

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents six aspects contained in the research. Those are background of the study, statement of research problems, the objectives of the research, significant of the research, scope and limitation of the research, definition of key terms.

#### **A. Background of the Research**

Movie is one of the most popular mass communication media. A movie is a work of art and culture that is both a social institution and a kind of mass communication that is created using cinematographic standards and can be displayed with or without sound (Robert and Henry, 1987:1). Movies can be used not only as a communication medium, but also as a learning medium. An interesting, inspirational and educational story not only makes this film a media communication and entertainment, but also because the film contains many messages and educational value from which lessons can be learned.

Students can also use movies as a learning medium. Sharma (2015) says, There are three functions of mass media. That is to inform, to educate, and to entertain. From the understanding of three functions above, public - especially educators- have the right to use mass media for the importance of education field. At the first, the educators have to be given the understanding of using mass media for education because today their

students also learn from the outside school area. As the one of the most attractive program on mass media, movie should not only for entertainment, but also should give education as its function. According to Nurhayati (2020). Education is the entire phase of developing human abilities and behaviors. It is used in all aspects of life. The messages carried on the movies should also contribute to build character and create educational people. Beside to entertain, movie is also to educate, so there is word “*edutainment*” in movie term.

For teachers, the movie experience helps also to confirm and clarify their role to bring new perspectives in teaching. According to Pablo Gonzales (2015) Movies are useful in teaching the human dimension required for developing as human beings and for building identity in young learners. The movie learning scenario allows teaching points to be made quickly and directly with specific scenes; facilitates the integration of emotions in the viewing experience; and helps the learners to understand and recognize immediately the main messages regarding attitudes and human values delivered by the movie characters. Fostering reflection stimulates discussion about the breadth of human experience and elicits profound conflicts and concerns learners have about their future professional roles and personal lives.

This movie is very effective in persuading people's minds because it is covered with an interesting plot and easy to watch. Movies are so close to our lives that they can easily influence people. The film itself is

inspired by real life, but with some added flavor to make it more aesthetically pleasing for entertainment purposes. From the movie, viewer will be easily persuaded by the actual content presentation that engages audio visual sense so that messages in the movie will be easy to arrive in viewers mind, Says Jacobs C.P (2019). According to Amy, movie includes lines of dialogue and depicts obvious developments of character that 2 explicitly communicate meaning to the people. Explicitly content is perhaps some sort of “moral of story” or sociopolitical attitude that the filmmaker is expressing directly through the mouths and actions of the characters. By using movie, people can educate moral, education; social, cultures values and etc.

Good character is the inward motivation to do what is right, according to the highest standard of behavior in every situation. As children build different forms of social knowledge, including moral and other types of social knowledge, Social experiences with adults (parents, teachers, other adults). Character itself is distinctive traits, distinctive quality, and moral strength, the pattern of behavior found in an individual or group. Hill adds that character determines someone’s private thoughts and someone’s action done (Zubaedi, 2013:9).

The values that children achieve from an early age shape their personality as they grow up. According to Lickona (2012:81), education of character is obtained through the mixture between religion, literature, customs, norm system, and the whole result of human wisdom at the

length of history. Through this universal character then it flows personality, characterization, and other positive toward nation, tribe, groups, and individual. Due to its unscripted nature and associated setting, character education requires a medium that is relevant, comprehensible and easy to follow. Movie donates visual communication played using moving features and sound (Rabiger, 2008). Followed by Nurhayati (2020) character education and artistic skills are closely related to each other in the educational process in Indonesia.

In case of emphasizing character education, Center for Curriculum on Development and Education of Culture & National Character: School Guidelines 2009 identified eighteen values that sources from religion, Pancasila, culture, and the goal of national education. One of the 18 Educational Personalities mentioned is the Creative Personality, which means thinking and acting to produce something new or a new result out of what one has. According to Hidayatullah (2010:84), the creative personality is the rational thinking characteristic of a person that generates needs, tasks, or ideas that approach it from new perspectives. The cause of existence, the imagination; the ability to imagine something.

The previous study by Mukharomah (2019), want to find the types of character education values found in the movie script of zootopia, recognize the character educations values was found in the movie scripts of zootopia will possible grow student motivation by using theory of 18 character education values set by the Ministry of National Education.

Resercher found 15 values of character education from all the characters involved. The result shows that There was 10 types of educational value spoken by the characters which the found by in the script of the movie “Zootopia” by Byron Howard and Rich Moore. They was; respect, responsibility, justice, tolerance, wisdom, help each other, altruism, cooperation, courage, and confidence. Then, the most dominant Educational values in this movie is helping each others.

Followed by research from Cahya, (2019), To find the educational values in Moana movies and to describe the educational value presented in the movie, researcher found are 22 data they are honesty, brave, self confidences, purity, loyalty, respect, love and friendliness. Based on the data was showed, self confidence is the most dominant types of educational value in Moana movie. That type appears 6 times in the movie. The last previous study by Leong et al (2022), researcher show that the values of character education in the film “MARS (Mimpi Ananda Raih Semesta)” directed by Sahrul Gibran are sacrifice, integrity, passion, hard work, resilience, dan caring. The results of the study also indicate that the use of the film “MARS (Mimpi Ananda Raih Semesta)” in the learning activity of Indonesian Literature subject is effective to foster the character education in the school.

From several previous studies used the same object, namely films, both animated and not with the adventure genre in pursuing dreams. But Cruella is a new live-action film about the rebellious times of one of the

most famous and fashionable fictional characters, the legendary villain Cruella de Vil. "Cruella," which is set in 1970s London amidst the punk rock revolution, is about a young con artist named Estella, a smart and creative girl who is dedicated to making a name for herself with her designs. This film begins with Estella's point of view, which tells of her "tragic" life ever since she was born because of her uniqueness. Since elementary school, she has been bullied by her friends and is only friends with Anita Darlings. After she dropped out of school because she rebelled against a friend who bullied her, she and her mother decided to move to London. On their way, they stopped at a place that turned out to be a fashion show by a famous fashion designer. Instant chaos ensues, Estella unable to hold back her tears turning herself on when her mother falls off a cliff due to some of the dogs that initially chased her. Finally, she left for London without her mother while continuing to blame himself for her death. In London, Estella meets Horrace and Jesper, two petty thieves who accept Estella to live with them and start their life as a group of thieves to survive. Estella designed all the clothes they would wear in acting. But Estella feels her life is empty because she no longer has anything she likes doing.

One day Estella is accepted to work at Liberty, a leading fashion store in London according to her dream thanks to Jesper. But contrary to her imagination, she only works in a lowly position that has nothing to do with designing or making clothes. One thing happened until she

accidentally met Barrones, a famous fashion designer who liked Estella. Since then Estella started working for Barrones and focused on designing and manufacturing clothes. Barrones likes Estella because she always makes unique fashion designs. However, Estella finds the fact that Barrones has something to do with her mother's death from the necklace she is wearing. Upon further probing, Barrones said that the death of Estella's mother was a trivial matter. This made Estella angry so that the evil side in her reappeared and turned against Barrones and planned to reduce her career as a famous fashion designer. Estella thinks the necklace that Barrones is wearing is hers because her mother says that the necklace is a family heirloom that will be hers. Estella, together with Jesper and Horrace, planned to steal the necklace. However, the plan was not completely successful. Turn out Estella found that her mother had been killed by Barrones, who had deliberately ordered her dogs to push her mother off a cliff.

Then, Estella, Jesper, and Horrace plan a grand revenge to destroy Barrones career and get back her necklace. Estella continues to attract public attention with the clothes she designs and wears. To annoy Barrones and make him feel humiliated, Estella organizes a very large fashion show event for the clothes she designs. The event was a success, but when she returned home she found out that he had been caught by the Barroness. Estella is rumored to have passed away and shocks the whole town. But not, after that incident, Estella learned a big secret which stated

that she was the biological child of Barrones who was never wanted. Estella was angry again and back to planning something big together with the people who supported her including Horrace and Jesper who she had released from prison. Estella got Barrones arrested for being accused of pushing Estella down a cliff as she did to Estella's mother. But Estella is not dead, because she will continue to live in the name of Cruella and restart her life as she wants.

This film shows that there is a lot of linguistics in the discourse. In this case, focusing on things related to the Creativity Character displayed by the main character. The interpretation of some sentences has many paths in its discovery. It concerned with how grammatical processes build complex meanings out of simple ones. Signal as object of semantics that human can use in analyze a meaning of language. Here is an example of scene and dialogue showing the meaning that can show a character in the main character.

*Estella saw the display window in her workplace being arranged by an employee. However, she felt it was very old-fashioned and uninteresting. Therefore, Estella has a better idea to make the display window look much more attractive.*

Estella : “I just can’t leave you looking like that. It would be cruel”



In this case, the sentence can be interpreted as the main character having a caring character. However, judging from the following sentences that came out of other characters,

*Baroness looked at the display window arranged by Estella*

Barrones : “That girl put together a better window display than I’ve seen for 10 years”.

In this case, if it is related to the content of the film, then the sentence means that the main character has a creative character which is shown by his achievements which are appreciated by experts in his field. Creativity can be defined as a set of mental skills. It is driven by a strong desire to generate or recognize ideas, alternatives, or possibilities that may help solve problems with others, in order to communicate and entertain oneself and others. It is a guided, complex, goal-oriented mental activity. Creativity is a tool, neither inherently benevolent or malevolent (Cromptley et al, 2008). Creative personality clearly can be found in a character in the film.

After watching the film and finding some of its uniqueness, the writer decided to make the movie Cruella the object of research. The creative characters displayed by the main characters in the film can be used as learning resources and examples that can be imitated and applied daily as learning media. The creativity shown by the film’s main character Cruella is implicitly and explicitly stated in the entire movie with the

support of all supporting characters. In this case, the main character shows how creative character is in thinking, giving suggestions with a strong attitude, developing fresh and new ideas, and pouring these ideas into making something new. Several previous researchers also used film media as a research object. Even though it uses the same media, namely film, the genre of film used is only self-development or adventure films. If you take a closer look, the film Cruella has a uniqueness that can be used as an object of research with its comedy rebellion genre. The link between literary works and the characteristics of creativity is also why the researcher chose this film to be analyzed. Literary works can offer educational messages and messages related to noble human nature, fighting for human rights and dignity. Humans can learn and practice the values of attitudes and traits from anywhere to improve the quality of themselves and others. Studying character education can be done with any medium, for example, books. However, with a film that presents interesting audiovisuals, it will be more enjoyable. That way, character education, especially creative character, will be easily accepted. Therefore, this study focuses on finding the creative character of the main character in the film Cruella. Therefore, the researcher decided to research the title *“Cruella vs Estella: An Analysis of Creative Characters in the Cruella Movie”*

## **B. Formulation of Research Question**

On the basis of the background of the research, the research problems can be formulated as follows:

1. What the creative characters are found in the *Cruella* movie?

## **C. The Purpose of Research**

Based on the research problem, the purpose of the research is:

1. To know the creative characters in the *Cruella* movie?

## **D. Objectives of the research**

Based on the problems of the research, the objectives of the research is presented below :

1. To analyze the creative characters in the *Cruella* movie?

## **E. Significances of the research**

The result of this study hopefully give great benefit to the following:

1. Theoretically
  - a) The results of this study are expected to be used as a review to understand the creative character in *Cruella* movie
  - b) This research is expected to contribute to the development of literary works, especially literary works that contain creative character.
2. Practically

The researchers hope that the results of this study will help readers gain a thorough understanding of what *Cruella* films contain, as well as the creative character they contain.

#### **F. Scope of and Limitation of the research**

Scope describes the area covered by the study. The scope of this research is analyzing creative character on *Cruella* movie. This study was deeply analyzed about the creative character founded by the researcher in the *Cruella* movie based on aspects of creativity by Guilford (on Sternberg 1999). Those aspects are fluency, flexibility, elaboration, and originality. Researchers will find data from the *Cruella* movie and transcript.

Limitations could be weaknesses in the study, or circumstances not considered in the study. This study boldly states that a limitation of the study is that the researchers were unable to directly interview the film's producers, so the analysis may have diverged considerably from the producers' aims. Researchers also focus on what creative characters appear in the "*Cruella*" movie.

#### **G. Definion of the Key terms**

In this part, there are some terms needs to be defined easier. The definitions of key terms are as follows:

1. Movie

A movie is a form of entertainment that allows to visualize anything through a series of images that show continuous movement. It is also known as a term that describes the process of converting a tale into a moving image with audio and as a type of spectacular performance that is captured as a moving image and enhanced with visual effects to create a stunning image.

2. Creative character

Creativity is a person's ability to produce any composition, product, or idea that is fundamentally new and previously unknown to the maker. It can be in the form of imaginative activities or synthesis of thoughts whose results are not just summaries.

3. Learning media

Learning media is anything that can be used to channel messages from the sender to the recipient so as to stimulate the thoughts, feelings, interests and willingness of learners in such a way that the learning process occurs in order to achieve the goal of learning effectively (Rusman, 2011).