CHAPTER II
LITERATURE REVIEW

In this chapter the writer presents review of related literature which consist of some theories which are relevant to support the analysis of this research and the presentation of previous study of the other researchers.

A. Educational Moral Values

In terms of morals, etymologically the word moral comes from the Latin word "*Mos*". *Mos* is a singular word which when it becomes plural is "*morse*" which means habit, morals. Customs are human actions that conform to general ideas about good and bad in society. Therefore, morality is defined as behavior that is in accordance with certain social or environmental measures that have been accepted by society. Then in terms of moral understanding is a condition thoughts, feelings, speech, and related human behavior (Kholifah, 2020). Education aims not only to form humans who are intelligent in their brains and skilled in carrying out their duties, but are expected to produce humans who have morals, so as to produce excellent moral values for citizens. Therefore, education does'nt always transfer knowledge to students, but also transfers moral values and universal human values (Dwi Kushrahmadi, 2007).

Then moral education is the cultivation, development, and the formation of noble character in students. Moral education is a moral joint, the virtue of behavior that must be carried out by students. Education in Indonesia which emphasizes more on moral character (moral implementation) through the process of knowing the good, loving the good, and acting the good, namely an educational process that involves cognitive, emotional, and physical aspects, so as to produce noble character (good morals) can be obtained by becoming a habit of the mind, habit of the treasure, habit of the hands (Google Moral Education, 2007).

Moral education is an active learning program that teaches students to behave according to good actions and firmly reject bad ones. Most parents choose schools for their children that advertise or show a sense of being able to provide better academic performance than their students moral education, ignoring other important educational aspects. Things like this are closely related to the individual character of students who are able to adjust to what is right and do not to be bad. In promoting the school, they reveal very little about one's self-control. In other words, they are related to morals or ethics. For example: honesty, high sense of responsibility, integrity, loyalty, etc. It can

be seen that the list of good values in social can be reflected in self-worth. If the purpose of education to a higher level and the development of the human mindset is only to make individuals as beings who can think critically and are able to judge and make decisions firmly or flexibly, then education must also be able to accept the supremacy of Moral Values.

Moral values are associated as core values. The whole process of value development is seen as a multidimensional and continuous process that leads to a state in which individuals are able to absorb, understand, and act in accordance with moral principles and values in general in society, which are accepted in relation to the wider society. Development in ethical values includes both thinking morally and behaving morally (Lenka, 2018). Noddings (2013) states that "the most important goal of all types of learning at the educational level is to be able to maintain ethical ideals" , while what is meant by ethical ideals is an idea about oneself to be able to care towards others, each other and maintain or keep the relationship strong. With the seeds of moral values that have been sown in the family, taught in schools by teachers and the community, it is hoped that every individual can practice moral values in the totality of social and national life. The moral value capital that already exists in the person is a fertile ground for children to adults to create a life together in realizing an ideal society. Moreover, in learning and socializing moral education, the concepts of learning to do, learning to be, learning to know, learning to live together can be utilized (Naseer & Arshad, 2019).

Moral values reflect a person's character and side religious. This statement is reinforced by learning human moral values that are able to bring positive values to a person and those around him, so they can be sensitive to problems related to social life and encourage them to always behave well. Moral values are easily obtained from several sources, one of which is from films. Film is also known as an influential spectacle in various circles, this film is a type of visual communication that is broadcast using moving images and sound to tell stories or provide information (as a media for learning). Currently, films are one of the most popular media among the public that can be watched easily and efficiently. The majority of people spend their time watching movies as an entertainment and as a hobby, so people prefer the world of cinema over the real world. Films with interesting stories aim to provide entertainment and satisfaction for the audience, able to bring the audience into the atmosphere of the story in the film. One can feel the feelings that are arranged by the director, be it feelings of

anxiety, pleasure, sadness, tears, or even feelings of anger and disappointment when the audience watches the film.

Character support and audio-visual make films have more life value in conveying a story and moral message to the audience. This situation makes production houses compete to create innovations for film development. Therefore, not all films with good visualization can provide good value and impact as well, but by assessing and looking for the moral values of the film, it will provide awareness to do good and hurt the feelings of others (Trommsdorff, 2020).

According to Rachels (2004), there are four moral values, namely the moral value of courage, the moral value of purity of heart, the moral value of honesty, and the moral value of loyalty. Here are the four moral values:

1. Courage

Courage is the middle point between valor and might. The coward will flee from all dangers, while the brave will take too many risks (Rachels, 2004:312). Courage is needed by all who face danger at any given time. The moral value of courage is loyalty to the conscience that expresses itself in taking the risk of conflict. Moral courage shows that in humans there is a determination to maintain an attitude that is believed to be an obligation that is actively resisted by the environment. The moral of courage is for the weak and against the strong for treating them unfairly. The goal is to be brave in upholding morals to uphold justice and courage that does not conform to existing forces.

2. Honesty

Honesty is the nature of people who never lie (Rachels, 2004:316). The virtue of honesty is the tendency of character to exclude actions that are not in accordance with the circumstances in overcoming difficult problems. In his view, the virtue of honest people will always find solutions to overcome problems in situations where it is difficult to tell the truth without hiding anything.

3. Generous

Generosity is a willingness to use one's wealth and energy to help others (Rachels, 2004:314). Generosity does not mean the attitude of people who do not dare or succumb to others in high positions. Generosity teaches that humans are not only aware of the limitations of goodness. This moral is the ability to give a limited moral judgment. A generous person will show endurance to provide help. So generosity is desirable because there are people in a situation who need help.

4. Loyalty

(Rachels, 2004: 320) states that loyalty is a person's attitude to obey promises, rules or values that have been mutually agreed upon. In this case, loyalty is also a loyalty to one's feelings that comes from the love of living with family and friends, so that they can realize real charity in the form of defending, defending, helping, serving and protecting for the good of life together. The moral value of loyalty is an attitude given to loved ones. The teachings of the moral value of loyalty are thoroughly inculcated in family life and friendship circles. Forge closer family relationships and strengthen relationships with each other in difficult circumstances even when friends will be abandoned (Mujayana, 2004).

B. Literary Works

In English, the term literary word is etymologically derived from the Latin, namely *literaturea* (*littera* means letters or masterpieces). There are three terms that become an important part related to literature, namely literature as art (art of literature) and literature as science (science of literature). Literature as art (art of literature) is a creativity. That is, literature is a creation or man-made by not plagiarizing other people's which represents aesthetic language such as drama, fiction, and poetry. Diyarkara as quoted by Taum (1997) states that literary art is the oldest human hereditary culture, existing before other cultures. Before there was learning about engineering and science, fine arts could already be presented in the medium of expression which was depicted as a human aesthetic experience which is dealing directly with nature as the other side of beauty which other people may not know about that (Prasetyo et al., 2019).

Literature is a collection of creative activities or a collection of works of art that aim to be enjoyed and admired by many people who see, hold, or watch. Literature learning is one of the important things to increase understanding and interest in the world of language and literature. Literary learning can be used to transform moral and educational values to students. One of the moral and educational values can be obtained from literary works. Literary works are believed to be able to change the way people think by presenting stories based on social reality and inspiring the audience.

Literature as a science has scientific characteristics; consisting of objects, theories, and methods. That is, literature can act as the object and subject of research. Literary theory is the main study, categories, and criteria that can be a starting point for studies in the field of literature. Studying concrete literary works refers to literary criticism and literary history. Literature is an art form that uses beautiful language and

depictions that seem real in acting out its activities. This activity is a literary phenomenon. However, the use of language in literary activities is different from the use of language in other activities. One of the differences like this can already give a distinct impression on the activity. In literary activities, language is used in certain ways and rules to make it look aesthetic, language may deviate from grammatical rules and have ambiguous meanings even though a writer (writers, poets, and playwrights) inherits his work to be able to convey any message to the general publics (Rizal, 2018).

Movie as usual used for English classes. First, film is used for teaching media by listening in a study by (Ismail 2011). Movies are simultaneously included in the category of theater and literature. This is a major element in a show, but it can also be appreciated by reading alone. Movie developed as a result of the evolution of theater as an art (Ismail, 2017). The emergence of actors at the forefront, which combines pantomime with the pronunciation of words by the actors is marked by the appearance of the film. A number of elements contribute to the special nature of the drama. It has a plot that is to reproduce the course of events, its actions have dramatic tension and are broken down into scenes and episodes, the character's speech has continuity, and the narrative principle is lacking or inferior (Prasetyo et al., 2019).

1. Cartoon Movies

Another definition from Pande states that, cartoons are a form of funny illustrated caricatures that are exaggerated in their visuals by displaying moving diagrams to criticize a person or event by including some thoughts and moral values in it. Cartoons are a special art form of presenting a funny appearance with the help of colorful moving diagrams which are exaggerated to make it look less boring to watch (Hasanah & Mirza, 2016).

a. Kinds of Cartoon Movie

Not only to be enjoyed as learning material or just entertainment while watching movies, but in showing movies are divided into 3, namely:

a.1) Animated Film

Animated film is individual images, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Usually, each frame is slightly different from the previous one, giving the illusion of movement. Animation can simply be interpreted as moving an inanimate object in sequence (sequence) as if it came alive. From this simple understanding, extraordinary works will emerge when combined with

video editing skills, animation drawing skills and imagination as developers of creativity (Sukmana, 2018).

a.2) Documentary Film

Documentary films usually present information about many things that happened in the past. They show the life and work of the past around the world. They explain events in science and processes in technology, and describe various aspects of life in the world since time immemorial.

a.3) Experimental and Avant-Garde Films

Experimental films are made for many reasons. Filmmakers may wish to express personal experiences or points of view in a way that seems eccentric in a Mainstream context. These filmmakers can also use staging to express how they feel or different ideas (Hasanah & Mirza, 2016).

b. Cartoon Movie as Teaching Media

Basically, someone's understanding in processing language is not easy. There are many ways that can be passed in order to get to a complete and complex understanding. In line with Reid (1987), Cornett (1983), in Oxford 2003, states that learning style provides of general direction to learning in daily behavior. With so many cases for learning languages, one of the media can be an alternative for people who like watching activities. As in this research that English films are more helpful in teaching English because a person has a high motivation. It is possible to relieve the anxiety of not knowing or being familiar with English (Pratama, 2016).

According to Hamalik (2001) learning activities are divided into eight groups of activities, including:

1) Visual activities: reading, viewing pictures, observing experiments, demonstrations and exhibitions,

2) Oral activities: asking questions, expressing opinions, giving suggestions, discussing, and responding to teacher or student questions,

3) Listening activities: listening to explanations, conversations, discussions,

4) Writing activities: making stories, writing summaries, copying, and making reports,

5) Drawing activities: graphing, writing,

6) Movement activities: conducting experiments, building construction, playing, gardening, raising livestock and

7) Mental emotional activities: contemplating, remembering, solving problems, analyzing factors, finding relationships, making decisions, interests, discriminating, braving, calming, happy, bored.

Maqsood, Qurat-ul-ain and Amer, Umera (2014) studied the effect of intercultural cartoons on young children that they claim that intercultural cartoons mainly damage the religious and moral values of young people and even affect language and social behavior. According to them, children's minds are "wet clay" and they can be easily shaped into any shape we choose. So, their minds are easily influenced by cartoons and the ambiguity it contains plus the moral and ethnic values displayed by the cartoon. For this reason children and even adults often imitate most of the words used by their favorite cartoon characters and sometimes even fantasize about being their favorite character in their future life. Film is a very useful tool for conveying messages to students in addition to using video alone. Apart from being a medium for entertainment, the teaching aids used can also be used as a way to convey messages or information about learning. By watching movies, students not only learn about the messages contained, but students also need to learn some of the characters displayed and also the expressions of the films presented. Therefore, it is important to choose cartoons that contain moral values in showing and distributing films according to the customs and culture of a country. Movie is a media that has a very large ability for help teaching in learning process. So, can call film or movie as one of the educational media. Great is the influence of the film not only for a spectacle but as a guide starting from forming a mindset to influencing the actions to be taken. (Ghilzai et al., 2017).

c. Advantages and Disanvantage of Movie Teaching

Learning English in general is a combined effort of various components to achieve certain goals. That is, the success of learning is not determined by just one component of the individual, but by the role of all the components involved, including the supporting media in learning. However, in the teaching and learning process, a teacher needs to bring and implement all components into learning.

c.1) Advantages of Movie Teaching

By Kieran Donaghy in his article states that why movies are an excellent sources and recommends several useful websites, in one of our top five articles of all time, illustrated by artist Jamie Johnson. There are the advantages of movie teaching:

c.1.1) Learning from movies is fun and motivating

Teachers who teach a second language have used a wide variety of English resources to find the most interesting and effective ways of learning a language (Cook, 2016). One method that has been used effectively is to encourage language learners to develop their language competence through English films/movies. Motivation to learn is one of the most important factors in determining the success of mastering a second language. Movies and TV shows are such a part of students' lives that it makes perfect sense to bring film imaginations into language classes. Movies, as a motivator, also make the language learning process more entertaining and fun. Most students show an increased level of interest when they have the opportunity to see the languages used and hear them and often imitate the language spoken by the characters in the movie (Albiladi et al., 2018).

c.1.2) Movies present an authentic and more varied language

Many researchers (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015; Qiu, 2017) claim that there are several advantages inherent in using English films, namely as a means to develop language competence. One of these benefits includes increasing students' motivation in learning, improving students' oral and communication skills, and developing their cultural awareness thus enabling a more authentic language learning experience.

c.1.3) Movies can provide text messages visually

Animated films can help increase students' understanding, attract their interests and talents to the language topic being discussed, provide information for them to receive in a longer teaching and learning process, and help teachers teach certain skills effectively (Kemp, 1963 as quoted in Shafi'i, 2013). With a movie in the form of animated learning contained in the film, it can be for all ages. Although most of the films shown are animated cartoons, the characters in them contain messages that can be taught by all ages, not only children but many teenagers and adults who like movies (Silvani, 2020).

c.1.4) Make creations feeling through characters

Watching movies with animated cartoon gence can make the audience imitate something that doesn't exist in everyday life. With various styles and expressions of characters in the film, the audience is invited to follow the feelings that play a role in the film. This also affects the mood or feeling when studying, especially for students. For example, if the film that is seen gives the impression of being happy or excited, the audience of the film after watching it will feel happy and enthusiastic about living life. Vice versa, if the film that is seen gives the impression of sadness, what is presented in the audience's feelings can be sad that drags on so that it does not give the spirit to carry out activities.

c.2) Disadvantages of Movie

Other researchers (Kusumaningrum, 2016; Sari & Sugandi, 2015) argue that watching films to learn English has several disadvantages because these films do not have instructional and pedagogical objectives.

c.3) How to overcome the disadvantages in Cartoon Films:

There are ways to avoid misunderstanding using of cartoon movies, so that they are detrimental to themselves, others, and students:

a) Search for learning media by using educational cartoons.

b) Search for learning media through cartoons that are easy to understand and use feel.

c) Searching for learning media through cartoons is adapted to learning needs.

d) Finding out vocabulary that cannot be understood in cartoons.

e) Making the audience active in doing good by understanding the storyline in cartoons.

A good film is a film that can meet the needs of students which are closely related to the material being studied. Oemar Hamalik stated that the main principle that refers to 4-R, "The Right film in the Right place at the Right time is used in the Right way" (Hasanah & Mirza, 2016).

C. Previous Studies

The previous studies about analysis moral values in the movie have been conducted by several researchers. There is some previous study:

The first this previous study was conducted by Irda Aprilia Sukarmawati (2018) from IAIN Kediri. From this analysis it can be found of some moral values, there is; bravely, honesty, love peace, confidence and capability, self discipline. This research expected that can imply of Judy Hopps's educational values in society.

The second previous study was conducted by Risma Amanda (2020) form IAIN Tulungagung. From this analysis it can be found of some moral values, there is; bravely, conciliation, independence, discipline, loyalty, respect, love, kindness and friendliness, justice and mercy. This research is expected can contribute to further studies related for moral values.