

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of the study, statement of the problem, purposes of the study, and significances of the study.

### **1.1 Background of the study**

Literature comes from the Latin word “litteratura” derived from “littera” which means letter as the smallest element of alphabetical writing (Klarer, 1999). Literature is defined as the imaginative art of written words to express human feelings. As Eagleton (1996) explains that literature is the ‘imaginative’ writing, which is a fiction and not literally true. Klarer (1999) defines literature that includes the use of adjectives such as ‘aesthetic’ and ‘artistic’. Therefore, literature works as an art for its artistic point of view and the artist’s works of ideas, notions which are different from everyday texts such as books, newspapers, legal documents, or scholarly writings (Junaid, 2017; Klarer, 1999). Literature is fiction but still has the components which reflect the human life experience delivered into the art of written words. Thus, literary works are close to human life.

Literature as the cultural and artistic product is made for the readers to be enjoyed and has the function to enhance the understanding of self and others (Minguez, 2014; Rahayu, 2011). However, literature is functioned not only to be enjoyed but provides space for the application of language and can be used as a medium to teach language skills (Babae & Yahya, 2014). Obediat as cited in Babae and Yahya (2014) mentions that literature can help learners to be competent

in a target language by learning the use of idiomatic expressions, accurate speaking, getting fluent, and creative on a target language. This is because literature has been closely related to language in an educational context (Martino & Sabato, 2014). Even the early works in English such as textbooks are used to teach English as a foreign language through a literature-based approach (Martino & Sabato, 2014). Moreover, not only to achieve educational terms, literary works make people who enjoy it receive the process of acquiring knowledge such as visual, literary, and intercultural literacy (Bland, 2013). It makes literature has several significances for human life in terms of entertainment, education, or intercultural literacy.

Literature is not only made for adolescence but also children in forms of children's literature. Junaid (2017); Brown and Tomlinson (2005) define the literature which is written exclusively for children as children's literature. Brown and Tomlinson (2005) also mention that literature is written for youth from birth through age 13 as children's literature. In this case, children's literature has some specific benefits for children from reading or listening to children's literature. Children can experience fantasy world adventures, develop good attitudes to their lives, gain new vocabularies and syntax, familiar with the story or text structures, expand imagination, learn how to solve their problems or feelings, understand their heritage or the other culture, gain knowledge about nature and many more (Brown & Tomlinson, 2005). Thus, it means that children consciously or unconsciously learn about their world through literature. Brown and Tomlinson (1999) state that the more children know about their world, they will discover more about themselves, their identity, their value, and what they stand for.

Aside from those values, children's literature also has an educational

component inserted in it (Corral in Mínguez, 2014). It is because children can learn something through literature. The academic value in children's literature has an impact or gives benefits in children's reading, writing, and teaching material in several subjects for teachers (Brown & Tomlinson, 1999). According to Brown and Tomlinson (1999), appropriate and good literature can support language development in young children and value them to love reading. Moreover, Brown and Tomlinson (1999) also mention the benefit of children's literature in student's writing. Through listening and reading literature children will have rich vocabularies and excellent writing styles which will be beneficial later in their speaking (Brown & Tomlinson, 1999). This is related to the benefit of children's literature towards the teacher. Teachers can use literary works as teaching materials in some areas of reading, social studies, history, science, and health (Brown & Tomlinson, 1999).

Children's literature is not only available in forms of books. In this case, Brown and Tomlinson (2005) state that literature has two types of genre grouping, one of them is the grouped from similar style, form or content and the other one is grouped from types of media such as music, movies, plays, television shows, and artwork. Moreover, Brown and Tomlinson (2005) classify literature into six major genres namely the early childhood books, traditional literature, fiction, biography, autobiography, informational books, poetry, and verse. Klarer (1999) also mentions the forms of literature such as fiction, poetry, drama, and film. In conclusion, any type of literary works can be used as teaching material in the classroom for the teachers.

Film as one of the literary works cannot be neglected as a semi-textual genre that influences literature and literary criticism (Klarer, 1999). Nowadays, technological changes allow films to take more time to appear in modern life (Frانيا, 2014). Moreover, the availability of new media, the internet, and mobile phones enable people to get audiovisual material accessible at any time (Frانيا, 2014). Films are more enjoyable for children nowadays since it contains illustrated animation. This statement is supported by Nodelman and Reimer as cited in Chang (2007) about illustration in children's literacy development, where children are known to like pictures and need pictures. Moreover, Chang (2007) also adds that illustration plays an important role for children and adults towards their textual interpretation.

Walt Disney as one of the biggest movie productions has produced many movies for children and has been known for its famous characters. Despite being served for children, Disney movies are known not only for entertainment but also for education. Several researchers have found that Disney movies have inserted several values such as moral values, educational values, gender issues like feminism. Walt Disney is also known to no longer applying the stereotypical women representation (Hofmann, 2006; Palupi 2006; Roberts, 2015). This may influence children by watching the movie and get several values that can be applied in life. As stated by Giroux (1999) that Disney's production is found to influence children's culture and their daily lives.

One of the famous movie productions from Disney that has great popularity is *Moana* (2016). Disney's *Moana* was released in 2016 and was directed by Ron Clements and John Musker. *Moana* is Disney's *Moana* (2016) is known to be part



of the Disney princesses which has a woman as the main character of the movie. Even though Moana did not come from a loyal family but a daughter of the chief she is known for being a part of Disney princesses. Rosalia (2016) in one of the Indonesian news websites *beritagar.id* mentions that Moana had reached the top place of the box office in November 2016. Moana was also known as the fourth non-white woman as Disney princess protagonist after Princess Jasmine, Pocahontas, and Princess Tiana. Moreover, Robinson (2016) in *The Verge* website reviews that Moana is the most perfect Disney movie after 80 years of experiment.

Based on several studies analyzed Disney's *Moana* (2016) movie, Moana has several values such as educational values, gender representations, femininity, masculinity, and feminism (Cahya, 2019; Kongwattana; 2018; Rebollo, 2019). The result of the study shows that Moana has a different woman representation from the other Disney princess movie. Moana achieved her goal to restore Te Fiti's heart by her independence, intelligence, courageous, bravery, and loving character. Moreover, Moana's appearance in the movie is also different from what Disney has in its early Disney princess movies. Where the previous Disney princesses using the dress and come from a loyal family but Moana is presented as a daughter of the chief with traditional clothes who was able to reach her goal with her persistence.

This is supported by several studies conducted by Hofmann, (2006); Palupi, (2019); Roberts, (2015), shows that Disney is no longer applying the stereotypical women representation but shows independent, brave, and a woman which is capable of overcoming a problem. Through these studies, it also found that the Disney princess shows the connection between feminist and women representation. Where the earliest Disney princess movie portrayed different women representation

than Disney's *Moana* (2016) as one of the newest movies for Disney princess's series. Furthermore, there are several studies uses Disney's *Moana* as the subject of the research and two of them indicates that the movie shows the connection of human and nature or the Eco-feminist ideology (Ambarwati, Setiawan, & Ihsan (2018); Kongwattana (2018)). Therefore, this study chooses *Moana* in Disney's *Moana* (2016) as the subject of the research.

Ecofeminism is one of the feminist-thought branches mentioned by Tong (2009) which is about how human dominates the non-human world and nature and how women are connected to nature in terms of conceptual, symbolic and linguistically (Tong, 2009). *Moana* reflects ecofeminism situation based on the problem faced in the movie and also based on several empirical reviews that analyze *Moana* in ecofeminism perspectives. The movie shows destruction towards nature and the world because of man deeds. This is in line with the statement from Warren as cited in Tong (2009) mention that patriarchy thinking has harmed both women and nature. In Disney's *Moana* movie, a male character *Maui* who is a demi-god stole the resource of human life to serve human needs. His action harmed the nature and ecological sources which impacted the whole world of *Moana* and can be called as the oppression towards nature because *Maui*'s greed was a patriarchy's mind to exploit nature.

Therefore, based on the background above, this study needs to be done to find "*The Representation of Feminist Ideology in the Characterization of Moana in Disney's Moana (2016) from Perspectives of Ecofeminism*". This study is beneficial to give ideas of how Disney inserted feminist ideology in Disney's *Moana* through *Moana*'s characterization. Moreover, it is also beneficial for the young

connoisseurs, teachers, and family to map the kinds of values they will perceive from the movie.

## 1.2 Problem Identification

Disney as one of the famous movie productions produces movies not only to entertain but also to educate. Disney movies are intended for children and implicitly let audiences perceive the different points of view of life and moral value. Disney has evolved by the production of its princess movies and evolving to break the gender stereotypes of its movies (Hays, 2018). The early Disney princess movie presents the happily ever after ending as a woman chooses to marry a prince over anything else (Hays, 2018). Such as in the movie *Cinderella* shows a woman waiting for her prince to save her. It is different from *Moana* movie in 2016 which shows courage, effort, and a strong woman who is trying to save the world without waiting for men to make the story receive a happy ending. Moreover, it is related to real-life situations which get influenced by the gender stereotype portrayed in the media (Hays, 2018). Therefore, children as the audience of Disney movies will preserve the movie as the way how they should fit in the society.

Two researchers conducted a study on the indication of feminism portrayed in *Moana* movie as one of the Disney movies. First is a study conducted by Ambarwati, Setiawan, and Ihsan (2018) reveal that *Moana* movie has some ecofeminism issues. Second is a study conducted by Kongwattana (2018) which reveals the connection between woman and nature and uses an eco-feminist point of view. Therefore, this study would like to know how feminism is presented through the characterization of *Moana*. As well as how *Moana*'s characteristics represent ecofeminism as one of feminism thought classification.

### 1.3 Research Limitation

The research limitation for this study is to analyze the characterization of Moana on Disney's *Moana* (2016) and eco-feminist traits and values represented in the characterization of Moana Disney's *Moana* (2016). This study focused on the elements of film namely narrative, *mise-en-scene*, cinematography, editing, and sound. These several aspects are used to find out Moana in Disney's *Moana* (2016) characterization and the characteristics that represent ecofeminism traits and values.

### 1.4 Research Question

Based on the background of the study and the problem identification above there are two statements of the problems as follow:

1. What are the characterizations of Moana in Disney's *Moana* (2016)?
2. What are the ecofeminism values represented through Moana's characterization in Disney's *Moana* (2016)?

### 1.5 Research Objectives

Based on the research question above there are two research objectives of the study as follow:

1. Analyzing Moana's characterization in Disney's *Moana* (2016).
2. Analyzing ecofeminism values represented in Moana's characterization in Disney's *Moana* (2016).



## **1.6 Definition of Key Terms**

There are several terms used in this study. Each necessary term is explained in this section.

### **1.6.1 Feminism**

Feminism concerns the position in society and discrimination encountered by women because of their gender (Freedman, 2001). Tong (2009) explains that feminist thought is not a monolithic ideology. Therefore, Tong (2009) classifies feminist thought into 8 sets of labels namely, liberal, radical, Marxist/socialist, psychoanalytic, care-focused, multicultural/global/colonial, ecofeminist, and postmodern/ third wave.

### **1.6.2 Ecofeminism**

Ecofeminism is the conceptual, symbolic, and linguistic relation between feminist and ecological issues (Tong, 2009). Gaard (1993) also mentions that ecofeminism ideology has the same ideology with the oppression of nature such as race, class, gender, sexuality, physical abilities, and species.

### **1.6.3 Characterization**

Characterization is the use of words in the form of conversation, action, and appearance to make characters in literary work who they are (Gill, 1995). Characterization is also a presentation of a character by talking and acting which leaves the reader to infer motives and disposition lies behind the speech and action (Abrams, 1999).

## 1.7 Research Significance

This section presents the theoretical significance and practical significance of the study. Since this study is expected to give significances as the contribution of the study.

### 1.7.1 Theoretical Significance

This study is expected to give significance to literature learning, language learning, and society.

#### a. Literature learning

Literature has an important role in children's development (Stan, 2015). Moreover, Stan (2015) mentions that literature learning is the source for young learners to their personal growth. Through learning literature students can learn more than just language, such as processing information, interpreting the information, and decoding meaning (Stan, 2015). Moreover, students can learn new words, syntax, discourse, sentence patterns, and story structures through literature learning (Stan, 2015).

#### b. Language learning

Literature is one of the ways to learn a language. Through literature, students can practice pragmatic, syntactic, stylistic, and semantic knowledge (Babae & Yahya, 2014). Moreover, Obediat as cited in Babae and Yahya (2014) mentions that literature can help the learner to be competent in learning target language by using an idiomatic expression, accurate speaking, fluency, and being creative in the target language. On the other hand, literary texts also contain many aspects of linguistics which can

help students to practice four language skills namely speaking, listening, reading, and writing (Babae & Yahya, 2014).

c. Society

Literature has a strong relationship with society. Society influence the subject of literature which covers the spheres of life and society (Dubey, 2013). Moreover, the combination of literature and culture will also reflect some issues such as historical, political, social fact as well as alienation, assimilation, and transformation in society (Dubey, 2013). Through this study, hopefully, can open the mind of society the importance of literature as a way to deliver aspiration to full fill human needs.

### 1.7.2 Practical Significance

This study is expected to give practical significance for lectures of EFL (English as Foreign Language) teaching, student of EFL, teachers, and parents.

a. Lectures of English as Foreign Language

The result of this study is expected to be functioned as the media to deliver the understanding of feminism in children's literature especially in movies.

b. Students of English as Foreign Language

The result of this expected to be useful as the information for the students about feminism inserted in children's literature especially in children's movies. Moreover, it will be beneficial for the students to learn more about good values in films to help the students building up good character.

c. Teachers

This study will be beneficial for future teachers or teachers to get the value of using film as material for teaching English.

d. Parents

The result of this study will be beneficial for parents to give enjoyment for children as well as to educate children about the good moral value in the movie and give the ideas of feminism especially in the scope of ecofeminism.

