

CHAPTER II

REVIEW OF LITERATURE

This chapter contains information regarding the basis literary analysis, the information of the research subject, information of different rating system which was be used as reference in the background, and review of previous research.

A. Literary Analysis

Celena Kusch (2016) released a book titled with *Literary Analysis: The Basics*. The book contains various analyzation method and categories for analyzing literary both classical and more modern forms of literature such as digital media. It revolves around what's considered as literature, genres of literature, contextual analysis, comparative analysis, criticism of literature, literary theory and analytical writing.

The research employs theories which presented in the book specifically regarding media analysis, comparative analysis and contextual analysis. First, consideration of media that's considered as literature which can be found on chapter 1 (page 1 – 21). The book mentioned several example of what constitute as literary technology such as; oral storytelling, interactive stories, drama, sermons, biographies, lyric, poetry, vedas, short stories, novels, pulp fiction, film, opera, DIY film, song lyrics, comedy, letters, histories, epic, poetry, oratory, magazines series, slave narratives, fan fiction, radio plays, rap, flash fiction, sacred hymns/prayers, tragedy illuminated manuscripts, travel writing, haiku, satires, sketches, memoirs, graphic novels, television series,

hypertext poetry, and slam poetry. Which is considered as set of texts used for and beyond communication.

The theory about Contextual Analysis or analysis in context can be found on chapter 3 (page 52 – 78), refers to the value learnt from the narrative with the consideration of its surrounding (or setting) such as the culture, manner, trends, and characters' interaction which may affect the progression of the story. This research focuses on the moral messages, values, influences, and culture based on the narrative presented in the media.

The comparative analysis which can be found in chapter 4 (page 80 – 92) respectively aims to answer questions regarding the literature, see its influences, identify the tradition, and assess the life representation by comparing it different perspective such as publication, news, magazine or other media which released in more or less similar release date, specifically the year of publication.

1. Learning moral or message

Moral is the principle of right or wrong based on the perceived media. Moral or message could be taken from the whole story in the grand scheme or is available from a fraction of the whole story as in; each chapter, timestamp, or checkpoint. The good or bad aspect is often based on common sense which is quite obvious in its presentation. The context of moral or message which the writer tried to convey to the reader is highly dependent on the narrative itself.

2. Affective Value

Affective Value or Influences are the effect of a certain action made by the character. In media, influences of the character often have various degree of impact thus, making the story escalates into the next step. The influences of character to the setting often based on / comparable to / simulate how people would react in such scenario. It could be used as a hypothetical scenario. Just like the moral, the context of character's influences depends on the narrative presented in the media. Affective values are divided into two categories depending on the impact. First, major instance which affect the narrative progression and minor instance which doesn't affect narrative progression in a meaningful manner.

3. Culture

Media often use real life event or experience as a tool for world building aspect in a narrative / storytelling. The presented detail in the setting could be loosely or strictly or moderately reflect the idea or inspiration of the said media. Identifying out the basis of narrative world requires a comparative analysis on news, publication, myth, or story surrounding the setting.

B. Vampire The Masquerade: Bloodline

Vampire The Masquerade: Bloodline is an Action RPG (Role Playing Game) which released by TROIKA games and published by Activision in 2004. The game is considered by many as a cult classic due to its story, lore, and the level of interaction. The game contains a lengthy story of human behavior and interaction which could be affected by players' action. One of the game's mechanics revolve around "Humanity Point" which shows how human the player act in the game, furthermore, the game also includes many

references of other media, myth, legends and actual places in Los Angeles. The content itself is suitable for learning moral, influences, culture, and due to the theme and rating of the game we can hypothetically rate it with our country's rating system by comparing ESRB's and ours.

C. Rating System

Considering the media used in the titles is not released officially in Indonesia, the rating system section is presented as a safety measure for its suitability for being used as subject the rating differences are presented in the background of research section.

1. Motion Picture Association Film Rating

This group divides movies into several categories like; G for general audiences or all ages in which there won't be anything offensive in the movie, PG for parental guidance which may contain something that might inappropriate for children, PG-13 for parental guidance strongly suggested which may contain inappropriate content for pre-teen, R for restricted which contain adult material may not suitable for children, and lastly, NC-17 for adult only and unsuitable for children.

2. ESRB (Entertainment Software Rating Board)

The ESRB divides the category as the following; E for Everyone which contain very few negativities, E10+ which contain materials suitable for those 10 years and older, T for Teen, M for Mature 17+, Ao

for Adult Only or 18+, and RP for Rating pending which usually used in advertising or promotional materials before the media is released.

The ESRB considers factor like substance usage, amount of blood, violence, humor, language, nudity, gambling and sexuality as a benchmark for deciding the media rating. The complementary description often written on the rating label

3. Indonesian Government

The Indonesian Government released PP Nomor 18 Tahun 2014 which contains guideline of censorship in Indonesia, specifically Lembaga Sensor Film which basically the organization which is in charge of censoring movies.

In Pasal 32 that a media (Movies) which passed the censor requires an age-based rating which include Semua Umur (All ages) and contain family friendly material, 13+ (Teen) which may contain small amount of violence and generally positive message and mannerism, 17+ (Young Adult) which may contain violence, and sexuality to small extent, and 21+ (Adult) often airs only on theatre or limited time slot, contains tons of violence action, or suggestive themes.

The proceeding verses (pasal 33 - 36) explains more about the criteria for each age rating like example, what should be included and excluded in all ages rating, what moral value, themes, and manner has to be included and excluded for 13+ raging shows, what kind of moral,

amount of visual, sexuality, violence, and exclusion of sadism in 17+ rating, and last, for 21+ movies will revolve around the theme, dialogue, visual, and specific timeslot (23:00 to 03:00) or theatre only shows.

For more information regarding what's being censored can be found on verses preceding pasal 32. There are also banned movies such as; *Wasdri*, *The Year of Living Dangerously*, *Balibo*, *Pocong (2006)*, *Fifty Shades of Grey*, *Romusha*, etc. For more information refer to Lembaga Sensor Indonesia's site or other reliable sources.

From the theories and rating systems above there is a big chance that these 'questionable' media will be rated as at least Teen for ESRB, PG-13 for MPA, and 13+ for Indonesian Age Rating while also considering the cultural differences. The more likely candidates are those belong in M or Mature rating and it is not a surprise that cultural differences will bring something more than just difference in perception of what is okay and what is forbidden.

Although those differences, human often have similarity on some moral dilemma especially regarding heavy topic such as lying, cheating, abuse, etc. Perhaps, by learning these media we might find what the authors of different place want to convey through this research.

D. Classification of Morals

Regarding morals, while what's considered good or bad in public eyes is different depending on their culture or locals believe, this research uses the moral classification based on the seven essential virtues (Borba, 2001) or moral values which include;

1. Empathy or the action and capacity to understand others by identifying and feeling with others' concern.
2. Conscience or awareness of one own behavior; often regarding doing what is right or wrong by knowing the right and proper way to act.
3. Self-Control or capability to restrain own impulse and emotion to avoid pressure from doing impulsive something reckless or tactless.
4. Respect or how well you treat / think of others, commonly shown by being courteous and considerate way of acting.
5. Kindness or the quality of being kind / nice by demonstrating concern of others condition and situation.
6. Tolerance or the ability to accept different aspect of others. Including beliefs, behavior and opinions.
7. Justice or the quality of being fair by demonstrating open mindedness and act just and fair.

E. Previous Study

Rybakova, K. et al, (2013) did research regarding teaching controversial young adult literature with common core's standard. It tries to present three popular young adult novels at the time as a mean to learn real world issues, and accommodate standard and justice.

The novel used in the research is *The Particular Sadness of Lemon Cake*, *Fifty Shades of Grey*, and *Thirteen Reason Why*. All of those novels were considered as controversial by the year standard. The research stated that those literature provide example of dangerous issues such as genocide, and recurring issues such as suicide, sexual harassment, family issues, and Identity construction.

The research concludes that these controversial novels can be used to teach young adults as it aligns with Common core's encouragement to combine fiction, nonfiction, canonical and contemporary text. It also gives insight to some morality, influences and culture that's happening around the researchers' surrounding.