

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer presents review of related literature which consist of some theories which are relevant to support the analysis of this research and the presentation of previous study of the other researchers.

#### **A. Literature**

Literature is a creative and imaginative work, which expresses social life based on experience, knowledge, opinion and interpretation about events or persons. Literature according to Ima (2013:3) is a medium through which a person can convey his or her ideas or protest against different norms of society. Those works that deal with the normal issue are particularly purpose in mind. An author can communicate with the readers of a literary work if they can understand what the author wants to send. The author express his or her feeling, thought, ideas, or arguments about the social issues by writing those issues in a form of literary work.

In making a classification of literature, Conolly (1995:1) mentions three characteristics of literature. First, that literature has power. The use of language in certain way influences the reader's mind. Second, literature is also vivid. By the power of written work, it makes us hear, make us feel, and make us see, because language in literature guides us to hear, to feel, and to see everything in those written words. Third, the

language of literature is clear. To clarify this, the writer uses a passage describing a character, it is clear that the writer clarifies character in his definition of a person by showing what he or she does, why he or she does it, and what he or she will never do.

## **B. Definition of Moral Value**

### a. Moral

Based on “Webster New World Dictionary of American Language”, moral is thing that related with skill to decide right and wrong of behavior that accepted by citizen . In “*Kamus Besar Bahasa Indonesia*” it is said moral is deciding good or bad considered behavior. According to Stemberg (1994: 938), morality refers to concern with what is good or right in people’s relationship each other. A key to understanding morality is to be specific about definition of good (or bad) and right (or wrong).

A morality contains (1) belief about the nature of the man, (2) belief about ideals, about what is good or desirable or worthy or pursuit for its own sake, (3) rules laying down what ought to be done and (4) motives that incline us to choose the right or the wrong course. We learn as children that we should be unselfish, that we should not tell lies. (Paul Edwards: 1967: 150).

According to Carol K. Sigelman (1995: 330), the term moral implies an ability they are (1) to distinguish right from wrong, (2) to

act on this distinction, and (3) to experience pride when one does the right thing and guilt or shame when one does not. Carol K. Sigelman, also stated that there are three basic components of morality. They are:

1. An affective or emotional component

An affective or emotional component contains the feelings of guilt concern for other feelings that surround right or wrong actions and that motivate thoughts and actions.

2. A cognitive component

A cognitive component focuses on the way we conceptualize right and wrong and make decisions about how to behave.

3. A behavioral component

A behavioral component reflects how we actually behave when for example we do or have something that we know is bad or wrong, or help a needy person.

b. Value

The term “value” may suggest that judgement of right and wrong, lofty and base, just and unjust, and more personal preferences, that thing are useful as individuals happen to value them (Benninga: 1991: 131). Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good. Value have good connotation (Bertens: 2000: 139).

Value could say ideals that guide or quality personal conduct and interaction with others. Values help to distinguish what is right from what is wrong and inform on how can conduct life in a meaningful way.

Basically, value is divided in two groups, that is values of being and values of giving. Values of being is values in their human self, also development of the attitude and the act to contact to other people. Values of being include; honesty, bravely, ability, politely, purity, and coordinately. Values of giving include of faithfully, trustworthy, respect, love, sensitive, unselfish, human, intimate and fairly (Linda, 1997).

c. Moral Value

Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad. Moral value concern with the view of goodness or badness of human action or character. Morality refers to concern with what is good or right in people's relationship with each other. Understanding morality is to be specific about definitions of good (or bad) and right (or wrong), since these terms can be used in several different ways. So we can use moral value as the doctrine of good and bad about the person's behavior in every daily life as being individual or societal creation. Moral value in literature work can be seen mandate, message. Even, actually message

unsure in constitute as an idea that underlies the creation of literature work as a supporting message. It based on the consideration that the moral value which was delivered by fiction has different effects than by nonfiction.

The moral values that are contained in literary work have aims to educate human to know the ethic values includes the false or right attitude, what should be avoid and what should to do, in order to create a good relationship among societies and useful for other people, surrounding and environment. While, moral value is a part of value that handle the good and bad human's behavior. Moral is always dealing with value, but not all values are moral values. Moral is concerning on human's habit and action, this moral values is related on people daily attitude.

In conclusion, moral values is about the people belief on bad or wrong conduct. Moral values show the rule of good attitude and culture of an individual or group including behavior. For literature work, moral value is about the author message to share to the reader about good or bad conduct. So, the author hopes the reader can learn good behavior.

### **C. Kinds of Moral Value**

#### **a. Courage/Bravery**

Courage is the synonym of bravery, bravery is face (something involving possible unfortunate or disastrous consequences) or endure (as hardship) use with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Bravery is arising from or suggestive of mastery of fear and intelligent use of faculties especially under duress.

#### **b. Peace ability**

Calmness and peace ability are values because they help others as well as ourselves to feel better and to function better. In addition to being values, they are contagious qualities. As you develop them within yourself, they are “caught” by others around you. Peace ability means understanding, calmness, patience, control and accommodation – essentially to opposite of anger, losing one’s temper and impenitence.

#### **c. Self reliance and potential**

There are two separate but closely related principles involved here. The first is the self-reliance of accepting the responsibility for and the consequences of one’s own actions and performance, rather than

blaming luck or circumstances or someone else. The second is the finding of our full abilities by trying to be one's best self and asking the best from oneself the conscious pursuit of individuality and potential and the conscious rejection of avoidable mediocrity.

“self-reliance and potential”, as we have called it, is a powerful value. Those who have it help others by accepting responsibility and doing their best in the world. Those who don't have it hurt others by blaming them and by failing to develop the gifts and talents that could serve or enlighten or benefit other people. One who reaches his potential helps other in many ways as he develops himself. One who never seeks his potential indirectly hurts others by not doing the good. This value is about trying to know ourselves, to do our best, and to accept the consequences both of who we are and of what we do.

One way to think of self-reliance and potential is as two sides of the same coin. Self-reliance has a lot to do with taking the blame or the responsibility for negative things that happen. Potential has a lot to do with taking a little credit and taking the right kind of pride in what we are able to become and what we are able to accomplish.

#### d. Self discipline and Moderation

Self-discipline means many things; being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites (and here the

companion word moderation comes into play). Self discipline and moderation are two sides of the same coin. Self-discipline is pulling up and away from the laziness of doing too little. Moderation is pulling in and away from the excesses of trying to do or to have too much. Discipline and moderation are profound and universal values because their presence helps us and others and their absence inevitably causes short or long term hurt.

e. Loyalty

Loyalty is loyal manner. Loyalsness is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; paithful or tenacious in adherence to a cause, ideal, practice or custom.

f. Respect

Respect is the basis and foundation (and often the motivation) for several of the other basic values of life. Children who learn both to implement and to understan the principle of respect will be better members of society, better friend, better leaders. Respect to other people is also important, but respect is not only in terms of attitude and said words that occur due to hard training. True respect is seriously concerned about the feelings of others.



g. Love

Love is full affection for. Love is a communications code word for the letter. Love is full referent adoration for (God). (Webster: 1981 p.1340). Affection is action of affection or state of being affected. Affection is kind feeling tender attachment: love, good, will. Affection is a strong emotion or passion (as anger, fear or hatred).

h. Kindness and Friendliness

Simple kindness and friendliness is a great human value. It involves parts of several other values, such as the empathy of the value of sensitivity and the boldness of the value from these. This value is also partiality an extension of the value of peace ability. In peace ability, we try to teach children not to hurt and to avoid conflicts. Here, we teach the positive, pro-active side of being a friend, acting friendly and kind, and becoming more polite and courteous.

Friendliness and gentleness also apply self. Children who learn to be gentle and tolerant with themselves grow up to be less stressed and more relaxed and self-secure. Simple friendliness (based on the earlier-established criteria and definition of a value something that helps others and diminishes hurt in others) is a profound value. Often a simple act of kindness or a word or two of extended friendship can

change another person's attitude and mood for the rest of a day – and longer.

i. Justice and Mercy

Justice is something we should all be prepared to accept for justice will always come, in some form, sooner or later. It is the law of the harvest of cause and effect. Cause and effect are two sides of one fact. Every secret is told, every crime is punished. Every virtue is rewarded, every wrong is redressed, silence and certainly....cause and effect, means and ends, seed and fruit, cannot be severed, for the effect already blooms in the cause, the end pre-exists in the means, the fruit in the seed.

After about justice, turn to mercy. Explain that while we should accept justice, we should try to give mercy. Do not be interested in making others “pay” for their mistakes. Do not hold grudges or carry a chip on your shoulder. These tendencies make us vindictive and vengeful and cause us to poison ourselves and our outlook.

**D. The Benefits of Acquiring Moral Values**

After study about moral values, we will get some benefits.

There are following:

- a. Moral values help one to distinguish between right and wrong.
- b. It gets reflected in one's personality.

- c. It helps in building a good personal and professional life.
- d. It helps to eliminate problems like violence, dishonesty, jealousy, etc from one's life.
- e. It can wipe out bad influences in the society like violence, crimes, agitations, child abuse, disregarding women, etc.
- f. It also helps in building a positive approach to things, self-confidence, and motivation.
- g. It helps in finding out the true purpose of life. These values help one to be dedicated, unselfish, loving and caring for others.

#### **E. The Relation Between Moral Values and Education**

Education is the organized development and equipment of all the powers of human being, moral, intellectual, and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as their final end. It is used to improve moral and train intelligence. Education is a process of installing something into human beings. So that, for many people education has an important role to improve their capabilities and to qualify themselves.

Besides, moral education is significant for the students because they can contribute a sense of responsibility to the school's community and understand that cheating and other immoral acts harm everyone concerned. It helps the learners not only to reach a higher level of

academic achievement but to get a higher level of moral awareness as well. There are four elements in learning to be moral, those are:

1. Learning what the social group expects of its members as spelled in laws, customs, and rules.
2. Developing a conscience.
3. Learning to experience guilt and shame when the individual's behavior fails to conform to the expectations of the group.
4. Having opportunities for social interactions to learn what members of the group expect.

#### **F. Movie**

According to Webster (1981), movies or 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. Movie are powerful mass communication which used not only as entertainment but can used as education. It is also by Musbikin (2007) who said that 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 if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as second school for their children who keep it intelligent and moral.

Movie offers a special language of projected moving image with sound a language which incorporates the characteristics of the graphic, plastic, spatial and narrative arts. It is finally becoming accepted in educational circles an established art form suitable for study analysis, research in institution of higher learning. Movie or film study encompasses the examination of the motion picture as a medium of communication, entertainment and artistic expression.

### **G. Kinds of Movie**

As people have already known, there are many kinds of movie genres. A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up), or true, or a mix of the two. Dirks wrote in his site, there are some main movie or film genres, as the following (Dirks, 2014).

#### **a. Action movie**

It is a movie where action sequences, such as fighting, stunts, car chases or explosions, take precedence over elements like characterization or complex plotting. The action typically involves individual efforts on the part of the hero, in contrast with most war films.

b. Comedy

Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.

c. Horror

Horror films are designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience.

d. Musical

Musical/dance films are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the film narrative), or they are films that are centered on combinations of music, dance, song or choreography.

e. Science Fiction

Sci-fi films are often quasi-scientific, visionary and imaginative complete with heroes, aliens, distant planets, impossible quest, improbable settings, fantastic places, great dark and shadow

villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc.

## **H. The Elements of Movie**

In the movie consist of six elements, there is; setting, theme, plot, characters, dialogue/language, sound design, and visual element/spectacle (Manali, 2011).

### **1. Setting**

The setting is the time and location in which the story takes place. Settings can be very specific, but can also be more broad and descriptive. A good, well-established setting creates an intended mood and provides the backdrop and environment for the story.

There are various ways that time and place indicate setting. Time can cover many areas, such as the character's time of life, the time of day, time of year, time period such as the past, present, or future, etc. place also covers a lot of areas, such as a certain building, room in building, country, city, beach, in a mode of transport such as car, bus, boat, indoors or out, etc. the setting of a story can change throughout the plot. The environment includes geographical location such as beach or mountains, the

climate and weather, and the social or cultural aspects such as a school, theatre, meeting club, etc.

## 2. Theme

There are some experts' explanations about theme in the story. The theme is the main idea of a work of literature. Often the theme is a message about human nature. Some stories are written purely for entertainment. Their writers do not try to make statements about life or the human condition. Most serious writing, however, is based on the theme, although it is seldom stated directly. Careful reading and thought may be necessary to uncover this theme.

The theme or central idea of a story corresponds to the meaning of a human experience; it may be anything that could make a memorable experience. It comments upon some aspect of life and has value outside the story. According to (Peck and Coyle 2007:88) "theme is the large idea or concept it is dealing with. By theme, people can imagine that it should be expressed in the form of expression as the implication of whole story, but it cannot tell us the separable of the story. By comprehending the theme, people can guess the core of the content. Interesting theme will make people curious to watch the whole story.



### 3. Plots

Peck and Coyle mentioned that “Plot is said to be the fully-developed version of the story.” It takes account of the nature of the each other and their dramatic effect. Plot is also logical combination of different elements of the action in a literary text (Klarer, 2007: 141). Plot is designed into five storylines which includes exposition, rising action and climax, followed by a failing action and resolution.

### 4. Characters

Kennedy, (2012) stated that a character is presumably a created person who inhabits a story, acts in a reasonable consistent manner, and that the author has provided him with motivation. According to DiYanni, (2007:743) “characters bring plays to life.” First and last we become absorbed in the characters: how the look and what their appearance tells us about them; what they say and what their manner of saying expresses; what they do and how their actions reveal who they are and what they represent. We may come to know them and respond to them in ways we come to know and respond to actual people, all the while realizing that characters are literary imitations of human beings.

## 5. Dialogue/Language

A dialogue is a conversation between two or more characters. Such conversation makes the characters in a story seem more real and provides hints about their personalities. Dialogue is used in almost all forms of writing, but it is most important in drama (Jones, 1968: 33).

Language used in drama is deliberately chosen by playwright with the emphasis function for communication. Every playwright has his own style in choosing vocabulary/diction used in drama to express their thoughts and feelings. Besides selection of vocabulary, language is also related to the choice of style. The selected language chosen by playwright will be used in drama script writing. In general, they choose understandable language. It means that they use communicative language with the diversity of languages used in daily life which is related to the environment, social culture, and education. Spoken language itself is chosen to revive the dialogue and the story of drama. While dialogue has four major functions; to reveal character, to advance the plot, to express subtext, and to get a laugh or entertain (Billy, 2014).

## 6. Sound design

Sound design is the process of specifying, acquiring, manipulating or generating audio elements. It is employed in a variety of disciplines including filmmaking, television production, theatre, sound recording and reproduction, live performance, sound art, post-production, and video game software development.

### **I. Movie as a Media of Education**

Education is the organized development and equipment of all the powers of a human being, moral intellectual, and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as their final end. Education is the process in which these powers (abilities, capabilities) of men which are susceptible to habituation are perfected by good habits, by means artistically contrived, and employed by a man to help another or himself achieve the end in view. (Brubacher: 1981: 371).

Media of Education is an integral part of education process in the school. this part happen because the progression of science and technology and change of citizen nature. (Oemar: 1977: 11). According to Encyclopedia of Educational Research as stated by Oemar (1977: 27), Value or Benefit Media of Education as following:

- a. To lay the concrete foundation to think and less verbalism

- b. To amplify attention of students
- c. To lay important foundation to develop studying
- d. To give real exercise to students for their stand alone
- e. To grow regular thought and continue
- f. To help development of language
- g. To give experience that is not able with other way and to help developing efficiency and variety of studying.

One of Media of Education is movie. Movie that is used in class is education movie. In the movie, or motion picture all students watch and listen experience that is recorded, drama, and recreational story and episode about past time. Motion picture is combination between movement, words, music and colors. (Oemar: 1977: 102). The purpose of Value of motion picture for educator is following (Oemar: 1977: 103):

- a. Motion picture is good media to complete basis experiences for class to reading, discussion, construction, and other learning activities. Motion picture is as replacement part, but students will had a share in, because it will identified in character of the movie.
- b. Motion picture gives provide better that is unrestricted on intellectual abilities. Every child is no matter how much ability they will get benefit of it.
- c. Containing many profit of education side, there are to getting attention of children.

- d. Overcoming limitations in distance and time. With using movie, things that too small, too slow, can watched with eyes.
- e. Movie will show a subject with attitude. Movie can demonstrate many things that will not happen directly, for example falling a-bomb in Hiroshima.

## **J. Review of Previous Studies**

The previous studies about analysis moral values in the movie have been conducted by several researcher. There are some previous study:

The first previous study was conducted by Paramita Dewi Anggraeni (2012) from STAIN SALATIGA entitled “The Analysis of Moral Values of The “Dangerous Minds” Movie.” From the analysis it can be found of some moral values, there is; love and affection, respectful, bravely, kind and friendly, sensitive and not selfish, honesty, hard work, patriotism, and responsibility.

The second previous study was conducted by Ibnu Sina Irvany Setiawan (2014) from STAIN SALATIGA entitled “An Analysis on Moral Values As Seen in “Rise of the Guardians” Movie.” From the analysis it can be found of some moral values, there is; responsibility, honesty, love and affection, strong believe, enthusiasm, bravery, goodhearted, loyalty, peace loving, perseverance, sacrificing for other, sincerity and self-confidence.

The last previous study was conducted by Riana Denik (2015) from IAIN PONOROGO entitled “The Analysis of Moral Values Seen on the “Frozen” Movie.” From the analysis it can be found of some moral values, there is; hard working, cooperation, carefulness, love and affection, humanity, self-control, cheerfulness, share, sorry and apologizing, confidence, respectfulness, not easy to believe, kind and friendly, bravery, not selfish, responsibility, loyalty, helping other, honesty, peacefulness.

In this research, the author will describe the moral values that exist in the movie in depth and detail. Obviously, there were similarity and differences between this study and the previous study. The similarities between this study and the previous study was focused moral values found in the movie. While, the differences between this study and the previous study is the movie to be analyzed. In this research, the researcher will analyze the movie called “*The Karate Kid*”.