

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

As defined by researchers, literature embodies a language's or people's culture and heritage. Though several attempts have been made, the notion is difficult to define appropriately; it is evident that the recognized definition of literature is continuously changing and evolving.

Precisely by that definition, we can see another view from Pickering, James H., and Hooper, Jeffrey D. (1981. 01:307), "literature is a distinctively human activity born of man's eternal yearning to comprehend, articulate, and eventually share experiences."

The literary works can be utilized as educational tools for their audience. This subject is predicated on the assumption that literary works have a humanist or pedagogical character. While there is a possibility of hegemonic values in the framework of literary works, the whole interpretation of literary works is permitted.

This research aims to determine the character values that will be used to improve students' character development. Characters are what make or break a story; Abrams (1999, pp. 32-33) states that a *character* is defined as a person who appears in narrative prose or a novel and is perceived by readers as a man who possesses moral characteristics and a particular affinity, for example, being communicated through what they say and do.

Esteban as quoted by Adisusilo (1990, p57) states that "Moral values are universal truths which man holds to be good and important; they are the ethical principles which he struggles to attain and implement in his daily life. They are the ideals which transcend all time and space; those which are valid for all men regardless of race or religion; the ones which unite strangers, families, nation – all of humanity – with God." Moral values can also be reflected in literary works.

This component is the focal point of the tale, where it comes to life, is grasped, and is enjoyed by the readers. Without personalities, readers will be unable

to grasp why an event occurs. As a result, the tale is mainly constructed via the characters that possess the characteristics that define a story.

Propp (1968) argued in Sandy Loucharts and Ruth Aylett's (2004, p. 514) that characters are essentially the outcome of the story that a particular Russian fairytale needs of them. Vladimir Propp is the founder of structuralist narratology. In 1928, he analyzed hundreds of folk myths and fairy tales in Russia. Since then, it has been considered an embryonic example of structuralist narratology (Luc Herman and Bart Vervack, 2005, p. 41).

A value assigned to a fundamental variable corresponds to a specified likelihood of remaining unaffected by unfavourable values over a reference period. It is critical to emphasize that the characteristic value serves as the primary representational value. A variable may have two distinct values in some design scenarios, an upper and a lower value. [ISO 19900:2002, paragraph 2.7].

In addition to analyzing the moral value that can be taught to students through the film *Little Women*, this research can also be used to teach basic things about an ideology that teenagers can begin to have at certain school levels. This film contains many ideologies of feminism which is an ideology with the understanding that women and men are the same in school; deserve equal access to education.

Teaching the basic theory of feminism to students is also important to encourage and remind them that everyone has the same rights and should be given the same opportunity to achieve their goals. You should not be ostracized just because of your specific background, such as gender, race, religion, economic background, and so on. background, and so on.

*Little Women* delves into issues of equality, diversity, choice, and concern (Sumita, 2014). Thus, the research will concentrate on which character students should learn and apply to their life, as indicated by the title of this research; "LITTLE WOMEN" BY GRETA GERWIG. SEEN AS A STRATEGY FOR STRENGTHENING STUDENTS' CHARACTER BUILDING, discourses on the value of characters play a critical role. Which character and how much value does each character contribute.

Education is one of the ways in improving the quality and quality of the nation's children. Through education, we can access the good things we want. Education is a process of rediscovering the meaning of experience; it may occur naturally in interactions or associations with young adults, or it may occur inadvertently and is established to promote societal sustainability. This process entails monitoring and growth of both the individual and the group in which he or she lives. (Dewey John).

By using English films, it will not only form brilliant characteristics for the younger generation but also make it easy for them to learn English to prepare for the future. Additionally, the Covid-19 epidemic has produced remarkable advances, especially those in the sphere of education. It's as if all levels of education are being 'compelled' to shift to accommodate studying from home via online media like Zoom, WhatsApp, and Google Meet, as well as offline media such as television and radio. Additionally, the learning system is implemented via personal computers (PCs), laptops, or cellphones connected to an internet network. Educators can collaborate on projects simultaneously by creating groups on social media platforms such as WhatsApp (WA), Google Meet, Telegram, Instagram, or Zoom (Suryanata, 2020).

This home-based education model diminishes the teacher's direct responsibility in educating kids. Unlike in schools, where teachers personally assist students in learning and character development, teachers can now supply teaching materials or products that utilize existing facilities via online techniques (on the network). Teachers once instilled character characteristics directly into children, such as honesty, critical thinking, the courage to speak one's thoughts, and collaboration with friends, now appear to have faded into the distance. As a result, children will develop an individual learning style and may lose touch with the figure who often directs them. Numerous children disregard education and choose to play more, as stated in multiple mass media pieces in various places.

When students are studying English, they may get dissatisfied with the manner the teacher teaches. Teachers can employ various strategies to instruct students in reading, writing, speaking, and, most importantly, listening. According to

some teachers, listening is the most accessible skill to teach, so many resources or English handbooks begin. We can teach children English skills through a variety of exciting media. For instance, by utilizing English music and films, or even by conversing in fascinating English. As a teaching and learning medium in language programs, English films help students develop a greater sensitivity to language. Mainly because the film is captivating and appealing to pupils of all ages, there are narratives to follow and observations to make. It increases the excitement and enjoyment of the teaching and learning process for both teachers and students.

As is well known, cinema has been ingrained in the public consciousness as an audiovisual medium for art and pleasure. However, as the world of education evolves, instructors create increasingly essential innovations in teaching techniques that include cinema as a teaching medium.

According to Beare (2008), videos support students to become more aware of their learning process. They allow learners to get immediate feedback into videos more effectively than "simple teacher corrections." In addition, Esseberger (2000) claims that videos can be used in diverse ways in language classes because they are an excellent medium of learning. However, videos can be used in classrooms and distance learning settings where facilitators can interact with students via the internet. That way, if we use visual media to teach and introduce moral messages to students, it will be easier for them to remember that films are things that have been attached to everyday life.

## 1.2 Research Questions

According to the conditions outlined above, the researcher will determine the issues that will be addressed in the form of listed questions for the research, including the following:

1. What are the characteristics of each analyzed character that students can learn from?
2. What is the moral value of Little Women film?

### 1.3 Objectives of Research

1. to identify each characteristic from characters that are involved in the Little Women film
2. to find out the moral value from Little Women film that can be used to teach the student

### 1.4 The Scope of Research

With a qualitative approach and the film Little Women as the target of our research, we limited our work to the film and ideas of student character development. In light of this circumstance, the study examines the impact of Little Women on educational growth, particularly in terms of student characteristics. To this aim, the research will also discuss the film's unique significance and its timestamp. The research is limited to Little Women. Additionally, the study will analyze students' opinions on the moral principles identified following this research. As a result, this study's focus is confined to the film Little Women, beliefs about student character development, and moral ideals.

### 1.5 The Significance of the Study

#### 1. Theoretically

The materials of this study can be used in research and educational process, in teaching and building students' characteristics through films, Little Women. Since this research includes a close range of problems thus making prospects for further development will be limited only to behavioural study and movies.

#### 2. Practically

This study will determine which characteristics are suitable in building students' character-building, and most will show the moral lines in the film itself. Also, in the future, this research can be used by teachers in building their students' character as our contribution towards future research about the usage of films in the school curriculum and the line connection between cinema and students' character.