

## CHAPTER I

### INTRODUCTION

This chapter presents a general description of the research. The introduction consists of background of statements of the problem, objectives of the research, significances of the research, definition of key terms and previous studies.

#### 1.1 Research Background

Moral message is the message that the author wants to convey in a story to the audience. The mandate is in the form of ideas related to good and bad deeds that guide human life in general. According to (Russana, 1982, p. 74) a mandate is a moral teaching or message that the author wants to convey to the reader. The end of the problems that arise in a story can be called a mandate. Russianiana puts forward her opinion on the message as an afterthought that is restated by the reader. So that the audience of a work can present what has been contemplated as a mandate that the author implicitly conveys.

According to the (KBBI) morality means generally accepted teachings about good and bad regarding actions, attitudes, and obligations. And a message means an order, advice, request, or mandate that is conveyed through another person (KBBI). So, a moral message can be interpreted as a message, mandate, or advice that someone wants to convey through something that can convey it, for example, in a work.

One of the moral messages in a work can be reviewed through characterization, because characterization involves the actions and attitudes of a character. Characterization is the process of depicting or depicting someone who is shown in a story (Nurgiyantoro, 2018, p. 84). This character can be interpreted as a person who is shown in a narrative story to have moral qualities. In the depiction of characters, the physical, psychological, and sociological aspects can be seen.

Characterization cannot be separated in the study of film analysis because films can be studied with the study of literary criticism. Given that the film has elements of an adaptation of a written literary works, literature and film share and communicate many elements in a similar way. The response to film analysis is also based on the principles used in literary analysis (Boggs & Petrie, 2008, p. 41).

In films, there are characters that must be real, understandable, and worthy of attention to be interesting. And they correspond to reflecting externally observable truths about human nature. Characterization in films can be described through dialogue, because characters in fictional films naturally reveal a lot about themselves and a lot is revealed in the way they say it (Boggs & Petrie, 2008, pp. 61-62). In this way, the process of portraying a character can be seen from their conversation, which is clarified by the scenes they show on the screen.

Various types of moral messages can be identified through the characterization of each character in the film, for example in *The Karate Kid* (2010) movie where each character has a moral value that can be taken by every audience. Therefore, although Boggs says that film is useless to study because it cannot be

effectively frozen on printed pages such as novels and short stories, however film have different forms and media, often categorized under the title “performing arts.” Because use actors as the main means of expression, the visualization of the action is not only for the reader's imagination, but also in the performance life, independent of the audience. Films can be recorded and preserved like novel which in theory can be read or seen many times. On the other hand, a film can be played in different cities at the same time. American films are growing. Many films released in the United States are popular. One of them is the film *The Karate Kid (2010)*, starring Jackie Chan and Jaden Smith. This American film set in Beijing, with two languages, English and Mandarin, directed by *Harld Zwart*, was released on June 11, 2010, with a duration of 140 minutes. This film won many awards. Such as the "People’s Choice Awards 2011", wich were nominated for favorite family movie and favorite on Screen-team (Jaden Smith & Jackie Chan), and won the Favorite Action Star category for Jackie Chan. At the "2011 Kids' Choice Awards", nominated for Favorite Movie Actor (Jaden Smith) and won nominations for Favorite Movie and Favorite Butt Kicker (Jackie Chan). At the "32nd Young Artist Awards", he won the category for Best Leading Young Actor in a Feature Film (Jaden Smith). With this film maker, besides aiming at the product, it is also a masterpiece that has value and purpose in the content of the story, conveying a purpose to the audience.

This film tells the story of a boy who moves from America to Beijing with his mother. In the story, upon entering his new home, Dre puts his jacket on the floor. When her mother found out, she scolded and said, "*Dre, pickup your jacket!*"

Dre often did this when Mr. Han was asked to fix the faucet in his bathroom, which was broken, seeing Dre scolded by his mother (Mrs. Shelly) for not putting the jacket in place properly. From the sentence "*Pick up your jacket*" Dre can learn Kung Fu with Mr. Han. So, in this story, there are simple but important moral values. Because in the story, there is a message that children should be disciplined in small things like putting a shirt or jacket on a hanger after they wear it. Han teaches basic kung Fu to Dre.

Each film has a movie script, which also includes literary works and parts of the film. Before the formation of the film, the script/scenario were used to describe the realization of a film. In the script, there are characters like those shown in the film. It also has a moral message in it. In *The Karate Kid (2010)* the movie script talks about the efforts of a young child who is hard at practicing martial arts, to defend himself against the oppressed and use his strength properly, in the right way. He competes in official competitions as proof that he is capable of doing martial arts well. *The Karate Kid (2010)* has several characters who have contributed to the story. Each character has its own characteristics and symbolizes the moral that has a message in it.

Therefore, based on this, the author wants to analyze the moral message in *The Karate Kid (2010)* movie through the characterization of each character that often appears with the movie script (dialogue) in the film. Which is supported by visuals/screenshots from the film, to find out what messages are brought by the characters in the film.

In this case the researcher used the descriptive analysis method with qualitative data to analyze the film *The Karate kid (2010)*. The researcher describes the characterization of each character that often appears that fulfills the storyline. The characters' dialogues assisted by visuals / screenshots, to find out what moral message the characters in the film carry.

## 1.2 Statement of Problems

From what has been stated earlier, the movie script for the film entitled *The Karate Kid (2010)* contains simple conversations / dialogues but has a deep message. The message being described or conveyed by the characters in the characterization is the main problems of this study. And these problems can be research questions:

1. How are the characterizations of the characters in the story *The Karate Kid (2010)*?
2. What are the moral messages delivered by the characters in the story *The Karate Kid (2010)*?

## 1.3 Research Objective

The purpose of this study is to find answers to the questions above. Thus, the objectives of this study are as follows:

1. To know how the characterizations of the characters in the story *The Karate Kid (2010)*.
2. To find out the moral message delivered by the characters in the story *The Karate Kid (2010)*.

#### 1.4 Research Significance

It is hoped that the research carried out on this will provide benefits and be carried out well. Theoretically, the benefit of this research is to provide insight to readers about literary works, and the results of this study can be a reference for analyzing moral messages in a literary work for those who wish to analyze them. In addition, this study also aims to add references to literary studies.

Practically, this research is used so that writers can create better works and add insight to readers' understanding of literary works. The results of this study are also useful for anyone who wants to know the moral message contained in the story *The Karate Kid (2010)* and can learn from the characters presented in the story and how to behave towards the surrounding community.

#### 1.5 Definition of Key Terms

Literary works are created and presented to entertain readers, viewers, or connoisseurs, but there is also learning in them. Horace, in his *Ars Poetica*, written in the 14th century BC, emphasized his view that good works of art, including literature, must be good, interesting, and give pleasure; besides that, literature must provide benefits or uses, namely inner wealth, insight into life, and morals. In other words, literature must meet two criteria, namely, *dulce et utile* which has aesthetic value and ethical value. That is, moral instructions must be wrapped in a layer of pleasure.

According to Horace, aesthetic and ethical values must coexist in a literary work. This provides an understanding that we can learn from even fictional literary

works. Or readers can learn a moral from a literary work. At the same time, he enjoyed it. Readers' moral understanding can also be deepened with fictional characters, with actions / scenes presented, or through speech / dialogue in the story. In addition, Palmer also wrote that "if we learn from real people, there is no reason why we shouldn't learn from character fiction." (Palmer, 1992, p. 208). Even though literature is fictional, this status will not be a problem as long as we are wise readers. Literary works have the function of teaching norms or morals to readers. Where morality is the quality of human action that shows that the action is right or wrong, good or bad. As said (Poespoprodjo, 1998, p. 118) that morality includes an understanding of the good and bad of human actions.

Films are one of the most popular literary works among the public. The audience enjoys it as entertainment and can learn indirectly. From the characters that are presented in the film, they provide the messages the author wants to convey, so that moral education can be packaged in entertainment. In this study, we will discuss the moral message in the film *The Karate Kid (2010)* by analyzing the characters and characterizations in the film to find out what moral message is conveyed to the audience. This analysis is shown to a character who often appears, namely Dre Parker, Mr. Han, Mrs. Parker (Sherry Parker), Master Li, Cheng, and Mei Ying.

## **1.6 Previous Studies**

Numerous researchers have been examined moral messages of literary works, such as a work Masnoneh (2007) entitled *Moral Message in The Trilogi of*

*J.R.R. Tolkien's The Lord of The Ring* by analyzing what moral messages can be learned and which characters are the delivery of these moral messages. In his analysis, moral messages are divided into three types, namely: moral messages relating to individuals, to others, and to the universe.

Second, the thesis of Azhari (2012) entitled *Moral Messages of Carl Allen's Characterization in Nicholas Stoller's Yes Man Film Script*. The problem analyzed is the characterization of Carl Allen, a lonely man with low self-esteem, has several facts about the rules of life. Supported by these moral values, he can influence several other characters to understand morals.

Third, the thesis of Firdaos (2019) entitled *A Moral Message of Aladdin's Characterization in Burton's The Arabian Night Entertainment*. The problems analyzed were the characterization of Aladin described by Burton to know the moral value of the character and how the influence to moral messages of other characters in Burton's *The Arabian Night Entertainment*.

Further, the researcher finds a research thesis with *The Karate Kid (2010)* as the object, but with different subject analysis. The thesis by Julian (2018). He researched *The Karate Kid (2010)* entitled “*Culture Shock Experience by Dre Parker in The Karate Kid (2010) Movie*” broadly examines. The shock culture reflected in the film *The Karate Kid (2010)* in one character only. for research purposes; to find out the causes of culture shock experienced by Dre Parker in the film *The Karate Kid (2010)*, and to know the stages of adjustment to culture shock experienced by Dre Parker in the film *The Karate Kid (2010)*. In its analysis, this study found six scenes where dialogue related to the causes of culture shock existed.

Namely the loss of familiar cues, immigrants who are dissatisfied with new ways, as well as poor personal communication. There are seven scenes including dialogue related to the stages of adjusting to culture shock experienced by the character Dre Parker. Namely the honeymoon stage, the aggressive stage, the superior stage, and the complete adjustment stage. The causative and adaptive stages of other culture shocks are largely represented in the form of Dre Parker's actions or behavior.

Apart from that, *The Study of Overlapping Expression in The Dialogue of Karate Kids Movie* thesis by Fitrianna (2017), faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan. Discusses the overlapping of expressions in the dialogue of the Karate Kids film, which aims to investigate the types of expressions that overlap in the dialogue of the Karate Kid film. Analyze speech which contains overlapping types and overlapping processes in dialogue. The results show that there are 42 data found in the film. Namely 14 (33.33%) overlapping transitions, 21 (50%) overlapping introductions, and 7 (16.67%) overlapping progressions. And the most dominant is overlapping introductions. This means that in a lot of conversations in the Karate Kids film when the speaker speaks, the listener disturbs their conversation and overlaps directly without verbal being shown by the speaker.

Then in the *journal of cultural sciences, Vol. 2 No.1, January 2018, Page. 1-16*. Andriana, Natsir, and Vallantie (2018) with the research title “*Social Processes in The Formation of Dre Parker's Character in Karate Kid Film (2010)*” English Department, Faculty of Cultural Sciences, Mulawarman University. E-mail: wahyusartikaandriana3217@gmail.com. This research shows the character

formation that occurs in Dre's character in the film *The Karate Kid (2010)* and how Dre Parker experiences character changes that are formed by social processes in the film. In this analysis, there are two classifications of elements of social processes. Firstly, there is an associative social process, in the associative process there is teamwork, accommodation (agreement), and assimilation, the second is a dissociative social process, namely, there is competition (fights well) and conflict (fights badly).

The research of moral message has been examining a lot. However, it is still interesting to study further, especially by using different objects. The object of this research is *The Karate Kid (2010)* movie. In this story, there are several figures that stand out in conveying moral messages, from simple conversations but having deep messages. And in the story *The Karate Kid (2010)* there are several characters who have problems with attitudes or behaviors like those experienced by people in real life. Especially in children who do not know how to place behavior or attitudes towards older ones. In this film people can see how they should to be kind. To find out the moral message contained in the story, the writer must find out how the characters are in the story. And with the research on the same object, it is possible to discuss it from different sides. This object can be studied by discussing moral messages.

Thus, this study has differences from the previous. The difference between this study and previous studies is that the object is different, and other researchers who take the same object examine the culture shock in one of the characters, namely Dre Parker. This study examines the moral message in the characterization of

characters. The focus of this discussion is on character and characterization to identify each moral or *akhlak* value. While the structural discussion of language style or the like is not explained in detail. So, the author only identifies the dialogue in outline to strengthen the character.

