

**Altruism Values in Educational Movie: A Literary Criticism Analysis of “The
First Grader”**

THESIS

Submitted by

SALVA MAQHFIRAH HADISTI

NIM.170203066

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2024 M/1445

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Negeri Ar-Raniry Banda Aceh
In Partial Fulfilment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

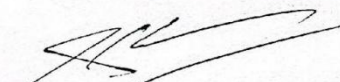
Salva Maqhfirah Hadisti

170203066

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

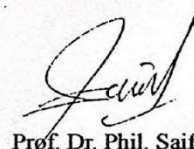
Main Supervisor,



Prof. Dr. T. Zulfikar, M.Ed

Date: 18/05/2024

Co-Supervisor,



Prof. Dr. Phil. Saiful Akmal, M.A.

Date: 18/05/2024

**It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching**

On:

Monday

June 10th 2024

4 Zulhijjah 1445

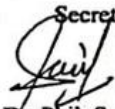
In Darussalam, Banda Aceh

Board of Examiners:

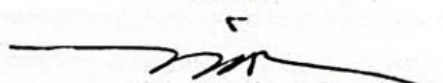
Chairman,


Prof. Dr. T. Zulfikar, M.Ed.


Secretary,


Prof. Dr. Phil. Saiful Akmal, M.A.

Member,


Dr. Muhammad Nasir, M.Hum.

Member,


Rita Hermida S.Pd.I., M.Pd.

Certified by:

**The Dean of Faculty of Education and Teacher
Training of Al-Raniry State Islamic University**


Prof. Safrudin, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jl. Syekh Abdul Rauf, Kopelma Darussalam, Banda Aceh
Tlp. +62651 – 7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Salva Maqhfirah Hadisti

NIM : 170203066

Tempat/tanggal lahir : Banda Aceh, 22 Juni 2000

Alamat : Jl Besi No 1 Gampong Laksana, Kecamatan Kuta Alam, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Altruism Values in Educational Movie: A literary Criticism Analysis of “The First Grader”

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Mei 2024

Yang Menyatakan,



Salva Maqhfirah Hadisti
NIM. 170203066

ACKNOWLEDGEMENT

First of all, all praises belong to Allah, the almighty, the most gracious and the most merciful for all the blessings given to me in finishing this thesis. Peace and prayer be upon the prophet Muhammad SAW, the last prophet that brought us from the darkness to the brightness.

I would like to express my gratitude and sincere to my supervisors Mr. T. Zulfikar and Mr. Saiful Akmal for their invaluable guidance, advice and encouragement in completing this thesis. My great honor is also given upon all lecturers and staffs of English Department for the knowledge and lesson they have given to me.

Furthermore, my endless thank is dedicated to my beloved parents, Sofyan and Safitri Mahdar for their support, encouragement, love and prayer through all the process in finishing this thesis. I would also like to thank my sister and brother, Refyan Zikri Alfaiz and Selma Navisha Sofyana, they both helped me a lot during my thesis progress.

Sincere and huge thanks are also delivered to all my best friends Fardha Khamsa, Baburrayan, Salman Al Fadjri, Taufiq Qurrahman, and Rizqina Putri who have always been supporting and accompanying me through all my ups and downs. May Allah always give mercy and blessings to all of them.

Finally, I hope that this study will be beneficial and useful for anyone who is interested in reading this thesis.

Banda Aceh, 27 Mei 2024

The writer,

Salva Maqhfirah Hadisti

ABSTRACT

Name : Salva Maqhfirah Hadisti
NIM : 170203066
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : Altruism Values in Educational Movie: A literary
Criticism Analysis of “The First Grader”
Main Supervisor : Prof. Dr. T. Zulfikar, M.Ed.
Co- Supervisor : Prof. Dr. Phil. Saiful Akmal, M.A.
Keywords : Altruism, Literary Criticism, Educational Movie

This research entitled Altruism Values in Educational Movie: A literary Criticism Analysis of “The First Grader”. This research aims to analyze the altruism value contained in The First Grader and to study about literary criticism analysis contained in the movie. The researcher used descriptive qualitative analysis. The data were collected by analyzing the subtitles and dialogues: the researcher watched the movie and read the subtitles, classified, explained the situation and concluded. The result of the research showed that the movie has the generosity and self sacrifice aspect of altruism and contained two literary criticisms which are structuralist criticism and feminist criticism.

TABLE OF CONTENTS

| | |
|--|------------|
| DECLARATION OF ORIGINALITY..... | iv |
| ACKNOWLEDGMENT..... | v |
| ABSTRACT..... | vii |
| TABLE OF CONTENTS..... | 1 |
| CHAPTER I INTRODUCTION..... | 5 |
| A....Background of Study..... | 5 |
| B.... Research Question..... | 9 |
| C.... The Aim Of Study..... | 9 |
| D....Significance of Study..... | 9 |
| E.... Terminology..... | 10 |
| CHAPTER II LITERATURE REVIEW..... | 13 |
| A....Movie..... | 13 |
| a..... Type of a Movie..... | 14 |
| b.....Advantages of a Movie..... | 19 |
| c.....Disadvantages of a Movie..... | 21 |
| d.....Elements of a Movie..... | 22 |
| e..... Storyline of the Movie..... | 26 |
| B.... Altruism..... | 31 |
| C.... Literary Criticism Analysis..... | 35 |
| D....Previous Studies..... | 38 |
| CHAPTER III RESEARCH METHODOLOGY..... | 41 |
| A...Research Design..... | 41 |
| B... Source of the Data Research..... | 42 |
| C...Data Collection Procedures..... | 43 |
| D...Data Analyzing Procedures..... | 46 |
| CHAPTER IV FINDINGS AND DISCUSSION..... | 50 |

| | |
|--|-----------|
| A...Findings..... | 50 |
| B...Summary..... | 61 |
| CHAPTER V CONCLUSION AND SUGGESTION | 63 |
| A...Conclusion..... | 63 |
| B...Suggestion..... | 64 |
| REFERENCES..... | 66 |
| AUTOBIOGRAPHY | |

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisors

LIST OF TABLE

| | |
|-----------------|----|
| Table 1.1 | 52 |
|-----------------|----|

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides an introduction that concerns the background of the study, which includes the altruistic value of the movie and the effect on real life. Furthermore research questions as the foundation of the study, and answered in the next chapters. Afterwards, the researcher provides the aim of the study and terminology becomes the focus of the research.

A. Background of Study

Literature is the imaginative work that pictures the human life in society which can be enjoyed, understandable, and used by the society. Literature can be interpreted as a source or reference which are used in various activities in the world education or other activities. Literature can also interpreted as a reference used to obtain certain information. Literature can be in the form of books or various things other types of writing. According to Suwandi (2017), the definition of literature is the reading material used in various kinds of activities, both intellectual and recreation. The term “literature” is derived from the word “littera” which means letter. Letter becomes the smallest aspect of a writing session. It means that all works dealing with literature are called literary works that were begun by letters. There are four kinds of literary works commonly consumed by the society; fiction (novel, novella, and prose), poetry, drama and movie. Nowadays, literary works have become entertainment or even a lifestyle.

Literature brings us to a new world of experience, which means that literary works are a direct part of the literary environment, the aggregate of all society's active literary works of a time, age and a certain social group. From a strictly historical point of view the individual, literary work is a subtle medium in conveying the values of morality in da'wah. The beauty of words in literature can provide entertainment and imply the values of personality that can teach goodness (Selviana, 2018). Literary work has several types; poems, novels and movies. One literary work that employs aural and visual components to facilitate the audience's comprehension is the motion picture. The motion picture is the most prevalent medium for appreciating literary works in the contemporary era, as it can be readily interpreted by readers and because literary works are now audio-visual. According to Badar (2011), movie or motion picture is a story conveyed with moving images. A movie is produced by recording photographic images with cameras and using animation techniques or visual effects. The medium of film offers a diverse range of entertainment options that can appeal to individuals from all age groups. It encompasses a plethora of cultural elements, moral messages, educational content, lifestyle choices, political discourse, and historical context. A film's narrative structure and the vocabulary employed within it render it a significant aspect of human existence. Movies give a communication medium which has a valuable message to the audience. Blasco, Moreto, Blasco, & Janaudis, (2015) states that audio-visuals simplify the audience to get the substance of a movie. The audience would absorb the substance or the message well and clearly, because a movie provides familiar images and emotions in the whole way of life. The language

employed in the film is not merely a simple vocabulary; rather, it is intricately connected to the literary language employed in one particular storyline.

Danesi (2010) proposed that the movie is a text that contains a series of photographic images that lead to the illusion of movement and action in real life. There are numerous genres of film, including romance, horror, fantasy, documentary, drama, history, and comedy. A movie typically include dialogue, music, and sound effects. A scriptwriter is responsible for creating the narrative of a film. Actors memorise their lines and act based on the characters they are portraying. Character represents personality as seen through dialogues in a movie. In a dramatic or narrative work, characters are represented in a way that allows the reader to interpret them as being endowed with moral qualities, intellectual, and emotional qualities by inferences from the dialogue and their action. There are numerous reasons why readers may wish to gain insight into the character in a given narrative. In a narrative, the construction of a character is contingent upon the manner in which they are characterised. In other words, the character is not fully realised in the story without the application of characterisation. According to Dancyger and Rush (2013), two types of characters between the main character and secondary characters, which undergo metamorphosis or change simultaneously as time progresses the story is the main character. The evolution of a character is typically depicted in a film through the lens of the main character. Some characters in a movie have a character development by helping other people. In the movie or in our society, the act of doing

good, helping each other is a character development. Many traditions and religions espouse a basic attitude of selflessness, whereby individuals act for the benefit of others without expecting anything in return. This altruistic approach is driven by a desire to help others, rather than a sense of obligation or expectation of reciprocity. Empathy is an activity that understands what another person is thinking and feeling, as well as what the person concerned is thinking and feeling about the conditions being experienced by the other person without the person concerned losing control of himself (Taufik, 2012). Empathy-Altruism Theory explains that people help others and receive benefits as a by-product, yet the ultimate goal of helping actions is reducing other people's stress. It was believed that empathetic emotions are the main motivation of helping behavior.

An example of literary work that contains altruism in *The First Grader* shown in this movie is Maruge who has a nice and friendly attitude to help his classmates, Kamau. Kamau is one of Maruge's friends in class, but Kamau doesn't like to be friends with Maruge. but Maruge was always kind to him. At that moment Maruge approached Kamau who was sitting next to the class, and Maruge taught Kamau how to write the number 5. Kamau was happy because Maruge helped him and now he can write number 5 without reversing. So, a friendly and caring attitude is more commendable than a rough and tough attitude. and we must be capable of making new friends and maintain friendships.

Despite the moral society that is also known as altruism value, the researcher is also interested in literary criticism and willing to analyze it. Literary criticism is the process of interpreting, analysing and evaluating a text. The objective of literary criticism is to assist readers in engaging with or challenging the text in question. Well-written criticism provides a deeper understanding of literature and contributes to its ongoing development. The writer is interested in analyzing this topic because there is still a lack of research on the altruistic side of figures in literary works, and the researcher also want to show that good deeds that are displayed by the character in the movie, and interpret the altruistic form of values and not only for mere popularity.

B. Research Question

The study was addressed to answer the following question:

1. What altruism values are presented in the movie?
2. What are the literary criticism analysis elements that the researcher can get in the movie?

C. The Aim of Study

1. To describe the altruism values presented in “The First Grader” movie and the researcher has specific goals in mind when doing it.
2. To find out the way altruism values are presented in the movie. The researcher tries to find, elaborate, and criticize the literary values that are presented in “The First Grader Movie”.

D. Significance of the Study

The researcher hoped that this research will be worthwhile both theoretically and practically.

1. Theoretically

The result of this study is expected to be beneficial to the literature course for higher education institution students and lecturers and can contribute to the use of altruism values.

2. Practically

- a. To improve writer and reader morality and the motivation to study English language.
- b. To remind the reader about the importance of altruism values in our life.
- c. To give support to the people who produced the movie, so that they can make a good creative and proper movie morally.
- d. To increase human interest in each other

E. Terminology

To avoid misunderstanding about the research, researcher clarifies several key terms as follows:

1. Altruism Value

Altruism is a core value that centers around selfless concern for the well-being of others. Individuals who embody altruistic values prioritize the needs, happiness, and welfare of others over their own interests. Altruism involves acts of selflessness, self-sacrifice, kindness, generosity, and compassion without

expecting personal gain or recognition in return. Hambali (2015) explains that altruism is concern for the welfare of others without regard for oneself. This behavior is a virtue that exists in many cultures and is considered important by some religions. The researcher focuses on the self-sacrifice and generosity of altruism.

2. Educational Movie

An educational movie is a movie that is created with the primary purpose of imparting knowledge or teaching a specific subject matter. Unlike purely entertaining movies, educational movies are designed to inform, instruct, or educate the audience on a particular topic. These movies are often used as supplementary teaching tools in classrooms, training programs, or for self-directed learning. The educational aspect the researcher wants to focus on is the kindness aspect of how people treat others without age limitation and the way people never give up on chasing their dream. Educational films are a medium of learning or tools at his disposal that serve to convey messages to certain people (Jamaika, 2018).

3. “The First Grader”

Set in Kenya, *The First Grader* tells the true story of an 84-year-old farmer and former Mau Mau tribesman who chose to go to school when the country launched universal education. Writer Ann Peacock introduces Maruge (Oliver

Litondo), an old man with a walking stick, as he approaches the new school in his village and asks to be enrolled.

The school authorities are reluctant to admit an octogenarian alongside six-year-olds. As the narrative progresses, it becomes evident that tribal rivalries also contribute to their suspicion of Maruge. Teacher Jane Obinchi (Naomie Harris) is similarly sceptical, but when she observes Maruge's unwavering determination to learn to read, she becomes his ally, even as she alienates her husband and government authorities, who are similarly bureaucratically inflexible in Kenya as in numerous other societies. By the explanation above and the way this movie was delivered also the scene that was full of altruistic value made the researcher choose this movie as an object of research.

CHAPTER II

LITERATURE REVIEW

A. Movie

1. Definition of Movie

A movie, also known as a movie, is a form of visual entertainment and storytelling that involves a series of moving images and often includes accompanying sound. Ayoana (2010) stated that a film is a live image, also often called a movie. Films, collectively, are often called cinema. Cinema itself comes from the word kinematics or motion. Movies have become a significant part of global culture and entertainment, with the movie industry producing a wide range of content for diverse audiences. They offer a means of escape, education, and reflection on the human experience. By watching a movie, the audience is able to identify the character and moral value on the screen effectively. He said that the audience has an opportunity to interpret a movie's life stories into their own life. The audience is the key to how a movie can influence their habit or circumstances (Blasco et al., 2015).

Movies are produced through the art and technique of moviemaking, which includes various elements such as cinematography, acting, editing, and scriptwriting. They are typically created for public viewing in theaters, on television, or through digital platforms, providing audiences with a medium for narrative expression, artistic exploration, and entertainment. A movie or movie can teach people about science,

history, and human behavior. Certain movies combine humor and knowledge, which adds to the enjoyment of learning.

2. *Types of a Movie*

A type of movie refers to a category or genre that classifies movies based on common themes, styles, storytelling techniques, and audience preferences. There are numerous types or genres of movies, each with its own characteristics and conventions. There are three types of movies: Documentary movie, Fictional movie and Animated movie. According to Bordwell and Thompson (2016), these are the types of movies as follows:

a. Documentary movie

A documentary movie is a non-fictional motion picture that presents factual information, events, or real-life subjects using documentary movie making techniques. Unlike fictional movies, which often feature scripted narratives and fictional characters, documentary movies aim to capture and portray reality as it unfolds.

As a type of movie, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (2016), there are two types of documentary movie, they are:

1. Compilation movies; produced by assembling images from archival sources.

2. Direct cinema; recording an ongoing event, as it happens with minimal interference by moviemakers.

b. Fictional movie

A fictional movie is a motion picture that presents a story, characters, and events that are created and imagined by the moviemakers. Unlike documentary movies, which aim to capture real-life subjects and events, fictional movies feature scripted narratives, fictional characters, and fabricated settings.

A fictional movie presents imaginary beings, places or events. However, even if the type is fictional, that does not always mean that it is completely unrelated to actuality. According to Bordwell and Thompson (2016), a fictional movie shows made-up people, places, or things.

c. Animated movie

Animated movies are moving images that use animation techniques to create the illusion of movement and bring characters and backstories to life. Unlike live-action movies which feature real actors and scenes, animated movies use a variety of animation techniques such as traditional hand-drawn animation, computer-generated imagery (CGI) stop-motion animation or a combination of techniques.

Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movies are not

continuously moving outdoor action in the real time, but they create a series of images by shooting one frame at a time (Bordwell & Thompson 2016).

Movies can be categorized based on the recurring elements or pattern in them. This categorization results in the term genre. A movie may concentrate on one genre, but other movies blend genres by using elements from various genres to make the movie more interesting. By mixing elements from other genres, new genres emerge. According to Panca (2011), there are several types of films, including:

a. Action

Action as a movie genre generally refers to movies that feature high levels of physical activity, fast-paced scenes and intense tension. These movies often focus on heroic heroes who engage in exciting adventurous battles or daring actions to overcome powerful obstacles or adversaries. The action genre usually tells the story of a character's struggle to survive or fight scenes (Panca, 2011). The example of action movie is, *The Night Come For Us* directed by Timo Tjahjanto, *Buffalo Boys* directed by Mike Wiluan

b. Comedy

Comedy movies are a type of movies that mainly aim to amuse and entertain the audience through funny and funny things. Movies are designed to spread laughter and entertainment through witty dialogues, funny situations and developed characters. The comedy genre is a movie that relies on good humor in terms of story and in terms of characterization (Panca, 2011). The example of

comedy movies is, *Midnight in Paris* directed by Woody Allen, *Bridesmaids* directed by Paul Feig.

c. Horror

Horror movies are a genre of movie that aims to create shock, fear and discomfort in the audience through suspense and terrifying imagery. These movies often use themes of the supernatural and the unknown to create deep and intense experiences for the audience using underlying fears and anxieties. The Horror genre usually presents a story that is sometimes beyond human understanding (Panca, 2011). The example of Horror movie is, *Get Out* directed by Jordan Peele, *The Witch* directed by Robert Eggers.

d. Thriller

Thriller is a movie genre that aims to create suspense and excitement through tight and intense stories that often involve mystery, danger and psychological intrigue. These movies usually keep the audience on the edge of their seats with unexpected twists, exciting action scenes and exciting plot developments. This thriller genre always emphasizes tension which is created not far from its elements of logic or like murder (Panca, 2011). The example of thriller movies is, *War of The Worlds* directed by Steven Spielberg, *Contagion* directed by Steven Soderbergh.

e. Sci-Fi

Science fiction, often abbreviated as sci-fi, is a genre of movies that explores hypothetical or futuristic ideas of technology and society. These movies feature fantasy and futuristic scenarios and stories based on theoretical principles of scientific speculation but may also contain fantasy or supernatural elements. This movie genre is usually called sci-fi. Scientists will always exist in this movie because what they produce will be the main conflict in the groove (Panca, 2011). The example of Sci-Fi movies is, *Interstellar* directed by Christopher Nolan, *Arrival* directed by Denis Villeneuve.

f. Drama

Drama is a genre of movie that typically explores serious and emotional themes often focusing on realistic portrayals of human relationships and conflict experiences. The movie aims to engage audiences on an emotional level and elicit empathy and compassionate reflection through compelling storytelling and nuanced character development. A movie genre that is usually liked by many audiences because it is considered to be a real picture of life and the audience can feel the scene in the movie (Panca, 2011). The example of drama movies is, *Missing* directed by Nicholas D. Johnson and Will Merrick, *Marriage Story* directed by Noah Baumbach.

g. Romance

Romantic movies are often romantic movies or romantic comedies (romantic comedies) which are a type of movie that focuses on romantic love

and relationships as the main theme of the story. These movies usually revolve around themes of love, passion, attraction and intimacy and often revolve around the romantic journey and emotional development of the main characters. This film genre tells the story of the love romance of a couple. Most of the audience who sees it will be carried away by the romantic atmosphere played by the player (Panca, 2011). The example of romance movies is, *50 First Dates* directed by Peter Segal, *P.S. I LOVE YOU* directed by Richard LaGravenese.

3. Advantage of a Movie

There are many advantages to using English movies in EFL classes. Firstly, movies make students interested in learning English. Mirvan (2013) stated that Using English movies in the EFL classroom was a new and very pleasant experience for the students. Students enjoy class activities. Students are more motivated to see and hear real situations rather than following textbook activities. Movies also create a relaxing atmosphere.

Secondly, movies improve students' listening skills. In this case it is better for English teachers to play English movies with English subtitles. Rokni and Azzam (2014) stated that movies with English subtitles had a significantly positive effect on the students' listening skill compared to movies with no subtitles. Students will hear the use of English more naturally. Some actors speak too fast and it is difficult for students to understand what they are saying but this is a great way for students to

listen to native speakers. Students also hear informal English words, phrases and slang that they often don't find in books or dictionaries.

Third, movies can improve students' speaking skills. Listening to native speakers in English films can help improve students' speaking skills, especially fluency. Students can watch English movies with their friends and talk about them later. They can also find movie scripts online and copy what the actors say in the movie. They can then play the movie to see if their pronunciation is correct. According to Kalkan (2013) teaching English by using English movies as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actresses in the movie. Students can listen to how to link their words together.

Fourth, movies improve students' pronunciation. We all know that English pronunciation is very difficult. Students have difficulty pronouncing words when they read. Listening to native English speakers talk to each other allows students to hear the pronunciation of words. Students can learn where to place vowels in specific words and phrases. Students can also compare and contrast the British and American styles when actors speak in films. Through her research, Pratiwi (2010) reported that English movies really affected students to comprehend pronunciation. Before students watched English movies, the students had some difficulties with English stress patterns. After they watched English movies they were so good at English stress patterns.

Fifth, movies will increase students' vocabulary. English movies with English subtitles help students understand how words are spelled. By watching English movies students will hear many new words and phrases, especially idioms and daily expressions. Students can keep a notebook and write down new words or phrases they hear. They can then look up the meaning or ask their English teacher. Putra (2012) states that when students are watching English movies with English subtitles, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.

4. Disadvantage of a Movie

As we all know everything has its drawbacks. Although there are many advantages of using English films in English classes there are also disadvantages and problems. First, watching the movie takes so long that it makes students feel bored. Using English movies in English classes will reduce students' time for class activities such as writing or discussion. According to Mirvan (2013) a movie generally reduces active time into more than an hour so that it would be a boring time for students to finish the movie till the end.

Second, students prefer to look at the actors rather than the overall learning objectives. Every student has their favorite actor. When they watch their favorite actor in a movie they focus more on the main objective of the study. Students will forget what the teacher asked before watching the film. Ying and Zhang (2012) states that the students may be attracted by the actors and actresses of the movie and forget

the purpose and aim of watching the movie. While they are watching the movie, they cannot pay attention to their tasks.

Third, Fictional films can make students think and imagine irrational things. As we know many English movies like Harry Potter, Chronicles of Narnia, Alice in Wonderland, Peter Pan etc. They are not based on true stories and are ridiculous. Of course the director's control in filmmaking is beyond the ability of the teacher. Bottomley and Richard (2013) states that after watching English movies students sometimes imagine if they were in a fairy tale world. They build their own fantasy and act like a prince, a princess, a witch, or an angel.

5. Elements of a Movie

Elements of a movie is a way to compose every scene in a movie and constitute the essence of film. There are seven elements of film which are plot, character, narrative, cinematography, sound, mise-en-scene, and editing.

a. Plot

The plot of a movie is essentially the story it tells, encompassing all the events, actions, and developments that occur from beginning to end. Think of it as the roadmap that guides the audience through the film's narrative journey. According to Andri (2014), a story line is a construction made regarding a series of events logically and chronologically which are interconnected and occur or are experienced by the actors.

b. Character

Characters in a movie are the individuals who drive the story forward through their actions, dialogue, and interactions with each other and their environment. They are the heart and soul of the film, bringing it to life and enabling the audience to connect with the narrative on a personal level. Character is an actor who aims to be a carrier and conveying messages, morals, or whatever you want to convey to the audience (Nurgiyantoro, 2018).

c. Narrative

Visual narrative refers to the storytelling techniques used in visual media, such as movies, comics, graphic novels, and even paintings or photographs. It involves the use of visual elements such as images, colors, composition, and camera angles to convey a narrative or story. In movies, visual narrative encompasses various cinematic techniques, including cinematography, mise-en-scène (the arrangement of visual elements within the frame), editing, and visual effects. These elements work together to communicate the plot, characters, themes, and emotions to the audience. Visual narrative is a powerful tool for storytelling because it can convey information and evoke emotions without relying solely on dialogue or written text. Through careful manipulation of visual elements, moviemakers and other visual storytellers can create immersive and engaging narratives that captivate and resonate with viewers. According to Abbott (2010), the definition of narrative is a story or its general

meaning tells a story. Stories generally have an event or several events that proceed according to chronological time and the events are conveyed through several media. An event can qualify as a story if there is a change from the initial state.

d. Cinematography

Cinematography is more than just photography. Cinematography involves the process of finding or creating ideas, words, actions, deeper storytelling in terms of emotion, color, and all kinds of other forms of nonverbal communication combined into one visual (Brown, 2016). Cinematography is the art and craft of capturing moving images on film or digital media. It involves the technical aspects of photography, such as camera operation, lighting, composition, and camera movement, as well as the creative decisions made by the cinematographer to visually tell a story.

Cinematographers, also known as directors of photography (DPs), work closely with directors to translate their artistic vision into visual reality. They select the appropriate camera equipment, lenses, and lighting setups to achieve the desired look and feel of a film or video project. Cinematographers also collaborate with other members of the production team, such as gaffers (lighting technicians) and grips (camera rigging experts), to execute complex shots and ensure technical precision. According to Kroon (2010), a

cinematographer is someone who composes each shot and designs the light and camera placement which aims to visualize the director's vision.

e. Sound

Sound refers to the vibrations that travel through the air or another medium and can be heard when they reach a person's ear. These vibrations are typically produced by an object's movement or by a mechanical disturbance. In the context of filmmaking and audio production, sound encompasses a wide range of auditory elements, including spoken dialogue, music, sound effects, ambient noise, and silence. It plays a crucial role in conveying information, setting the mood, and creating an immersive experience for the audience. According to Winters (2017), the definition of sound is something that can be heard. Another definition is sound that is heard through vibrations. Movies have a lot of applicable laws, regulations, principles and physical objects must be applied to make a sound recording, editing and mixing audio.

f. Mise-en-scene

Mise en scène is everything that is in front of the camera, translated from French which means "setting the stage" mise en scène organizes things found in whatever is inside the performance stage. In movie analysis, the Mise en scène itself focuses on something in front of the camera such as set or background design, lighting, acting and movements of the actors. Mise en scène shows how lighting in the movie is, then captures how the actors act, whether the actors can

play the role or not. The moment the director says “action!” This command is an order for starting the acting of the actors. The actors must really focus on his role in the movie. According to Cahyaningrum (2010), theory and application about Mise en scène the meaning arises due to acceptance and reconstruction meaning by the audience. Mise en scène is a way of interpreting structure produced by the artistic elements of the performance.

g. Editing

Editing in the context of filmmaking refers to the process of selecting, arranging, and manipulating raw footage to create a coherent and engaging narrative. It involves assembling individual shots into sequences, refining the pacing and rhythm of the film, and enhancing the overall visual and auditory impact. According to Reisz and Millar (2010), editing began to be applied during the silent movie era and continues to evolve until now. According to them, various innovations of techniques used in editing, such as the use of cut, dissolve, flashback, and many more, have become a fundamental principle and have become a common practice.

6. Storyline of The First Grader

According to (IMDb, 2010), The film chronicles the experiences of an 84-year-old Kenyan villager and former Mau Mau veteran who advocates for his rights. To attend school for the first time and obtain an education that he could not previously afford.

A radio announcement by a Kenyan government official announces the government's decision to provide free primary education to all. Maruge (Oliver Litondo), an 84-year-old villager, hears this and decides to pursue further education. He arrives at his local school, where he meets Jane (Naomie Harris), the school's principal, and expresses his desire to learn. Her colleague Alfred (Alfred Munyua) attempts to dissuade him by informing him that all pupils require two pencils and an exercise book.

The following day, upon his return, Maruge requests to be taught how to read. He presents a letter from the office of the President that he wishes to understand. Jane is exasperated and informs him that the school already has too many pupils. Later that night, she discusses Maruge with her husband Charles (Tony Kgoroge). He counsels her to focus on the battles she can win, given his own position as an employee of the government in Nairobi.

After amending his trousers into shorts, Maruge returns to the educational establishment. While Jane informs the school inspector, Mr. Kipruto (Vusi Kunene), over the telephone that she currently has five children at her desk, she relents when Maruge reappears. Alfred initially expresses reluctance, yet Jane is unwavering in her assertion that Kipruto is not the head of the school. Despite her initial reservations, she allows Maruge into her class, seating him near the front after he admits that his eyesight is not so good and begins to teach him and her other charges how to write the alphabet.

The subject is plagued by memories of his time in Kenya in 1953, when he fought with the Mau Mau against the British. These memories even impact upon Maruge in class when Alfred scolds him for not keeping his pencil sharp. He is instructed to sharpen it, and he becomes overwhelmed as he recalls a time when the British subjected him to torture using a sharp pencil that was thrust brutally into his ear. After apologising to Jane, Maruge reassures her that the incident will not be repeated. He then proceeds to educate his fellow pupils, patiently explaining the reasons behind the Mau Mau's fight for land and the importance of the word 'freedom'.

Resentment begins to emerge regarding Maruge's education. At home, there is a call for him to avoid the school, while in the playground, covert photographs are taken of him. In due course, the rumour that an elderly man was attending school reached the ears of the general public via the radio. Kipruto arrives, enraged that he has learned from the press that Maruge is attending his school. Jane informs him that Maruge had previously engaged in armed resistance against the British. Subsequently, she learns from Maruge that the same soldiers who killed his family were responsible for his own demise.

In an attempt to retain Maruge's attendance at the school, Jane contacts Charles, but he counsels her against bypassing Kipruto. She deliberately ignores him, visiting the head of the education board to plead Maruge's case. Her protests are met with indifference, and Maruge is compelled to attend an adult education center, where he soon finds himself surrounded by individuals with no apparent motivation to learn.

He visits Jane and informs her that he must learn to read because he wishes to comprehend the letter that has been sent. Despite his refusal to return to the adult education centre, Maruge is obliged to bid farewell to the children. However, Jane offers him a reprieve in the form of a teaching assistant position.

As the narrative unfolds, the press descends upon the educational establishment, surrounding Jane and seeking to question Maruge. He asserts that the power lies in the pen. Nevertheless, his continued presence at the school is beginning to elicit a negative response from the parents of the younger pupils. One mother confronts Jane, accusing her of seeking fame and fortune from the attention she receives, while another father proclaims to Alfred that the school is spending an excessive amount of time on Maruge. Once more, Kipruto arrives at the school in a state of disarray, informing Jane that her exceptional pupil is unable to remain and that plans are underway for the government to provide compensation to the Mau Mau.

Despite receiving threatening phone calls, Jane is resolute in her decision to teach Maruge to read after school has finished. A delegation of politicians arrives at the school, eager to exploit the free publicity surrounding Maruge. They also privately demand that Jane share any financial compensation she has received. The situation begins to deteriorate. A group of individuals proceeded to attack the school with sticks, while Charles receives an anonymous telephone call, which notes that his wife is now out of control. Subsequently, Jane received a letter informing her that she was to be transferred to a school situated 300 miles away. Charles informs her that the

circumstances surrounding Maruge are causing distress, stating that he has received calls alleging infidelity on her part.

Jane informs Maruge of her impending transfer, and then bids the children a tearful farewell, receiving numerous gifts from them. Meanwhile, Kipruto introduces the class to a new teacher. In a fit of rage, the pupils have been observed to utilise a padlock to secure the school gate and hurl missiles at her and Kipruto. Meanwhile, Maruge travels to Nairobi, where he proceeds to the Ministry of Education. There, he confronts the board on behalf of Jane, exhibiting the scars he sustained as a young man tortured by the British.

Jane subsequently returns to the school, where Maruge is present to greet her. He requests that she read him the letter, which explains that he will be compensated for his time in the prison camps. As the film draws to a close, the radio DJ announces that Maruge, the Guinness Book of Records holder for the oldest person to attend primary school, will be delivering a speech at the United Nations.

The researcher was interested to research the altruism value in *The First Grader* by Justin Chadwick. By the storyline above, the researcher is interested in the relationship between every character and the daily life of them. Especially the altruism value that happened in every scene in the movie.

B. Altruism

Altruism is a concept and behavior characterized by selfless concern for the well-being of others. It involves actions or attitudes that prioritize the welfare and happiness of others without expecting any personal gain or benefit in return. Altruistic individuals engage in behaviors that are intended to help or benefit others, often at a cost or sacrifice to themselves, and the key features of altruism are below:

a. Selflessness

Selflessness is the quality of putting the needs, desires, and well-being of others before one's own. It involves acts of generosity, compassion, and altruism without expecting anything in return. A selfless person acts with empathy and consideration for others, often sacrificing their own comfort, time, or resources for the benefit of others. Selflessness is often regarded as a noble and admirable trait, as it fosters empathy, cooperation, and a sense of community.

We use the term “selflessness” to qualify the self’s alternative psychological functioning. It is characterized by low levels of self-centeredness and a low degree of importance given to the self (i.e., not exaggerated). This style of psychological functioning is closely related to characteristics such as altruism, kindness, respect, empathy, compassion. The aim of selfish helping is to seek benefits for oneself or to take advantage of the person who is being helped. On the other hand, altruistic helping behavior is an act of helping that is solely for good (Taufik, 2012).

b. Empathy

Empathy is the ability to understand and share the feelings, thoughts, and experiences of another person. It involves being able to put yourself in someone else's shoes, to see the world from their perspective, and to feel what they are feeling. Empathy allows individuals to connect with others on a deeper level, to recognize and validate their emotions, and to respond with compassion and understanding. It is an essential component of meaningful relationships, effective communication, and social cohesion.

Empathy has further been described as the process of understanding a person's subjective experience by vicariously sharing that experience while maintaining an observant stance. Empathy can be defined as the ability and tendency of a person (observer) to understand what other people (targets) think and feel in certain situations (Zoll & Enz, 2010).

c. Generosity

Generosity is the quality of being kind, giving, and willing to share with others. It involves a willingness to offer one's time, resources, or assistance without expecting anything in return. Generous individuals exhibit a spirit of abundance and compassion, seeking to make a positive impact on the lives of others through acts of kindness, charity, and support. Generosity can take many forms, from donating money or material goods to volunteering time or offering

emotional support. It stems from a genuine desire to help others and contribute to the well-being of the community.

Generosity has been defined or interpreted in different contexts, including sharing food, sharing money, organ donation, and time spent in public office, and can indirectly be awarded or rewarded for example economic payments, sexual rewards, cooperative relationships, social status and political support (Ellers & Pool, 2010).

d. Self-Sacrifice

Self-sacrifice is an altruistic act in which one willingly gives up or risks something of value for the benefit of others or a greater cause. It involves putting the needs, interests, or welfare of others above one's own, often involving personal hardship or loss. Self-sacrifice can take various forms, such as sacrificing time, comfort, resources, or even one's own safety or well-being. This concept is closely related to altruism, which is the selfless concern for the well-being of others without expecting anything in return. Both self-sacrifice and altruism reflect a deep sense of empathy, compassion, and a willingness to act for the greater good.

e. Affection

Affection refers to a feeling of tenderness and warmth of care and warmth associated with someone or something. It is compassion and appreciation expressed through gestures, words or actions. Affection is

toward family members, friends, romantic partners, pets or inanimate objects that have no sentimental value. Pal (2018) stated that affection is a warm gentle feeling of caring for or loving somebody or something. Indulgence is the state of being allowed whatever one wants.

f. Care

The word care has different meanings and by itself it means the act of concern and consideration for others who need affection and good. This is done in many forms including practical assistance with emotional support and physical support. It can also be expressed non-verbally and through body behavior. The word “care” is a commonly used word in everyday language and in all occupations (McSherry, 2012). According to the definition, caring is a feeling and it exhibits empathy and concern for others.

g. Sincerity

Sincerity is the quality of being genuine, honest, and truthful in one's words, actions, intentions, and emotions. It involves authenticity, integrity, and transparency in how one expresses themselves and interacts with others. Sincere individuals speak and act sincerely, without deceit, pretense, or ulterior motives, and they convey their thoughts and feelings with sincerity and earnestness. Hoffmann (2016) stated that new sincerity is in close connection with various aspects of post-postmodern such as truthfulness, autocriticism, narrativity, etc.

C. Literary Criticism Analysis

1. Definition of Literary Criticism

The practice of analyzing, assessing, and interpreting literary works is known as literary criticism. Like literary theory, which offers readers a more comprehensive conceptual foundation for analyzing literature, literary criticism gives readers fresh perspectives on an author's work. Literary theories include post-colonial theory, queer theory, critical theory, and new historicism.

Literary criticism is the interpretation, analysis and judgment of a text. The purpose of literary criticism is to help the reader improve or to challenge the writer. Good criticism deepens our understanding of literature and contributes to the development of literature over time. This is a great place to learn some of your writing techniques. Despite its name literary criticism is not critical. Writing a book is a big job and a critic's job is not to tear it apart. The word criticism means the ability to analyze opinions and support them with evidence i.e. the ability to think critically.

The typical structure of literary criticism begins with a summary of the text, examines its arguments and ends with an evaluation. Many major news publications include literary criticism in their weekend editions. Critics who write for these publications write for a general audience making their work an accessible introduction to literary criticism. Literary criticism can take many forms and approaches depending on the type and focus of criticism.

2. *Common Types of Literary Criticism*

a. Formalist Criticism

Formalist criticism is also a well-known New Criticism literary theory and an approach to literary analysis that focuses on formal elements such as text structure, images, speech style rather than considering external factors such as authorial intent, historical context. Formalist critics believe that the meaning of a literary work is inherent in the text itself and that attention to its formal purposes can reveal its deeper meaning and aesthetic value. Formalism is an approach to literary works that was born in Russia as a form of opposition to traditional approaches to literary works which always emphasize the relationship between literary works and history, psychology and sociology (Manshur, 2019)

b. Structuralist Criticism

Structuralist criticism is a literary theory and method of analysis that emerged in the mid-20th century particularly associated with the work of French philosopher and critic Roland Barthes and linguist Ferdinand de Saussure. Structuralism seeks to understand literature by studying the underlying structure and system of meaning that governs language and culture. Structuralism contains certain values that can be seen, clearly, in the response of structuralists to problems of epistemology - especially in the

relationship of the human subject to his own systems of perception and language, and to the objective world (Manshur, 2019).

c. Psychoanalytic Criticism

Psychoanalytic criticism is a literary theory and approach to literary analysis that applies the theories and methods of psychoanalysis psychoanalytic theory developed by Sigmund Freud. We seek to understand literature by exploring the subconscious conflict between the motivations and interests of the characters in the text and the authors who created them. Psychodynamic theory is a theory that attempts to explain the nature and development of personality. The elements prioritized in this theory are motivation, emotions and other internal aspects. This theory assumes that personality develops when there are conflicts from these psychological aspects, which generally occurs in early childhood (Feist & Roberts, 2013).

d. Feminist Criticism

Feminist criticism is a literary theory and approach to analyzing literature that focuses on gender role power dynamics and representations of women's experiences in literary texts. It attempts to expose and challenge patriarchal ideologies and structures as well as highlight the contributions and perspectives of women writers. Feminist literary criticism (also known as feminist criticism) is the literary analysis that arises from the viewpoint of feminism, feminist theory, and/or feminist politics (Napikoski, 2020).

e. Marxist Criticism

Marxist criticism is a literary theory and method of analysis that applies the principles of Marxist theory to the interpretation and study of literature. We examine how the literature reflects and critiques the potential dynamics of economic structures and social class tensions focusing on potential issues of oppression and inequality. Marxism has a methodical view, namely a dialectical and materialist interpretation of history. The view of the Marxist method is dialectical interpretation as the interpretation of logical thinking towards research which begins with Hegel's reflection with thesis, antithesis and synthesis. Materialistic Method as it exists in society and history (Boediono, 2014).

D. Previous Studies

Many previous studies relate to the research theme. Most of them focused on educational values. The first study was carried out by Sofia (2022) in An Analysis of Moral Value in Educational Movie "The Pursuit of Happiness'. She graduated from Ar-Raniry State Islamic University. In her research, she used qualitative data analysis to examine the moral value of the movie "The Pursuit of Happiness'. The primary source of information for this study was the dialogue from the movie and the researcher analyzes the data while using a descriptive analysis technique to look at the moral values contained in the movie. It can conclude that this film contains a wealth of inspirational moral lessons for the viewer, including those on confidence,

love and affection, wise, responsibility, honesty, humble, purity, discipline, loyalty, and unselfishness. Every character in this movie teaches us something moral and people must understand both the positive and the negative moral lessons that the characters have been taught.

Furthermore, the same studies were also found by Budiman (2023), he graduated from Universitas PGRI Semarang, Indonesia. Soya Ishida's Altruistic Acts in the Movie "Koe no Katachi" as Education Values was the title of his study. In his research, he employed the qualitative method. Soya Ishida in the Koe no Katachi movies had carried out altruistic actions that impacted the growth of his friends. The results also show how important it is to listen and be heard, have empathy, and act to help others and yourself by truly taking action to spread and pursue knowledge so that others can share the same understanding and the same vision to improve humanity as a whole and support each other for the greater good. The research above has the similarity to the researcher subject study about finding the moral value of a movie using a qualitative approach. The difference between this study and the research above is the movie title, the subject and the result of the study. In the first research conducted by Sofia (2022), focus on inspirational moral lessons for the viewer, including those on confidence, love and affection, wise, responsibility, honesty, humble, purity, discipline, loyalty, and unselfishness. The second study written by Budiman (2023) who examined "Koe no Katachi" show how important it is to listen and be heard, have empathy, and act to help others and yourself by truly

taking action to spread and pursue knowledge so that others can share the same understanding and the same vision to improve humanity as a whole and support each other for the greater good.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design refers to the overall plan or structure that guides a research study. It outlines the steps, methods, and procedures that researchers will use to collect and analyze data to address their research questions or hypotheses. A well-thought-out research design is crucial for ensuring the validity and reliability of the study. According to Walliman (2011), research is a very general term for an activity that involves finding out, in a more or less systematic way, things you know. Research is a systematic process of collecting, analyzing, and interpreting information in order to increase our understanding of a phenomenon about which we are interested or concerned (Leedy, 2010).

This research employed a descriptive qualitative approach since the researcher used a descriptive analysis. Sauro (2015) stated that qualitative research can be classified into five types. Those are ethnography, narrative, phenomenological, grounded theory, and case study. With the background of these problems, researchers will use a literary analysis approach and Narrative qualitative research in this research for the content or message of a feature in a movie "The First Grader". The aim of this research It is hoped that this will provide a description of the contents or the message of altruism in the story of "The First Grader" so the audience will understand the

essence of the message of the movie. Narrative qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Narrative research is a qualitative strategy in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. His information is then often retold or restoried by the researcher into a narrative chronology (Sugiyono, 2020).

The researcher uses qualitative approaches as methods in supporting this research. Rather than a number, this research is in the form of words and sentences because they were all gathered and interpreted without the use of numbers and statistics. This research analyzes the data in light of the theory of the altruism value and literary criticism in *The First Grader* movie, and finally draws a conclusion from the study of the data.

B. Source of the Data Research

The source of the data in this research was taken from the movie “*The First Grader*” by Justin Chadwick released in 2010 and has a 1-hour 43 minute’s duration. The source of the data was divided into primary data and secondary data. The primary source of this research is the movie itself as the researcher has watched it several times with two different subtitles and language (English-Indonesian). For the secondary data, the researcher uses essays from the other reviews to complete the

primary data. The data was taken from any kind of books and from certain websites containing all of the information that the researcher needed such as books of theories, altruism value, literary work that related to this research by the movie. The researcher also gets the information from certain websites which are related to this research such as web review, movie critics and others. The reason why the researcher chose this movie over others is because there are a lot of altruistic values in this movie. The researcher was interested in the story of this movie and the way the lesson was delivered to the audience.

C. Data Collection Procedures

In order to ensure the highest standards of research, it is essential to have a structured approach, which can be achieved through the use of several stages in the writing process. These stages are designed to provide researchers with a clear framework for developing procedures. The stages of the research process typically include:

1. Choose the topic

The first step of starting research is choosing the topic for the study. The researcher made the decision to analyze the movie *The First Grader* because the movie recounts several incidents and conflicts pertaining to neighborhood life. The movie is one movie that offers a ton of information to use as an object in research, but here the researcher focuses on altruism value and literary work, as in the movie. By being aware of the traits and behaviors of the character that

containing altruism value which showing in the daily life displayed in the movie *The First Grader*, the researcher using descriptive qualitative analysis technique to analyze altruism value both in subtitle and the script of the movie also analyze the literary work in it. The success of a research depends on the choice of topic study. This can be achieved if certain criteria such as external factors and personal attention to the selection of research topics by researchers are under the supervision of a supervisor (Yusuf, 2018).

2. Formulating research problems

Considering the findings of the researcher's research discussion, Researchers formulate a research problem among these, which are, what is the altruism value presented in *The First Grader* movie, and what are the literary criticism analysis elements that the researcher can get in the movie. According to McCombes and George (2022) A research problem is a specific issue or gap in existing knowledge that you aim to address in your research. You may choose to look for practical problems aimed at contributing to change, or theoretical problems aimed at expanding knowledge.

3. Choose the research methodology

As study objects, researchers used primary and secondary data sources, specifically from the movie *The First Grader*. The researcher then provides clarification on the information gathered from observation and documentation of the movie. The researcher employs a framing analysis method in this

descriptive qualitative content analysis technique. According to Thattamparambil (2020) Conducting research is often the stepping stone when you are writing your dissertation, thesis, or any report. Choosing the correct research methodology can determine the success and overall quality of your report.

4. Perform the data analysis

Data analysis is the next step following data collection. This study concludes by defining the characteristics of an altruistic value and literary work through the use of the content analysis approach in the movie objectively and systematically based on the researcher's findings. According to Sugiyono (2020) data analysis is a process of searching and systematically compiling data obtained from interviews, notes field, and documentation by organizing data into categories, breaking it down into units, synthesizing it, organizing it into in patterns, choosing what is important and what to study, and make conclusions so that they are easy for yourself and yourself to understand others.

5. Conclusion

According to Gunawan (2013), He explains that the conclusions are presented in the form of descriptive research objects guided by research studies. The researchers draw conclusion in the results of the analysis research, that film works "The First Grader" has the positive altruism value for the community and hopefully will deliver the message about being kind to others.

D. Data Analyzing Procedures

Data analysis procedures involve a series of steps aimed at transforming raw data into meaningful insights and conclusions. According to Creswell (2014) there are 6 steps of Data Analysis Technique for qualitative Research :

1. Organizing and Preparing The Data for Analysis

These steps involve transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the sources of information (Creswell, 2014). The researcher firstly gets ready by watching the movie and gathering all the necessary supplies, including pens, notebooks, and laptops. Once the movie has been downloaded, the researcher plays it on GOM Player and carefully watches to determine the movie's altruism value as well as its plot and storyline in order to identify any literary works within. It is necessary to view the movie multiple times, rather than just once. The researcher also read the entire script and discovered the lines in the movie *The First Grader* that discussed selflessness. The researcher also studied all of the script and found the dialogues related to altruism in the movie *The First Grader*.

2. Reading or Looking at All The Data

This step provides a general sense of the information and an opportunity to reflect on its overall meaning. The researcher reading the subtitles while watching the movie multiple times allowed the researcher to find dialogues

about literary works and altruism values. The entire conversation is examined by the researcher in both Indonesian and English. That makes the researcher easier to understand the movie itself.

3. Starting Coding All of The Data

Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins, (Creswell, 2014). The researcher determines the criteria or attributes that will be used to classify the data, variables, or concepts. These criteria should be relevant to the research objectives and should help differentiate between the different categories. Based on the defined criteria, identify the categories or groups into which the data, variables, or concepts will be classified. These categories should be mutually exclusive and collectively exhaustive, meaning that each item can belong to only one category, and all items can be classified into one of the categories. Classifying in research involves organizing and categorizing data, variables, or concepts into distinct groups based on their shared characteristics or properties. Significant data is categorized by the researcher; irrelevant material that has no bearing on altruistic values is eliminated. Only theories that can be adjusted in light of the research are used by the researcher to classify it.

4. Using The Coding Process to Generate a Description of The Setting or People as Well as Categories or Themes for Analysis

Description involves a detailed rendering of information about people, places, or events in a setting. After coding the data, the researcher aims to categorize the classification of the data

5. Advancing How The Description and Themes Will Be Represented in The Qualitative Narrative

The result of the previous step will be arranged in detail and well structured based on the qualitative design. Before explaining the research, the researcher considers the knowledge, background, and interests of the audience. Tailor the explanations to their level of understanding and use language and terminology that they can easily grasp. Begin by providing context for the research, including the research problem or question, the significance of the research, and any relevant background information or literature review. And explain why the research is important and how it contributes to existing knowledge in the field (Creswell, 2014). The researcher explains the methods and procedures used in the research, including data collection, analysis, and interpretation. Describe the research design, sampling methods, data collection instruments, and statistical analyses used to address the research question. Last, the researcher presents the findings of the research, including any key results, trends, or patterns identified.

6. Making an Interpretation in Qualitative Research of The Findings or Results.

These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from a personal culture, history, and experiences. The researcher concludes by restating the research problem or question that you aimed to address in the research.. Briefly remind the reader of the purpose of the research and why it is important. Provide a concise summary of the main findings of the research. Highlight the key results, trends, or patterns that emerged from your analysis. Avoid introducing new information or data in the conclusion. Finally, proofread the conclusion carefully and revise it as needed to ensure clarity, coherence, and correctness. Make sure the conclusion effectively summarizes the key points of the research and leaves a strong impression on the reader.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents all the data that the researcher has found in the movie *The First Grader*. The research questions were used to explain the findings. This chapter covers the research question that is mentioned in chapter one. The researcher divides the research results into two parts. The first part is the presentation of data that displays the self sacrifice value and generosity value in *The First Grader* movie. The second part is showing the type of literary criticism in *The First Grader* movie.

There are seven keys of altruism and the reason why the researcher chose *The First Grader* as an object of research is because the movie has a lot of altruistic values such as selflessness, empathy, generosity, self-sacrifice, affection, and care. In this research, the researcher focuses on the self sacrifice and generosity value that happened in the movie, here is examples of others altruism in the movie that the researcher found below:

a. Selflessness

Selflessness is the quality of putting the needs, desires, and well-being of others before one's own. It involves acts of generosity, compassion, and altruism without expecting anything in return. A selfless person acts with empathy and consideration for others, often sacrificing their own comfort, time,

or resources for the benefit of others. The example of selflessness acts is when the government gives free education for all children (with no return).

b. Empathy

Empathy is the ability to understand and share the feelings, thoughts, and experiences of another person. It involves being able to put yourself in someone else's shoes, to see the world from their perspective, and to feel what they are feeling. The empathy shows when the teacher respects the sacrifice of the main character when he is still in camp with a British soldier.

c. Affection and Care

Affection and Care refers to a feeling of tenderness and warmth of care and warmth associated with someone or something. It is compassion and appreciation expressed through gestures, words or actions. The affection and care is shown by Jane to all of her students in her class.

1. The Altruism Value Found in The First Grader

The presentation of the data showing the altruism that the researcher found in The First Grader Movie is presented in the table below:

| No | Altruism Value | Data Presentation | Movie Time Frame | Example of Sentence |
|----|----------------|-------------------|------------------|---|
| 1 | Self Sacrifice | A-1 | 00:43:27 | Jane : No-one's going to fight for Maruge, so I will. |
| | | A-2 | 00:47:22 | Maruge : I took the oath to get our land back from the British |
| | | A-3 | 00:47:42 | Maruge : When I was a boy, there was no money for education. I worked on a white man's farm. Then came the fight for freedom. |
| | | A-4 | 00:56:08 | Jane : I know that you are all upset. I think that we have a lot to learn from Maruge. He's helping us. OK? The children have a lot that they can learn from the old. |
| | | A-5 | 01:03:17 | Jane : OK, Maruge, sound this for me. And put it together... |
| 2 | Generosity | B-1 | 00:15:40 | Jane : Let him in. I'm Making an executive decision. Let Maruge in. |
| | | B-2 | 00:29:28 | Jane : Tell me what happened in the classroom, Maruge. |

| | | |
|-----|----------|--|
| | | Then I can help you. |
| B-3 | 00:36:08 | Soldier : Listen, my friend.It doesn't have to be like this. Renounce your oath and you can go home. |
| B-4 | 00:40:17 | Jane : Sir, the government said everybody has the right to go to school. |
| B-5 | 00:43:16 | Jane : The British killed his family. We have a duty to help him. |

Table 1.1

a. Self Sacrifice

Self-sacrifice is an altruistic act in which one willingly gives up or risks something of value for the benefit of others or a greater cause. It involves putting the needs, interests, or welfare of others above one's own, often involving personal hardship or loss.

Data A-1 00:43:27

Utterance:

Jane : **No-one's going to fight for Maruge, so I will.**

Charles : OK, please do not go over Kipruto's head.

Jane shows what self sacrifice is in this dialogue, Jane did not give up for Maruge and was ready to risk her job. Jane's husband, Charles didn't agree about Jane's decision to let Maruge go to children school but Jane didn't care about it and was ready to sacrifice her job to fight for Maruge because no one believed in Maruge, especially the headmaster, Kipruto and her colleague.

Data A-2 00:47:22

Utterance:

Maruge : **I took the oath to get our land back from the British.**

Jane : Maruge, you don't have to tell me this.

Maruge : What is Kikuyu without land? The Masai, it's cattle. But for us, it's land. **That's why we were fighting.**

From the dialogue, Maruge shows the altruistic value of self sacrifice. Maruge sacrificed his life to get back the freedom that The British took from his country.

Data A-3 00:47:42

Utterance:

Maruge : **When I was a boy, there was no money for education. I worked on a white man's farm. Then came the fight for freedom.**

From this dialogue, back when Maruge was a boy and had no money for education, He sacrifice his youth and willingly worked for the white people farm (The British) just to get the money for education to fight for freedom. The

act by Maruge for sacrificing his youth is the typical of self sacrifice.

Data A-4 00:56:08

Utterance:

Jane : **I know that you are all upset. I think that we have a lot to learn from Maruge. He's helping us. OK? The children have a lot that they can learn from the old.**

From the dialogue, Jane shows self sacrifice when she explain to the parents about Maruge as an older and veteran soldier that fight for the country, and Jane gave the understanding to all the parents that Maruge just wanna help the kids to not give up and learn from his story, despite the parents didn't like Maruge included in the school as a student because he's too old. The act of not giving up by Jane to explain to the parents and risk herself is an act of self sacrifice.

Data A-5 01:03:17

Utterance:

Jane : **OK, Maruge, sound this for me. And put it together...**

Maruge : 'Sat'.

Jane : Wonderful! Very good.

From this dialogue and situation, Jane shows the self sacrifice aspect of altruism. Jane sacrifices her free time to teach Maruge privately so he can read the letter that he kept all this time. Jane shows the act of self sacrifice by giving

all her time for another person.

b. Generosity

Generosity is the quality of being kind, giving, and willing to share with others. It involves a willingness to offer one's time, resources, or assistance without expecting anything in return. Generosity has been defined or interpreted in different contexts, including sharing food, sharing money, organ donation, and time spent in public office, and can indirectly be awarded or rewarded for example economic payments, sexual rewards, cooperative relationships, social status and political support (Ellers & Pool, 2010).

Data B-1 00:15:40

Utterance:

Jane : Let him in. **I'm making an executive decision. Let Maruge in.**

Maruge? Welcome.

Maruge : Thank you.

From the dialogue above, Jane made the decision by herself. As the decision that Jane makes, finally Maruge can join the school with the kids, and it's an act of generosity of Jane. Generosity is the act of being kind and willing to share with others, Jane decides to allow Maruge join her class so he can learn to read. And according to Ellers and Pool (2010), sharing is an act of generosity.

Data B-2 00:29:28

Utterance:

Jane : Maruge? Let's get you some air. What's wrong, Maruge? I think this is all too much for you at your age, Maruge. What is that?

Maruge : I was in the camps.

Jane : You were Mau Mau?

Maruge : Yes.

Jane : **Tell me what happened in the classroom, Maruge. Then I can help you.**

From the dialogue, Jane's generosity aspect shows while she asks about the Maruge situation. When Jane knows about Maruge being alone, she shows up and shows the care of the teacher and shows kindness by asking and offering some help so Maruge will not feel hard to do something. Generosity is the act of being kind, willing to share and caring, and by the dialogue above, it shows kindness, and caring. According to Ellers and Pool (2010) willing to share is an act of generosity.

Data B-3 00:36:08

Utterance:

Soldier : **Listen, my friend. It doesn't have to be like this. Renounce your oath and you can go home.**

From the dialogue, the soldier might be harsh and evil by torturing every prisoner in the camp, but the way he offers the people to renounce their oath and offer them to go home is an act of generosity also. The act of being kind is not always for the protagonist character, the antagonist can do the act of generosity such as being kind and rewarding the prisoner after they offer something. According to Ellers and Pool (2010) to be awarded or rewarded is an act of generosity.

Data B-4 00:40:17

Utterance:

Jane : His name is Maruge. He wanted to come to school, so I let him.

Kipruto : What do you mean? This is a primary school.

Jane : **Sir, the government said everybody has the right to go to school.**

From this dialogue between Jane and Kipruto, Jane shows the act of generosity. Kipruto didn't want to accept 84 year old Maruge in his school, but Jane replied, everybody has the right to go to school. Jane really fights for Maruge to get his education. Act of generosity in the dialogue above is being kind and giving hope and according to Ellers and Pool (2010) is also an act of generosity.

Data B-5 00:51:02

Utterance:

Jane : **Class, I have an important announcement. From now on,**

Maruge is going to be my teaching assistant.

Students : Well done, well done, Maruge.

From the dialogue, after Jane found out that Maruge can't join the class as a student, she let Maruge become her assistant so he still can learn in the empty hours or after class is dismissed. Jane shows the act of generosity by letting Maruge join the class as her assistant and Maruge can still learn to read after class. Generosity act in the dialogue above is giving chance and being kind to others (Ellers & Pool 2010).

2. The Type of Literary Criticism Analysis in The First Grader

The researcher used and found two literary criticism in this movie which is structuralist criticism and feminist criticism, the two type of literary criticism that the researcher found and used in this research have the closest approach according to the movie and the implementation of the literary criticism is below:

a. Structuralist Criticism

Structuralism is a way of understanding culture and meaning in the arts by relating the individual piece of art (a novel, a painting, a symphony) to something larger. In Structuralist theory, the relationship between cultural phenomena is a web, network, or structure, which exists underneath the way we think and act, and produce art.

The film depicts a situation in Kenya where adults lack access to education. Firstly, the education system for adult learners is underdeveloped in

Kenya. Secondly, in *The First Grader*, the main character, Kimani Maruge, was educated alongside children, yet people around him treated him as an outsider. Despite his willingness to learn, Maruge, an 84-year-old man, encountered difficulties accessing educational opportunities. This was due to a lack of educational facilities for adults in the area. He also attempted to attend the school where the children were learning, but was unsuccessful on several occasions.

The adult condition in Kenya doesn't have much support and there's an 84 years old man fighting for education so he can read the letter that his family gave back then. The 84 year old man didn't have his way to reach the goal easily, so many obstacles and rejection that he got until a school teacher helped him to achieve his dream by sacrificing her life. By the end of the story, the 84 year old Maruge achieves his dream and finally can fulfill his dream. This is a common story in books and films. No matter what style of writing this narrative structure is found in (an epic poem, a novel, a play), the basic parts of the story are the same. It's a classic hero + tension + resolution kind of story.

b. Feminist Criticism

Feminist literary criticism attempts to answer these questions and critique literature through feminist theory. However in this movie, Jane Obinchi is described as an extraordinary teacher for Maruge because she supported his determination in getting an education. She happily taught Maruge

to read and write despite high resistance and risks including her marriage and her reputation in her job. The young headmistress of the school struggles to keep Maruge on her premises in the face of opposition from local beer boys and pompous bureaucrats. It is her story as much as his; a tale of feminist defiance, which takes on male arrogance as well as the still potent forces of tribalism.

Feminist literary criticism explores the social relationships and roles of men and women. This form of literary criticism draws on the ideas of feminist theory to critique literature, considering how literature portrays and is influenced by patriarchal narratives. In this movie Jane Obinchi as the headmistress of the school shows if women can fight for their rights too. By visiting the Kenyan Ministry of Education to educate Maruge, despite being reassigned to another location, she is still trying and fighting for her rights until the things that she's been fighting so far become reality.

B. Summary

Every Movie has a storyline and different concept from one to another. The purpose of making the movie is to make a message delivered and can be captured by the audience. In The first Grader movie there are a lot of altruism values that are shown like self sacrifice and generosity by the main character or the supporting role.

The purpose of this research is to find the altruism value presented and use the literary criticism in The First Grader Movie. The result of this research is presented in two main points based on the research question which are; the altruism value

presented in the movie and the type of literary criticism element that the researcher used to analyze the movie.

After analyzing the data of “The First Grader” movie, the researcher finds a lot of altruism value that is shown in the movie and taken from the dialogue uttered by the character and their gestures shown in the movie. The altruism value that the researcher focuses on is self sacrifice and generosity. Secondly, the literary criticism analysis elements that have the closest approach to the movie are structuralist criticism and feminist criticism.

After discussing the findings of this study, it can be concluded that this study is significantly different from previous studies, which is moral value. Most previous study only focuses on moral value and the impact for the student. However this study also gives the literary analysis criticism that happened in the movie by the character and the story itself.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Altruism is an ethical value or principle that emphasizes concern for the well-being of others rather than self-interest or comfort. It involves selfless acts or the act of contributing to the welfare of others or contributing to the greater good without expecting anything in return. Altruism can take many forms such as helping strangers, volunteering or sacrificing for others. The first aim of this study is to examine the altruism value in the educational movie “The First Grader”. This movie can be said to have a lot of altruism value to inspire people including acts of selflessness, self-sacrifice, kindness, generosity, and compassion without expecting personal gain or recognition in return. This movie character shows different acts of altruism value, and by the result of the study the most altruistic value that is shown is self sacrifice and generosity which was shown by the main character (Maruge) and (Jane).

The second aim of this study is to examine the type of literary criticism analysis elements that has the closest approach in this movie which are structuralist criticism because this movie have a cliché main story, the main character have a dream, to achieve the dream there is a lot of obstacle and problem that he’ll find in his way but in the end of the story he found the resolution and finally achieve his dream. The second element is feminist criticism because of Jane Obinchi as a young headmistress that fights for her rights as a woman, she confront her boss, even going

to the ministry alone, she brave enough to risk her job, even her own life just to fight for her right as a teacher and a woman.

B. Suggestion

Based on the experience of the researcher during conducting this research, the researcher realized that the results of this research were imperfect and had many limitations that affected the expected results. Therefore, these limitations are expected to be more attention for future researchers. Some limitations in this research include: Many local languages and dialects containing altruism value in the movie which the researcher did not understand. In this research, the researcher only examines 2 aspects of altruism, meanwhile the movie has a lot of altruism value. Despite the imperfection of the research, Our study had several strengths. Some strengths in this research include: The altruism value that the researcher examines is easy to understand and can be found in daily life. The First Grader is a movie that can be enjoyed by everyone.

The researcher would like to recommend and give some suggestions to the English teacher, future researcher and learners. The researcher expected that this study would help future researchers. For English Teachers, the researcher really hopes that the literary criticism analysis can be included in English lessons. There are so many media that can be used to study like a movie, books, poetry, etc. It will help the student to learn something new or even something deep. For future researchers, when they start to conduct the same study both the movie, altruism or literary

analysis criticism, the researcher hopes that the research's findings would help their research as a reference or recommendation for them.

REFERENCE

- Badar, M. (2011). *Definition of film*. Retrieved from <http://masbadar.com/2008/13/14/d/efinisi-film-sinema-gambar-bergerak-motion-picture>.
- Dancyger, K., & Rush, J. (2013). *Alternative scriptwriting: Beyond the Hollywood formula*. Focal Press
- Selviana, I. (2018). *Apresiasi Karya Sastra Sebagai Media Penanaman Moralitas Dalam Dakwah*. Metro: IAIN Metro
- Blasco, P. G., Moreto, G., Blasco, M. G., & Janaudis, M. A. (2015). Education through Movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning Through the Arts*, 11(1), 1-16. Retrieved from <http://escholarship.org/uc/item/2dt7s0zk>.
- Danesi & Marcel. (2010). *Pengantar Memahami semiotika Media*. Yogyakarta: Jalasutra.
- Taufik. (2012). *Empati: Pendekatan Psikologi Sosial*. Depok: Rajawali pers.
- Hambali, A. (2015). *Psikologi Sosial*. Bandung: Pustaka Setia
- Jamaika, H. (2018). Penerapan Layanan Informasi Dengan Media Film Edukasi Terhadap Pengetahuan Seks Bebas Pada Peserta Didik Kelas XI IPS 2 Sma Negeri 15 Bandar Lampung. Retrieved from <http://repository.radenintan.ac.id/2501/>
- Zoll, C., & Enz, S, (2010), A Questionnaire to Assess Affective and. Cognitive Empathy in Children. Retrieved from https://www.researchgate.net/publication/242577861_A_Questionnaire_to_Assess_Affective_and_Cognitive_Empathy_in_Children
- Suwandi, S. (2017). *Literasi Abu-abu Dalam Perpustakaan*. Retrieved from <https://media.neliti.com/media/publications/196920-ID-literasi-abu-abu-dalam-perpustakaan.pdf>
- Ellers, J., & van der Pool, N. C. E. (2010). Altruistic Behavior and Cooperation: The Role of Intrinsic Expectation When Reputational Information is Incomplete. *Evolutionary Psychology*, 8(1), 37-48. doi:10.1177/147470491000800105.

- Feitscher, G., & Gözl. O. (2023) *Encyclopedia of Heroism Studies (pp.1-7)*, doi:[10.1007/978-3-031-17125-3_406-1](https://doi.org/10.1007/978-3-031-17125-3_406-1)
- McSherry, R., Pearce, P., Grimwood, K., & McSherry, W. (2012). The pivotal role of nurse managers, leaders and educators in enabling excellence in nursing care. *Journal of nursing management*, 20(1), 7–19. doi:10.1111/j.1365-2834.2011.01349.x
- Hoffman, B., Schorge, J., Schaffer, J., Halvorson, L., Bradshaw, K., & Cunningham, F. (2016). *Williams GYNECOLOGY (2nd ed.)*. Pennsylvania: McGraw Hill Education.
- Pal, D. (2018). *OF AFFECTION AND INDULGENCE*. India: University of Calcutta.
- Ayoana. (2010). *Definisi Film*. Retrieved from <http://ayoana.tumblr.com/post/post/390644418/defisifilm>.
- Bordwell, D. & Thompson, K. (2016). *Film Art: An Introduction*. NY: McGraw Hill Education.
- Andri, W. (2014). *Pengkajian Prosa Fiksi*. Yogyakarta: Garudhawaca.
- Nurgiyantoro, B. (2012). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada University Press
- Panca, J. (2011). *5 Hari Mahir Bikin Film*. Jakarta: Java Pustaka Group.
- Mirvan, X. (2013). The advantages of using films to enhance student's reading skills in the EFL classroom. *Journal of Education and Practice*, 13(4). Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/6775>
- Rokni, S.J.A. & Azzam, J.A. (2014). Movies in EFL classrooms: With or without subtitles. *The Dawn Journal*, 3(1). Retrieved from <https://thedawnjournal.in/wp-content/uploads/2013/12/4-Dr.-Seyed.pdf>
- Kalean, I. (2013). Speaking skill improvement by using movies as media. *Educational Journal of Islamic University of Malang*, 13(1). Retrieved from <https://docplayer.net/59499683-Speaking-skill-improvement-by-using-movie-as-media-imayati-kalean-mahasiswa-jurusan-pendidikan-bahasa-inggris-fkip-unisma.html>
- Pratiwi, M.R. (2010). *Improving pronunciation ability using English cartoon films*. (Undergraduate thesis.) Sebelas Maret University, Jakarta, Indonesia.

- Putra, I.P.B. (2012). Learning vocabulary using English movies with subtitles in SMAK Santo Yoseph. *English Educational Journal of Udayana University*.
- Ying, W. & Zhang, H.F. (2012). The application of English movies in higher vocational English teaching. *Sino-US English Teaching Journal*, 9(3).
- Bootomley, J. & Haill, R. (2013). Using films to teach language and culture. *International Journal of Language and Culture*, 4(1).
- Abbott, H. Porter. (2010). *The Cambridge Introduction to Narrative*. UK: Cambridge University Press
- Brown, B. (2016). *Cinematography theory and practice for Cinematographer & Directors Third Edition*. NY: Routledge
- Kroon, R. W. (2010). *A/V A to Z: An Encyclopedic Dictionary of Media, Entertainment and Other Audiovisual Terms*. USA: McFarland.
- Winters, P (2017). *Sound Design for Low & No Budget Films*. NY: Routledge.
- Cahyaningrum, D. (2010). *Drama: Sejarah, Teori, dan Penerapannya*. Yogyakarta: Gadjah Mada University Press.
- Millar, G., & Dickinson, T. (2010). *The Technique of Film Editing*. 53(9). Doi: 10.1017/CBO9781107415324.004.
- Manshur, F. M. (2019). Kajian Teori Formalisme dan Strukturalisme. *Sasdaya*, 3(1). Retrieved from <https://journal.ugm.ac.id/sasdayajournal/article/view/43888>
- Napikoski, L. (2020). Feminist Literary Criticism. Retrieved from <https://www.thoughtco.com/feminist-literary-criticism-3528960>
- Boediono. (2014). *Seri Sinopsis Pengantar Ilmu Ekonomi*. Yogyakarta: BPFE.
- Synopsis*. (2010). Retrieved from <https://www.imdb.com/title/tt0790663/plotsummary/thefirstgrader-themovie.com/synopsis/>
- Feist, J., J. & Roberts, T.-A. (2013). *Theories of Personality*. NY: McGraw-Hill Education.
- Walliman, N. (2010). *Research Methods: The Basics* (1st ed.). London: Routledge. doi: 10.4324/9780203836071
- Leedy, P., D. & Jeanne E., O.(2010). *Practical Research Planning and Design*. United States of America : PEARSON Education

- Sauro, J. (2015). *5 Reasons to Perform a Qualitative Study*. Retrieved from <https://www.studocu.com/en-us/document/florida-state-university/special-topics-in-religion/lecture-notes/measuring-u-5-types-of-qualitative-methods/2768371/view>
- Yusuf, A. (2018). Factors Influencing Post Graduate Students' Choice of Research Topic in Education at Abubakar Tafawa Balewa University, Bauchi-Nigeria. *International Journal of Educational Studies*, 1(4), doi: 10.53935/2641-533x.v1i4.92
- McCombes, S. & George, T. (2022). What Is a Research Methodology? | Steps & Tips. Retrieved from <https://www.scribbr.com/author/shona/page/2/#:~:text=What%20is%20a%20Research%20Methodology,you%20used%20in%20your%20research>
- Thattamparambil, N. (2020). *How to choose the research methodology best suited for your study*. Retrieved from <https://www.editage.com/insights/how-to-choose-the-research-methodology-best-suited-for-your-study>
- Sugiyono, (2020). *Metode Penelitian Kualitatif*. Bandung: Alfabeta
- Creswell, J. W. (2014). *Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed*. Yogyakarta: Pustaka Pelajar
- Gunawan, I. (2013). *Metode Penelitian Kualitatif. Teori dan Praktik*. Jakarta: PT Bumi Aksara. Retrieved from <https://www.studocu.com/en-us/document/florida-state-university/special-topics-in-religion/lecture-notes/measuring-u-5-types-of-qualitative-methods/2768371/view>



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-5160/UN.08/FTK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 92, tahun 2007, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2013, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|--------------------------------|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M.Ed | Sebagai Pembimbing Pertama |
| 2. Dr.phil. Saiful Akmal, M.A. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Salva Maqfirah Hadisti**
- NIM : **170203066**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Altruism Values in Educational Movie: A literary Criticism Analysis of "The First Grader"**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



Tempat dan tanggal di: Banda Aceh
 Tanggal: 30 Maret 2023

AUTOBIOGRAPHY

1. Name : Salva Maqhfirah Hadisti
2. Place/Date of Birth : Banda Aceh/22 Juni 2000
3. Nationality/Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Gampong Laksana, Kota Banda Aceh
9. Email : 170203066@student.ar-raniry.ac.id
10. Parents' name
 - a. Father : Sofyan, S. Hut.
 - b. Mother : Safitri Mahdar
 - c. Address : Gampong Laksana, Banda Aceh
11. Educational Background
 - a. SDN 36 Banda Aceh : Graduated in 2011
 - b. SMP Negeri 4 Banda Aceh : Graduated in 2014
 - c. SMA Negeri 4 Banda Aceh : Graduated in 2017