academic, social, and mental. The effectiveness and efficiency of this children's development is reflected in the figure of Lana's character as portrayed by Ben Miller in novel *The Day I Fell into A Fairytale*.

## CONCLUSION

Lana's character development is proven in the novel in which as a reader, we can see her character is being developed in three stages which are before, during, and after she read Grimm's Brother's fairytales. Lana's character development can be described as follow:

1. Lana, who previously had no one to play with, becomes a character who finally has a friend to play with.
2. Lana, who had previously possessed as a rebellious character who didn't care about how other people felt and liked to proceed with everything at her own will, became a figure that have empathy towards other people.
3. Lana shows her reading development from recognizing new vocabulary to her ability to concentrate and listen very well now.
4. Lana's character who has high curiosity about many things makes Lana a person who has a "hunger mind" to see the truth for the information that she wants to know and has analytical traits.

To conclude, fairytales are not only literary works which function is only to entertain when bored, but also as a good tool to help the development of children in the education, social, and mental fields of the child. Literary works contain many moral messages with imaginative characters that can help children think critically in academics and develop children's morals. Which, this is illustrated in the character Lana in the novel *The Day I Fell into A Fairytale* by Ben Miller.

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