

CHAPTER II

REVIEW RELATED LITERATURE

This review related literature is very important. It is a basic theory concerning with the formulation of research problems and the goals of the research. The review below consists of the meaning of literature, the psychology of literature, the meaning of movie and the concept of value.

A. Literature

Literature is a reflection of life. Some experts have different opinions on their definition about literature related to the time and social condition. Those different opinions are caused by the complexities of literature over as the life. Jones incited in Ima (2012:2) states that literature is simply another way we can experience the word around us through our imagination. Literature in broadest sense, includes all written materials. Into this general grouping fall history books, philosophical works, novels, poem plays, scientific articles, dictionaries, directories, instructional manuals, travel folders, magazines, school textbooks.

Literature according to Ima (2013:3) Literature 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 a 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 expresses his

or her feeling, thought, ideas, or arguments about the social issues by writing those issues in a form of literary work.

Literary work has two main elements, which can be analyzed. They are intrinsic elements or objective approach and extrinsic elements. Intrinsic element (objective element) is elements of literary work that build up the structure of literary work itself. Plot, character, setting, theme, point of view, style and atmosphere are the examples of the intrinsic elements. Sukada (1987: 47) stated that intrinsic elements are the whole elements which build up a literary work. Literature is human personal expression especially thought, feeling, enthusiasm, and concept in a certain description.

B. The psychology of Literature

The study of literature that is an interdisciplinary study is growing and eventually unifies the study of literature with many other studies, such as Psychology, Sociology, Anthropology, and others. It creates new approaches in the study of literature, such as the psychology of literature, sociology, and others. It creates new approaches in the study of literature. Basically, Psychology of Literature built up on genesis assumptions which had relation to psychiatric aspect the author. In modern era, sometimes, the authors lost their control and make a negative literary work, such as make a porn novel and movie which has high opportunity to influence the other. Based on those reason, psychology of literature is seen very important to be learnt to know what the author or director want (Minderop, 2011:54).

Psychology can be used as a support in the research on a literary work. Psychology of literature considers the relationship and the role of Psychology itself. While Psychology in literature analyzing the character that is in the work which is a depiction of the human himself regardless of whether he is a fictional character. Also, not only from its character, psychology of the author and the readers are also important because it can affect the analyzing of a literary work. It stated by Warren and Wellek (1989-90) that the term psychology has four understanding. The first is to study psychology as a type or a person. The second is a study of the creative process. The third is the studious type of psychological law in the literary work. And the fourth is the impact of the literary work toward the psychology of the readers.

C. Movie

Movies become so familiar in this era. Movie can make people enjoy when people watching it. By movies, people can get inspiration, ideas, knowledge, learn some new from the movies, and many other things. By watching the movies the audience can begin to feel, enjoy, angry, happy, fear, sad and many emotion. That will be interested when somebody to seriously to understanding the movies by watching the setting, plot, dialogue, and characters of the movie. Movie is form of entertainment that gives visualization through a sequence of image giving some pictures of continuous movement and it is also called term that create story into motion pictures

completed by audio and as a form dramatic performance that is recorded as a moving image, even it is added special effects to make a magnificent image.

Moreover, movie is truly a motion picture a flowing, ever changing stream of images and sounds sparkling with freshness and vitality all its own a fluid blend of image, sound, and motion possessed by a restless compulsion to be vibrantly alive, to avoid the quiet and the static (M. Boggs Joseph and W. Petrie Dennis, 2000:112).

Movie itself has kinds of genre, below are the genres of movie:

1. Action

Action films usually include high energy, big-budget physical stunts and chases, possibly with rescues, battle, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.) non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional ‘good-guy’ heroes (or recently, heroines) battling ‘bad-guys’ – all designed for pure audience escapism.

2. Adventure

Adventure films are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. They can include traditional swashbucklers, serialized films and historical spectacles (similar to the epics film genre), searches or expeditions for lost continents, “jungle” and

“desert” epics, treasure hunts, disaster films, or searches for the unknown.

3. Comedies

Comedies are light-hearted plots consistently and deliberately design to amuse and provoke laughter (with one-liners, jokes, etc), by exaggerating the situation, the language, action relationships and characters. This section describes various forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic, comedies, black comedy (dark satirical comedy), and more.

4. Crime

Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life. Criminal and gangster films are often categorized as *film noir* or *detective-mystery* films – because of underlying similarities between these cinematic forms. This category includes a description of various serial killer’ films.

5. Drama

Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and story involving intense character development and interaction. Usually, they are not focused

on special-effects, comedy, or action. Dramatic films are probably the largest film genre, with many subsets.

6. Epics

Epics include costume dramas, historical *dramas*, war films, medieval romps, or '*period pictures*' that often cover a large expanse of time set against a vast panoramic backdrop. Epics often share elements of the elaborate *adventure* films genre. Epics take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lush costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score. Epics are often a more spectacular, lavish version of a *biopic film*. Some 'sword and sandal' films (Biblical epics or films occurring during antiquity) qualify as a sub-genre.

7. Horror

Horror films are 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. Horror films feature a wide range of style, from the earliest silent *Nosferatu* classic, to today's CGI monster and deranged humans. They are often combined with *science fiction* when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens. They fantasy and supernatural film genres are not usually synonymous

with the horror genres. There are many sub-genres of horrors, slashes, teen terror, serial killers, satanic, Dracula, Frankenstein, etc.

8. 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. Major subgenres include the *musical comedy* or the concert film.

9. Science Fiction

Sci-fi films are often quasi-scientific, visionary and imaginative-complete with heroes, aliens, distant planets, impossible quests improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monster (things or creature from space), either created by mad scientists or by nuclear havoc. They are sometimes an offshoot of fantasy film, or they share some similarities with *action/adventure* films. Science fiction often expresses the potential of technology to destroy human kind and easily overlaps with horror films particularly when technology are alien life forms become malevolent, as in the “Atomic Age” of sci-fi films in the 1950s.

10. War

War (and anti-war) films acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background for the action of the film. War films are often paired with other genres, such as action, adventure, drama, romance, comedy (black) suspense, and even epics and westerns, and they often take a denunciatory approach toward warfare. They may include POW tales, stories of military operations, and training.

11. Western

Western are the major defining genre of the America film industry colony to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses dusty towns and trails, cowboys, Indians, etc). Over time westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed.

D. The Concept of Value

A value is a belief that something is good and desirable. Values are general guidelines that define what is important and worth striving for. Values represent a wide variety of ideas and beliefs about the ends that men should pursue in their life. A value provides goals or aims.

According to Benninga in Hadil's book, the term "value" may suggest that judgments of right and wrong, lofty and base, just and unjust, and more personal preferences, that things are useful as individuals happen to value them (Benninga: 1991:131). Value is something that interests us, something that we look for, something that pleases, something that is loved, and in short value is something good. Value has a good connotation (Bertens: 2000:139).

Actually, values have been discussed by philosophers from the 50s until the 60s. In the last of the 19th century it had a high position and was discussed explicitly, although it had been implicitly discussed and played a role since Plato gave the concept of "good". That was the emergence of a new branch in Philosophy that was known as axiology or "the theory of value" (Bertens, 2005:139-140).

While the concept of value in Philosophy is a little bit different to the concept of value in Literature. In Literature, value is discussed integrally with *moral*. Moral is defined as something stated in the literary work that has to be conveyed to the reader. Here, moral is seen as similar to the theme, because both of them stated can be interpreted as the main point which constructs the literary work (Nurgiyantoro, 2010:320).

Moral in the literary work usually reflects the belief of the author about the concept of "goodness". That belief will be conveyed to

the readers or listener. Further, Kenny in Nurgiyantoro (2010:321-322) state that moral seen as the message of the whole story. It can be used as the “guidelines” to be the role model.

According to Nurgiyantoro (2010:322) value or lesson learned that is gotten by the readers or the listeners is always in a good. Thus if literary work displayed the less praiseworthy character, it doesn't mean that the author suggested the audiences to be so.

Moreover, the uses of value and valuation are various and conflicting even among philosophers, but they may perhaps be sorted put as follows:

- a. Value (in singular) is sometimes used as an abstract noun in a narrower sense to cover only that to which such terms as good, desirable, or worthwhile are properly applied and in a wider sense to cover, in addition, all kinds of rightness, obligation, virtue, beauty, truth, and holiness.
- b. Value is also used like temperature to cover the whole range of a scale – plus, minus, or indifferent; what is on the plus side is then called positive value and what is on the minus side, negative value.
- c. “Value” refers to what is valued, judged to have value, thought to be good, or desired. Such phrases are also used to refer to what people think is right or obligatory and even to whatever they believe to be true. Behind this widespread usage lies the covert assumption that

nothing really has objective value, that value means being valued and good means being though good. But the term value is also used to mean.

E. Kinds of Value

1. Moral value

Moral value concerns with the view of the goodness or badness of human action and characters. 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 way (Sternberg, 1994:938). So, the moral value can be guiding an individual how to evaluate right and wrong. And can differentiate between the right and wrong behavior.

There are some kinds of moral values that were argued by Setyoasih (2015) such as,

a. Tolerance

Tolerance is willingness to accept behavior and beliefs which are different from one and other, although you might not agree with or approve of them (Walter, 2008). Setyoasih (2015:21) argued that there are very practical concerns that follow from the glib idea that anyone is free to value anything.

b. Fairness

According to Waller (2008) Fairness is defined as the quality of treating people equally or in a way that is right or reasonable. Be fair is being fully separable from human well-being, we are faced with the prospect of there being morally “right” actions and social system that are, on balance, detrimental to the welfare of everyone affected by them (Harris, 2015:55).

c. Belief

Belief is a state or habit on mind in which trust, confidence, reliance, is place in some person or thing. Belief is something believed, statement or body of statement held by the advocates of any class of views; conviction of the truth of some statement or the reality of some being or phenomenon, especially when based on an examination of the ground for accepting it as true or real (Webster: 1981:200).

d. Kind-hearted

Kind is the equivalent of what has been offered or received. Kind is applying more often to the disposition to sympathy and helpfulness. Kindly is stressing more the expression of the sympathetic, helpful nature, mood or impulse (a kind person with a kindly interest in the problem of other). Kindhearted is having

sympathetic nature: Humane, compassionate. Kindheartedness is the quality or state of being kindhearted (Setyoasih, 2015:22).

e. Honesty

Honesty is estimable character; fairness and straight forwardness of conduct or adherence to be fact. Honesty is from subterfuge or duplicate truthfulness, and sincerity (Webster, 1981:1086).

f. Responsibility

Being responsible is to have control and authority over something or someone and the duty of taking care of it or them (Walter, 2008).

2. Social value

Social value is the term used to describe the additional value created as an indirect result of a publicly funded service being delivered (Compact Voice:2012). It also can be said as form an important part of the culture of the society. Values such as fundamental rights, patriotism, equality, democracy, respect for diversity, care and protection for vulnerable people or children, etc.

3. Education value

Educational value is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. Cooper (1986:15)

states that educational value is the concept of value and rule that leads how to the proper concept of a person, or an understanding that other people count or graphs of other people count or grasp of other people emoticon. Educational value related to develop other aspects: personality, morals and ethics, etc that has relation to this education.

F. Previous Study

This study was Library research. In this study, the writer analyzed value reflected in *The Pirate Fairy* movie. Research on the value has not been much discussed. The study on value has been conducted by Novitasari entitled “*An Analysis on Values Founded in Front of The Class Movie Directed By Peter Werner*”. She found that there were some values in the movie, such as: social values, moral values and educational values. In this movie take character

The previous study above focused on the values found in the movie. Meanwhile, in this research, the writer analyzed value in *The Pirate Fairy* movie directed by Peggy Holmes. She is choreografer, dancer, screenwriter and film director. Peggy Holmes work at DisneyToon studios and known to have direccted The Pirate fairy movie in 2014. Of this research has distinctive of previous researcher which is on entitled, publisher and point content that exists in the movie. In Novitasari’ “*An Analysis on Values Founded in Front of The Class Movie Directed By Peter Werner*” one that directed by Peter

Werner and its character just it attributed to adult, which is one of figure that wants to become a teacher and at impersonate by Bradley Cohen, meanwhile in research here have entitled "*An Analysis values found in The Pirate Fairy movie*. One that directed by Peggy Holmes and at impersonate by some figure as Zarina, Tinker bell and another friend. Beginning attributes this of children, Tinker bell and another friend. Beginning attributes this of children. This movie purpose for kids to educate by Animated Disney movie. The message from this movie is only for kids. This movie is very interesting to be seen by kids because they like the movies which show imagination and creativity. Much animation dedicate for kids. Kids like fairy tale and this movie tells about fairy tell also. So, this movie is good enough for teacher to transform the value while giving English listening habit fo children.