

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature denotes written works that exhibit artistic merit, emotional depth, and frequently communicate significant philosophical, moral, or social themes. This approach facilitates a thorough and inclusive understanding by recognizing a wide range of works as literature based on their resemblance to these central characteristics, as per Mayer (1997). According to Rhee (2011) Literature is frequently identified as an academic discipline. Literature is regarded as a means of expression that encapsulates human emotions and thoughts in precise structures, as per the opinions of numerous critics. “Specific forms” can be classified into two distinct categories in accordance with this broad definition. The term “literature” frequently denotes written materials; consequently, oral literature, which necessitates written documentation, does not encompass this category. Poetry, fiction, playwriting, and literary criticism are among the well-established literary forms that are included in the field of literature.

In 1995, Hornby defined a movie, which is also known as a film, as a narrative or related material that has been preserved as a series of moving images. These animated images are intended for viewing in a theater or on television. Horror, comedy, drama, action, and documentaries are among the numerous film categories that exist, as Yousuf (2013) observes. The consumption of movie can serve a variety of purposes, such as acquiring new insights and sentiments,

education, and entertainment. The movie has a profound impact on our lives, motivating individuals to become more self-aware. They encourage us to become better individuals; additionally, they can have a substantial effect on our personal development and motivation. Fasikh and Natalia (2021). The audience experiences a visceral response as a result of the films. The audience may experience a variety of emotions, including excitement, fear, amusement, patriotism, sorrow, and pity. Audiences can enhance their imagination and score higher by comprehending the message conveyed in a film. Wulandari (2021).

The term “morality” encompasses an individual's compliance with these norms, social norms, and appropriate behavior within a community. Ali asserts that the term is derived from the Latin “moralist,” which is composed of the words “mos” and “moris” and refers to customs or conduct associated with one's actions. The concept of morality is rooted in the recognition of right and wrong, as well as one's behavior toward others (Febrian, 2021).

In situations where there is the freedom to do good or bad, actions and behaviors are guided by values, which assist in assessing the moral and ethical ramifications of decisions. While values are the central and sustained belief that certain behaviors or final circumstances are preferred over their opponents, according to Rokeach (1973), values are central and sustained. These values influence decision-making processes and interpersonal relationships. By maintaining moral principles such as compassion, honesty, and respect, it is possible to establish a more equitable and at-peace society. However, disregarding these principles may lead to actions that undermine societal trust or cause injury to

others. As a result, it is imperative to comprehend and internalize principles in order to foster personal development and a healthy society. Values refer to the standards of conduct and the attitudes of the spirit and mind that influence the identity, behavior, and respect of individuals. Good values contribute to the development of more competent individuals, more fulfilling lives, and more compassionate interactions with others.

This study is hoped to provide theoretical benefits for the examination of morality in the movie series *The Summer I Turned Pretty*. These revelations could serve as an excellent resource for the current generation, which is rapidly expanding, particularly in the entertainment industry. A significant number of movies are produced without regard for the potential revenue generated by the movie. Examining moral principles is essential because they offer direction and purpose in life, as well as assistance to others. People are less inclined to engage in immoral and reprehensible behavior, such as lying and cheating, for a variety of reasons, including competitiveness. Thus, the younger generation becomes excessively susceptible to moral standards. Therefore, moral values should be instilled in children at a young age, as they are essential.

Movie analysis is indispensable for a variety of reasons, including personal growth, educational value, and cultural understanding. That which was conveyed was moral. By exploring themes of companionship, love, and adolescent development, the audience can more clearly observe the fundamental values of love, fortitude, and loyalty that are embedded in each scene. Additionally, the dazzling summer ambiance serves to underscore the themes of freedom and the

transition of adolescence, as attested by technical analysis such as cinematography and visual aesthetics. The moral value of the movie series *“The Summer I Turned Pretty”* is an intriguing subject to discuss, as it provides a comprehensive examination of familial and friendships. Themes such as familial separation, the loss of a loved one, and the manner in which families support one another during difficult circumstances are all profound and impactful. Furthermore, the summer scene at the coast creates a serene and inviting atmosphere that may elicit sentiments of nostalgia in those who have experienced significant moments in their lives and leisure during the summer.

1.2 Problem of the Study

Based on the background of the study above, this study has some problems of study. The problem is:

1. What types of moral value are presented in the movie series *“The Summer I Turned Pretty”*?
2. Which moral values are most significant in the *“The Summer I Turned Pretty”* movie series?

1.3 Objective of the Study

The objective of the study is to help the readers understand the purpose of this study based on the research problem. It has two objectives the study as follow:

1. To find out the types of moral values found in the movie series *“The Summer I Turned Pretty.”*

2. To analyze the significance of this moral value and their influence on the storyline and character development in the movie series *“The Summer I Turned Pretty.”*

1.4 Limitation of the Study

The study examines the many categories of moral rules and important moral principles portrayed in the film series *“The Summer I Turned Pretty.”* The data utilized in this study was derived from the movie series *“The Summer I Turned Pretty.”*

1.5 Significance of the Study

This study aims to enlighten individuals about the importance of the ethical teachings sent in movies, not only for the pleasure of cinema enthusiasts but also for any segment of society. They shape our actions and cognitive processes. Motion pictures can influence our moral values by depicting persons faced with difficult choices and the repercussions of those actions. Furthermore, they exemplify the process of addressing our ethical dilemmas. In essence, movies centered around moral ethics stimulate profound contemplation and result in more judicious choices.

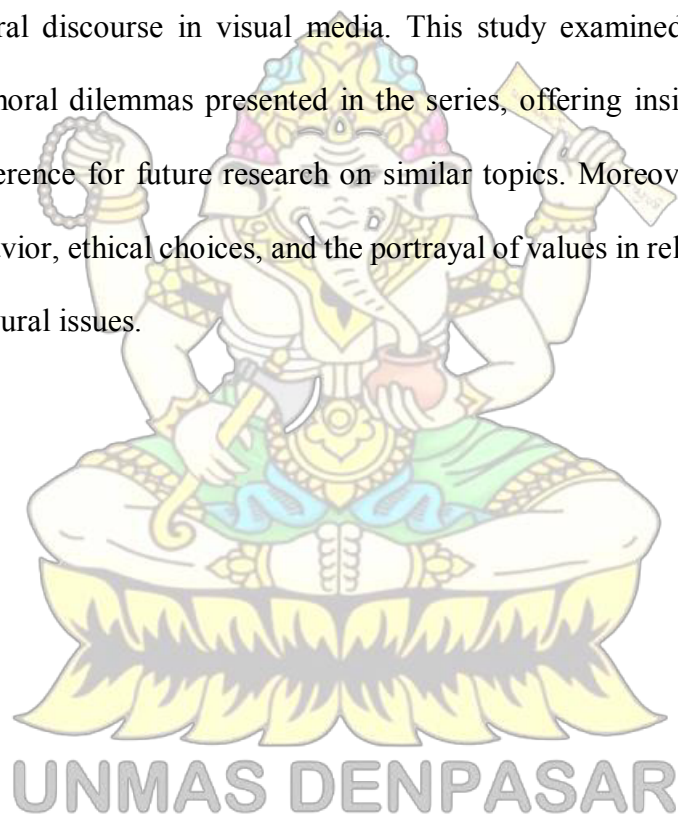
1.5.1 Theoretical Significance

Theoretically, this study provides knowledge about moral discourse, particularly in the context of analyzing language, values, and character dynamics in movies. In other words, this study was supported by theories proposed by various scholars regarding the analysis of moral values and character behavior. This study

contributed to anyone interested in analyzing moral themes in the movie series, particularly “moral value.”

1.5.2 Practical Significance

Practically, this study provided valuable input for educational materials that could be utilized as a reference for understanding moral values in film. It benefited lecturers, language and literature studies students, and anyone interested in analyzing moral discourse in visual media. This study examined the language, actions, and moral dilemmas presented in the series, offering insights that could serve as a reference for future research on similar topics. Moreover, it discussed character behavior, ethical choices, and the portrayal of values in relation to current social and cultural issues.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

The study, *An Analysis of Moral Value Found in The Movie Series Entitled "The Summer I Turned Pretty,"* explores different ideas from various perspectives. The goal is to examine the issues raised in the study and derive conclusions through data analysis. The analysis is expanded in depth by incorporating several theories and concepts. The second chapter will review relevant literature, ideas, and theories. The literature review will compare previous studies to highlight the similarities and differences pertinent to this research. Additionally, key concepts and theories will serve as the foundation for the analysis.

2.1 Review of Related Literature

The study requires including previous study related to the topic, as it can serve as a basis for comparison and support idea development. The first prevstudy is a thesis from Mukhlisul Fasikh (2021) entitled *"An Analysis of Moral Values In "Zootopia" Movie Directed by Byron Howard and Rich Moore."* The previous study examined moral principles in the movie Zootopia. This study focusses on the sorts of moral principles featured in the film and how they impact the major characters. This previous study discovered that moral characteristics like courage, loyalty, and honesty influence the optimism, boldness, and ambition of the major characters in the movie Zootopia. The difference between this study and the previous study is that the data is based on the conversation and actions of the major

characters in order to explicitly identify the sorts of moral ideals and their consequences. While the data for this study is drawn from numerous episodes of the series, it reflects how moral beliefs grow gradually in a variety of settings. This study focusses on the features of lengthy tales and character development over time.

The second study is a thesis from Priyoto and Irene Priskila (2023) entitled *“An Analysis of moral value in the movie “A.Q.U.A.M.A.N.” directed by James Wan 2018.”* This previous study explores moral ideals such as environmental responsibility (do not litter), global love (real love does not know the difference), courage, and sincerity (forgive your adversary), Emphasising value such as loves and affection, environmental stewardship, courage, and sincerity, which are intimately related to specific scenarios such as forgiving adversaries and protecting the marine environment. The difference between this study and the previous study is that this study emphasises moral values based on the tenets of heroism stories and world challenges, such as love, environmental care, courage, and honesty, rather than using overt moral value distinctions like Linda and Richard Eyre’s whereas this study divides values into two primary categories: Values of Giving and Values of Being, in accordance with Linda and Richard Eyre’s moral value theory. This theory is applied methodically to analyse interpersonal connections, particularly in regard to family dynamics, adolescent emotions, and love triangle dynamics.

The third study is a thesis from Febrian (2021) entitled *“An Analysis of Moral Values In “Captain Marvel” Movie.* This study explores the moral lesson conveyed throughout the movie and focuses on identifying and analyzing the moral values conveyed through the actions and decisions of the characters. This study

applies a descriptive qualitative approach, analyzing key scenes, character interactions, and dialogues to extract these moral values. The difference between this study and the previous study is that focused on Carol Danvers, the protagonist, as she fights against gender prejudice and learns about herself and her role as a worldwide hero. determining the moral significance of heroic deeds and the growth of the main character through scene-based analysis. Carol's internal and external struggles serve to highlight the moral lesson. This study, on the other hand, focuses more on narrative analysis, examining moral ideals in connection to relationships through character actions and speech. Pay attention to how the three major characters—Belly, Conrad, and Jeremiah—interact with one another within the framework of a romantic triangle and familial dynamics. Despite employing the same principle, previous study focused on how Carol Danvers, the primary character, developed in dealing with both domestic and international issues.

The fourth study is a thesis from Marwa Aulia Istigfariana (2023) entitled “*An Analysis of Moral Value in Luca Movie by Pixar Animation Studios*” The study explores the moral messages conveyed through the characters and events in movie. Descriptive qualitative method is used in this study to examine the moral principles present in the movie. The difference between the previous study and this study is Focus on the journey of the main characters “*Luca and Alberto*”, although using Linda and Richard Eyre's theory, but the analysis is broader, covering the values of Values of Being such as honesty, courage, and discipline, as well as Values of Giving such as compassion, respect, and justice. Adding the context of moral values based on the 2013 Curriculum, with the aim of assessing the relevance of the film

to character education in Indonesia. While this study Analysis highlights the conflict of love triangles and family relationships, especially in values such as honesty and compassion. This studi analysis approach is descriptive qualitative, emphasizing dialogue and emotional conflict.

The fifth study is a thesis from Yuliana Wulandari (2021) entitled *“The Analysis of Moral Values On “Front of The Class” Movie and Its Implication on Education”* This previous study examines the moral lessons conveyed through the movie and their educational relevance. This study uses a Descriptive qualitative method, focusing on interpreting the moral lessons in the film and their implications for education. The difference between the previous study and this study is the previous study Using Thomas Lickona's theory, which emphasizes two main values: respect and responsibility. In addition, 13 moral values were identified, including self-confidence, perseverance, honesty, respect, and love. This approach is more directed at understanding how these moral values can be applied in education and shape students' characters. While this study uses Linda and Richard Eyre's theory to dissect moral values into: Values of Being: Honesty, courage, responsibility. Values of Giving: Compassion, respect, kindness. Focus on these values in the context of interpersonal relationships and the dynamics of a love triangle. The previous study Using library research methods and content analysis to identify moral values in film dialogues and scenes. while this study Using a qualitative descriptive approach to analyze dialogue and character interactions.

2.2 Concept

This section explains terminology related to the study and presents terms that are related to the title: definition of moral value, definition of characters, and definition of movie.

2.2.1 Definition of Moral Value

Moral values are the criteria of good and evil that regulate an individual's conduct and decisions. An individual's ethics may originate from society, government, religion, or personal conviction. Moral values originating from society and government are subject to change in accordance with the evolving laws and ethics of that society, Srinivasarao (2016).

Eyre's in Sina (2014) characterized moral qualities as the result of comprehending and implementing the principles of God and humanity in existence. The concepts above proficiently guide human knowledge and creativity. Universally recognized as authentic value is that which engenders activity, namely actions that benefit both the person and others, according to Febrian (2021). Moral worth is an intrinsic value that must be differentiated from other values. The quality of a value is ascertained by its correlation with different values. For instance, honesty is a moral attribute that holds little meaning in the absence of other values, according to Rosyadi (2004). Based on the previously mentioned remarks, the study believes that moral value pertains to an individual's conduct, denoting a correlation between good or bad actions and serving as a guiding principle for behavior regarding what is morally proper or wrong.

2.2.2 Definition of Characters

Characters may be humans or animals, and they might be described as anything having the capacity for action or experiencing repercussions. Given its major influence on story development, many believe that character is the most important aspect of a film. Every movie needs characters; whatever happens inside the movie will influence the characters. (Wulandari, et al., 2021)

Abrams (1993: 32-33) defines a character as an individual in a dramatic or narrative work whose moral, intellectual, and emotional attributes are discerned by readers through their actions and statements. A character refers to an individual or figure within a literary composition (Ariska, 2020). Every actor in a narrative represents a character. Characters may be differentiated by their physical attributes, habitat, residence, and attire. The characters in the narrative can be categorized into main and minor characters, heroes and antagonists, round and flat characters, dynamic and static figures, and typical and neutral characters (Nurgiyantoro, 2018).

2.2.3 Definition of Movie

According to Arnheim (1997), a movie is a visual art form that uses various methods, including lighting, camera angles, and composition, to manipulate emotions and thoughts through sound and moving visuals.

Sapp, in Nasir (2019), articulated that a movie is defined as a motion picture regarded as a source of entertainment or an artistic expression. It emerges as a vital medium for acquiring diverse insights and understanding. A movie is an artistic endeavor that emerges from a creative process that undoubtedly possesses its own

allure. It showcases the outcome of an author's imaginative endeavor and conveys a profound message, encouraging the audience to contemplate societal issues.

In their book *Cinema Art: An Introduction* (2004), Bordwell and Thompson define cinema as a comprehensive creative system that blends moving pictures, sound, narrative frameworks, and temporal aspects to create a rich aesthetic or narrative experience. They contend that movies are an art form and a communication system, with norms and practices like editing, mise-en-scene, cinematography, and sound design shaping how tales are delivered and perceived. Their work is a seminal text in cinema studies, delving into how formal components of filmmaking influence meaning-making and audience participation.

2.3 Theories

According to Ali, the term “value” is derived from the Latin word “valere,” which means “valuable” or “strong.” It refers to anything sought for, remarkable, admired, cherished, and regarded as good. It implies that worth is related to something important and useful. Essentially, it is desirable due to its value and strength. Mudhofir (2009). Value refers to the ideal environment and is akin to the desires that drive humans and other social animals. Values are a community's long-held beliefs or ideas about what is good and bad. Schwartz992).

The Richard and Eyre’s divide values into two categories: values of being and values of giving. Each category includes unique characteristics that shape personal character and promote ethical relationships in society.

2.3.1 Value of Being

The Values of Being are our internal virtues that define personal character, including honesty means being truthful and sincere in thoughts, words, and actions, ensuring integrity in all aspects of life.

1. **Courage** means the ability to face fears, challenges or tough situation with resolve and strength.
2. **Peacefulness** refers to the capacity to sustain inner tranquility and foster harmony in both relationship and the environment.
3. **Self-confidence** means the conviction in one's skills, worth, and value, nurturing an optimistic perspective on individual potential.
4. **Discipline** means maintaining focus and consistency in the pursuit of goals, showcasing self-control and perseverance.

2.3.2 Value of Giving

Values of Giving focus on outward-directed virtues that strengthen relationships and build communities.

1. **Loyalty** means represents steadfast devotion and dedication to others, fostering trust and dependability in relationships.
2. **Respect** means recognizing and appreciating the feelings, rights, and viewpoints of others, promoting a sense of mutual understanding.
3. **Love and affection** mean showing genuine care, affection, and concern for the well-being of others.
4. **Kindness** means showing generosity, compassion, and consideration toward others in words and deeds.

5. **Responsibility** means acknowledging one's duties and obligations to oneself and others, including responsibility, dependability, and a dedication to ethical behaviour.
6. **Friendliness** means the ability to foster positive interpersonal connections through warmth, openness, and approachability.
7. **Selflessness** means prioritizing others' needs and interests over personal gain, embodying altruistic behavior. Fairness is treating others equally and justly, ensuring equity and impartiality in decisions and actions.

These values highlight the importance of empathy, cooperation, and ethical interactions. By putting these values into practice, people help create a society that is more ethically conscious and compassionate, where people engage with one another with honesty and kindness.

2.3.3 Movie as Literature

Movies and literature are the creative manifestations of the human intellect. The human intellect formulates numerous approaches to articulate human experiences, broadening understanding horizons. At the outset, a notable need existed for more focus and inclination toward the interplay between filmmaking and literary composition. The connection between cinema and literature has existed since the dawn of human civilization, as noted by Totawad (2016).

Movies animate characters through language, acting, and visual narrative strategies. Films reveal characters' internal experiences, growth, and moral dilemmas like literature. Michael Corleone's transformation in *The Godfather*

illustrates the concept of character arcs, where a protagonist evolves in response to internal and external challenges, as noted by Bordwell and Thompson (2001).

Many films include literary materials or other kinds of movies, resulting in intertextual relationships. Quentin Tarantino's films contain various allusions to older films, literature, and music, creating a multidimensional and immersive experience for the spectator in the same way literary works reference previous texts or traditions (Staam, 2000).

2.3.4 The Genre of The Movie

Action, adventure, horror, and fantasy are categories into which movies are divided. A genre is a framework for grouping movies according to their intended audience engagement, narrative style, and thematic core. High-octane, expensive physical stunts and chases are typically included in the action genre; these may involve rescues, fights, escapes, and destructive yells. Wulandari (2020) asserts that comedy films frequently deal with humour.

Keith in (Maulidia, 2018) defines movie genre as a classification of motion pictures based on shared elements in either the narrative components or the emotional responses elicited by the movie (e.g., serious, humorous, drama). Cinematic genre theories primarily derive from literary genre criticism. The concept of fiction can be further delineated into more specific classifications that target particular demographics within popular fiction. The various categories of fiction, which will be succinctly outlined in the following sections, are classified into multiple groupings encompassing both fiction and non-fiction genres. Genres such as action, comedy, drama, horror, fantasy, romance, thriller, animation, sport,

musical, and war each possess distinct rules and conventions, as Febrian et al. (2021) noted.

