

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents a review of theoretical literature based on relevant theories. It includes literature, movie, elements of movie, parenting style, types of parenting style, effects of parenting style on children's behavior, and "Instant Family" movie.

2.1 Literature

Etymologically, literature comes from the Latin word *litterae* which means letter. Literature is a form of human expression that is expressed in spoken or written works based on their ideas and thoughts. It has a character that is aesthetic or artistic. According to (Klarer, 2004), literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. While Wellek and Warren (1971, cited in Lapandja et al., 2016) state literature is the mirror of human life that describes the feelings and perceptions of humans.

Based on the definitions, literature can be described as an artistic product that makes it different from other writings. Moreover, literature is a form to convey ideas and pour them into literary works. Literary works are usually inspired by human life. It also has some benefits for the audiences; they can learn about the experience of life, and get inner joy and satisfaction. Some examples of literary works are novels, dramas, poetry and movie.

2.1.1. Novel

Novel is one of the famous literary works, especially among teenagers. Because a novel is written using simple language, readers can easily understand it. The other reason the novel is famous among teenagers is that the author makes an interesting storyline and often adds moral value. A novel is defined as a story consists of events that contain a plot with characters, setting, a theme, a point of view, and worldview of the character (Azhari, 2017). It also presents a variety of exciting themes such as romance, fantasy, and adventure. The readers are often immersed in the imaginations that the author creates. They can imagine that they are one of the characters in the story.

Furthermore, a novel describes fictional characters and events. It is usually in the form of a sequential story. The characteristic of a novel is the storyline is quite complex and it is written with a narrative which is sometimes mixed with description to portray the atmosphere.

2.1.2 Drama

According to (Merriam-Webster, n.d.-a), the definition of drama is a literary work that tells a story through speech and action. The story is delivered using some elements such as character, theme, setting, plot, and message. Moreover, actors and actresses are one of the main components of drama because it cannot be performed without them.

As actors and actresses, their job is to interpret and portray characters where their emotions are expressed through action and dialogue. Not only acting

but also drama shows the use of vocals, tone of voice, gestures, and facial expressions (Pickering & Hoeper, 1981). Sometimes drama involves music and dance. Drama can be performed in theater, radio, film, and television programs.

2.1.3 Poetry

Poetry is literary work that is a form of verbal or written art that uses rhyme and figurative language (Pickering & Hoeper, 1981). Poetry is meant to express thoughts and intense feelings of emotion. In addition, poetry is filled with meaningful words. The meaning of words in poetry can be interpreted differently, depending on the ability of readers to interpret them.

(Klarer, 2004) states there are three elements in poetry. The first element is the lexical-thematic dimension that consists of diction, rhetorical figure, and theme. The second is the visual dimension. It contains stanzas and concrete poetry. The last element is the rhythmic acoustic dimension that involves rhyme and meter.

2.2 Movie

A movie is a part of literature that usually contains fiction or someone's life story. It is interesting and entertaining the audience, but people can also learn something new, like habits, culture, and language, through watching movies. According to (Merriam-Webster, n.d.-b), a movie is a recording of moving images that tells a story, and people watch it on a screen or television. Moreover, according to Hunt in (Khairunas et al., 2018), a movie is a highly complex act of

communication in which the audience can take the meaning from the act of communication itself.

Based on the definitions, it can be concluded that a movie is the screening of motion pictures that becomes a medium to tell a story, which combines two senses; sight and hearing. It is a tool to convey messages to viewers through the story. Furthermore, most people use the movie for entertainment, promotion, and education. Sometimes, the story of a movie is inspired by the social reality that occurs around the environment. Movie makers use this to criticize the government and the public. There are some genres of movie such as action, comedy, drama, and etcetera.

2.2.1 Action

Many action scenes, such as daredevil feats, car chases, violence (like physical fights and gunfights), battles, and escapes, can be found in this kind of movie (Ardila Yulfani, 2021). Action movie also has a lot of explosions scenes. Some action movie subgenres include disaster films, spy films, and superhero films. The examples of action movie are “Fast and Furious” and “The Avengers”.

2.2.2 Comedy

A comedy movie is a type of movie that has a strong emphasis on humor. The main idea of comedy movie is to amuse the audiences by making them laugh. It usually involves the main character in a funny situation. Comedy film has various forms of comedy, including slapstick, screwball, parody or spoof, black or

dark comedy, and so on (Nadwah, 2017). “The Hangover” and “What Men Want” are the examples of comedy movies.

2.2.3 Drama

A drama movie is severe and presenting plot-driven story in which most of the action comes from a well-constructed plot (Nadwah, 2017). It focuses on the emotions of realistic characters and the conflicts it has. The drama movie portrays real-life scenarios or extreme situations through emotionally charged characters. Furthermore, the subgenres of drama movie are romantic drama, historical drama, teen drama, and etcetera. The examples of drama movies are “Marriage Story” and “The Godfather”.

2.3 Elements of Movie

Movie has several elements used by the authors to express their ideas. Woods in (Ardila Yulfani, 2021) elucidates that there are several elements of movie; character, theme, plot, setting, and conflict.

2.3.1 Character

Usually, the writer will explore the character first before it becomes a literary work. The character takes an essential role in the movie because it portrays the behavior or personality of each character in the movie. A character can be defined as person, animal, or figure described in a literary work. According to Dickinson in (Khairunas et al., 2018), character is the person who can make a

variety of contributions to a story. An author uses character to perform acts and deliver dialogue to move the story along a plot line.

Moreover, character in movie is divided into major (main character) and minor (supporting character). Major or main character is a character that often shows up, dominates the storyline, and holds an important role in movie. The major character always makes an appearance either as a subject or object. Meanwhile a minor or supporting character does not play as much as the major character but still contributes significantly to the plot.

2.3.2 Theme

A theme can be described as a crucial element in forming a literary work because it is the basis for an author to build a story. (Pipit, 2015) states that a theme is a dominating idea in literary work. A theme also shows a message or moral implicit in any piece of art. The function of a theme is to give a better understanding of the main character's conflict, discoveries, and emotions for audiences.

2.3.3 Plot

A plot describes and combines events to form a story or the central part of a story. Staton in (Ardila Yulfani, 2021) elucidates that a plot is a series of events in a story that are only linked by cause and effect, with one event causing another. On the other hand, a plot is a sequence of events in a story with a cause-and-effect relationship. Diyanni in (Umboro, 2021) mentions there are five elements of plots: exposition, rising action, climax, falling action, and resolution.

Exposition is the beginning of story that the characters and setting are introduced. The rising action is all of the events leading up to the climax. It is when the conflict occurs in the movie. The climax is when the character has to face the conflict; the story's turning point. The falling action is the reaction to the climax. The resolution is the conclusion or the end of the movie's plot.

2.3.4 Setting

According to Gill in (Umboro, 2021), setting includes the locations where the characters appear, the characters' social context, the specific locations of events, and the atmosphere created by the movie. In other words, the setting of a story refers to the time, place, and culture in which the action takes place. Rusell in (Umboro, 2021) states that there are two types of setting: integral setting and backdrop setting. An integral setting is a specific time and place that influences the characters, theme, and plot. In comparison, a backdrop setting is a general setting that does not really affect the character's action and the plot.

2.3.5 Conflict

Conflict is the problem that a character faces in a story or movie. Wellek and Waren in (Nadwah, 2017) states a conflict is a literary element that covers a struggle between two people. The main character is usually on one side of the main conflict. Conflict can be divided into internal and external (Umboro, 2021). An internal conflict is a struggle from someone's internal. It is like a person has to overcome, make decisions, resist a desire, and so on. An external conflict is a conflict that comes from the outside factor like others and nature.

2.4 Parenting Style

Family, especially parents, is the closest community to children. The children need the role of parents in dealing with situations and conditions they will face in the future. According to (Kretchmar-Hendricks, 2024), parenting is the process of nurturing a child from baby into adolescence by guiding, protecting, and caring for them. *Parenting* refers to raising a child where someone can do the activity individually and together. (Darling, 1999) also states that *parenting* will influence the children's outcomes. According to Baumrind (1991 cited in Darling, 1999), the aim of parenting is to control, value, and develop children in order for them to socialize in society by following social norms. Everything that parents teach their children is very influential in shaping children's personalities in the future, so they must give good examples to their children. It is also closely related to the parenting style that they implement.

Darling & Steinberg (1993 cited in Boediman & Desnawati, 2019) define a parenting style as a set of attitudes parents use when behaving and interacting with their children. Baumrind (1991 cited in Darling, 1999) also states that parenting style refers to the methods parents use to regulate and educate their children. In other words, parenting style is the way parents teach, educate, and guide their children to be better individuals. These "better individuals" mean they have good personalities and can behave well in society based on the norms. That is why parents have a big responsibility and a leading role in taking care of their children.

Moreover, every child has a different personality. Some of them have high self-confidence and are friendly. On the other hand, the others have low confidence and are shy. It is because each family executes different parenting styles. Hurlock in (Riadi, 2021) mentions some factors that influence parenting style on children's development; socioeconomic status, education status, personality, and the number of children parents have. Parents from the middle socioeconomic class give more freedom to their children to explore good things. Meanwhile, parents from the low class teach their children to work hard. Parents' educational background also influences parenting style; parents who have high education are better prepared for parenting because they are open to receiving information about parenting styles through books, articles, seminars, and others. Parents with limited education tend to use *authoritarian* parenting style.

The personality of parents greatly influences the *parenting* style. For example, sensitive parents will put more effort into listening to their children's desires. The last factor is the number of children that the parents have. If a family has 2 or 3 children, parents will carry out their parenting more intensively. In contrast, if a family has so many children, they will be difficult to control and spend less time with every child.

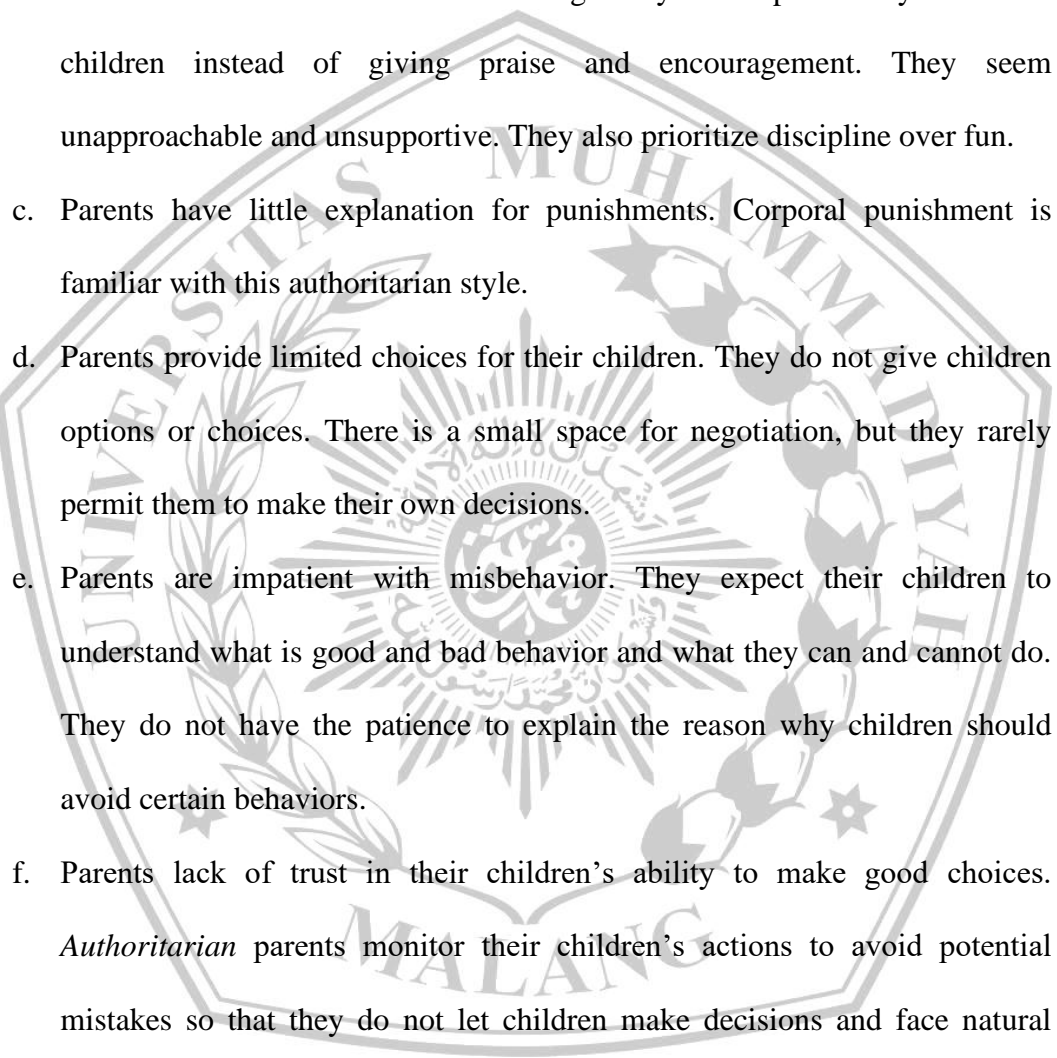
Furthermore, every child is nurtured by their parents by using different parenting styles. It can influence the children's behavior. Diana Baumrind divides several types of parenting styles and the effect of parenting styles on children.

2.4.1 Types of Parenting Style

Diana Baumrind divides types of parenting style. There are *authoritarian*, *authoritative*, and *permissive*. Later, Maccoby and Martin add the *uninvolved* parenting style. The term responsiveness in parenting style refers to how parents respond to their children's emotional needs, feelings, and desires. An example of children's necessities is that they want to be loved, cared for, and noticed. Usually, highly responsive parents are fully aware of their children's feelings; they are supportive and never hesitate to show affection towards them. Meanwhile, demandingness in parenting style covers how parents control demands and expectations of kids' behavior. Parents with high demands tend to instill discipline and responsibility and demand maturity from their children.

2.4.1.1 Authoritarian Parenting Style

According to Baumrind (1991, cited in Darling, 1999), parents that are using the *authoritarian* style are high in controlling but they are not responsive to their children. They show little warmth and set the rules that children cannot choose their own choices so that the children are not allowed to express their opinions. Baumrind also states that *authoritarian* parents provide a well-ordered environment with clearly stated rules. It means that parents with an *authoritarian* style have strict rules for their children. Moreover, (Cherry, 2023a) mentions that the *authoritarian* parenting style is the most controlling style because parents focus on obedience to authority. She also explains there are some characteristics of *authoritarian* parents:

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- a. Parents are demanding but not responsive. *Authoritarian* parents set high expectations of their children; however, provide little feedback and nurturing. They also have many unwritten rules that kids must follow without explaining it.
- b. Parents show little warmth or nurturing. They are disposed to yell at their children instead of giving praise and encouragement. They seem unapproachable and unsupportive. They also prioritize discipline over fun.
- c. Parents have little explanation for punishments. Corporal punishment is familiar with this authoritarian style.
- d. Parents provide limited choices for their children. They do not give children options or choices. There is a small space for negotiation, but they rarely permit them to make their own decisions.
- e. Parents are impatient with misbehavior. They expect their children to understand what is good and bad behavior and what they can and cannot do. They do not have the patience to explain the reason why children should avoid certain behaviors.
- f. Parents lack of trust in their children's ability to make good choices. *Authoritarian* parents monitor their children's actions to avoid potential mistakes so that they do not let children make decisions and face natural consequences for their choices.
- g. Parents are unwilling to negotiate, so children are never involved when it comes to setting rules.

- h. *Authoritarian* parents may be harsh and use shame to coerce children into following rules. They believe that it encourages children to behave better.

2.4.1.2 Authoritative Parenting Style

Authoritative parents have a character; that is, they have high expectations and are highly responsive to their children (Darling, 1999). According to (Miklikowska & Hurme, 2011), this parenting style is known as the “*democratic parenting style*”, in which the children are involved in decision-making and responsibility. Parents allow their children to discuss their own ideas, preferences, and opinions with them. The characteristics of *authoritative* parents, according to (Cherry, 2023b), are:

- a. Parents implement fair and consistent discipline when children break the rules.
- b. They are warm and nurturing.
- c. *Authoritative* parents teach their children to be independent and responsible.
- d. They provide full support and listen to children’s thoughts. Parents strive to understand their children’s emotions by viewing situations from their perspective.
- e. They allow their children to express their opinions and discuss everything with them. Parents support their children in expressing themselves freely and honestly without fear of being judged.
- f. Parents set rules, penalties for breaking those rules, and expectations on their children’s behavior.

2.4.1.3 Permissive Parenting Style

Baumrind (1991, cited in Darling, 1999) states that parents who use *permissive* parenting style make a few demands on their kids but they are high in responsiveness. They are lenient; they do not demand mature behavior from their kids but still provide a few guidelines and rules. The parents are also incredibly loving and friendly, so kids see them more like friends. In addition, (Cherry, 2022a) defines some characteristics of *permissive* parents as follows:

- a. Parents are usually nurturing and very loving towards their kids.
- b. They often ask their children's perspectives when making significant decisions.
- c. They provide freedom to their children yet do not emphasize responsibility.
- d. Parents have few rules of behavior, and any rules they have are inconsistent. They often change rules or responses based on the situation and do not commit with their words.
- e. To motivate their children to behave appropriately, parents may use toys, gifts, or food as bribes.
- f. *Permissive* parents often seem more like a friend, rather than a parent.
- g. If the children make a mistake, parents rarely enforce any consequences.

2.4.1.4 Uninvolved Parenting Style

According to (Huver et al., 2010), Maccoby and Martin added a fourth type to the parenting style that is *uninvolved* or also known as the *neglectful* parenting style. An *uninvolved* parenting style indicates the low response and

demands given by the parents to their children. This style describes parents are often unsupportive, not controlling, and indifferent towards their children.

According to (Cherry, 2023d), the characteristics of uninvolved parents are:

- a. Parents are low on parental demandingness and parental responsiveness.
- b. They do not respond well to their children's needs.
- c. They do not show much affection, support, and love to their children.
- d. They infrequently set rules or boundaries for their children.
- e. Uninvolved parents do not offer guidance in educating their children.

2.4.2 Effects of Parenting Style on Children's Behavior

The parenting style that is implemented by the parents will influence the children's outcomes. It determines how children act in society, like how they overcome a problem, the way they think, and the way they socialize (Darling & Steinberg, 1993).

2.4.2.1 Authoritarian Parenting Style

According to (Darling, 1999), the effects of *authoritarian* parenting style on children are:

- a. Children tend to perform relatively well in school and are never involved in problem behavior.
- b. Children possess low self-esteem. They act fearful and shy around other people.
- c. Children are likely to have poorer social skills. They behave more aggressively against others.

- d. Children have higher levels of depression.

Based on (Cherry, 2023a) research, the children of *authoritarian* parents are likely:

- a. Children struggle when it comes to making decisions because they can rarely make choices.
- b. Children are good at following rules but, they may lack self-discipline.

2.4.2.2 Authoritative Parenting Style

Based on Baumrind's research on parenting style, (Dalimonte-Merckling & Williams, 2019) conclude that the effects of *authoritative* parenting on children are:

- a. Children have good social skills when they interact with others. They are friendly, adaptive, creative, and cooperative with their friends and parents.
- b. They are more independent and more active.
- c. Children have good self-esteem and self-confidence.
- d. Children of authoritative parents have better mental health (low depression and anxiety). They can manage their emotions well.
- e. Children perform better in school. They achieve good academic achievements, such as getting high grades, attending classes more regularly, and being more engaged in the classroom.
- f. Moreover, (Cherry, 2023c) adds that the children's outcome of *authoritative* parenting style is that they tend to be more capable, happy, and successful.

2.4.2.3 Permissive Parenting Style

According to (Miller, 2016) the effects of *permissive* parenting on children are:

- a. Children are aggressive, domineering, resistant and noncompliant.
- b. Children are quick to become angry, but they return quickly to recover cheerful mood.
- c. Children lack self-control. Children who are raised by *permissive* parents may struggle self-control. The reason is they do not learn how to control their behaviors, emotions, and impulse. *Permissive* parents are often inconsistent with the boundaries they set and rarely enforce.
- d. Children are aimless, have a few goal-directed activities. It is because their parents have little to no expectation.

According to (Dalimonte-Merckling & Williams, 2020), the effects of *permissive* parenting on children are:

- a. Children may be less conscious of the boundaries of acceptable behavior. Permissive parents tend to not set clear rules for their children. They give too much freedom so that their children fail to implement standards for appropriate behavior.
- b. Children are generally less academic success. Some of them are lack of self-reliance and not persistence on doing task.

Based on (Cherry, 2022b) research, the children of *permissive* parents are likely:

- a. Kids struggle in decision-making and problem-solving. It is because their parents not set any type guidelines or rules.
- b. Children may be more susceptible to delinquency and drug use.
- c. They struggle with time management and habits. It is because kids never learn limits.

2.4.2.4 Uninvolved Parenting Style

According to (Baumrind,1991) in (Dalimonte-Merckling & Williams, 2020), the effects of *uninvolved* parenting on children are:

- a. Children tend to be immature, irresponsible, and impulsive.
- b. Children are liable to peer pressure. They are not capable of being a good leader.
- c. They may use alcohol and drugs at young ages.
- d. Children are difficulty in achieving great score for their academic.

(Cherry, 2023e) adds the children of *uninvolved* parents may:

- a. Children may be anxious or stressed because they do not get support from their family.
- b. They fear to rely on others for support. They also have to provide for themselves.
- c. Children may become socially withdrawn.

2.5 The Relation Between Parenting Style and Children's Communication

Each parenting pattern, such as authoritarian, authoritative, permissive, and neglectful has different traits in language use. These differences include tone, word choice, and speech function. These styles create a communicative environment that influences children's language development and social abilities. Research indicates that parents who implement an authoritative parenting style tend to have meaningful verbal interactions with their children, utilizing formal and informal language experiences. (Bingham et al., 2017) highlight these interactions contribute to better oral language abilities in kids, that underlines the vital role of parental language quality for their kids' development. Further, language acquisition and social skills depend on the nature of interactions, such as the quantity and quality of conversational exchanges. For instance, (Nguyen et al., n.d.) state that mothers' conversational styles can boost their children's neural synchronization, emphasizing verbal turn-taking and cognitive engagement during parent-child interactions.