CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature was a term used to describe written or spoken material. Wellek and Warren (1956:3) also said that literature was creative activity. One of literature constraint was all of printed or written things. It also can be implemented as imaginative work. It was also stated that we can implement or transfer methods which was being developed by science on literature study. If we learned literature it means that we do the activities in relation with imagination and play some beautiful languages. The writer says this because literature was the creation of another world, a world that we can only see trough reading literature. There were some genres in literature, such as novel, poetry, poem, film (movie), and so on. Film (movie) was one of the genres of literature that was preferred to be watched by people of various ages. Nowadays, watching movie has been one of the lifestyles of many people from around the world. It helps increase their knowledge and imagination. Many people watch movie to spend their time, as entertainment or learn.

Movie, also known as film, was a type of visual communication which used moving picture and sound to tell stories or inform (help people to learn). People in every part of the world watch movie as entertainment, away to have fun. Many people feel very happy and fresh if they have been watch some movies. There are some genres

feel very happy and fresh if they have been watch some movies. There are some genres in the film (movie). Genre was a word for a type of movie or a style of movie. It can be fictional (made up) movie, or true, or a mix of the two. There were some movies mix together two or more genres, such as action movies, adventure movies, animated movies, comedy, drama, tragedy, horror, romantic thrillers, and so on. Usually, many people more often watch action movies, drama, horror, or romantic movies. Generally, if people watch the movie, they will take along with story in the movie that they watch. So, it influences their attitude in daily life. If they watch movie that have a good moral value, usually they will also have a good attitude in daily life. Of course, if they watch movie that have a bad moral value, they also will have a bad attitude in daily life. Each of the movie, of course have a moral value that can we take the benefit such as in *Toy Story* movie.

Moral values were a value conveyed or a lesson to be learned from a story or event. In other words, moral values were the lesson or principle contained in or taught by a fable, a story, or an event. Explicitly, in the relation with the individual socialization process we must have a moral. Because, without moral human cannot do the socialization process. Actually, a moral value was one of the important things in making the movie. For the viewer or audience, a moral value also is one of the important things in choose the movie that they watch. Because, in the explanation above, a moral value in the movie can influence an attitude of the people. So, the movie must have a good moral value, because a good movie was the movie that has a good

moral value. In addition, there were several reasons why the author chose literature, especially films with the title *Toy Story* in this study. First, the film *Toy Story* was a film with sign language that gives rise to funny characters. In this film, we can learned to make a joke can make some people laugh happily. Not only that, in this film we can know about life, in this film also teaches us as humans not only busy thinking about work or something, but also need with entertainment. Second, there were some moral values in the film *Toy Story*. For example, we cannot underestimate our friends in every situation we must respect the opinions or everything of our friends in every situation.

1.2 Problems of the Study

Based on the description on the background of the study above, the following problems in this research were:

1. What are the moral values found in *Toy Story* movie?

2. How are the moral values reflected by the characters in *Toy Story* movie ?

1.3 Objectives of the Study

Referring to the statement above, the objectives of the study are:

1. To find out the moral values in *Toy Story* movie.

2. To analyze the moral values reflected by the characters in *Toy Story* movie.

1.4 Limitation of the Study

The scope of the study was the moral values in the film *Toy Story*. The moral values and the meaning of the film *Toy Story* using the theory by Audi (2007). To make it more detailed and focused, the limit this research to sentences and sayings containing moral values using the theory that proposed by Klarer (2004).

1.5 Significance of the Study

The findings of this research were expected to give contribution for the viewer or audience, other researchers, and the writer herself. This study has two significances of the study, the first one is theoretical significance and the second one is practical, as below:

1.5.1 Theoretical Significance

The theoretical significance of this for the viewer or audience, the result of the study can motivate the viewer to watch more the movie. So, the viewer knows about the moral values in the movie. If they know about the moral values in the movie, they could take the moral values and apply it in their daily life. In addition, the viewer knows about what to make movie more interesting.

1.5.2 Practical Significance

The practical significance of this the result of the study can be used as a reference for other researcher to conduct a further research dealing with the moral values in *Toy Story* movie. Same with the viewer or audience, for the writer the result of the study

can motivate the writer to watch more the movie. In addition, the writer knows about everything that makes the movie more interesting. So, the writer knows more about the movie.

CHAPTER II

REVIEW OF RELATED LITERATURES, CONCEPT AND THEORIES

2.1 Review of related literature

This study was conducted by reviewing some reviewing relevant theses concerned with moral value and used library research. Moral value was an interesting studied and discussed, in this part there were three researches were mentioned related the current research.

The first study is a research which was conducted by Arwan (2018), entitled *The Analysis of Moral Value in Taare Zameen Par Movie*. In this thesis, there were two problems of the study, the first is the social and moral value and the second problems was the social and moral values were reflected by the characters found in *Taare Zameen Par* movie. In this study, the writer used descriptive qualitative method. For collecting the data, the writer chose a movie called *Taare Zameen Par*. The steps of collecting data start from watching and understanding the movie, carefully and intensively, then the writer analyzed the social aspect and social changes in the movie carefully. Second was finding out the dealing with social and moral values, the last taking note was dealing with social and moral values. To solve the first problem to analyzed about social value, he used the theory by Alisjahbana (1974), to analyzed the second problem about moral values were reflected by the characters, he used the theory proposed by Trusted

5

(1987). The difference between his thesis and this study was in the data source. For the finding the writer would used informal method in order to provide clear explanation to the readers. Arwan's thesis used *Taare Zameen Par* movie. For the similarities found the moral values of *Taare Zameen Par* movie were bravery, self-confidence, optimism, strong belief, kind and friendly, loyalty and trustworthy, respect, peace ability love and affection, never give up. Meanwhile, this thesis would used *Toy Story* movie.

The second study is a research which was conducted by Suryawan (2018), entitled *The Analysis of Moral Value in 'Hacksaw Ridge' Movie Directed by Mel Gibson.* In this thesis, there were two problems of the study, the first was the types of moral values and the second problem was the how does the main character deliver the moral values found in *Hacksaw Ridge* movie. In this study, the writer used qualitative method. For collecting the data, the writer chose a movie called *Hacksaw Ridge*. The steps of collecting data first, watching the movie carefully. Second, selecting the transcript of the movie and used the note taking technique and also quote them as evidence. To solve the first problem to analyze about types of moral value, he used the theory by Audi (2007), to analyze the second problem about how the main character deliver the moral values, he used the theory proposed by Trusted (2002). The difference between his thesis and this study was in the data source. For the finding of this research the aim was to analysed the problem of how the character reflected the moral values in the movie. For the similarities both previous and this study were analyzed types of

moral values. Suryawan's thesis used *Hacksaw Ridge* movie. Meanwhile, this thesis would use *Toy Story* movie.

The third was research which was conducted by Putrawan (2017), entitled *The Analysis of Moral Value in Captain Civil War Movie*. In this thesis, there were two problems of the study, the first was the types of moral value and the second problem was the intrinsic elements give contribution to the moral values found in *Captain America Civil War* movie. In this study, the writer used descriptive qualitative method. For collecting the data, the writer chose a movie called *Captain America Civil War*. The steps of collecting data start from watching the movie carefully and intensively, downloading the script of the movie then combining the data from script and the movie to identify the moral values and the intrinsic elements that contributed. To solve the first problem about moral values, he used the theory of Optimism by Seligman (2006), Self Confidence by Athony (2003) Sacrifice by Strenski (2003) Honesty by Johnson and Philips (2003), Bravery by Warrel (2015). To analysed the intrinsic elements, he used the theory by Potter (1967). For the finding the moral values and intrinsic element that presented in the movie. The difference between his thesis and this study was the data source. Putrawan's thesis used *Captain America Civil War* movie. Meanwhile, this thesis would use *Toy Story* movie. For the similarities in this study could help the writer to understand the data source more deeply.

2.2 Concepts

The concepts in the study were related with the purposes on the study. There were two concept, moral values and movie which were further elaborated below.

2.2.1 Moral Values

According to Audi (2007) moral values was traits of character have moral value when they contribute in a certain way to get happiness: to enhance pleasure or reducing pain or both, for example, to hedonic value. "It means he stated that values were traits of character that can get happiness, improve the pleasure and with hedonic value (Hedonism was human's perspective that assume human will be happy with their good act and avoid the pain. The purpose of hedonism was pleasure and enjoyment of life and human action).

2.2.2 Movie

According to Darwanto (2007) movie was displayed through electronic media. Message display by the electronic media is enlightening, educating and entertaining so easily to be understood by all level of society. Besides, it also provides the stimulus, suggestion, imagination, and emotion from audience. Message contribution will be received more quickly because the nature of audiovisual.

2.3 Theoretical Framework

There were some theories used in this study in order to help analyzing the problems. Types of moral values by Audi (2007) was used to analyzed the types of

moral values and the second theory was elements of fiction by Klarer (2004) used for analysed how the value reflected to characters.

2.3.1 Moral Values

According to Audi (2007), value was a kind of valuing, as something close to caring about, was another. Valuing the valuable was fitting; but people sometimes care about things that are neither good in them nor lead to anything that is. Valuing was not always directed toward the valuable. The notion of valuing is psychological and was descriptive rather than prescriptive. Valuing was at least three-fold. To value something was to want to experience, posses, or bring it about to tend to feel positively toward it and in those who have value concepts, to tend to believe it to be (in some way) valuable. It was a kind of quality humans, which was applied to human activities. It was transmitted to a circumstantial factor which depends upon the judgment of the fact. The word 'value was derived from the Latin word 'Valeo' which means strength and also health, and by the natural transition, it came to mean being effective and adequate. In French the term "Valeur" mean excellence. Value was a mixture of three concepts such as Idea, Quality and Supervening. Values can be defined as the principles that lead people's lives and have varying significance or meaning. Values were the essence of our personality, and affect us to make decisions, trust people and arrange our time and energy in our social life. Values may be treated as a key to solve the problems.

Audi (2007) also states that "Moral Values" was an important value and traits of character have moral value, when they contribute in a certain way to get happiness, to

enhance pleasure or to reduce pain or both, for example to hedonic value. (Hedonic means to do good thing that make happiness or pleasure). Moral values like these would be possible even where pleasure was absent or does not exist. He says 'pleasure as such' because moral satisfactions share with pleasure a welcome positive quality and in part for that reason they can contrast with pain and suffering somewhat as pleasure does. Indeed, moral satisfaction can counterbalance pain or suffering: its positive value can exceed their negative value. This can tempt one to assimilate moral satisfaction to pleasure or the value of such satisfaction to that of pleasure, but neither identification was warranted.

2.3.2 Types of Moral Values

According to Audi (2007), an individual's character was a person personality who has the character traits and it can be the way to think, feel, and behave in certain ways or in certain situations. Two traditional examples are bravery and cowardice, the dispositions to think, feel and behave in a brave or cowardly manner in the face of real or apparent danger. The language used to characterize the patterns in a person's thoughts, feelings and behavior need not always refer to character traits, since some of it might refer to the absence of traits.

Furthermore, (Audy 2007:22) divided moral value into three kinds of moral centering namely; virtue, kantian and intuitions and utilitarian.

1. **Virtue**

Virtue was concerned with what it was behave justly through studying the nature and tendencies of the just person, not the other way around or on the other words virtue was more concentrated on being a good person. Audy (2007: 22). He further stated that being a good person should behave honest, just, kind and honorable. Moreover, he stated that virtue consists of courage, generously, honestly and loyalty.

Courage was a good thing because life is full of dangers and without courage, we would be unable to cope with them. Courage is sometimes said to bea military virtue because it was obviously needed to accomplish the soldier's task. Soldiers do battles were háught with danger, so without courage the battle will be lost. But soldiers are not the only ones who need courage. Anyone who faces danger, and at different times this includes all of us need courage. A scholar who spends his timid and safe life studying medieval literature might seem the very opposite of a soldier. Yet even he might become ill and need courage to face a dangerous operation.

Generosity was the willingness to expend one's resource to help other. Being generous was a desirable thing because some people will inevitably be worse off than other and they will need help. Aristotle says that like courage, generosity was also a mean between stinginess and extravagance. Stingy person gives too little but extravagant gives too much.

The honest person was someone who does not tell lie except in rare circumstances when there are compelling reasons why it must be done. Our ability to live together in communities depends on our capacities on communication. We talk to one another, read to one another's writing, exchange information and opinion, express our desire to one another, make promise, ask and answer a question, and much more. Without these sorts of interchanges, the social living was impossible. Honestly was needed because without its relations between people would go wrong in myriad ways.

Loyalty to family and friends was something morally special, of course, familiar. We do not treat our family and friends as we would treat strangers. We are bound to them by love and affection and we do things to them that we would not just do to anybody.

2. **Kantian and Intuitionist**

According to Audy (2007: 22) stated that Kantian and Intuitionist (deontology means roughly duty-based) was concerned with the quality of our acts whether it was justice or injustice, beneficence or harmfulness, truthfulness or deceitfulness, and so on. The quality of act here was related to the multiple-review which was to categorize our basic duty (moral obligations). For instance: making a promise to help you weed your garden was a ground of an obligation to do it; injuring someone in rushing to a class was a ground of an obligation to make reparation; and seeing someone bleeding by the wayside, was ground of an obligation to help, even if not necessarily a predominating ground. He further stated that there are eight moral principles intuitively

expressing prima facing obligation, such as: keep promises, act justly, express gratitude for service rendered, do good deeds toward others, avoid injuring others, make reparation for wrongdoing, avoid lying, improve oneself Audy (2007: 12).

In addition, based on the theory proposed by Rachel (2003:139) stated that human has an intrinsic worth, for instance, have a self-conscious desire and goals, and also dignity. Therefore, as a rational being we were responsible for our behavior and so we were accountable for what we do. We may feel gratitude when people behave well and feel resentment when people behave badly. Reward and punishment, not "training or other manipulation" were the natural expression of the gratitude and resentment.

3. Utilitarianism

According to Audy (2007: 210) utilitarianism was commonly formulated as the position that for an act to be morally right is for it to produce the greatest good for the greatest number. Moreover, here relief of suffering was as important as the production of happiness; psychological as well as physical well-being is included. In other words, choose that act from among your options which was best options which was the best from twin points of view of increasing human happiness and reducing human suffering. For instance; lying cause suffering, at least in the long run; truthfulness contributes, over time to our well-being roughly how well off we were from the point of view of happiness as the positive element and suffering as the negative one. In addition, Rachels (2003:102) the principle requires that whenever we have a choice between alternative actions or social policies, we must choose the one that has the best overall consequences

for everyone concerned. Further he stated that in deciding what to do, we should, therefore ask what course of conduct would promote the greatest amount of happiness for all those who will be affected.

2.3.3 Element of Fiction

Klarer (2004) stated that there were four most important element of film and drama, such as:

2.3.3.1 Plot

Plot was the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative (Klarer, 2004: 15).

2.3.3.2 Characters

According to Wellek and Warren (1956) a character was the figure that participates in the action and it was expected to be natural or life like. In this case, naming was an important way to reflect the life, the spirit, and the individual of each character and supporting character.

1. Main Character

The main character was the most important character in the story and does the most to support the plot. The character that was mostly narrated by the author and the character that was mostly involved to the theme of the story.

2. **Secondary/minor Character**

The character that plays important role and give influences to the main character. The secondary character helps the main character in forming the theme of the story.

3. **Supporting Character**

The character that supports the main character in the story. It may take an important part in a story, but incidentally it acts as the supporter. The supporting character does not just mean that he was there the support to action, but he can actually support to confirm the view of the main character through the thing he or she says or does.

2.3.3.3 Point of View

The term point of view, or narrative perspective, characterizes the way in which a text presents persons, events, and settings (Klarer, 2004: 20)

2.3.3.4 Setting

Setting was another aspect traditionally included in analyses of prose fiction, and it was relevant to discussions of other genres too. The term "setting" denotes the location, historical period, and social surroundings in which the action of a text develops (Klarer, 2004: 2)