CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims at reviewing some literature containing theories which are related to this research. It consists of literature, film, and parenting style.

2.1 Literature

Literature is the first thing we have to comprehend before discussing further about fatherhood as well as its examples, since literature contains human feeling, love, idea, etc that cannot be separated with human culture, religion, and also language. Mustofa (2008) states that literature is a term used to describe written or spoken material. Hence, it can be concluded that literature as a media to express beautiful thoughts and ideas of human being in a beautiful language either spoken or written.

2.1.1 Kinds of Literature

Connolly (1955:1) states that literature is generally divided into two categories: literature of knowledge and literature of imagination. The literature of knowledge presents and covers fact, idea, or happening - a description of person and place, explanation of scientific process or discussion of political issues. On the other hand, literature of imagination presents and covers a fictitious concerned with actual truth or particular event as historian, relation of idea and reality that will be implemented by using written and spoken works. Poems, short stories, novels, plays or drama, and films are kinds of literary works in literature of imagination that enable people to learn about life while enjoying them.
2.2 Film

Film or movie is one of the most popular art form. According to Newman (2008:10), Film is a medium that uses sound and image to create meaning so it is important that film makers use these affectively in bringing stories to life. Most people like films because through watching films, they are able to enjoy the story, pictures, characters, or special effect in the film.

In films, there are many elements contains within. Character is one of those elements that plays major role in each films. Koesoema (2007:28) views term “character” as the same as “personality”. He considers personality as feature, or characteristic, or style, or special personality of someone that based on formations form the society, for example the family during childhood or innate. There are plenty of different characters in different films, hence, a lot of moral values can also be found in films. Dealing with the explanation, film is intentionally made using sound and image with the meaning in it. Film makers often attempt to get the audience involved in the stories. Moreover, stories which are shown in the film usually have a close relation to human life. As a result, the audience will grab something beneficial for their life such as when they can pick up the lesson and message about how to solve the problem, how to raise the children, how to struggle in life etc. Most of the audiences choose films to get pleasure because through watching films, they are able to enjoy the story, pictures, characters, or special effects in the film.
2.2.1 Kinds of film

According to Dirks (2010) film can be classified based on the genres, as follows:

1. Adventure Film

Adventure film is usually an exciting story, and it is usually done at outdoor area which usually tells about jungle, treasure hunts, and the disaster films. For example, Journey to the Mysterious Island and 127 Hours.

2. Comedy Film

Comedy film is a kind of film which is designed to make the audience laugh. It presents humor and amusement to people. The writer of script usually involves funny dialogues or conversations which are aimed to make the viewers enjoying the film. For instance, Mr. Bean.

3. Action Film

Action film is a great film, because it needs high energy and budget. In action film, actors or actresses must be able to fight in their act. It is focused on physical activity rather than characterization. Most of the scenes are very dangerous. Action film usually involves battles, fight, escapes, and destructive crises such as floods, natural disaster, fires, etc. For examples, The Avengers and Rambo.

4. Horror Film

Horror film is made to entertain the audience by making them feel scary. This film is related to ghost, devil, death, the supernatural or mental illness etc. The examples of horror film are Orphan and Silent Hill.
5. War (Anti-War) film

War film tells about the fighting between two or several groups in that film. War film is often paired with other types of film such as action, adventure, drama, romance, comedy. The example of war film is Iraq under Attack.

6. Musical Film

Musical film is a very cheerful film. Actors and actresses usually mix singing and dancing in their performance. This film does not talk about serious problem or heavy story, for instance Camp Rock and High School Musical.

7. Drama film

Many people are usually interested in watching drama film. It has a story which deals with human real life. So, the audience can understand the story well and can grab the message after watching film. The example of drama film is Titanic.

8. Historical Film

Historical film usually tells about nations, heroes, nation’s past history. It takes a historical and imagined event, mythic, legendary, or heroic figure for example, Elizabeth the Golden Age.

9. Western Film

Western film is an oldest genre of the American industry. It began to be popular at the end of nineteenth century. It has a strong characteristic such as cowboys or horses film. It also contains humor and jokes for instance Cowboys.
10. Crime and Gangster Film

A crime film is a film that involves various aspects crime and the criminal justice system. This film focuses on the mafia and crimes. This film is similar to gangster and crime, because it usually tells about wickedness such as the story of bank robbers, or cruel criminal. For example, The God Father.

11. Science-Fiction Film

Science fiction film usually tells about imaginative stories with heroes, alien, far away planet, etc. The example of science-fiction film is Spiderman.

Concerning those types of film, The Pursuit of Happyness film belongs to drama film because it tells about the struggle of a father in raising his son despite being a single parent and having many life problems. Furthermore, there are many fatherhood values contained within the film.

2.2.2 Elements of Film

Actually, film has the same elements as those of drama. Film has characters, plot, setting, conflict, dialogue, and theme (Schmidt, Bogarad & Crocket, 2006:1418).

a. Character, Characteristic, and Characterization

Character is one of important parts in a story. In a story, the writer usually writes how the character of actor or actress behaves. Kennedy, (in Koesnosobroto, 88:65), states character is not only person, but also element of nature such as wind, wave, grass, stone, or even animals.

Koesnosobroto (1988:67) distinguishes character into two: main or major and minor character. Major character is more important than minor character. Major character is the most important character in the story because the major
character is frequently shown up while the minor character is less important and less apparent than the main one. Koesnoesoebroto also mentions that there are two kinds of characters, they are protagonist vs. antagonist. Protagonist is usually kind and good-hearted. On the contrary, antagonist is usually cruel and it has a bad moral value. Furthermore, both protagonist and antagonist are always opposing each other within the film.

Moreover, Macmillan (1984) defines that there are two kinds of character in the story; they are flat character and round character. Flat character is a character who reveals only one personality trait. It is built around a single idea or quality and is presented in outline and without much individualizing detail, and so it can be sufficiently described in a single phrase or sentence. While round character is a character that shows varied and sometimes contradictory traits.

b. Plot

Thomas and Johnson (2006:103) say that plot is the sequence of incidents or events through which an author constructs a story. The plot begins with exposition in which an author introduces characters of a story, setting, and situation to the readers. Then, the narrative hook is the point at which an author catches reader’s attention and establishes the basic conflict that a story will eventually resolve. Rising action adds complications to the story’s conflicts, problems, and leads to the climax. Climax is the section when the author proceeds to introduce the complication or conflict of the story. In other words, climax is the point of the reader’s greatest involvement in the story. It also indicates the way in which the problems in a story can be solved. Then, falling action is the
result of climax and resolution brings the story into a satisfying and logical conclusion.

According to Sudjiman (1988), there are two kinds of plot; there are straight and flashback plots. Straight plot is the event of the story based on the sequence of time. Meanwhile, flashback plot is the event of story started from present time then backward in the past time and comes back to continue to present time. Besides, there are two plots in the end of story; close plot and open plot. Close plot is a plot in which an author gives resolution in the end of story. In open plot an author gives chances to the readers to make conclusion of the end of story.

c. Setting

This is where the story is set. According to Schmidt, Bogarad, and Crockett (2006:1381), setting is the location, time, place, and/or environment in which the story takes place. The setting creates particular mood, sense of place, and context.

d. Conflict

Conflict is characters’ struggle of life to solve the obstruction in achieving their purpose. It can be said that the struggle between two opposing forces in the center of a plot. Conflict can be internal and external. Internal conflict happens within a person and external conflict exists when a character opposes another person, society, or fate. External conflict occurs between a character and some outside force; it may be a nature (Macmillan, 1984; and Schmidt, Bogarad, & Crockett, 2006:1383).

It can be concluded that conflict is categorized into two groups. They are external and internal conflict. External conflict is a conflict that comes from the
outside factor of an individual. However, internal conflict comes from the inside factor of an individual.

Furthermore, there are three types of conflict that can be experienced by a person. Jones Jr. (1968) divided the types of conflict systematically, they are these.

1. Physical or elemental conflict is a conflict among human beings, nature, and environment.
2. Social conflict is a conflict between one person and another.
3. Psychological conflict is a conflict between man and themselves, their conscience, their guilt, or simply trying to decide what they are going to do.

e. Dialogue

Dialogue is spoken words by two characters. In other words, it is a conversation between characters. Dialogue becomes the important element because through the dialogue the audience will know the characters’ motives. Schmidt, Bogarad, and Crockett (2006:1422) say that dialogue is most words which are spoken between two characters. It is also important because dialogue implies the whole range of expressions, gestures, inflections, movements and sometimes information of the environment and the total atmosphere of the play.

f. Theme

Theme is the main idea or meaning of a story. It is the main idea that the writer communicates with the reader (Macmillan, 1984). Theme is seldom stated in the literary works like novel, drama or film in the written or spoken form and usually presents the message implied in the story. Schmidt, Bogarad, and Crockett
(2006:1384) say that all aspects of an effective short story may create themes, point of view, plot, setting, character, conflict, tone, and symbolism.

2.3 Parenting Style

Parents hold numerous roles and duties in a family, for instance parenting their children. They can bring strong impact to the children’s development. It can be done by giving direct instruction, acting as models, and providing feedback. In this case, they usually apply a particular parenting style to guide their children to reach a better life for the future.

Holden and Miller (1999, in Kail, 2006:430) state that Parenting can be described in terms of general dimension that are like personality traits in that they represent stable aspects of parental behavior - aspects that remain across different situations, creating a characteristic manner or style in which parents interact with their children. It means that parenting can be said as a trait in order to build up children’s personality. It represents stable aspects of parental behavior which creates characteristic manner or style of children. In addition, a characteristic manner or style reflects parents’ interaction with their children.

According to McDevitt (2002), it can be explained that Parenting style is a general pattern of behaviors like affection the children exhibit, their expectation of the children’s behaviors, their methods of discipline, and so on”. It means that parents do some pattern to control children behavior in order to obtain parents’ expectation toward their children. Parenting style is needed in nurturing children.

Furthermore, Edward (2006) exposes that parenting style is the parents and children’s interaction in educating, guiding, controlling, and protecting the
children to attain children’s maturity. In other words, parenting style is all of the parents’ efforts and treatments to bring children into their maturity and independence.

Regarding to the explanation above, it can be summarized that parenting style is a general way or pattern of behavior that is done by parents to develop, raise, and nurture their children. Moreover, parents have a dominant role and impact for children’s development.

2.3.1 Kinds of Parenting Style

According to Baumrind (1991, in Kail, 2007:431), there are four types of parenting style:

a. Authoritarian parenting

It combines high control with little warmth. Children are expected to obey rigid rules which are established by parents without any discussion. Parents do not accept children’s objection because they do not consider children’s needs or wishes. Moreover, hard work, respect, and obedience are parents’ wishes to nurture their children. When children disobey or fail to follow rules, the parents usually impose a punishment.

b. Authoritative parenting

It is characterized by high levels of responsiveness and high levels of demand. It combines a fair degree of parental control by being warm and responsive to the children. Parents provide a loving and supportive home environment, hold high expectation and standards for children’s behavior. Conversely with authoritarian parents, authoritative parents respect children’s independent decisions, interests, opinion, and personalities and also include
children in family decision making. In addition, authoritative parents are both responsive and demanding to their children and willing to listen to the questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing.

c. Permissive parenting

It offers warmth and caring but little parenting control. These parents generally accept their children’s behavior and punish them infrequently. They are sometimes referred to as an indulgent parent who make few demands to the children and allow children to monitor their own activities as much as possible. In addition, permissive parents are less discipline to their children because they have relatively low expectations of maturity and self-control.

d. Neglectful or uninvolved parenting

It provides neither warmth nor control. These parents have little interest in their children’s life, seem overwhelmed by their own problems and avoid becoming emotionally involved with them. Uninvolved parenting style is characterized by few demands, low responsiveness, and little communication. In extreme cases, these parents may even reject or neglect the needs of their children. Concerning with the explanation above, it can be concluded that there are four common parenting styles which can be implemented by parents to nurture their children. Those parenting styles are illustrated by Baumrind (1991) like in the diagram below:
According to Edward (2006), there are three factors which affect the parenting style applied:

1. **Parents’ background**

   Parents’ background and experience in nurturing their children will influence parents’ preparation to do a parenting style. Parents’ background is usually referred to parents’ education. Supartini (2004) said that an education can be described as environmental impact toward individuals to create permanent change in every habitual activity, thought and attitude.

2. **Neighborhood**

   Neighborhood affects children’s development. Papalia (2011) avows that residence in poor, disorganized neighborhoods lead to more maternal depression and family dysfunction, which was linked to less consistent and more punitive

**Diagram 1:** The Relationship between Baumrind’s Four Parenting Styles
parenting style. On the contrary, a family who lives in a rich residence will apply an interactive parenting style to their children.

3. Culture

The type of parenting style used by parents may be determined by the parent’s own cultural heritage. Sometimes, the parents follow manners or customs which are done by the society in nurturing their children. Some people believe that those parenting style work well to nurture children to acquire maturity.

Additionally, Hurlock (1995) exposes that there are several factors which affect in applying parenting style, they are:

1. Parents’ personality

Everyone has difference in a level of energy, patience, intelligence, attitude, and maturity. Those characteristics will influence parents’ ability to fulfill a role as parents and how parents react sensitively to the children’s needs.

2. Beliefs

Parents’ beliefs concerning with parenting will affect a value of parenting style and parents’ behavior in nurturing their children. It is dealing with the culture which is held by parents.

3. A similarity of parenting style which is accepted by parents

If parents suppose that their former parents successfully applied parenting style to children, so they will employ the same technique in raising then children. On the contrary, if the former parenting style does not work well, the parents tend to change to other parenting styles which can bring success to children.
4. Age of parents

A young parent tends to be authoritative and permissive than the old one. In other words, the young parents are more compatible in nurturing children with communicative parenting style.

5. Parents’ background

Parents’ previous background in nurturing their children will influence parents’ preparation to do a parenting style. In addition, parents who hold high level of education and follow some training in parenting children tend to apply authoritative style.

6. Sex of parents

Generally, a mother understand children more than a father who is authoritarian to the children.

7. Social economic status

Middle-class parents are stricter and less tolerant than high-class parents. Parents in the middle class do not want their children like them, so that they are more rigid and demanding to then children. Meanwhile, high-class parents are more permissive to their children.

8. A concept of adult parents’ role

Parents who maintain conventional concept of parenting tend to be more authoritarian than parents with modern concept.

9. Sex of children

Parents usually are more rigid to daughter than to son. It can be said that most parents are more protective to daughter than to son.
10. Age of children

Age of children can affect the duties of parenting and parent’s expectation. For instance, children in primary level are expected to have good behavior and high achievement. While in age of secondary or tertiary level, they are expected to avoid adolescence delinquency.

11. Temperament

An applied parenting style by parents will extremely affect children temperament. Parents which apply authoritarian parenting will create rigid and high temperament children. On the contrary, well-adapted and high achievement children are the result of authoritative parenting style.

12. Children’s ability

Children’s ability is one of factors in affecting parenting style to children. Because children are born with different characteristics and ability, parents will differentiate the treatment for talented children and children who have problem in their development.

13. Situation

Different situation of children will bring different treatment. Parents usually do not give a punishment to children who always feel fear and anxious. Meanwhile, if parents have aggressive children, they will apply authoritarian parenting style. From the explanation, it can be concluded that there is a similarity between Edward and Hurlock in stating the factors which affect parenting style, they are parents’ previous background and beliefs or culture which is held by parenting nurturing their children.
2.3.3 Fatherhood

Fatherhood is the state or the character of being a father (The New Groiler Webster International Dictionary of English Literature, 1971). In regards to parenting style, fatherhood can be defined as the parenting style of a father to his children. It has already been explained in the previous sub-chapter that sex of parents differs the parenting style. Mother has more understanding and permissive, while father is an authoritarian toward their children. However, in certain occasion, single parent status makes a parent to be both a father and mother.

Ken Canfield, President of the National Center for Fathering, has developed a framework that summarizes the growing body of empirical research and literature on fathering (in Green: 2000). This four-part framework, which serves as a valuable guide for discussing the essence of responsible fatherhood, consists of the following dimensions: involvement, consistency, awareness, and nurturance.

a. Involvement

Research on fathers clearly demonstrates the importance of positive father involvement. While there are exceptions, the general rule is that children who have positively involved fathers tend to do better socially, emotionally, and academically than children whose fathers are not positively involved. In other words, involvement means that a father spends quality and quantity time with his children. Spending time with children sends a strong message that a father cares about them and values them to such an extent that he would rather spend time with them than with other less important matters. Active involvement on the part
of fathers also teaches children the value of commitment and responsibility.

If allocating ample time with children sends the message that a father loves his children, what message(s) do fathers convey when they fail to spend time with their children? There is no set formula for father involvement; however, responsible fathers diligently search for ways to be actively involved in the lives of their children. Involvement may consist of coaching a child's baseball/softball team, helping a child with homework, feeding an infant, changing diapers, reading to a child, tucking a child in at night, taking a child to the mall, playing with a child, or simply being accessible. Children's lives afford fathers numerous opportunities for involvement.

b. Consistency

Responsible fatherhood is rooted in consistency. Trust, however, cannot be established without consistency. Responsible fathers can build a trusting relationship with their children by providing consistent encouragement, consistent discipline, consistent protection, consistent care, and consistent love. Being consistent implies that a father will be present during the good times and the bad. Consistency in behavior on the part of fathers promotes a sense of security and confidence in children, which in turn, lays the groundwork for a healthy self-esteem.

c. Awareness

William Shakespeare (in Green: 2000) once wrote, "It is a wise father that knows his own child." Responsible fathers know their children. They express a genuine interest in their children's development beginning with infancy (or earlier) and extending into the later years. Becoming aware of a child's needs will help a
father to be better equipped to meet those needs at various stages of a child's life. Awareness, however, requires motivation and active involvement. Responsible fathers want what is best for their children, so they take the time to get to know them. They understand that every child is unique, each possessing a different set of physical, emotional, cognitive, and social characteristics.

d. Nurturance

In the context of a parent-child relationship, to nurture means to train, to educate, and to foster a child's healthy development. It is unfortunate that in the American culture, the concept of nurturing is almost invariably associated with the mother-child relationship. Fathers also play a critical role in the nurturing of their children by providing responsible and loving care that meets their emotional and social needs.