

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Literature is the creative work that portrays human existence in society in a way that society may appreciate, comprehend, and employ. The term "genre" often refers to a variety of literary forms. The literature genre refers to more than just the label. Additionally, in order to produce the features of each literary work, humans use convention. The author created literary works as a result of this imagination. According to Klarer (2004:1), literature is typically understood to include all written expression, with the qualification that not all written works may be classified as literature in the more precise definition of the word. Literature serves as a metaphor for an expression that can be attained through phenomena, sentiments, and visualization that are related to daily life. Nasir (2020:22) states there are three basic categories of literary work: poetry/poems, novels, and dramas or movies. A movie is a more comprehensive kind of mass media than poetry or a novel, which both contain written text and employ moving sights and sound to tell stories. As a result, the movie is an important component, which Nasir claims makes it more engaging, and audiences are drawn in.

Movie is one of the common ways to enjoy literary works. A movie is a type of visual art that uses pre-recorded visuals to simulate experiences that convey concepts, narratives, perceptions, feelings, beauty, or ambiance. By watching movies people can get entertained, also referred to as mass communication media which plays an essential role since it helps the audience seem to have entered the

lives of fictional people and makes them feel as though they are on a different planet. People can learn through movies. One of the lessons they can learn by knowing the moral values contain in a movie.

Morals are the prevailing standards of behavior that enable people to live cooperatively in groups. Moral refers to what societies sanction as right and acceptable. According to Hurlock (1997:375), The word moral is derived from the Latin word *mores*, which also means manners, customs, and folkways. Morality, then, is an effort to control a person's emotional behavior. Moral served as a subject, according to Kenny (In Nurgiyantoro, 2010:320). In this case, the dichotomous structure of a literary work's content can be used to infer the moral. In this case, the lesson can be derived from the dichotomous structure of a literary work as a part of the content. There is one significant reason why crucial to grasp moral principles. One of them is the requirement for human beings to have excellent character, which encompasses qualities like honesty, empathy, attention, self-discipline, perseverance, and a strong moral motivation to be able to work with love. The converse is also true as if we had not picked up on moral principles, a lack of social awareness, such as the bad characteristics of people who just worry about themselves and do not care about the interests of other people, and real-world examples.

This study brings moral values as the main topic because moral values are crucial in daily life. Moral values improve awareness of the value of life, moral teachings are a crucial component that must be obtained. Learn about values as well as academic knowledge in this life. The research chose this film beside teaching the

viewers moral values, this movie also contains comedy and fantasy. Subliminally make the audience comfortable when watching this literary work. On the other hand, the plot is interesting and makes the researcher want to watch "Click" for example. Additionally, the language is simple to understand. This study focuses on evaluating moral values in the film "Click." This study highlights how vital moral values are for the reader.

1.2 Problems of the Study

Based on the background of the study, the questions covered in this research as presented as follows:

1. What are the kinds of moral values shown by the characters in Click movie?
2. How are moral values presented by the dialogue of the characters in Click movie?

1.3 Objectives of the Study

The main goal of the study is to provide an answer to the formulated research questions. The steps symbolize the study objective.

1. To find out the kinds of moral values shown by the characters in Click movie
2. To analyze moral values presented by the dialogue of the characters in Click movie

1.4 Limitations of the Study

This study examines the kinds of moral values in Click movies. This study does not only prioritize identifying moral values shown by characters through the utterances in Click movie. Furthermore, moral values are examined by using supporting items such as dialogue.

1.5 Significance of the Study

The significance of the study is divided into two, such as:

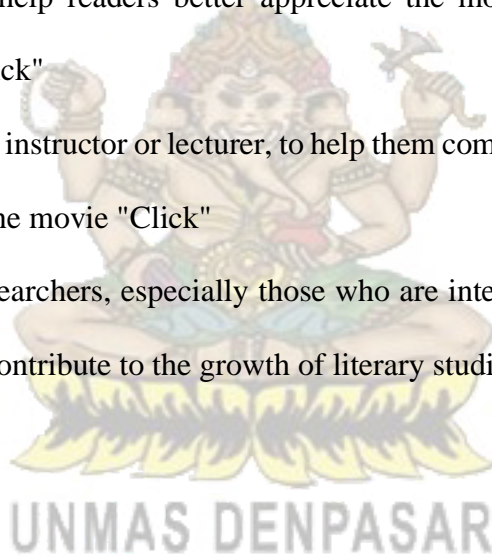
1.5.1 Theoretical significance

The writer expects that this case can be beneficial as a further study that is concerned about moral values.

1.5.2 Practical Significance

The following parties expects benefit from the study:

1. To help readers better appreciate the moral values in the movie "Click"
2. The instructor or lecturer, to help them comprehend the moral values in the movie "Click"
3. Researchers, especially those who are interested in literary studies, to contribute to the growth of literary studies



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter contained the important theories and concepts as well as pertinent studies that were used to back up and reference this study. A review of the relevant studies, concepts, and theories will make up the first two sections of this chapter.

2.1 Review Of Related Literature

This study compared with three other ones because it is not the first to look into moral ideals. Three previously completed studies on the topic have been picked for analysis in light of the current study.

The first review of literature is taken from the article entitled “An Analysis of Language Style Presenting Moral Values Found in Rainbow Troops Novel” by Edwin (2022). The aim of the study is concerned with presenting moral values while this study only focuses on moral values. Wellek and Waren (1963) moral values theory participated in this study. According to the findings of this study, this research found 11 types of moral values such as (honesty, sincerity, love and affection, peace-loving, humility, responsibility, yearning, patience, perseverance, sacrificing for others, and strong belief). The similarities between Edwin study and the present study are both focus on moral values. While this study mainly focused on the moral values contained in the characters’ statements through the movie dialogue and employs theories from Linda and Eyre (1997) and for the dialogue theories by Halliday and Hassan (1995) participate. Edwin study used a language

style that indicated moral values and moral values theories from Wellek and Waren. The recent study used a Movie and the previous study used a novel as the data source. The contribution of this literature is to help in understanding many kinds of moral values. Additionally, this thesis focuses on moral values through the character, whereas this study focuses on moral values through utterances.

The second review of literature is taken from the thesis entitled “An Analysis of Moral Value in “Up” Movie” by Windriani (2020). Both are focusing on the moral values contained in the movie as the main topic. Jacobs (2002) are the theories in the thesis used for moral values. Based on the result of this thesis there are 4 types of moral values start from moral values related to responsibility, moral values related to pure heart, moral related to obligation, and moral related to formality. The similarities between Windriani thesis and the present study are both aims for moral values that contain in the movie. Also, this recent study and previous studies use a movie as a data source. On the other hand, the differences are that Windriani study used the theory from Jacobs while this study mainly focused on the moral values contained in the characters’ statements through the movie dialogue and employs theories from Linda and Eyre (1997). The dialogue theories by Halliday and Hassan (1995) are participating. The contribution of this literature is to help in understanding many kinds of moral values. Additionally, this thesis focuses on moral values through the character, whereas this study focuses on moral values through utterances.

The third review of literature is taken from the thesis entitled “An Analysis of Moral Value Teaching in “The Fate of the Furious” Movie” by Pusumakeja

(2018). Both are focusing on the moral values contained in the movie. In this thesis, theories from Henry Hazlitt are used. While recent study using Linda and Eyre (1997) to analyze moral values. This study concluded there are 2 values, values of being including (honesty, courage, peace ability, self-reliance and potential, and self-discipline and moderation). The next values are giving there are (loyalty, respect, love, kindness, and friendliness, and the last are justice and mercy. The similarities between this study and the present study are both foci of moral values that contain in the movie. For the differences, this thesis uses Henry Hazlitt for the theories while this study mainly focused on the moral values contained in the characters' statements through the movie dialogue and employs theories from Linda and Eyre (1997). And for the dialogue theories by Halliday and Hassan (1995) are participating. The contribution of this literature is to help in understanding many kinds of moral values. Additionally, this thesis focuses on moral values through the character, whereas this study focuses on moral values through utterances.

The fourth review of literature is taken from an article entitled "An Analysis of Moral Values in the Novel "Oliver Twist" By Charles Dickens" by Fitriani (2020). Her study aims to identify types of moral values found in the novel "Oliver Twist". Fitriani found there are several moral values such as (Steadfastness, sympathy for others, bravery, honesty, cooperativeness, thankfulness, and kind-hearted). The similarities between this study and the present study are both focus on moral values as the main topic. For the differences, the previous study is using Hornby (2010) while this study mainly focused on the moral values contained in the characters' statements through the movie dialogue and employs theories from

Linda and Eyre (1997). And for the dialogue theories by Halliday and Hassan (1995) are participating. The contribution of this literature is to help in understanding many kinds of moral values. Moreover, a previous study used novels as sources while this study used movies as data sources. The contribution of this literature is to help in understanding many kinds of moral values.

The last review of literature is taken from an article entitled “Moral Values as Seen in the Notebook Novel by Nicholas Sparks” by Harnita (2021). Her study aims to identify moral values that contain in the novel. Harnita identify there are several moral values found in the novel start from (Bravery, Humbleness, Honesty, Steadfastness, Sympathetic to others, Cooperativeness, Thankfulness, Kind-hearted, Trustworthiness, Sincerity, and last Love and Affection). The similarities between this study and the present study are both focus on moral values as the main topic. For the differences, theories by (Sedyastuti et al., 2021) are included in this article. While recent study mainly focused on the moral values contained in the characters’ statements through the movie dialogue and employed theories from Linda and Eyre (1997). And for the dialogue theories by Halliday and Hassan (1995) are participating. The contribution of this literature is to help in understanding many kinds of moral values. Additionally, this thesis focuses on moral values through the character, whereas this study focuses on moral values through utterances.

2.2 Concepts

The keyword describes is the main focus of this study concept. The keywords are:

2.2.1 Moral Values

Moral values are described as rules that help a person distinguish between good and wrong. The awareness of one value is essential, as is self-consciousness, in order to form honest, reliable, and fair judgments and interactions in daily life. According to Hurlock (1997:375), the Latin word *mores*, which refers to behavior, manners, and folkways, is the source of morality. It suggests that morality is an attempt to restrain human choices and irrational actions.

2.2.2 Movie

A movie is a recorded series of still or moving images from a film or video that are projected on a screen quickly enough to provide the impression of movement and continuity. A moving image is seen particularly as a source of amusement or as an artistic creation, according to Webster (1981). A collection of static or moving images is referred to as a film. Either camera are used to take photographic images, or animation or visual effects are used to create the visuals. Making movies has evolved into both an art form and a business.

2.2.3 Dialogue

A dialogue is something that characters in a story or movie say. Brennan (2010:1) states dialogue is conversations between two parties that constitute a dialogue (although the terms dialogue and conversation are often used interchangeably).

2.3 Theories

A crucial aspect of conducting scientific research is choosing the appropriate hypothesis in order to obtain results that can be verified scientifically. This study contains two theories to support the problems. First, the theory of types of moral values from Linda and Eyre (1997) in a book entitled *Teaching Your Children Values* is used to analyze the types of moral values found in *Click* movie. And, the second one is the theory of dialogues A theory by Halliday and Hasan (1995) entitled *Language \Context and Text: Aspects of Language in A Social Semiotic Perspective* to analyze moral value shown by the characters through the dialogue in *Click* movie.

2.3.1 Definition of Moral Values

Moral values, according to Linda and Eyre (1997), are the outcome of the understanding process of implementing God and humanitarian ideals in life. Therefore, these values will effectively direct human creativity and knowledge. Things that are deemed morally right, incorrect, attractive, or undesirable

2.3.1.1 Types of Moral Value

According to Linda and Eyre (1997), the application of God and humanity ideals in life results in moral values. The creativity and understanding of humans will therefore be successfully guided by these values. Things that are ethically acceptable, unacceptable, desirable, or attractive. According to Linda are values divided into two groups.

2.3.1.2 Values of Being

The value of being is a value that is within evolved human beings in the behavior and the way we treat others. It includes:

a. Honesty

Honesty is a facet of moral character that connotes positive and virtuous attributes such as integrity, truthfulness, and straightforwardness, including straightforwardness of conduct, along with the absence of lying, cheating, theft, etc. Honesty toward others, institutions, society, and ourselves. Strength and confidence come from deep because there was nothing to hide. Honesty leads to a fulfilling, free life. Honesty is not just about telling the truth. It's about being real with yourself and others about who you are, what you want, and what you need to live your most authentic life. Honesty sharpens our perception and allows us to observe everything around us with clarity.

(Linda, 1997, p.72)

b. Bravery

Bravery is the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty in spite of the difficulty, and have the courage to try good things. Who has the audacity to challenge the unwise route taken by the current majority? Bravery is willing to do things that are difficult. It is the ability to stand up for what is right in a difficult situation. The courage to make the choice is extremely helpful to deal with the issue. It is not doubtful in facing the danger because it

gives the strength to do the action which is considered right in front of the strong opponent. The ability to follow your passion despite being misunderstood and suffering as a result. The courage to be amiable and welcome (Linda, 1997, p.67)

c. Peaceability

Peaceability is when people are able to resolve their conflicts without violence and can work together to improve the quality of their lives. Peace ability is important in our lives because of peace ability we will be able to respect each other. Peace ability is one part of moral values. It also means understanding, calmness, patience, control, and accommodation- essentially the opposite of anger. losing one's temper and impenitence. The propensity to attempt to accept other human opinions as opposed to denying and opposing them. Recognize that disagreements are rarely settled by argument and that stubbornness is a sign of a problem or of insecurity in a person, and thus they want your understanding. emotional control, a willingness to understand each other feelings rather than immediately responding to them (Linda, 1997, p.64).

d. Self-reliance and Potential

Self-reliance is all that it sounds like plus considerably more. Self-reliance is strong theoretical significance thanks to its implications for happiness. awareness and development of gifts and uniqueness. You noticed some overlap or at least potential implications for self-worth,

self-expression, self-knowledge, resilience, and for self-acceptance to taking responsibility for own actions. Believing in the potential of self (Linda, 1997, p.71).

e. Self-discipline and Moderation

Financial, mental, and physical self-control. Recognize when to stop chatting and eating. Understand your physical and mental limits. unbiased, and aware of the risks associated with adopting extreme viewpoints. The ability to balance spontaneity with self-discipline (Linda, 1997, p. 70). Self-discipline is an attitude we develop to not follow the heart wants that undermine our sense of self-worth or the companies we work for, but to seek anything that is beneficial to us and to pursue healthy or positive desires at the appropriate levels.

f. Fidelity and Chastity

It includes strict abstinence from sexual relations before marriage and completes fidelity and loyalty to one's spouse after marriage. "The law of chastity requires that sexual relations be reserved for marriage between a man and a woman. Awareness to keep the value of chastity before and after marriage. Understanding the role of marriage and sexuality in it. Awareness about the consequences of long-term (and extended) that can be caused by immoral sexual life (Linda, 1997, p.82)

g. Hard Work

To meet the demands of life in this world and the next, one must exert their full effort while maintaining a positive outlook. Everyone should put in work to provide for their needs in this life and the next.



2.3.1.3 Value of Giving

Giving has worth because values need to be demonstrated or offered before they can be taken for granted. Values of giving include:

a. Loyalty and Trustworthy

Loyalty and trustworthiness are a part of moral values. Loyalty can be applied to family, work, state, school, and to organization. Ready to support, ready to serve, ready to help, and trusted in carrying out consistent promises. The value of loyalty is also related to other values like love and affection. Loyalty is the quality or state of being true and constant in support of someone or something. Trustworthy is able to be relied on as honest or truthful. (Linda, 1997, p.101)

b. Respect

Respect for life, respect for property rights, respect for parents and elders, respect for the environment, and respect for other human rights and beliefs are all important virtues. Civilized and courteous conduct. Respectful to yourself and avoid detraction to yourself. (Linda, 1997, p.112)

c. Love and Affection

A moral value includes feelings of love and affection. Love is feelings of affection. Love and affection include not only romantic love or swooning over a prince (of the opposite sex) of whom we are usually aware, but also expressing love and affection inside the family, such as in sibling relationships, or to our friends. Family love and affection are

very significant in our lives. Our families have taught us about love and affection, and we may use it in our daily lives. More than just being devoted and respectful, one must be dear to oneself. Dear neighbors, dear pals who also love to despise us. and emphasizes the obligation to communicate with the family throughout one life. (Linda,1997, p.124)

d. Sensitive and Unselfishness

More care to others. Learn to feel togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations. Some children have a natural and seemingly inherent sense of caring and sensitivity. Children also can begin to learn sensitivity and unselfishness at a very young age, and they should learn it as a skill and a capacity as well as a value. (Linda, 1997, p.136)

e. Kindness and Friendliness

Although they differ slightly, kindness and friendliness are closely related. Kindness is a condition of being. It is an action or a condition characterized by upright and compassionate conduct, endearing personality traits, and considerate attitudes toward others. While being friendly is a quality, a trait, or a way of acting that is distinctive of a friend. Self-applied friendly A fundamental human value is friendliness and kindness. It incorporates elements of a number of other values, including the boldness and empathy of the qualities of courage and sensitivity, respectively. It is more admirable to have a

humble and compassionate attitude than a hard and tough one. the propensity for understanding rather than conflict. tenderness, particularly toward the young or vulnerable. able to retain friendships and make new ones. Lightweight hand to help. (Linda,1997, p.156)

f. Justice and Mercy

An act of justice is typically an act of the law and might be an act of vengeance and force. Mercy, on the other hand, means exercising forbearance. An act of mercy is an act of grace and compassion. obeying the law, treating everyone fairly, and playing games.

Understanding of natural consequences and the law of causation. appreciate the generous and forgiving attitude and understand that revenge is futile. (Linda,1997, p.175)

2.3.1.4 Self-reflection

According to Linda and Eyre (1997), Self-reflection can be defined as a temporary phenomenological experience in which the self becomes an object to oneself. self-reflection is a characteristic feature of humans, and fundamental to higher mental functioning. Central to the socio-cultural perspective is the idea that this distance, both from oneself and from direct situations, is to know one's own character. effective experiences or situations that distance the individual from the experience or situation as it reflects itself. Furthermore, such distance allows one to act on oneself and the situation. For example, to get dinner one must mention someone's hunger or the fact that it is dinner time. This naming, which is a moment of

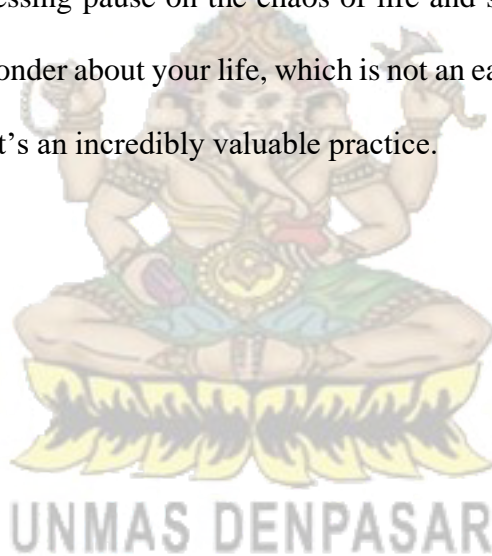
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Self-reflection is taking the time to think about, meditate on, evaluate, and give serious thought to your behaviors, thoughts, attitudes, motivations, and desires. It's the process of diving deep into your thoughts and emotions and motivations and determining the great. Personal reflection allows you to analyze your life from both a macro and micro level. At a macro level, you can evaluate the overall trajectory of your life. You can see where you're headed, determine whether you're happy with the direction, and make adjustments as necessary. At a micro level, you can evaluate your responses to particular circumstances and events. personal

reflection like this: "Reflection is a deeper form of learning that enables us to retain every component of any experience, be it personal or professional – why something occurred, what the impact was, and whether it should occur again — as opposed to just remembering that it occurred." talk about tapping into every aspect of the experience, clarifying our thinking, and honing in on what really matters to us."

Practicing self-reflection takes discipline and intentionality. It requires pressing pause on the chaos of life and simply taking the time to think and ponder about your life, which is not an easy thing for many people to do. But it's an incredibly valuable practice.



2.3.1.5 Dialogue

Communication, which is the process of conveying knowledge, concepts, feelings, abilities, etc. through the use of symbols like words, drawings, numbers, and others, includes dialogue. Womack (2011) asserts that dialogue is a multifaceted critical concept that serves as a model for the relationship between a writer and reader as well as a theoretical key to the nature of language. Dialogue is also an ancient philosophical genre, a formal element of fiction, and a component of drama. It challenges literature in all of its forms by displacing the rigidity and singularity of the written word with the fluid interactivity of speech.

According to Halliday (1995:14), there are three types of context situations. These concepts serve to interpret the social context of a text, the environment in which meanings are being exchanged.

2.3.1.6 Types of Dialogue

a. The Field of Discourse

Refers to what is happening, to the nature of the social action that is taking place: what is that the participants are engaged in, in which the language figures as some essential component?

b. The Tenor of Discourse

Refers to who is taking part, the nature of the participants, their statuses and roles: what kinds of role relationships obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in

the dialogue and the whole cluster of socially significant relationships in which they are involved?

c. The Mode of Discourse

Refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?) and also the theoretical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.

