

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical review/concepts and relevant research studies.

2.1. Theoretical Review/Concepts

A Film-Based Teaching

Though it broadens language elements, movies and films are the most popular literary works. As is well known, a number of well-known films are written in English, which prompted translators to provide a professional translation of the film to help audiences comprehend it. Film defined by Hornby (1995: 434) is a story, etc. that is captured as a collection of moving images for display on television or in a theater. A movie or film is a collection of images that are projected onto a screen to give the impression of motion, according to Microsoft Encarta 2008. One of the most well-liked types of entertainment is motion pictures, often known as movies, films, or the cinema, which allow viewers to immerse themselves in a fictional setting (Microsoft Encarta: 2008). While Coulson (1978:622) asserts that a film or movie is a tale, occurrence, etc. that has been captured on film and displayed through moving images. On the other hand, based on Collins dictionary animation is animation is the process of making films in which drawings or puppets appear to move. Then, an animated movie or cartoon, is made up of a series of slightly different drawings of people, animals, and object that make them appear to move. Moreover, a feature film lasts more than 40 minutes, according to the Academy of Motion Picture Arts and Sciences, the American Film Institute, and the British Film Institute, whereas the Screen Actors Guild claims that a feature lasts 60 minutes or more. Then, an original motion picture with a running time of 40 minutes or less, including all credits, is referred to as a short film. In addition, according to Forbes, studies based from Yale University reported that there are over than 40 film genres, styles, categories and series in their research catalog with horror, comedy, action, romance, sci-fi and drama being the most basic film genres.

Teaching using movie as education instrument is nothing new, despite the limited practices take place. Teaching itself in the words of John Brubacher (1939), “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”, and more Gage (1963) claimed that, “Teaching is a form interpersonal influence aimed at changing the behaviour potential another person”. A film-based teaching is using film or movie as the instrument conducted in learning activities.

Character Education

Although character cannot be defined in a single, universally accepted way, it is typically thought to be a combination of psychological strengths (Berkowitz, 2012; Peterson & Seligman, 2004). From a developmental perspective, Character begins to develop as a relatively global construct defined by good character strengths and becomes more distinct into a set of specialized character strengths with age (Lerner & Callina, 2014; Wang et al., 2015). Character develops throughout time; in late childhood, very few specific strengths stand out from the broad features of character, but as people get older, more specific strengths become apparent (Shubert, et al., 2019). In order to keep up with the progress of young adolescence growth mentality, the character education is accompanied since the beginning of the school stage. Practices in character education involve a bigger objective: the development of skills that enable young people to participate voluntarily and actively in their communities while also respecting others and caring about fairness and justice (Althof & Berkowitz, 2006).

Junior High School Students

Junior High School or Middle School serves an important transition for young adolescents at a critical stage in their biological and mental development (Justice 2017; Wormeli 2011). Middle schools offer pupils the chance to experience larger amounts of independence while preventing them from being overburdened with the entire responsibility and stress associated with high school life. Middle

schools function as a deliberate mediation between the two extremes of elementary and high school (Wormeli 2011). Thus, before entering the more challenging and independent world of high school, this opportunity enables children to learn and practice critical skills, such as time management, accountability, and responsibility in a semi-controlled atmosphere (Cauley and Jovanovich 2006; Wormeli 2011). In Indonesia, in terms of the stages of development agreed by many experts, junior high school (SMP) children are at the developmental stage of puberty (10-14 years). According to Desmita (2010: 36) there are several characteristics of junior high school (SMP) students, including:

- a. An imbalance in the proportion of height and weight
- b. Beginning to develop secondary sex characteristics.
- c. The tendency of ambivalence, and the desire to be alone with the desire to get along, and the desire to be free from domination with the need for guidance and assistance from parents.
- d. Likes to compare rules, ethical values or norms with the reality that occurs in adult life.
- e. Began to question skeptically about the existence and nature of God's mercy and justice.
- f. Reactions and emotional expressions are still unstable.
- g. Begins to develop standards and expectations of self-behavior in accordance with the social world.
- h. Interest tendencies and career choices are relatively clearer.

In addition, middle school age coincides with adolescence. Adolescence is a period that attracts a lot of attention because of its distinctive characteristics and its decisive role in the life of individuals in adult society according to (Syamsu Yusuf, 2004). In this stage, middle school students are in their crucial juncture in their physical and mental development (Justice 2017; Wormeli 2011). More, wormeli (2011) added, middle schools offer pupils the chance to experience larger amounts of independence while preventing them from being overburdened with

the entire responsibility and stress associated with high school life. Middle schools function as a deliberate mediation between the two extremes of elementary and high school. Before entering the more challenging and independent world of high school, this experience enables children to learn and practice critical skills, such as time management, accountability, and responsibility in a quasi-controlled environment. (Cauley and Jovanovich 2006; Wormeli 2011). Pre-adolescents may experience physical and/or biological changes as they transition into puberty, which may cause some students to experience self-consciousness about their physical appearance due to the pressure to fit in with the social norms of their age group (Eccles and Roeser 2011; Larson 1999; London and Ingram 2018). As students attempt to neurologically engineer synaptic connections, the brain also goes through major physical changes during this time, mostly through the pruning of synapses to improve brain efficiency (Vawter 2010). However, during this time, students need consistency and expectations to be clear. During the middle school years, these physical maturational traits can be particularly difficult for pre-adolescents and can have an impact on behavior and attitude (Vawter 2010).

Subsequently, this adolescence generation is living in digital era which caused them participating in kind of social media which any of them associated with school or also their personal life with friend community. The advantages offered is accompanied with disadvantages behind targeted middle school students with transitional mental age as the most susceptible demographic to be victim with the issue of cyberbullying. The issues in school even might make worse for some of pupils with low self-esteem, they often encounter unconfident, bullying, etc situation with diversity of character of young adolescence.

2.2. Relevant Research Studies

This thesis is incomplete without any journal research references accompanied throughout the investigation journey. The first research that is related to the present study is about sough to examine how a heroine film is used as a medium

to enhance gender knowledge was conducted by Kasiyarno, Rohmatunnazilah, Ali Audah and Suwarno (2022). This research is volunteered in a cooperative manner by 120 undergraduate students of the English Literature Study Program participants (86 females, 34 males; 19–24 years old), used classroom based pedagogical design method following its reference research from Ashley A. Baker and Emily Ryalls (2014) and accompanied with systemic functional linguistics (SFL)-based analysis. The data of the study were collected through artifacts of student work, observations of the classroom, notes taken during class discussions, and semi-structured interviews. The course was held once per week for four weeks (440 minutes) in August and September 2019 by incorporating the in-class activities and objectives. American heroine film (G.I. Jane) is chosen as the movie education media of the research that is appropriate with the purpose of the study to promote gender equality. The results demonstrate that the film may have an impact on participants' perceptions of gender values, which in turn may promote gender equality, women's efficacy, and social reality reinforcement. Moreover, the empirical data indicates that the discussion medium is an effective tool for fostering student gender awareness, student perceptions of women's efficacy, gender equality promotion, and student reinforcement of social reality. The film's talks encourage kids to think about and have a conversation about gender issues they could run into in everyday life. For a learning design that is provided to the participants to help them comprehend the problem of gender bias via a more sophisticated lens, the conflicts depicted in the movie might serve as a fairly representative pick. It is possible to incorporate theories that can influence identity and moral growth by using O'Neil, a strong character, as the discussion's focal point. Additionally, arguing in a forum group discussion about the movie clip might give students a foundation for critical thought. As a result according all the processes been throughout the research course the participants' attitudes shown the development in awareness and critical thinking about gender equality well-improving. This initiative is also expected to promote the application of film-mediated learning strategies for the advancement of other values, such as morals,

cultures, and the like. This research is one of the most inspired film-based teaching study that supporting the thesis.

Further, other research using film as teaching media also conducted by Merita Ismaili (2013) that investigated about the effects of using movies in the EFL classroom. During the 2011–2012 academic year, the study was conducted at the South East European University. Pre-intermediate and intermediate level students, aged 18 to 25, made up the study's subjects. The study involved a sample of two groups: an experimental and a control group that received conventional instruction. As been stated, the controlled and experimental groups were employed in this investigation. The thirty-two students in the class acted as the control group, and a class of 28 students was used for the experiment. Before reading in their reading class, the experimental group viewed an English-language film based on a novel; in their graded reading class, they would read the same novel (after watching the film). The same readers and question-and-answer activities were given to the students in the control group, but no associated film was shown. The study's findings revealed substantial variations in students' integrated skills between the experimental and control groups using videos integrated into the instructional materials. The study came to the conclusion that movies engage pupils and communicate language more naturally than textbooks do. More importantly, movies provide pupils with visual context aids that enhance their understanding and learning abilities. The notable differences in students' use of integrated skills using video that was included in the teaching materials between the experimental and control groups, proving that the teaching and learning processes were made more effective by the motivating elements connected to movie-based instruction.

The third references study is conducted by Madiyoh R and Putro NHPS (2018) that have attempted to examine how well audio-visual material improves students' speaking skills. Through pre-test and post-test group designs, it was a quasi-experimental study. In the second semester of the academic year 2017–2018, 203 seniors from high schools made up as this study's population. For the samples, the

experimental class consisted of 33 students, whereas the control class consisted of 29 individuals. From two classes, they were arbitrarily chosen. Oral presentation tests that were content vetted and subjected to expert opinion served as the data collection's instrument. The data was analyzed using multivariate analysis of variance. The results of the study demonstrate that there is a substantial difference in speaking development between students who were taught using audio visual medium and those who were taught using a traditional manner, with Sig. being 0.000. As based on the result, Madiyoh R and Putro NHPS come to the implications of the research that students' engagement and excitement in the teaching and learning process can be increased by using real short films to teach speaking skills. The reason for this is that authentic short films may spark pupils' curiosity and encourage them to utilize the language. Moreover, this is so that genuine short films can show new words, phrases, and expressions as well as the language that is actually used. Additionally, short films give pupils a rich context for language to aid in speaking English more fluently. And based on the findings showed that monotonous classroom activities had an impact on students' motivation and performance. To enhance English teaching and learning, teachers must be selective and innovative when developing teaching materials. It is crucial to support classroom activities with a variety of engaging media.

And the last study is conducted by William B. Russell III & Stewart Waters (2014) explore the use of movies to engage students in moral dilemma conversations that foster character development and critical thinking that gives a lot insight about the concept of middle school pupils character that very beneficial for this thesis. The authors contend that through analyzing moral dilemmas in popular movies, the use of cinema in the classroom might encourage students to broaden and examine their own values and perspective. In addition, the post gives readers a filmography of beneficial middle school classroom-relevant films that deal with character education. This article offers to engage the four stages of Russell Model for Using Film (Russell 2004, 2007) that provides educators a general framework of steps to take while screening movies so they can

successfully and efficiently use movies as a teaching tool. The four stages presented are Stage 1: The Preparation Stage, Stage 2 (The Previewing Stage), Stage 3 (Watching the Film Stage), Stage 4 (The Culminating Activity Stage). The main goal of the article is to give teachers engaging and dynamic instructional strategies for raising character-driven, responsible middle school pupils. The authors added as the conclusion, educating students to be responsible decision-makers is the common goal of all teachers, regardless of whether they focus on moral education, democratic education, citizenship education, character education, or any other topic. As numerous movies will demonstrate, sometimes coming to the right moral or civic decision is complicated by a number of factors, circumstances, and outcomes that different people interpret in different ways. Students will be empowered to rationalize, expand, and defend their own ideas through moral problem discussions using films if they are given the freedom and opportunity to freely and openly evaluate their own thoughts, feelings, attitudes, and beliefs. This is a skill that all democratic citizens in the twenty-first century must possess.

Following research from Kasiyarno, Rohmatunnazilah, Ali Audah and Suwarno (2022), based on the data from observation, students' reflective writing, notes from the group discussion, and interview, four main themes are identified as follows: (a) character issue related to the movie, (b) students' perceptions on character efficacy, (c) character education promotion, and (d) character development reinforcement