

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and studies concerning with literature, movie, conflict, problem solving, educational values, character, and the relationship between conflict and educational values:

A. Literature

Literature (from the Latin *Littera* meaning 'letters') is an expression of human in the form of written or oral works based on thought, ideas, opinions, experiences, feelings in an imaginative form, a reflection of reality or original data wrapped in aesthetic packaging through language media. Based on Cambridge Dictionary literature means as written artistic works, especially those with a high and lasting artistic value. Terry Eagleton (2010: 4) defines literature as a work of beautiful writing which record something in the form of language that is compressed, embedded, twisted, lengthened, made into odd or other aesthetic ways of composing through language tools. Lazar (2002:15-19) stated learning literature could give any advantages, they are: (1) giving motivations toward students, (2) giving an access in introducing cultural background, (3) giving access toward language acquisition, (4) broaden pupils' attraction toward languages, (5) develop pupils' interpretative ability, and (6) educate pupils as a whole.

From the explanation above, literature can be known as an imaginative works which is based on awareness and responsibility in terms of creativity as an artistic works. Literature gives a lot of description about life as which one wanted by the author at the same time and showing a human figure as a human being with a dominant aesthetic element.

B. Movie

1. Definition of Movie

Movie (US), or film (UK) is a series of moving pictures and sound that form a story then displayed in a cinemas. According to Barsam (2010), movie simply means as a short motion pictures recorded by the cameras. While based on Indonesian Constitution No. 8/1992, movie is copyrighted, culture, and art works which is a mass communication media made based on cinematography that recorded on celluloid tapes, video tapes, video discs, and or entitled to other technological inventions in all forms, types, and sizes through chemical processes, electronical processes, or others with or without sound that can be demonstrated by mechanical projection system and so on. Movie becomes very influenced mass media more than another medias, because it contains audio and visual that works together in making audience less bored and easily to remember because it has an interesting format.

Movie is one kind of literature that reveal the story through the dialogues of the characters and performed on the stage or recorded (Kennedy and Gioia,

1995). Movie including a fiction work in oral form that commonly played around two hours in a cinema. This is the reason why movie is different from another art works, because both in terms of equipment and the settings have succeeded in rendering pictures closer to reality. In the dark atmosphere in the cinema, the audience watched a story as if it really happened in front of them. The actors and actresses are the true people who use some properties or costume which appropriate with the character's personality and theme, the setting is in true place, and others elements that has been selected in a real life so the audience can feel the deep emotion that delivered by the movie. So this is the reason why movie also known as the reflection of human life, even sometimes the story of movie was taken from someone's true story. In essence, a film is a social and cultural document that helps communicate the times when the film was made.

2. Element of Movie

Element of movie means several important component that build the movie. According to experts, there are some elements of movie as follows:

2.1 Point of View

Kennedy and Gioia (1995:19) stated that point of view is the way how the story is told or the perspective used by an author as the medium to deliver the character, setting, actions, and any events in the story to the readers or viewers. Point of view used to describing any parts of the story

up to the end, stated by the one called “*narrator*”. The “*narrator*” generally is not the “*real-life*” author of the story. The narrator seems like the one who has unlimited knowledge about the story, that able to reveal the detail parts of the story including heart voice and mind of each character. Here Kennedy and Gioia (1995) divide the narrator of point of view into two types, they are:

- a. Narrator a participant (*writing in the first person*) : major and minor character
- b. Narrator a non-participant (*writing in the third-person*) : all knowing, seeing in one major or minor character, or not seeing into any characters.

2.2 Character

Kennedy and Gioia (1995:67) stated that character is a fiction person who lives in a story. This is the one who take the biggest role to make the story “*true to life*”. This element is very dominant because they are portraying human life, so the author have to dispose their name, personality, storyline, conflicts, even their physical appearance and speaking accent. Kennedy and Gioia state there are two types of character, they are:

- a. Flat character : the character who stay same up to the end of the story.

- b. Round character : the character who growth, develop, and change in the story.

2.3 Setting

Kennedy and Gioia (1995:110) stated that setting is a set used in a story. Setting is not only about time, place, and background or underpinning; but also could make things happen in a story. It could motivate the characters to act, involve them to the realization, or makes them reveal their deepest personality; because the characters experience their events inside this element. Basically, as stated by Kennedy and Gioia there are three types of setting, they are:

- a. Physical places : in the home, café, school, office, etc.
- b. Time : in the morning, night, a.m./p.m., etc.
- c. Weather : summer, fall, raining, etc.

2.4 Theme

Kennedy and Gioia (1995:189) defines theme as general ideas that reveals insight the whole story. In most of story, theme is a center, the unity principal, and moving force. In literary fiction, the theme infrequently obvious. It means, theme do not ought to deliver the moral or messages, but particularly tell the whole story about. When the readers or viewers read or watch the story from beginning to the end, they frequently asked

about *"What is the main ideas of the story?"* not about *"How's the plot?"* or *"How's the characters?"* or any others. But sometimes, the moral indirectly told inside the story by an author. The theme should be decided firstly than another element before an author write a story.

2.5 Plot

Perrine (1966:58) defines plot as connecting structures of incidents or events in a story starting from opening until the end. Plot also deliver detail things that reveal every case in a story. It may include what the characters think, say, or did; influence the setting time of story (past or present); etc. Plot itself divided into three types, they are:

- a. Flash-forward : This is a storyline with events that started from the beginning to the end of the story.
- b. Flashback : This is a storyline with events from the end to the beginning.
- c. Mixed-flow : This is a mixed plot of flash-forward and flashback plot.

3. Genres of Movie

Here movie has a various genres in order to entertain audience, and the most popular are:

3.1 Drama

This genre focus in depth-character development who deal with emotional themes, such as love, family, alcoholism, moral dilemmas, religious intolerance, class division, violence against women and corruption that put characters in conflict with themselves, others, society, even natural phenomena. The examples of movie with this genre are *The Social Network*, *City of God*, *Forrest Gump*, etc.

3.2 Romance

The movie only focus on love story or certain relationship. It also become the most favorite genre of audience. Generally, romantic genre related with drama genre. The examples of movie that use this genre are *The Fault in Our Stars*, *Titanic*, even *Little Women* itself.

3.3 Comedy

This is a genre of movie where the main emphasis is on humor. Comedy genre aims to invite the audience getting laugh whether through scenes, behavior, situations, dialogue, conversations, and punchlines that are shown in the movie. The examples of movie with this genre are *Johnny English*, *Meet the Parents*, *Home Alone*, etc.

3.4 Horror

This is a kind of genre that aims to provoke emotions in the form of fear and horror from the audience. The storylines often involve themes of death, the supernatural, or mental illness. Generally the center character of horror movie is evil antagonist because it used to build the plot of the story to be creepier. The examples are *Piranha*, *28 Days Later*, *Dawn of the Dead*, etc.

3.5 Thriller

This genre presents an elements of tension that can stimulate adrenaline throughout the duration of the film from start to finish. It aims to thrill the audience by creating suspense and anxiety, usually involves a mystery or characters who in a danger such as homicide and terrorism. This genre usually combined with horror and action genre. The examples are *Casino Royale*, *Shutter Island*, *The Sixth Sense*, etc.

3.6 Action

This is a kind of movie that bring action or fighting in it. The characters in the movie involved in challenges that require physical strength or special abilities. The examples are *The Avengers*, *Iron-Man*, *Captain America*, etc.

3.7 Adventure

This is a kind of movie that tells about an adventure or exploration to a certain location or place. It aims to looking for some objects, items, or special purposes. The examples are *Dora the Explorer the Movie*, *First Blood*, *The Eagle*, etc.

3.8 Fantasy

Fantasy is a kind of genre that the setting and characters are imaginative beyond human logical reasoning. Generally fantasy genre contains supernatural elements, mythology creature, magic world, hybrid races, until a fairy tale setting. The examples of movie that use this genre are *Fantastic Beasts Series*, *Harry Potter Series*, *The Lord of the Rings Series*, etc.

C. Conflict

1. Definition of Conflict

Conflict is a social process between two individuals or special groups in which each party seeks to get rid of the other party in order to achieve its goals by providing resistance accompanied by threats and violence. In movie, conflict arises among the characters, where the protagonist against antagonist characters, or the single character against him/herself, environment and thought (Trimmer, 1989). Conflict always happen or appear in human life. It is inseparable and

growth being significant in every human interaction and behavior (Daniel, 2011). Conflict simply means '*a different perception*' or view to an issue or situation (Barash and Webel, 2002). Simon and Schuster (1966), argue that conflict appear to build a plot; from beginning, middle, and the end of the story. Conflict will not arise if it is not provoked by a cause. The different culture, contradiction of ideas or thought, injustice, social change, and the differences in beliefs are the most common causes for the appearance of conflict in an event and so in a story or literary work.

Conflict is important to literature. It has a role as the soul that determines the life of the story. Without conflict, nothing would happen in the story. Conflict itself is one of intrinsic element of the story. It appear in the storyline. The plot arises due to the development of conflicts in the story, build one event to another event while portraying cause and effect relationship (Simon and Schuster, 1966). It aims to show to the spectators that every problem appeared there will always followed by the solution. Conflict will make the story exciting. The quality of the movie also determined from the flow of conflict and content of conflict (Nadhira, 2019). The better the conflict in literary works, the better the appreciation of the work. The existence of conflict will attract the spectators following the story up to the end.

2. Element of Conflict

Jones (1968:300) as cited by Firman (2013:23) declared that there are three elements of conflict in general as follows:

2.1 The Cause of Conflict

Conflict has bad reputation. In human life, conflict would not arise if there is no cause behind it. Here, there are four common factors that cause the conflict appear in life as written on *Xponents Inc* (n.d.) newsletter as follows:

a) Personality Differences

Society unify various personalities. The differences of background, gender, characteristic, life experiences, etc are normal thing in society. Basically, these diversity teach human how to respect, open-minded and understand each other. Unfortunately, sometimes these differences become an opportunity for conflict to arise in human life. People's disability to control their emotion, impoliteness, opposing argument, and different opinion become the biggest reason why the different personality could be a cause of conflict appear.

b) Non-compliance with norms and rules (*Cultural Differences*)

Disobedience can be defined as a reluctance to make changes in behavior which accordance with direct demand conveyed by the authority certain (Rahman et al., n.d). Rules and norms are formed to be obeyed, and commonly existed because of several positive reason. But, sometimes the existence of rules may not necessarily be agreed by people because some of them may have different point of view; and this differences commonly comes from people who has a strong character to defend their opinion, who has the different age, culture, or life style. This differences can trigger rebellion and conflict with society; for example the differences of traditional and modern culture, young people and mature people, etc.

c) Misunderstandings

Webster (1928) stated that misunderstanding means a failure to understand. The lack of communication, disagreement, unclear topic being discussed, the lack of patience in listening to the other person's opinion are the main cause why misunderstanding arise and cause conflicts appear.

d) Unfair Competition

Passionate feelings to compete with others and always would like to be a winner causes heated and unhealthy competition. These

ego arises from envy feeling of human who unable to control their negative mindset and emotion so that overtime it accumulates in them and causes upheaval conflict that could not be suppressed.

2.2 The Conflict Development

Usually, the cause of conflict oftentimes followed by development (Firman, 2013). Conflict if not resolved soon it could be evolve from micro to mega conflicts (Galtung, 2004). It could happen when conflicts too complicated and could not be solved at current time. Wellek & Werren (1966:17) stated there are three step of development of conflict as follows:

- a) Rising action : the initial stage of conflict; marked by a dispute between the characters
- b) Climax : the most critical stage in a story; where the conflict is at its peak.
- c) Falling action/denouement: the problem begins to subside; where the conflict has begun to find its solution.

2.3 The Conflict Effect

Generally, many people think that conflict would bring only negative impact in their life (Kinicki & Kreitner, 2008). In fact, after analyzed by several previous expert and researchers, there were found balanced portion of positive and negative impact. As stated by Rahim (1986) that conflict's

effects are positive and negative; this point of view depend on how people's strategy to handle or solve them. Here, Amason (1996) and Dana (2001 et al.,) stated several list of effects of conflicts, they are:

2.3.1 Negative Effect of Conflict

The following are short list of negative impact of conflict in human life:

***a)* Psychological Responses**

Al-Mamary (2019:12) mentioned that conflict deliver such a big influence toward person's mental state, such as: (1) Stress/Depression, (2) Personality Changes, (3) Estrangements or alienations from others, and (4) The lack of interest to do something.

***b)* Behavioral Responses**

Al-Mamary (2019:2) also stated that physical responses also influence conflict appear and this kind of response could destroy external force, such as: (1) Health costs (trauma), (2) Decrease communication with others, (3) Taking bad decision, and (4) Wasting time.

2.3.2 Positive Effect of Conflict

Besides of its negative perception, Amason (1996) and Dana (2001 et al. also mentioned that conflict also deliver several positive impact in human life, such as:

a) Delivering lesson

Conflict teaches people to learn to be more mature and be grateful for every positive wisdoms happened behind it.

b) Inspire creativity

Conflict also deliver any creativity and ideas toward the one who would like to solve it. People must find any reason to find the cause of conflict immediately.

c) Stimulates people to exert more efforts

Conflict encourages people to never give up and dare to face reality. During facing it, people would uses their abilities, skill, talents, and opportunity they had to solve it (Al-Mamary, 2019).

3. Kind of Conflict

William Kenney (1996) stated that conflict can be happened in a story that comes from inside or outside the characters. According to Stanton (1965:16),

there are two categories of conflict, they are internal and external conflict. Internal conflict is psychological or someone's struggle with himself or herself of a literary or dramatic character. This conflict comes from one-self that influence their own actions and behavior (Valiantien, 2017). This kind of conflict is easier to be solved because it does not contain contradicts or fight with another man and environment in his or her social life. But, internal conflict will give an impact on mental health for people who face it. People who gets pressure from this conflict sometimes could not control themselves and caused temper (Valiantien, 2017). Internal conflict also known as psychological conflict.

In contrast, external conflict is struggle between a literary or dramatic character and an outside force such as nature or another character, which drives the dramatic action of the plot. This conflict takes places outside of the mind. Kenney (1966:5) stated that external conflict formed through the actions or argument that fight with another factors, such as another man, environment, physical struggle, etc. Meanwhile Wellek and Warren (1955:652) argue that external conflicts are the struggle of man between man, man with nature, man with society, etc. This conflict can be done when people who are fighting or in conflict accept each other's differences. External conflict divided into two types, they are social conflict and physical conflict.

Perrine (1988:42) stated that *the main character can be competed against another person or group of people (man against man); he or she may be in contrast with various external force. Physical nature, society, or "fate" (man*

against environment), or he may be in contrast with some element in his own nature or mind (man against himself).

Simply, here the researcher divides the conflict according to Perrine's theory (1966) into three categories; they are man against man (physical conflict), man against environment (social conflict), and man against himself (psychological conflict).

3.1 Psychological Conflict

The psychological conflict or internal conflict is man against themselves or their own mind. In psychology, inner conflict or psychological conflict arise in situations where there are two or more needs, hopes, wants, and goals that does not suit and competing each other. It causing an organism feel attracted to two different directions at the same time and caused an uncomfortable feeling (Davidoff, 1991:178).

Jones in Astiningsih (2005:12) defines that psychological conflict is a man against his inner voice, his guilty, himself, or contradicts about needs and he/she is going to do. This conflict cannot be solved together (*Encyclopedia Britannica*). It means, psychological conflict discuss about the debates between man with his own thought, his heart, his opposite ideas, etc.

Psychology and conflict cannot be separated from human life because basically they have soul and emotion. Sometimes, positive and

negative emotions appear together in humans' mind so it will make them feel depressed and confused; which emotion they should choose. As happened in human life, psychological conflict also appear in literary works. According to Endraswara (2003:97-99) psychology and literature has a correlation indirectly and functional. In indirect correlation, psychology and literature has the same object; that is human life. While in functional correlation, psychology and literature works together to learn about someone's psychological condition both in real life and imaginative life (story). In a literary work like a story, an author often utilize the psychological laws to life and develop the characters through the conflict that they faced.

There are some examples of psychological or internal conflict; in such story we may see a honest bank employee who fight a temptation to thief some money in his or her bank, a women who struggling with the sequences of a lie that she told, a pregnant girl without married who thought whether she do an abortion, take the baby to the orphanage, or raise him alone (Jones, 1986:31).

3.2 Social Conflict

Basically human is the creature who still mixed up with contradiction, diverification, and competition both in perforce or voluntery. This is because human also a social creature, who always interact and need

other people to live their life. But sometimes, in their relationship appear some miscommunication and miscomprehension that makes them against each other. Not only the fight of man to another man, but also struggle of man with their environment such as ideologies, habits, etc. This struggle known as social conflict. As stated by Karl Marx (n.d.), social conflict briefly means the struggle between groups in society.

Atho (2017:14) defines social conflict essentially means a condition where a group of people with a clear identity involves in a conscious conflict with another group or more, for pursuing conflicting goals, both in values and claim in deep status, power, or limited resources where in the process marked by the effort of some parties involved to mutually agree neutralize, injure, or even eliminate position and fighting an enemy. Social conflict often happened in a long-term, if the man with his enemy does not trying to understand each other. This happen when both are selfish and want to prioritize their own will without considering the harmony of the people around them.

According to Turner (1975:79), social conflict arises from the unbalance or exploitation of certain social class in society. It is about (1) economic position, (2) the society's needs that in contrast with their norms, (3) close relationship in personally does not mean has the close relationship too in having stuffs. Simply, he state that caste or man's position in society is the biggest cause of social conflict.

While, another argument stated by Pip Jones in Soekanto and Sulistyowati (2014:278) that social conflict comes from the revolution of human mindset or civilization. Old people has the different perspective with young people. This conflict often occurs when the society start to develop from traditional era to modern era. Old people is attached to their opinion to uphold the customs of their ancestors, while young people more likely to see the world through different point of view and easily accept foreign cultures so as not to be out of date.

Plummer in Mas'udi (2015:185) categorize some fundamental causes that raise the social conflict of human as follows:

No.	Main Causes of Social Conflict	Example
1.	Economics	Caste, social class, global inequality, slavery.
2.	Ethnocentricity	Racism and racialism.
3.	Gender	Sexism, patriarchy, feminism.
4.	Age	Generation and civilization.

5.	Nation and State	War, colonialism, extermination.
6.	Sexuality	Homophobia, heterosexism
7.	Health	Disease, disability

Table 1 (Cause of Social Conflict)

In literature, social conflict often appear because literary works portray the life of society, as man against man so in literature the main character against another character; or the most stand out is protagonist against antagonist character. But the characters not always fight with another character, it also can be with their environment such as culture, prevailing norms, beliefs, etc. Jones (1986:30) stated some examples of social conflict, they are; two women seeking to marry the same man, two men competing for a job, a detective pitted against a criminal, a child in conflict with his parent.

3.3 Physical Conflict

Physical conflict is the one that appear because of man against another man, animals, or natural sources. This conflict categorized as a danger conflict because it involves the fight that can injure the people, not just about argument. This struggle mostly born from criminal, accident,

verbal ridicule and social differences. Coser (1956) state that physical conflict experienced by the man who are fight using power and strength.

In literature, physical conflict is a type of external conflict that occurs in the story when individual character struggle against other external force. Jones (1986:30) stated some example of physical conflict; struggle of man climbing a mountain, a woman who fight to survive in a cyclone, or a man fighting ants' army in his plantation.

4. Conflict in Educational Setting

During the time that conflict always happened in daily life and literary work, conflict also presently continuous to be a factors in academic life (Ghaffar, 2019:212). Definition of conflict in institution is social interaction process which involving several struggle toward believes, resources, status, and other desires (Reichers in Thapa, 2015:73). In an institution especially school, conflicts takes different form. Conflict consider as an expression of misunderstanding, too much tasks, antagonism, hostility, or negative interactions between staff members in the school (such as: headmaster vs educators, educators vs school management officers, etc) or between pupil with their fellows (Adomi & Annie (2005), cited by Thapa (2015:73)). It also could be happened if the school in a crisis situation (Seitz, 2004:2). School environment has various attitudes, believes, and values that making conflict could not be avoided between pupils, pupil's parents, educators, and non-educator staff (Achka (1990) cited by Thapa (2015)).

Garry and Stark (1984) cited by Ghaffar (2019:2015) stated that there are several sources of conflict commonly happened in the school, such as: 1) Individual differences, (2) Limited Resources, (3) Communication Problem, (4) Differences of Opinion in the class, (5) Differences of Attitude, (6) Discrimination toward the differences of skills, culture, or nation (local vs foreigner students), (7) Organization or extra-curricular activities, and (8) Caste.

In educational setting, Thapa (2013) encourage pupils to build proper communication and maintain their attitude in order to train their high level of maturity in managing conflict. They are trained to do cooperative than competitive work, except in getting scores during learning activity (Ghaffar, 2019:214). Meanwhile, Makaye & Ndoferapi (2012) in Thapa (2015:74) argues that headmaster and educators may in conflict because of daily issues related to curriculum, lesson plan, or unfair allocation of teaching and learning sources. Additionally, resolution strategies in educational form usually solved together through conducting meeting or discussion with pupil's parents, educators, and the headmaster.

D. Problem Solving

1. Definition of Problem Solving

Problem solving is the way used by someone to gain any skill, knowledge, and understanding to fulfill the demand of unfamiliar situation. People must take

the values what they had learned then apply it in a new and different situation (Ormond, 1999:348). Meanwhile, based on PISA (2012), problem solving used to giving any future learning toward people, both in social life and their private life. Learning about problem solving provide any preparation for people to overcome several challenge in life (Lesh & Zawojewski, 2007). In order to solve the problem, there are several ways that can be used as stated by PISA (2012), as follows:

1.1 Exploring and Understanding

This is the way of solving problem through *explore*; including observe the problem, finding the obstacles, looking for any information, and interact with the problem. Then, attempt to *understand* the conflicts by demonstrate the comprehension of the circumstances when facing a problem. Understand here means attempt to think through cooler heads in order to solve the problem wisely without emotion.

1.2 Representing and Formulating

This is the way how the problem solved through arranging graphics, tabel, or an other symbolic way (PISA, 2012). It called *representing*, where the problems encountered are represented and written in graphical or symbolics form in order to make it easier to found the resolution. Then, each problem that has been written, *formulated* by making hypothesis to

find the most suitable problem solving method that will be applied. This method commonly used in solving mathematical problem, educational problem, or business problem in the office.

1.3 Planning and Executing

This is the way of solving problem through organize the process of completion for a specific purposes (PISA, 2012). *Planning* means thinking the strategy to achieve the goals including the steps that would be taken, while *executing* means carry out the plan.

1.4 Monitoring and Reflecting

It is supervising someone's behavior and reflects the solution to achieve the goals (PISA, 2012). *Monitoring* means reviewing, checking, or detecting unpredictable events; while *reflecting* means looking for any solution from the different perspective or alternative.

E. Educational Values

1. Educational Values

Educational values formed by the combination of two words; "*education*" and "*value*". The meaning of "*education*" itself based on Indonesian Constitution No. 20/2003 is a conscious and planned effort to create an atmosphere of learning

and the learning process so the children actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the Nation and the State. It is a coaching or guidance of the coach or educators toward students' spiritual and physical development pointing to form their whole personality (Marimba, 1989: 19). Briefly, education is specific attitudes, knowledge, skills, and beliefs (Lubis, 2008).

While "*value*" means a collective idea what is considered important, good, worthy, and desirable, as well as about what is considered unimportant, bad, inappropriate, and undesirable in term of culture (Richard T. Schaefer and Robert P. Lmm., 1998). It is related to qualities of something or everything precious that the man fights with maximum effort. Value shapes human being, dispose their behavior, attitude, quality, ability, experience, and internal development throughout their life (J. Homplewicz, 1996:142). Oftentimes, value acts as reward. This is refers to human desires and goals that attempted to attain (Bereźnicka, 2012:154).

G.A. Laure in Bereźnika (2012:156) noticed that education and value are connected, because generally values measured or known after people through the steps of education program, in formal, informal, or non-formal. In this case, value and education also has a relationship with literature, because literature represents the mediums to spread and constructing the norms, morals and values (Baumbach

et al., 2009). From the statement above, educational values can be defined as a human development process that could be gained not only from school but also from any experience.

Aderlaepe (2017:57) stated that educational values is a process in giving appraisal, from religious, social, or cultural rules that taught by the community or ethnics who more experienced, and gradually realize it to themselves or their society. The more man's good value develop, the more caring and courteous they are toward other God's creatures. Even, they could be an educator to others.

Another statement narrated by Paige (2006:268) that educational values essentially contribute to give human the strength of heart. The schools ideally not always gives students knowledge in academics or lessons, but teaching character education, integrity, confidence, and honesty are more important. Good character is not obtained from he/she was born, but from where he/she was educated and treated by the person who have it (Putri, 2020: 3).

In this case, Taylor (2006:4) defines several aspects of educational values as follows:

- 1. Never Give Up**

The condition where a man have a strong ambition to rise from any failures until able to attain their goals.

2. Self-Confidence

This is a strong awareness of one's own worth and abilities. This aspect comes from human's heart and mind, where the one attempt to lost their frightening, try something new and gives the positive affirmation toward heart and mind.

3. Friendly and be Polite

Friendly means kindness, while polite is respect to other creatures. These aspects useful to interact specifically to another man, in order to build the communication, make friends, etc.

4. Love

Love is the inclination of the heart to something because of the pleasure or benefit that could be obtained from the loved one. It means sympathy, empathy, cares, and any other positive emotions to gives and share the happiness toward the man who feel it.

5. Forgiveness

This is a constant attitude and good action as the greatest solution to avoid the revenge in the future.

6. Optimism

Optimism is a positive expectation, wishes, or conviction to improve the spirit of someone who attempt to attain their goals. This kind of aspect would not achieved if it is not accompanied by actions.

7. Help Each Other

Help each other means reciprocal relationship. Human as social creatures could not live alone without the help of other people.

8. Responsible

This is moral decisions taken by a man who are ready to do an actions and faced all of the risks and obstacles inside it.

9. Hard Work

Hard work is a behavior that shows a serious efforts in overcoming various obstacles in order to complete the tasks (study/work) as well as possible.

F. Character

1. Definition of Character

According to Aristotle (n.d.), the most significant element of the story is character. Character is individual creatures or fictions of the creator who experience events or be a part of every activities in various story events. Kenney (1966) stated that fiction character does not like human being, they are the part of an artistic whole and the one who serve the needs of the story inside. So, the character could be plants, animals, or any objects (Zahroni, 2016: 40). While Abram (cited by Wahyuni and Sentosa 2011: 3) defines character as the people who showed in a narrative works, or drama that interpreted by the readers having

moral qualities and certain inclinations as expressed in speech and what is done by action.

Bennt and Royle states that character is the life of literature. According to Kennedy and Gioia (1995), character is an imaginative people that live in the story. An author use the character to tell the story, do an action, dialogue, deliver the conflict and develop the plot. As stated by Roberts (1963: 55) that in literature character is a representative of human beings, the one who dispose thought, behavior, and speech as well as true life. So it can be conclude that character is the fictional individual in a story as the actors who has a name and personality as well as human or any objects that experienced events and inhabits in the story.

2. Types of Character

As explained by Dickinson (1996) that characters is the person who take the role and serve the story in several ways. Normally, there are more than one or more character appear in a story to build the complex storyline and interact each other (Patmarinanta, 2016). The types of character classified into two types, they are major and minor character.

2.1 Major Character

A major character is the one who carry theme and very dominant in the story. It is the key of the story, because all of artistic element attempt to describe this kind of character. This is the most active one, who growth, develop, enlightened, and being the center of attractiveness in a story

(Kennedy and Gioia, 1995). This is the most important role who hold the biggest part that used to build the plot of the story. Major character also known as main character. According to Porteous and Lindsay (2019: 1069-1071) the main character classified into two types, they are:

a. Protagonist

The main point of story is the will of protagonist. The needs and desires of protagonist definitely states in a story. Protagonist describes good, positive, and kindhearted personality. This character pursuing some goals and their actions would built a plot. Throughout the story, protagonist would fight for this goals, facing and solving some obstacles, then frequently (but not always) would be happily in the end of the story. This character oftentimes named as the hero (bravery, idealism, skill, sense of purpose), and generally the point of view of the story captured from the side of protagonist. But, as always, the goals of protagonist certainly blocked by antagonist.

b. Antagonist

An author provide antagonist role aims to opposite protagonist in achieving their goals. This character defines as a bad, selfish, playing victim, and any negatives personality. In a story, there are two perspectives of antagonist to do their actions in bothering protagonist: (1) identifying protagonist's actions to know their desires

and plans, (2) considering the possible ways where the antagonist could attempt to interfere their plans to block their goals. This is the one who makes the conflict appear in a story. But, generally antagonist would be get along with the protagonist and another character at the end of the story.

2.2 Minor Character

Kennedy and Gioia (1995) stated that minor character is an inferior element of art. A minor character plays only small role and contribution to the development and configuration of the story (Robert Diymani, 1965: 45). Minor character not to prioritized and used to support major character. It helps the major character to make the story being more complex and full of twist. There are a lot of types of minor character, but according to Kennedy and Gioia (1995) there are two main points, as follows:

a. Flat Character

This character is stay same, it means this one is not growth in the story (flat). It only has one or certain personality. This character is written without experiencing emotional development or social status in a story. Flat character generally exists in character that are not too important or supporting characters, but still needed in a story. This character has another name called static character.

b. Round Character

Round character is a character in a plays that undergoes changes and developments both in term of personality and social status. This is formed in perfect characterization process. This character has a similarities with human true life, even many sides of life describes throughout the story. Oftentimes, the readers or viewers feel surprized because it could be fickle. Round character also named as dinamic character.

G. The Relationship between Conflict and Educational Values

As stated in preceding point, conflict is a kind of emotion appear from the one who against himself, another man, or environment. Most of people thought conflict gives negative impacts, but in fact it also gives any positive aspects to the one who experience it. As stated by Prof. Kemjika (2017: 29) in his study that conflict is an extreme example of a failure, but through this human would take learning life from their problem. The difficult struggles faced when solving their conflict would make human take the precious value in it (Prof. Kemjika, 2017: 29). People must learn to realize that conflict have become an unavoidable part of human life. The things must be done are face it, do the best, work hard, never give up, and be sincere when facing it, while looking for the solutions to solve it. From here people could learn that in the process of solving problems, there must be educational values appear without people

realize it. These values also could be re-applied if there are any bigger problems in the future.

H. Little Women Movie

The film *Little Women* is a film adapted from the novel of the same title written by Louisa May Alcott which was published in 1868. The *Little Women* movie produced in 2019, which is this is the seventh adaptation of the novel. This movie tells the story of the lives of four girls from the March family, namely Meg, Josephine, Amy, and Beth in the 1860s.

The four sisters live in their humble home with their mother, while their father is serving as a soldier in Civil War. These four sisters are so close and familiar with each other. They often play together and help each other when one of them is having trouble.

Year after year, they grew up become adult girls who have their own dreams. The eldest child, Meg March, decided to marry a teacher named John Brooke and bury her dream to be an actress. She seemed happy with her choice even though she had to live with Brooke so simply.

The second child, Josephine March, who is also the main character in this movie, has a big dream to be a writer. Since childhood, she often writes and invites her sisters to play the script she wrote. Jo then pursued her dream to New York also leaves Laurie, the man who loves her since their first met.

The third child, Amy March, actually has a hobby and talent in painting. But she also has another dream that is easier for her to realize, that is become a wife of a wealthy

man. Amy then leaves to France with her wealthy aunt, where she is introduced to a nobleman she does not really love.

Meanwhile, the youngest child, Beth March, still lives with her mother. She has a talent in playing music, especially piano. But, she has a very serious disease, causing Meg and Jo return home to her their mother to care of her. Unfortunately, Beth's life could not be saved, she died and the March sisters lives only three people.

After back home, Jo thought again that maybe she actually loves Laurie. When Jo is about to confess her feeling to Laurie, Laurie returns to the city and bring a news that he has married Amy, Jo's own sister when they were in France. Although sad, Jo attempt to stay happy because she sees Amy finally being able to realize her dream.

Jo then found a suitable man, he was a professor she had met in New York. Jo also inherited a magnificent house from her aunt which later turned into a school for boys and girls.

In the end, the four March sisters had chosen their own paths in life. It was their story that was written by Jo and she offered it to the publisher, and finally the publisher agreed to publish Jo's script. At the end of the story, by the royalty of her book that published, she founded her own book publishing company so that she could freely publish her own work without copyright.

I. Previous Studies

The previous studies are useful as a reference for the researcher in conducting research. It is used to show the difference between previous studies with the current

research in order to avoid being a claim. The researcher found some previous study about the similar research, they are:

Here the researcher found some previous study about the similar research, the first is a thesis by Sundari (2015) entitled "*A Study of R.A. Kartini's Conflict in Letters of Javanese Princess translated by Louis Symmers*". This study used descriptive qualitative research in category of library study. She analyzed conflicts that faced by R.A. Kartini in her collection of letters that booked entitled '*Letters of a Javanese Princess*' or in *Bahasa Indonesia* entitled *Habis Gelap Terbitlah Terang* by textual approach of the psychological literature analysis. She also describe about resolution of conflicts that implemented in education world. The result of her study is the researcher found social and psychological conflicts related to educational world in R.A.Kartini's letter. The researcher stated that R.A.Kartini felt depressed because of Indonesian education at that time still discriminate people based on gender and status. R.A. Kartini thought that all of Indonesian women also deserve to get an education in teaching and learning activity like men. Resolution of R.A. Kartini's conflicts solved by building education for men and women equally in the classroom, which is still implemented until now. Because of her action, R.A. Kartini crowned as a pioneer of Indonesian women's emancipation.

The second is a thesis by Kusmayati (2017) entitled "*Educational Values found in the '3 IDIOTS' Movie Directed by Rajkumar Hirani*". This thesis used qualitative research in category of library study. This study reveals about educational values found

in the 3 IDIOTS movie and the classification of IQ, EQ, and SQ according to the values. In analyzing the data, the researcher use the educational values based on KEMENDIKNAS (18 values). The result of the study, the researcher found there are 13 educational values appeared in '3 IDIOTS' movie, they are: honesty, tolerance, discipline, hardworking, creativity, democratic, curious, love homeland, appreciating achievement, friendly, like to read, sociality, and responsibility. Meanwhile, the 5 of 18 did not found in the movie. Then, the classification of IQ, the researcher found communicative value. The second for classification of EQ, the researcher found hardworking, social sensitivity, and responsibility values. The last, in classification of SQ, the researcher found honesty, creativity, democracy, curiosity, appreciating achievement, and loving peace values.

Based on the statement above, this research is different from those previous study. There were four research problem that would be analyzed. The researcher intended to reveal: (1) Reason of conflicts experienced by the main character, (2) Kinds of conflicts that faced by the main character, (3) How are the conflicts solved by the main character, and (4) Educational values portrayed by the conflicts faced by the main character. The design of this study is descriptive qualitative research in category of library study. The data were collected by documentation method or artifact analysis. The researcher would like to investigate reasons of conflicts faced by the main character. She also would reveal kinds of conflicts according to *Perrine's theory (1966)*; who stated there are three types of conflicts; they are social, physical, and psychological conflict. The problem solving of the conflicts would be analyzed based

on *PISA (2012)*. Through the conflict faced, the researcher also analyze educational values as stated by *Taylor's theory (2006)* that stated there are nine kinds of educational values; they are never give up, self-confidence, friendly and be polite, love, forgiveness, optimism, help each other, responsible, and hard work.

To give proof that this research is different from those previous study, here the researcher would like to develop and elaborate those topic of previous studies especially related to conflict and educational values in one thesis. These topic are different, but still connected each other so this topics are interesting to be collaborated. So, it is important to inform that this study is the first research that analyze the main character's conflict and its educational values in '*Little Women*' movie.