

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

Actually this study is not the first that analyze the educational value in a movie, but does not mean the writer only plagiarizes the previous study. To prove the originality, this study shows the related study. The previous study that used are:

1. The research with the title “An Analysis Educational Values of “Nim’s Island” Movie” by Siti Aisah.¹ This study is aimed to find out the educational values that contain in “Nim’s Island” movie, for example: never give up, self confidence, friendly, and be polite, love forgiveness, optimism, help each other and responsible as human society. This research gives the contribution to this study especially increase the material for the kind of educational value such us, never give up, politeness, friendly, self confidence and forgiveness.
2. Other research conducted by entitled “Peace Education through The Animated Film “*Grave of the Fireflies*” Physical, Psychological and Structural Violence of War” by Daisuke Akimoto.² This study argues to categorize it as anti-war and useful in peace education. Analyzing the film in terms of peace research, he applied the ‘typology of violence’ methodology proposed by Johan

¹ Siti Aisyah, “*An Analysis of Educational Values of Nim’s Island Movie*” Graduating Paper:STAIN Salatiga, 2015

² Daisuke Akimoto, “*Peace Education, trough the Animated Film ‘Grave of the Fireflies’, Physical, Physicologycal and structural violence of war*” Ritsumeikan Journal of Asia Pasific Studies volume 33, 2014.

Galtung (1969). The central question explored would thus be: ‘Why did the children have to die?’ The question of who is really responsible for their deaths is systematically examined by applying peace research methodology, and ‘physical violence’, ‘psychological violence’ and ‘structural violence’ in the state of war are depicted and scrutinized. This research gives the contribution to this study that is to tell the other way to find piece of education through typology of violence.

3. The research that is conducted by entitled “Education Values in The “Finding Nemo” Movie” by Yuni Mitayani.³. The result of this study is there are some education values in the “Finding Nemo” movie like love and affection, respectfull, loyal and trustworthy, bravely, reliability of self, kind and friendly, sensitive and not selfish, honesty, leadership, sacrifice. This research gives this study contribution that is increase kind of educational value like love, respectful, sensitive, not selfish, loyal, and the other that more completed than the first related study.

From those research there are differences between the present study with Siti Aisah’s study, Daisuke Akomoto’s study and the present study with Yuni Mitayani’s study, in Siti and Yuni study subject are educational evaluation in different object of movie, meanwhile in this study it is not use the same movie and this study find out and describe about setting and educational values of

³ Yuni Mitayani, ”*Education Values In the “ Finding Nemo ” Movie*” Thesis, STAIN salatiga, 2010

animation movie entitled “brave”, then in Daisuke’s study argues to categorize it as anti-war and useful in peace education and different movie too.

B. Theoretical Basis

Each researcher when do their research, they need a theoretical basis that really useful to give an image or guidance in a research. Below some very basic theories that should be used to support the process of research to conduct in this study.

1. Literary Works

Literature will increase all language skills because literature presents language that illustrates “a particular dialect” which is embedded within a social context. As such, literature is ideal for developing an awareness of language use Furthermore; literature can foster an overall increase in reading proficiency. If the students enjoy reading literature, it may increase their motivation to interact with the text.

Etymologically, the Latin word “litteratura” is derived from “littera” (letter), which is the smallest element of alphabetical writing. The word text is related to “textile” and can be translated as “fabric”: just as single threads form a fabric, so words and sentences form a meaningful and coherent text. The origins of the two central terms are, therefore, not of great help in defining literature or text. It is more enlightening to look at literature or text as cultural and historical phenomena and to investigate the conditions of their production and reception.⁴

As early as Greco-Roman antiquity, the classification of literary works into different genres has been a major concern of literary theory, which has

⁴Klarer, Mario. 2005. *An Introduction to Literary Studies*. New York: Routledge 29 West 35th Street.
Page:14

since then produced a number of divergent and sometimes even contradictory categories.⁵ Based on Klarer statement above that the classification of literary works into different genres has been a major concern of literary theory, it has been divided into 3 major of genres they are fiction, drama and poetry that applicable until now.

Although the novel emerged as the most important form of prose fiction in the eighteenth century, its precursors go back to the oldest texts of literary history. Since these aspects can be isolated most easily in prose fiction, they will be dealt with in greater detail in the following section by drawing on examples from novels and short stories. The most important elements are:

Plot	What happens?
Characters	Who acts?
Narrative perspective	Who sees what?
Setting	Where and when do the events take place?

2. Setting

⁵Klarer, Mario. 2005. *An Introduction to Literary Studies*. New York: Routledge 29 West 35th Street.
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Setting is the physical and social context in which the action of a story occurs. The major elements of setting are the time, the place, and the social environment that frames the characters. These elements establish the world in which the characters act. Sometimes the setting is lightly sketched, presented only because the story has to take place somewhere and at some time. Often, however, the setting is more important, giving the reader the feel of the people who move through it. Setting can be used to evoke a mood or atmosphere that will prepare the reader for what is to come.⁶ Setting is more than a mere backdrop for action; it is an interactive aspect of your fictional world that saturates the story with mood, meaning and thematic connotations.

Broadly defined, setting is the location of the plot, including the region, geography, climate, neighborhood, buildings, and interiors. Setting, along with pacing, also suggests passage of time. Place is layered into every scene and flashback, built of elements such as weather, lighting, the season, and the hour.

Here is a list of the specific elements that setting encompasses⁷:

1. *Locale*: This relates to broad categories such as a country, state, region, city, and town, as well as to more specific locales, such as a

⁶<http://www.unm.edu/~hookster/Elements-of-Fiction.pdf>. (31 March 2016 / 13.50)

⁷<http://www.writersdigest.com/tip-of-the-day/discover-the-basic-elements-of-setting-in-a-story> (31 March 2016 21/23)

neighborhood, street, house or school. Other locales can include shorelines, islands, farms, rural areas, etc.

2. *Time of year:* The time of year is richly evocative and influential in fiction. Time of year includes the seasons, but also encompasses holidays, such as Hanukkah, Christmas, New Year's Eve, and Halloween. Significant dates can also be used, such as the anniversary of a death of a character or real person, or the anniversary of a battle, such as the attack on Pearl Harbor.
3. *Time of day:* Scenes need to play out during various times or periods during a day or night, such as dawn or dusk. Readers have clear associations with different periods of the day, making an easy way to create a visual orientation in a scene.
4. *Elapsed time:* The minutes, hours, days, weeks, and months a story encompasses must be somehow accounted for or the reader will feel confused and the story will suffer from a lack of authenticity. While scenes unfold moment by moment, there is also time to account for between scenes, when a flashback is inserted, and when a character travels a long distance.
5. *Mood and atmosphere:* Characters and events are influenced by weather, temperature, lighting, and other tangible factors, which in turn influence the emotional timbre, mood, and atmosphere of a scene.

6. *Climate*: Climate is linked to the geography and topography of a place, and, as in our real world, can influence events and people. Ocean currents, prevailing winds and air masses, latitude, altitude, mountains, land masses and large bodies of water all influence climate. It's especially important when you write about a real setting to understand climatic influences. Harsh climates can make for grim lives, while tropical climates can create more carefree lifestyles.
7. *Geography*: This refers to specific aspects of water, landforms, ecosystems, and topography in your setting. Geography also includes climate, soil, plants, trees, rocks and minerals, and soils. Geography can create obvious influences in a story like a mountain a character must climb, a swift-running river he must cross, or a boreal forest he must traverse to reach safety. No matter where a story is set, whether it is a mountain village in the Swiss Alps or an opulent resort on the Florida coast, the natural world with all its geographic variations and influences must permeate the story.
8. *Man-made geography*: There are few corners of the planet that have not been influenced by the hand of humankind. It is in our man-made influences that our creativity and the destructiveness of civilization can be seen. Readers want visual evidence in a story world, and man-made geography is easily included to provide it. With this in mind, make certain that your stories contain proof of the many footprints that people have left

in its setting. Use the influences of humankind on geography to lend authenticity to stories set in a real or famous locale. These landmarks include dams, bridges, ports, towns and cities, monuments, burial grounds, cemeteries, and famous buildings. Consider too the influences of mankind using the land, and the effects of mines, deforestation, agriculture, irrigation, vineyards, cattle grazing, and coffee plantations.

9. *Eras of historical importance:* Important events, wars, or historical periods linked to the plot and theme might include the Civil war, World War II, medieval times, the Bubonic Plague, the gold rush in the 1800s, or the era of slavery in the South.
10. *Social/political/cultural environment:* Cultural, political, and social influences can range widely and affect characters in many ways. The social era of a story often influences characters' values, social and family roles and sensibilities.
11. *Population:* Some places are densely populated, such as Hong Kong, while others are lonely places with only a few hardy souls. Your stories need a specific, yet varied population that accurately reflects the place.
12. *Ancestral influences:* In many regions of the United States, the ancestral influences of European countries such as Germany, Ireland, Italy, and Poland are prominent. The cities and bayous of Louisiana are populated with distinctive groups influenced by their Native American, French-

Canadian, and African American forebears. Ancestral influences can be depicted in cuisine, dialogue, values, attitudes, and general outlook.

3. Education

According to Prof. Drs. S. Brodjonegoro in the book “Pengantar Ilmu Pendidikan”, there are some understanding of education as seen through the origin of the words like; *Paedagogiek* (Ancient Greek) derived from the word *pais* that means children and *agogos* that means guide. Formerly in ancient greek a child who went to school escorted by a man who called the *gogos*. He took the boy, brought his tools and after school closed, *gogos* bring children to come home. *Gogos* in the family give responsibility to monitoring the child. Therefore *paedagogiek* means is the science of guiding children.

According to Suwarno concludes education or educating is a guiding to the human immature in order to fulfill his own responsibility or a brief guide to education is a guidance human growth until the achievement of maturity in the sense of spiritual and physical.⁸ In the Suwarno opinion that he concludes education is a guiding to the human that did not know anything, less of maturity en spiritual, physical or knowledge.

According to Mudyaharjo education is all life situations that affect individual growth.⁹ Indeed education in general can be understood in two

⁸Suwarno, Drs. 1982. *Pengantar Umum Pendidikan*. Jakarta: Aksara Baru. Hal:1-2

⁹Hidayat, Ara, Drs, M. Pd. Machali, Imam, M. Pd. *Pengelolaan PendidikanKONSEP, PRINSIP DAN APLIKASI DALAM MENGELOLA SEKOLAH DAN MADRASAH*. Pustaka Educa. Hal:29

senses: unlimited to broadly-and narrowly-limited. Broad understanding of education is life. Education is any learning experience that took place in all environments and as long as the life. This notion implies that education starts since the human being on earth or even from within the womb.

4. Values

Value is important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.¹⁰ Based on the statement above, value is really important that can be taken from our life, our daily, our activities, other activities, in school, in the study and everywhere and we should choose about what is good or bad and desirable or undesirable about it.

The truth value and universally accepted is the value that produces a behavior and behaviors that have a positive impact for people that do this and for the other.¹¹ The principle that presented above can help to achieve peace and also prevent the loss or hardship either to themselves or others.

Because the results showed that the behavior based on value can help children develop independence and freedom, then we must teach values to our

¹⁰<http://www.businessdictionary.com/definition/values.html>, (acsessed on 31 March 2016 retrieved 09.36).

¹¹Linda. Eyre, Richard. 1997. *Mengajarkan Nilai-Nilai Kepada Anak*. Jakarta: Gramedia

children because this is an effective way to establish a moral child a clear and strong. Values relate to the norms of a culture, but they are more global and abstract than norms. Norms provide rules for behavior in specific situations, while values identify what should be judged as good or evil.

While norms are standards, patterns, rules and guides of expected behavior, values are abstract concepts of what is important and worth while. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors to manifest respect at a funeral. Different cultures reflect values differently and to different levels of emphasis. Values seemed to have changed, affecting the beliefs, and attitudes of the students.

According to Shalom H.Schwat, the main features of the conception of basic values implicit in the writings of many theorists and researchers as follows:

1. Values are beliefs, but they are beliefs tied inextricably to emotion, not objective, cold ideas.
2. Values are a motivational construct; they refer to the desirable goals people strive to attain.
3. Values transcend specific actions and situations, they are abstract goals.

The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

4. Values guide the selection or evaluation of actions, policies, people and events. That is, values serve as standards or criteria.
5. Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterize themes individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.¹²

According to Earle value is positive quality of anything it is desirable, useful, interesting, good and important; only a few of the terms available for the expression of positive values. Whether values are part of intrinsic nature of thing or simply a matter of how humans respond to thing is controversial. In sociology, values theory is concerned with personal values which are popularly held a community and how those values might change under particular conditions. Different groups of people may hold or prioritize different kinds of values influencing social behavior.¹³

In the webstern dictionary value is relative worth, utility or importance. It means that value must be selected freely become guidance for someone, norm, and principal of someone. Value selected freely will be internalization, look after and become the hold life someone. Choosing values freely means that freely from any pressure, like clear pressure and also which under cover from people who loves.

According to William Smart: Value, in the subjective sense, we may call, generally, the importance which a good is considered to possess with reference to the well being of a person. Value in the objective sense is a

¹²Schwartz, Shalom. 1973. *Basic Human Values: Theory, Methods, and Applications*. Jerussalem: The Hebrew University.

¹³Earle, William James. 1992. *Introduction to Philosophy*. Singapore:Mc Graw-Hill Inc. Page:297

relation of power or capacity between a good and an objective result. In this sense, a good has value when it has the power of producing-or "avails" towards-some objective effect.

Values are life-style priorities. Since values lie behind all the choices we make, it follows they lie at the very core of the life we have created for ourselves through the choices we have made. Thus, through values we express what is important in our life and, when we are true to our values, the life-style we live is our expression of these values.

5. Educational Value

Educational value is really important for everyone, especially for the teacher to understand how to find the educational value around us from something that can take for learning or teaching and how to apply into daily life and become model for the learners.

According to M. Sastrapradja educational value is the planting and development of values in person. Educational value should not constitute a special program or lesson, such as a drawing or English lesson, but rather a dimension of the whole enterprise of education. Education does not only want to develop the knowledge, skills, technologies, but also want to develop other aspects: personality, morals and ethics, etc., all of which can be called educational value.

According to Linda and Eyre educational values divided into two groups are as follows:

- a. Value of being is a value within human being involved into the behavior and the way we treat others, which include values of being are: honesty, bravery, peace, confidence, protection, discipline, sincerity, purity and pureness.
- b. Values of giving is a value that need to be practiced or provided which would then be accepted as gives, which include values of being are: loyalty, trustworthy, respect, love, affection, sensitive, not egoist, kind, friendly, fair and humanism.¹⁴

There are 18 values in the educational development of culture and national character created by the Ministry of Education. Starting the school year 2011, the overall level of education in Indonesia must insert the character education in the educational process. There are 18 values in character education by the Ministry of Education¹⁵:

¹⁴Linda Eyre Richard. 1997. *Mengajarkan Nilai-Nilai Kepada Anak*. Jakarta: Gramedia.

¹⁵<http://rumahinspirasi.com/18-nilai-dalam-pendidikan-karakter-bangsa/> DIKNAS (02 April 2016, 09.21)

1. Religious

Attitudes and behavior that dutiful in carrying out the teachings of his religion, tolerant implementation of the practice of other religions and live in harmony with other faiths. In the movie religious value can be find by see the character's dialog for example saying "assalamu'alaikum" as Muslim character or by body language such as style of prayer in Christianity, Buddhist, Hindu or Islam.

2. Honest

Behavior based on an attempt to make himself as a person who always trustworthy in word, action and work. In the movie we can find the statement of honest or honest value by dialog directly or soliloquy of character.

3. Tolerance

Attitude and action that respect the different of religion, race, ethnicity, opinions, attitudes and actions of others who are different from themselves.

4. Discipline

Measures indicating orderly behavior and comply with various rules and regulations. This value is easy to find because the value is clearly and we all know there are some rules each of the movie that should be obeyed by the characters either the main character or the additional characters.

5. Work Hard

The action that show the orderly conduct and abide by the rules and regulations. The value of work hard in the movie shows when the characters strive earnestly to achieve the goal of his life.

6. Creative

Thinking and doing something to generate new ways or the result of something that has been owned. For example in a scene there is someone or group that make something new, creation, new opinion or new thought.

7. Independent

Attitudes and behavior that is not easily dependent on others to complete tasks. The character on the movie is able to resolve the problem without relying with other people and being able to resolve the issue properly.

8. Democratic

How to think of the characters especially for main character, behave and act the same rights and obligations judging himself and others. In the scene democratic can be seen if the character show of his subjected and behave that he respect of each other opinion.

9. Curiosity

Attitudes and actions are always working to find more depth and breadth of something learned, seen and heard. A character that want to

know something and obsession to thing, mysterious person or something and suspicious.

10. National Spirit and Love Homeland

How to think, act and sound that puts the interests of the nation above personal interest and his group. In a movie national spirit can be seen from how the characters defend the country, the clan, or the group by words like treaty or struggle like war.

11. Rewarding Achievement

Attitudes and actions that encourage him to produce something useful for society and recognize and respect other people's success. Example in the scene when Abu got the present from his mom because he got first ranking in the class, the gift from his mom is a reward that should be accepted by Abe because he deserves it.

12. Friendly / Communicative

The characters in the movie have personality in a pleasant, kind, way towards someone. The characters are able to make others like them/her because of their good personality and easy to get along.

13. Love Peace

Attitudes and actions that encourage him to produce something useful for society and recognize and respect other people's success. It is linked with friendly values that the character is not like hostility and love

peace. In a movie this value can be seen for example when the character trying to reconcile a group that was fighting.

14. Joy of Reading

In the movie this value is the characters habits take time to read the various readings are on virtue for him.

15. Environmental Care

Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop measures to repair the environmental damage that has occurred.

16. Social Care

Attitudes and actions always wanted to help other people and communities in need. Social care example in the scene such us someone that always worry about his family, neighbor or other people and want to protect them.

17. Responsibility

Attitude and behavior of people to carry out their duties and obligations, he should do to themselves, society, environment (natural, social and cultural), country, position, work and God Almighty.

Based on explanation above, the writer takes conclusion that if we want to develop our educational values from values of being with practicing these values yourself. And if we want to develop our educational values from

values giving, we can practice those values on others. We can get educational values everywhere, not only in a formal institution. We can find it from experiences, friends, environment and soon. One of the sources of educational values which we can get is by watching movie.

6. Movie

A movie or motion pictures is the only new visual art form created in the 300 years. It is complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology.¹⁶

A movie in our daily is something that we can find every where, movie in our live as a tool from media to entertain and give us many information and values that implied in the content of movie. Kind movie should be appropriate with each age of people that want to watch it, if a child should be watch educational movie like education in cartoon or the real movie but still with parent as a guide.

The motion picture is in theory at least the most powerful of the visual aid. It combines picture with movement, color and sound. The motion picture

¹⁶Webster. 2004. *The New Lexicon Webster's Dictionary of the English Language*. United State of America: Lexicon Publications, Inc. Page:305

has been used for entertainment; those who produce them for teaching insist on the entertainment aspect and blunt the teaching impact.¹⁷ Based on Lado opinion above I can conclude that a film, also called a movie or motion picture, is a series of still images which, when shown on a screen, creates the illusion of moving images due to the phenomenon. This optical illusion causes the audience to perceive continuous motion between separate objects viewed rapidly in succession.

7. Objective Approach

This is a way of categorizing literature and literary criticism developed by M.H. Abrams. It is essentially based on deciding what is the most important aspect or aspect of text in general. Once that is decided the critic can evaluate the text based on that criterion or those criteria.¹⁸

Literary theories, Abrams argues, can be divided into four main groups:

- Mimetic Theories (interested in the relationship between the Work and the Universe)
- Pragmatic Theories (interested in the relationship between the Work and the Audience)

¹⁷Lado, Robert. 1964. *Language Teaching a Scientific Approach*. New York: Mc. Graw Hill Inc. Page:201

¹⁸<http://home.earthlink.net/> (31 March 2016, 10.50)

- Expressive Theories (interested in the relationship between the Work and the Artist)
- Objective Theories (interested in close reading of the Work)¹⁹

8. Relation between Movie and Education

Movie and education have a very close relationship, because now this movie could become a media that can be used parents to instill the values of life to them. Positive impact of watching a new movie clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a movie.²⁰ Movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie.

According to Jane Murphy and Karen Tucker, if parents know how to make use of television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral.

As a parent of children, they should still provide assistance to children when they see the movie, the parents must inform and give sense to them about behavior that is in the movie. Establish good communication with your child can reduce the potential negative effects when watching a movie.

¹⁹<http://www.EricMacKnight.com/> (31 March 2016, 10.53)

²⁰Musbikin, Imam. 2009. *Anakku Diasuh Naruto*. Jogjakarta: Diva Press, page:80

Because, the important education put in a family, where the parents are the people that have most responsible and moral education of their children.

If movie preparation in the school, the teacher must carefully prepare suitable or educating movie that will enjoyed in the class. It is necessary for the teacher to preview a movie carefully to find motivation for the students, possibly including the background discussion, and to anticipate and explain vocabulary and unusual cultural difficulties points.²¹

²¹Kreidler, Carol, J. 1998. *Visual Aids For Teaching English To Speakers Of Other Languages*. Washington DC: United States Information Agency. Page:06