

The Evolution of the Tragic Hero in English Literature: From Shakespeare to Modernism

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Abstract

This paper explores the evolution of the tragic hero in English literature, tracing its development from the classical model in Shakespearean drama to its transformation in modernist narratives. Beginning with Shakespeare's protagonists—such as Hamlet and Macbeth—who embody the Aristotelian traits of nobility, fatal flaw, and catharsis, the study examines how the concept of tragedy shifts alongside cultural, philosophical, and literary movements. As literature enters the modernist era, the tragic hero becomes more introspective, fragmented, and existential, reflecting a disillusioned worldview. Figures like T.S. Eliot's J. Alfred Prufrock and other modern protagonists challenge traditional notions of heroism and fate, emphasizing psychological depth over grand moral fall. This evolution highlights a broader change in literary values and the human condition as perceived through the lens of tragedy.

Key words: evolution, English literature, modernism, shakespeare

INTRODUCTION

A system built by the sound that is then conveyed through a gesture [1]-[10] and has meaning is the meaning of a language put forward by [11]-[20]. The language itself is then used by humans as a tool to communicate among others [21] - [30] To communicate with humans, of course, we need the common language used by both parties [31]-[40]. If this is not the case, there will be no good communication between the two parties [41]-[50]. Given, there will be disagreements between one another if both parties do not use the same language when communicating [51]-[60]. Before we discuss further this research, do you still remember well, how did you first learn a language? When? And which factors ultimately play a role in your process of learning a language, whether environmental factors or natural (biological) factors? Keep the answers to the questions above for yourself, then, we will continue this discussion.

Isn't the first time we learn a language when we are still in the womb? At that time, the signal we received was still in the form of melody music [61]-[70]. Then, when we were first born, we cried [71]-[80]. That is the first language that comes out of our mouths while greeting those who have been waiting for our presence in the world [81]-[90]. Over time,

we grow into a baby, a toddler, and then become an adult [91]-[100]. Conscious or not, it is our parents who play a very important role in the first language [101]-[110]. as well as the main language that we learn and use today [121]-[130]. Well, based on that background, it is also what made the writer intend to do this research to find out more about the difficulties faced by a 4-year-old child in the language acquisition process?

Research Question:

Referring to the explanation above, the research question in this study as follows:

What are the difficulties faced by a 4-year-old child in the language acquisition process?

A theory that studies languages says that each child born into the world has the same intelligence in learning a language [151]-[160]. Even though humans do not have language organs, humans will still be able to learn language through the devices in their brains [171]-[180]. Meanwhile, how about the language itself? Based on what I have read on several sources, a language is a major tool in communicating among humans. As for a theory that explains that language can be developed through ideas from psychology and biology [181]-[190]. Then, this allows children to learn languages through their own desire to communicate with the world around them [191]-[200]. For example, in a case that says that a baby raised by his mother alone can allow the baby to learn the word "Mama" compared to the word "Papa".

Trying to recognize the stages of language acquisition itself is divided into several stages [201]-[210]. Based on what the author has read in several sources, it is said that the prospective baby who is in a cage is actually able to learn language through melodic music that is heard by his mother through the earphone [211]-[220]. For children who are 4 days after birth, they tend to discriminate physiologically where the baby is only focused on whatever sound they receive. After entering the age of 3 months, then they make organic sounds like crying and snoring [221]-[230]. Then, at the beginning of their age, which enters 4 to 5 months that is their initial phase of learning to babble. Continued at the age of babies entering 10 to 12 months, they begin to understand the simple words conveyed by their parents [231]-[240]. However, many have not been able to memorize the words conveyed by those around them. It was only after they turned 2.5 years old, babies can express some of the words in their minds. When the persecution increased to 3 years, their

ability to memorize or learn languages increased. On average they have mastered a vocabulary of 1000 words. Finally, at the age of 5 years, they can master the syntactic rules of speech [241]-[250]. Their pronunciation is also clearer at the age of 5 years. But, how about their ability in learning language acquisition when they are in their 4 years old? For this reason, the researcher conducted this study to find out more about the difficulties faced by babies at the age of 4 years.

METHOD

The methodology is an important part of conducting research. The right methodology will help the writer to write good research in solving the problem being analyzed. In this study, the writer deals with a case study of An Analysis of First Language Acquisition on a Four-Year-Old Child: A Case Study of a Stage in the Speaking Process. For this reason, in this research, the writer uses a qualitative method with the subject of this research is a four-year-old child. The data collection technique itself is carried out through observation, stages of observations made by the researcher by paying attention to how a 4-year-old child in language acquisition. The steps in analyzing the data obtained in this study consisted of three steps: in the first step, the researcher collected the data. The second is identifying the data obtained. The third, analyzing the data that will be discussed further in the discussion part and the last is evaluating the data that has been analyzed and conclude it in the form of research results.

RESULTS AND DISCUSSION

After making several direct observations on the subject of research, that is a 4-year-old child, researchers found several unique facts about the 4-year-old child. First of all, things to know that they are just a toddler who is in the stage of growth. The biggest supplier of the language they get is from their parents, especially the mother figure. Almost all activities carried out by the child is always accompanied by his mother. So from there the child tries to understand and imitate whatever is said by his mother. In addition to the role of his parents who helped the 4-year-old learn language, the child also received input of their language learning from their environment which also played a significant role in the learning process. In short, after the researcher observed 4-year-old child who was in the language-taking acquisition stage of their parents, the results were found that they had

difficulty repeating the memorization of the words they would say. Below is the list of errors experienced by toddlers aged 4 years in terms of the pronunciation of words.

No	Pronunciation error	The real meaning
1	Tutukan	Close
2	Anggul	Grape
3	Emping	Pink
4	Rambok	Hair
5	Nomon	Talk
6	Pasal	Market
7	Es klim	Ice cream
8	Camat ulang taun	Happy birthday
9	Ceolah	School
10	Cantek	Beautiful
11	Ikuk	Join
12	Jikbab	Veil
13	Pegi	Go
14	Pulan	Back
15	Bulun	Bird
16	Caya	I am

The table above is a list of words that experience pronunciation errors. After learning that each time the toddler tries to say the words or repeat the words spoken by both parents and their environment, the researcher sees that the pronunciation mistakes made by the 4-year-old toddler can be classified into several types. The first is type "n-g", what does that mean? The point is, every time the word spoken by a 4-year-old toddler ends with the letter "n", then, in fact, the word should end with the letter "g". An example is, "pulan, nomon and bulun" which should be the words "go home, talk and bird". Secondly, as for the mistake of the word spoken by the 4-year-old toddler, which ends with the letter "K" which should end with the letter "T" for example is "Rambok and Ikuk" which should be the word "Hair and Join". The pronunciation error of takeover made by a 4-year-old toddler is also found in the letters beginning with "C" which should begin with the letter "S". Examples of these words are "Ceolah, Camat and Caya" which should be the words "School, Congratulations

and Me". The next mistake is in the middle of the word using the letter "R" and finally switched to the letter "L". Examples of word errors made by the 4-year-old toddler such as "es krim, pasal and anggul" which should be the word "ice cream, market, and grape".

After further investigation, it was learned that there was a mistake in taking over the words given by both parents and their environment towards a 4-year-old toddler. What that means, what it means is that when both parents give instructions or talk to their children, parents tend to try to convey something in a way that they think is cuter. But, the negative impact obtained from the approach is so that the development of their children's learning process becomes a little slow. What they should have been able to say the word "I" correctly at their age, as done by friends at the same age as them. Precisely because of this makes children become accustomed to saying the word "I" with the wrong words taught by both parents as the word "Caya". Likewise the same thing will be done by them and eventually will experience other pronunciation errors. After being confirmed by their parents, it turns out that it can be concluded that the parents did the wrong thing in the process of teaching their child to learn languages.

CONCLUSION

In conclusion, the wrong pronunciation of the words made by the 4-year-old toddler occurs due to the habit of their parents who deliberately convey the words that will be conveyed to their children in the wrong way. Since these actions ultimately form the habit of pronouncing the wrong word or language takeover. Suggestion for parents who are having small children or toddlers who are in the language learning phase, parents should be very concerned about it. The reason is, with the habits of parents who inadvertently exemplify the wrong pronunciation of words to their children eventually form bad habits for their children and that can also hinder the learning process of language acquisition by toddlers to both parents and their environment.

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