

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

People who are regarded as extraordinary in many cultures and stories and who typically have outstanding traits like courage, fortitude, and justice that inspire them to overcome formidable obstacles in order to accomplish lofty objectives are called heroes (Kasih *et al.*, 2023). Modern heroes are defined not just by their physical fortitude but also by their deep interior journey. Joseph Campbell's concept of the hero's journey is one that delves deeply into this journey. Based on Campbell, heroes are those who go through the Hero's Journey, a narrative pattern that defines a sequence of stages that characters must go through in order to attain change, enlightenment, or victory (Donohoe, 2015). Using a structuralism approach to analyze the hero's journey can assist in identifying and comprehending the important elements that comprise the hero's journey in literature research. This approach will be able to reflect hidden messages in the story and become a powerful tool for uncovering and parsing the concept of the hero's journey that underlies narratives in literature and film.

Films and popular literature are intertwined with one another. Film and popular literature are closely related because they are considered to be used to convey messages about cultural and social issues in society in a community setting (Kasih & Fitratullah, 2018).

Literary works can entertain and teach to understand different experiences and emotions through characters and situations in stories, fairy tales can be explained in movies faster than in other literary works like books, prose, and other works. (Ally & Kasih, 2021). Literature can be seen not only in its beauty, but also in aspects of human life, as explained by Nurmaily and Mustantifa (2022). Within the literary realm, there exist diverse genres, such as novels, plays, poetry, and film. And those literary works, characterized by elements like plot, character, characterization, and theme, serve as a vehicle through which authors express their desired messages (Amelia, 2019).

In the context of films, characters are an important part of the filmmaking process (Syahputra & Kasprabowo, 2020). Characters are individuals with distinct personalities and actions, offering a means to deepen our understanding of the narratives presented (Rina & Samanik, 2023). Moreover, within literature, the term "hero" invariably refers to the main character who embarks on a journey that ultimately defines them as a hero, exemplifying heroism, a courageous act driven by a higher purpose or noble ending. This concept of heroism is frequently analyzed through the mythic framework of the hero's journey (Julius & Satria, 2022), where a hero, as defined by Campbell (2004), is someone who has given his life to something bigger than himself. Whether embarking on their journey independently or by chance, heroes experience three distinct stages: departure, initiation, and return, with the lessons learned along the way preparing them to face the challenges encountered during their heroic quests.

In this research, the author tries to focus on the hero's journey experienced by the main character in a film entitled *The School for Good and Evil*, directed by Paul Feig. This story is about two friends named Sophie and Agatha who live in the village of Gavaldon. Sophie, who has a beautiful face and dreams of living like a fairy tale princess, and Agatha, who looks like a witch, are often ostracized. One night, Agatha sees her best friend Sophie kidnapped by an unknown force. In an attempt to save her, she is also dragged into another world, a magic school that separates its students into two different camps. The two friends did not expect that they would end up in two different camps. Sophie, who wants the life of a princess is instead chosen to be a never and trained to become a villain at the School for Evil. On the other hand, Agatha becomes Ever's student at the School for Good to become a hero.

From the synopsis of the film, the researcher found that the whole story of this film is different from other films that use heroic themes, such as Thor, Lord of the Ring, and Game of Thrones. This made researcher curious is the film with the theme of friendship also has a heroic side in the characters, and whether Agatha can fulfill the hero's journey, the author focuses on analyzing the hero's journey of the main character in the film *The School for Good and Evil* through the film script and images from this film.

By analyzing a hero's journey theory can deliver messages that are contained in the film to the audience and encourage them to reflect on how they can be heroes in their own lives, overcome obstacles, and contribute to being bigger than themselves. It also gives the audience an opportunity to find out what hidden message the author is trying to convey, because literature embodies ethical principles, offering not just entertainment but also providing advantages to the readers (Masyur *et al.*, 2023). This research is expected to be able to provide input and scientific contributions in literature studies, especially studies on hero's journey analysis in film.

Research on the hero's journey is also widely carried out in novel literary works, such as a study conducted by Nurdiana and Evyanto in 2019, entitled "*The Hero Journey of Alice in: Alice's Adventure in Wonderland by Lewis Carol*". They specifically investigated the separation and return stages. However, in this paper, the researcher uses "*The School for Good and Evil*" film as the object of study. The researcher is interested in discussing the hero's journey of the main character in the film *The School for Good and Evil* to prove the hero's journey theory of the experts contained in the film. Therefore, the author makes a study entitled "The Hero's Journey of the Main Character in *The School for Good and Evil* Movie".

## **1.2 Research Question**

Based on the description that has been written, the formulation of the problem in this study is:

How does the main character follow the hero's journey in *The School for Good and Evil* movie?

## **1.3 Research Objective**

The objective of this study is to analyze the hero's journey of the main character in *The School for Good and Evil* movie, researcher analyzes this study based on the theory of hero's journey from Joseph Campbell.

## **1.4 Use of the Study**

### **1.4.1 Theoretical Use**

*Theoretically*, this study aims to give the readers more knowledge and has the potential to provide new insights or a deeper understanding of literature and the hero's journey theory by Joseph Campbell. The researcher also hopes the result can provide information to the readers about how the hero's journey causes the main characters to be the hero, and explains how these characters experience growth, change, and solve the internal conflict through the stages of the hero's journey.

### **1.4.2 Practical Use**

*Practically*, the author hopes this study can provide broad and understandable insights to find out how the main characters follow the stages of the hero's journey in the movie *The School for Good and Evil*.

This research can be used as a reference for further research on how the Hero's Journey by Joseph Campbell theory can be applied in other film analysis. The author hopes it also makes the readers understand the meaning of the hero, they can also comprehend the pros and cons of this film to apply the good things they get to life.

### **1.5 Scope of the Study**

It is hoped that this research can be useful and answer the problem formulation theoretically. This study focuses on the main character in a movie entitled *The School for Good and Evil*. In analyzing this study, the author uses structuralism approach and the hero's journey theory by Joseph Campbell. The character analyzed in this study is Agatha.