

CHAPTER I

INTRODUCTION

The first chapter of this research is preceded with the research background that underlies this research and then continued to the problem identification that elaborates the reason for researching character education which then brought this research to the research limitations. From the problems that occur in society, therefore there is a statement of the problems, in which the answers need to be found out in the expected chapter. It is also necessary to know the purpose of this study and significance in both theoretical and practical to render this research become more meaningful.

1.1 Background of the Study

At the current time, the global spread of technology existence gives a great impact on every aspect of society. Technology is a systematic tool that is produced or designed by human beings (Grübler, 2015:20). Technology has eased humans' activities in their daily life. Besides, technology is widely spread because everybody uses technology every day. However, the existence of technology can create some effects for the users. The misuse of technology could lead to the issues of adolescence, school disruption, internet addiction, or even teaching and plagiarism are possible pieces of evidence to show that people can also use the internet for negative purposes (Milková & Ambrožvá, 2018:22). On the other hand, technology allows developing life quality (Riva, et al., 2012). Therefore mechanically, people need to maximize the use of technology to elevate life quality, especially in elevating the quality of the behavior of the society that gradually decreases because of many factors, and one of those factors is the lack of character education.

Through the use of media technology, films can be the bridge to spread character education in order to decrease character degradation that affects the quality of the behavior of the society. Films here have a way to represent the educational values that can foster selflessness and outcomes (Rufer, 2014:4). Moreover, films are also beneficial for educational purposes, such as media for language learning and culture study (Kadabayi, 2012). In building children's character, there should appropriate films that are going to be watched by children. Film criteria that are suitable for children can be considered through the film rating that is defined by nation's motion picture association, violence censorship, the child-appropriate language use and film features which can give impact the psychological process that is shaped while watching films (Browne & Hamilton-Giachritsis, 2005:5; Kolucki & Lemish, 2011; Russell III & Waters, 2010:16). In addition, in order to shape children's personality, there also should be an emphasis on the values of character education. Character education has its role that is to shape a better personality, where individuals should be capable to face problems, work professionally, and be creative (Sahroni, 2017). Indonesian Ministry of Education (2010) has proposed 18 values of character education that should be emphasized from an early age. Knowing that there are 5 main values (Indonesian Ministry of Education 2017) in which those values were combined, yet the 18 values of character education are more focused on its values. To make sure that character education is delivered or understood by children, parents should make a small discussion towards the film. It is important to have guidance from the parents so that children will be directed well.

With the presence of film productions by Disney Animation Studios, there are hundreds of films that have been produced by the film company. It is known that films by Disney are loved by children and they are popular as well; it is because Disney always produces films based on children's expectations where the stories end happily and Disney presents in the different ways to deliver the stories in order to attract the audience (Linda & Arianto, 2018:19).

From a bunch of Disney's films, *Finding Nemo* is recommended to be watched with family, especially in building good character.

Since *Finding Nemo* is one of Disney's popular animated films, it is one of Disney's films that is suitable for all ages, because the film gives the young viewers about the important messages of relationship with family and heroic actions (Frankel, 2004:75). Spectators could learn from character Nemo which had a different fin because Nemo was born with it, yet Nemo was still proud and swam bravely even though he didn't have a perfect physical body. *Finding Nemo* also depicts social problems that happen in daily life, such as bullying (Russell III and Waters, 2013:303), where the film wants the spectators to learn about to live in diversity, with different ability, physical body, and characteristics (Millett, 2004). Moreover, in connection with Nemo's imperfect fin, this film is also about finding our own identity, whereas humans we should recognize ourselves and be confident (Klinowski, 2018). *Finding Nemo* (2003) can be inspiring for the spectators, especially for children where they can learn about character education values in a fun way that will shape their personality.

Finding Nemo (2003) was chosen as the research subject and Marlin's values of character education as the research object, because this film will give new insight for spectators that Marlin can also be a figure to influence values of character education. The characters that were identified in past researches by Prayoga (2019) with Elsa in *Frozen* (2013), Wrindawan (2019) with Russell in *Up* (2009), Karsana (2019) with Moana in *Moana* (2016), and Artini (2019) with Dory in *Finding Dory* (2016), they were always focused on the character who had social status as a child or a bachelorette, or if they were described through their physical appearance, those characters are still young, in other words they are teenagers or young adults. Since the cinema is consumed by the society, especially by youngsters and adolescents simultaneously, unconsciously, it disseminates cultural identity of the society (Cardoso, dos Santos, and Vargas, 2014:279). It cannot be denied that nowadays adolescents tend to demand

the film contents that can be related to their cultures, styles, or new social experiences (Bueno, 2008:43-44). Since *Finding Nemo* (2003) that appoints Marlin as the main character, whose social status is a single parent, Therefore, this research believes that Marlin has potentials in disseminating values of character education for adolescents and youngsters.

There were past researches that had conducted the analysis on *Finding Nemo* that talked about the disability which people shouldn't look from one side (Draman, 2016), and then about psychological aspects (Nirwanto, 2017), and also about character values that are revealed in the film (Mitayani, 2010). However, the mentioned researchers had not inserted 18 values of character education that had been asserted by Indonesian Ministry of Education (2010). Moreover, there was research by Payani (2018) that discussed the character education values in the main character of *Zootopia* (2016). The film analysis had identified 18 values of character education by using *mise-en-scene* or film elements. There were also researches by Nuswantari (2014), Dewi (2015), and Usman (2017) who used Peirce's semiotics in identifying the values in *Finding Nemo* (2003), yet those researches only focused on one aspect of character education. Prayoga (2019) with *Frozen* (2013), Wrindawan (2019) with *Up* (2009), Karsana (2019) with *Moana* (2016), and Artini (2019) with *Finding Dory* (2016) were conducting similar research on identifying characterizations and 18 values of character education by using Peirce's semiotics. The focus of the mentioned researches is on identifying the characterizations and values of character education of the main character. Even though this research uses the same film as the previous researches and has conducted the similar research with the mentioned ones above, this research tries to reveal Marlin's values of character education in his characterizations by using triadic model that consists of *representament*, object, and *interpretant*. In other words, this research focuses on Marlin's characterizations that represent values of character education.

1.2 Problem Identification

As it is known that Indonesian Curriculum 2013 has emphasized character education to change the paradigm to be ready to face the advance development in the 21st century with skills and characters. However, with all of the development, the society, especially the children still lack character education that leads to character degradation issues. Indonesian Child Protection Commission (KPAI) had found 26.000 cases of bullying from 2011-2017 (Setyawan, 2014). Moreover, KPAI also added that there was 12.9% of students quarreled in 2017 that has decreased to 14% in 2018 (Firmansyah, 2018) and there are still many cases regarding character degradation which has been happening in Indonesia.

The lack of character education is caused by three main factors that came from family, school, and environment. Family and school are the places to have character education, but sometimes those two institutions don't maximize the character education. Moreover, the influence of the environment is very strong and automatically children will always face it every day. The influence can come from society, books, games, or films which can change children's attitudes. As it is known character education builds the children's personality, therefore it is likely important to be delivered repeatedly for children, so they would remember and implement the character education.

There are ways to prevent character degradation. The use of technology can be a prevention, especially using film. Since films emotionally can affect the way of thinking, with the stories and characters, films have their way to deliver an educational message for the spectators. Also, characters play an important role as representations to tell the values. By showing the children proper film, it does not only prevent character degradation, but it also encourages the children to apply character education values in their daily life.

There was past research that had conducted the analysis on *Finding Nemo* that talked about character values that are revealed in the film (Mitayani, 2010). However, the mentioned research did not use the guide that is issued by the Indonesian Ministry of Education (2010). There were also researches by Nuswantari (2014), Dewi (2015), and Usman (2017) that used Peirce's semiotics in identifying the characters, yet those researches only focused on one aspect of character education. There are also researches by Prayoga (2019), Wrindawan (2019), Karsana (2019), and Artini (2019) that conducted studies on the identification of 18 values of character education by using Peirce's semiotics. However, those researches only focused on the values of character education based on Indonesian Ministry of Education (2010). Knowing that there are still low numbers of film analysis on character education, especially in emphasizing 18 values of character education (Indonesian Ministry of Education, 2010) this research focuses on identifying Marlin's values of character education in the identification of Marlin's characterizations. Therefore, this research needs to be conducted in purpose to strengthen children's characters that represent 18 values of character education by knowing the signs of each character education in the film.

1.3 Limitation of the Study

Based on the following research problems, there are found the limitations of this study in which this study only analyzes that represent values of character education on the chosen character that is Marlin as the main character of Disney's *Finding Nemo*. This research focuses on the setting and plot of the film that supports the analysis on Marlin's character development.

1.4 Statement of the Problem

With the elaboration above, three problems occur in this research. The problems occur because of the signs that represent character education in which they can be found in the short film. Therefore, the following research problems are:

1. What are the characterizations of Marlin in Disney's *Finding Nemo*?
2. What are the character education values presented in the characterization of Marlin in Disney's *Finding Nemo* that belong to 18 values of character education proposed by Indonesian Ministry of Education?

1.5 Purpose of the Study

Related to the following problems that are found in this research, there are found three purposes of this study. The purposes of the study are:

1. To identify the characterizations of Marlin in Disney's *Finding Nemo*
2. To identify the character education values presented in the characterizations of Marlin that belong to 18 values of character education proposed by Indonesian Ministry of Education

1.6 Significances of the Study

The significance of the study has benefits for the theoretical and practical frames. Concerning the research of analyzing the representation of character education using Peirce's semiotics, these are the significance both for theory and practice study.

1.6.1 Theoretical Significance

From a theoretical point of view, this research broadens semiotics and character education understanding. Since semiotics is a study about interpreting meaning, then semiotics gives a contribution to shaping one's paradigm of deciphering signs that can imply more than one meaning. Semiotics theory can be applied in analyzing culture, arts, texts, media whether it is an audio, visual, or audiovisual (Shank, 2008:809). In this matter, the semiotics theory of Peirce will be applied in analyzing the representation of character education from a short film.

Moreover, this study did not merely discuss semiotics, but also the character education values that had been peeled through Peirce's semiotics. Films can be the bridge to build a person's character and identity. Films can change or influence one's mind because the aspects of the film can present ideas that represent the real-life situation which is sometimes not in order like the text-book content (Armstrong & Fukami, 2010; Huczynski & Buchanan, 2004). Whereas character education has its role that is to shape a better personality, where individuals should be capable to face problems, work professionally, and be creative (Sahroni, 2017). Hopefully, this study will be able to contribute to conducting further film analysis through film elements.

1.6.2 Practical Significance

From a practical point of view, this research is possible to give significance to society. For the specification, this research is beneficial for educators, EFL students, and people in general.

a. Educators

Prospectively, this study is advantageous for educators who teach English as a foreign language. Teachers or lecturers always use media in the teaching process because it eases them in delivering the material. By using signs and symbols in teaching language, it will enhance the understanding process towards the explained material (Zamani, 2016: 294). Using film in language teaching could ease the students to understand the language use from the conversations in the scenes. In applying semiotics theory, teachers can consider using visual media as an aid in the language classrooms (p.294).

Moreover, film as teaching media can be used by educators to emphasize values of character education. The film has a purpose to deliver the messages that later will emotionally

influence students' attitudes in developing and reflecting the film's values in their daily life (Blasco, et al., 2015:3).

This study gives a model of semiotic analysis which is possible to be used by lecturers as their learning material that will be delivered to the students so that they will have a better understanding of semiotics through a film analysis.

b. EFL Students

Nowadays students are eased to access videos and films from the internet. They can use these media properly in which they are able to use it as their learning media. Moreover, students can develop their English skills where they actually can listen to the conversation, read the subtitle that is already set in English, and deliver their own opinion in orally or in written form (Merindriasari, Supardi, and Wardah, 2015). Additionally, students can use this medium wisely and they can learn many things from watching a film where they not only learn about language, but they learn about education, culture, society, and things that can make them learn (Aston, et al., 2003).

c. People in general

This research gives information to people of how things work in their minds, whether suddenly they feel, remember, or even judge something with particular speculations. Since semiotics is connected with culture and phenomena, students can use semiotics theory in analyzing the issues that are happening by interpreting the signs that exist in life. There is a system of signs that runs in social life which leads to social phenomena where semiotics theories help people's understanding of interpreting the signs (Binder, 2017).