

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, statement of the problems, objectives of the study, significances of the study, scopes and limitations, assumption, and operational definition.

A. Background of the Study

Nowadays, many students barely realize the importance of learning moral value. Judeh (2016) said that youths and students are lack of moral values in modern education. In learning moral value, students can learn from varied sources such as from religion, society, school, friends, and social upbringing which can become main sources of learning moral values. In fact, not all students maybe given moral values learning in formal education. They only learn academic subjects, such as mathematics, science, history, and languages. However, those subjects qualify less if schools do not teach students moral values. It means that moral value is one worthy part of learning achievements.

Moral values should be a part of our education. Unfortunately, rarely do we hear or read about moral values as a part of Indonesian curriculum. The problem is that the neglect of teaching moral values in schools may hurt our students and may cause problems in society (Kuehn, 2017: 1). Learning and implementing moral values are needed by the students and even others elements of education.

Learning moral values is important. Firstly, learning moral value can help students to build good relationships in their society. Moral values can also be a foundation to a person's thrives in life. Secondly, it can increase one's sensitivity to feel values and implicit information. By understanding moral values, students can be more emotionally intelligent. Moral values can also reflect students' character and spirituality. To strengthen these statements, learning moral value is able to bring positive values to students, so that they are sensitive to problems related to social life and encourage good behavior (Hidayah et al., 2012: 2). Based on the statements above, it can be stated that learning moral values has a big effects in students' life.

Learning moral values can affect some problems. The first problem, appropriate Sharma (2017) argues that if a person has never learned about moral values then how can good or bad moral values be decided. For example, many students who have not got yet well-understanding the moral value in movie, they imitate the dangerous acting shown in the movie.

Second problem, many students or youth does not have manner. In line with that problem, Puspitawati (2015) argues that we must be polite with older people especially parents. For example, students have to kiss parents' hand before leaving house. Mahfud (2018) states "In the past, when students were scolded by the teacher, parents were happy. Even when they came home their parents delivered them to the teacher and told them to be angry again, but now they did not. The students beat the teacher." The polite problem in modern education is very concerned.

Third problem, often we encounter juvenile delinquency in everywhere. According to Nugroho (2015), juvenile delinquency is increasing year by year such as brawl, sex freedom, crime and drug use. Juvenile delinquency rates are very worrying, even up to the loss of other people's lives. It can be concluded that learning moral value is not only taken from education fields but also in other resources.

Moral values can be learned from various sources, one of them is from movies. Among many movies, *The First Grader* movie is chosen as the media of this research because this movie has been proven by database movie which indicates high positive response by respondents. In this database movie it shows 7.5/10 of ratings (IMDb 2010, Retrieved on www.imdb.com). Thus, this movie is essential to be chosen. Based on genre of the movie the struggling of the main character to reach the purpose of education, this movie has educational purpose in moral value.

Based on those arguments, researcher will conduct this kind of research discussing moral values which is conveyed by the main character in *The First Grader* movie.

B. Statement of the Problems

In this research, the researcher intends to focus on the following problem:

1. What are the moral values found in the main character in *The First Grader* movie?

2. What are the types of the moral values found in the main character in *The First Grader* movie?

C. Objective of the Study

In line with the problem formulation, this research has the following objectives:

1. To describe the moral values found in the main character in *The First Grader* movie.
2. To describe types of the moral values found in the main character in *The First Grader* movie.

D. Significances of the Study

The result of this research is expected to give practical contribution to teachers/lecturer, students, and other researchers.

1. For teachers/lecturer

They can make use of *The First Grader* movie to teach literature or literary of intrinsic element from a movie, particularly regarding moral values.

2. For students

Students can learn intrinsic element from a movie, particularly regarding moral values.

3. For other researchers

The result of this research can be useful reference to conduct other research with the same topic.

E. Scopes and Limitations

The researcher limited this research focused only on the moral values conveyed by the main character in *The First Grader* movie because the main character has the most important role in the movie. Then, this research focused only on the types of moral value on the main character of *The First Grader* movie.

F. Assumption

This research was conducted under the assumption that *The First Grader* movie contains moral values and there are several types of moral values.

G. Operational Definition

To avoid misunderstanding, the researcher clarifies the following key terms:

1. **Moral value** in this research refer to the standard or principle that is built by a person or group to give an assessment of whether an action contains goodness or otherwise.
2. **Character** is inner qualities that affect all thoughts, behavior, temperament possessed by humans or other living beings.
3. **Main character** is the character in a movie who has the most important role.
4. **Characteristic** is attached to someone or an object.
5. **Characterization** is an attempt or way to display the character of the figure portrayed appropriately.

6. **Movie** is story recorded by camera as set of moving pictures.
7. **The First Grader**, biography movie, is a movie directed by Justin Chadwick starred by Oliver Litondo as the main character.

