

CHAPTER I INTRODUCTION

1.1 Background of the Study

Literature is a medium through which humans to express their feelings, reactions, and thoughts. Lapandja & Usman, (2016) also states that Literature is a mirror of human existence that depicts human feelings, ideas, and perceptions that can be regarded based on personal preferences. A literary work is made based on the description of the surrounding situation and the author's imagination. A literary work can also provide knowledge and information to the author. Literature is a part of art, we can express our feelings, ideas and experiences. There are several genres in poetry literature, novels, movies, drama, and so on. One of the literary works that are preferred by all ages is movie.

Movie is an audiovisual story that is usually shown on television and cinema. Movies are an entertainment medium that has attractive visual quality and is very familiar to all generations. Effendi (1996) also states that movie is a form of artistic and cultural expression. Movies can display stories that happened in the past, ranging from myths, legends through sophisticated audiovisual technology. Furthermore, students might get inspiration and engaging curiosity through movie (As cited in Cahyani et al, 2021). In this era, movies are not just a spectacle for entertainment, but also as a medium to convey messages and positive life experiences that can have an impact and also be implemented in the lives of moviegoers. One of the impacts that can be obtained and can also be implemented in the lives of moviegoers is moral values. Moviegoers should not only follow the

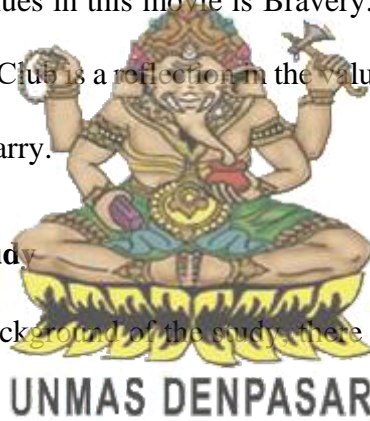
story, but should understand it deeply. Thus, they will find moral value in the movie. In understanding a movie, moviegoers need to know and understand the dialogue in order to make it easier to get the message conveyed in the movie.

Dialogue is a text that contains a conversation between two or more people which is usually found in a book, film, or drama. Jones (1968) also states that dialogue is employed in almost every type of literature, but it is especially important in drama. Dialogue plays an important role in explaining the storyline and can help to infuse a scene with emotion, increase tension between characters, or generate anticipation before a major event or plot turning point. In addition, dialogue is also used by writers to convey certain messages to readers or viewers. One of the messages that is usually inserted in the dialogue is moral values.

Moral values are lessons we get from a story or event. In general, moral values are values related to good and bad deeds that guide human life in general. According to Linda and Eyre (1995) Moral values are standards of behavior and attitudes that many people believe can make people better, live better lives and treat others better. Moral values are people's perceptions of what matters in life (Urserly, 2002 As cited in Sigalingging, 2018). Moral values are very important in social life that must be instilled from an early age. Sometimes morality is interpreted as a natural trait in humans, but in guiding these moral values it needs to be taught through example, teaching, and planting from family and society. Moral values are one of our references when we want to watch movies, because moral values in movies can affect people's attitudes. So, movies must have good moral values, because in a good movie there are good moral values as well.

Moral values have always been important values that must be owned by every human being. People can understand the moral value through anything, it can be through family, friends, even a literary work. This topic was chosen because it can help and also provide an overview to the reader about how these moral values are. Besides that, to show that learning about moral values we can get from things that we often enjoy every day, namely movies.

This movie was chosen because this movie was adapted from the famous horror novel writer, Stephen King. And also, this movie has many moral values in it. One of the moral values in this movie is Bravery. "*I'll go!*", the words said by Beverly to The Loser's Club is a reflection in the value of bravery about her bravery value to jump to the quarry.



1.2 Problem of the Study

Based on the background of the study, there are two problems of the study as follows:

1. What are the types of moral values presented in *IT Movie (2017)*?
2. How are the moral values reflected by the characters through the dialogue in *IT Movie (2017)*?

1.3 Objectives of the Study

With regard to the problems of the study, the objective of study are as follow:

1. To find out the types of moral values found in *IT Movie (2017)*.

2. To analyze the moral value that is reflected by the characters through the dialogue in *IT Movie (2017)*.

1.4 Limitation of The Study

This study analyzes the types of moral values and also how these values are reflected by the character through the dialogue in *IT Movie (2017)* using theories from Linda and Richard Eyre (1995) and Womack, P. (2011). This study also wants to show the types of moral values and also the way these values are reflected by the character through the dialogue in *IT Movie (2017)*. That's very insightful for readers to know about the moral values in a movie and how important it is for us to learn.

1.5 Significance of the Study

The Significance of the study consists of two, they are theoretical significance and practical significance.

1.5.1 Theoretical Significance

In theory, this study uses the theory of Linda and Eyre in their book entitled *Teaching Your Children Value*. It is expected that this study can make it easier to get information about moral values and can also be used as motivation and reference for further researchers who are interested in analyzing moral values in a movie.

1.5.2 Practical Significance

This study has the meaning to meet the academic requirements to be able to graduate from the Mahasaraswati University Denpasar. In addition, this research

can also enrich information about moral values in the movie *IT Movie (2017)* and
can be applied in everyday life



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter were divided into three subchapters. They were review of related literatures, concepts, and theories. The first subchapter was a review of related literature. It described some related papers. There were two thesis and three articles taken from the library and internet. The second subchapter was concept. Those concepts were the concepts related to the topic that were relevant to be used in this study. Those concepts were the concept of movie and concept of moral value. The last subchapter was theories. It described about theory of moral value and character.

2.1 Review of Related Literature

The first thesis entitled *The Analysis of moral value in Captain America Civil War Movie* written by Putrawan, (2017). The second thesis is written by Pratiwi, (2019), entitled *The Analysis of Moral Values in A Walk to Remember novel written by Nicholas Sparks*. The first article by Johardianto, Y. (2019), entitled *An Analysis Moral Value In 47 Ronin Film*. The second article By Fasikh, M., & Natali, D. (2021), entitled *Analysis of Moral Values In “Zootopia” Movie Directed by Byron Howard and Rich Moore*. The third article by Syawal, M. I., Daud, B., & Samad, I. A. (2021), entitled *Analysis of Moral Values in JoJo Rabbit Movie*.

The first thesis entitled by Putrawan (2017), entitled *The Analysis of moral value in “Captain America Civil War” Movie*. In Putrawan’s thesis, there are two

problems, the first is what are the types of moral values presented in the *Captain America Civil War* movie. Second is how do the intrinsic elements give contribution to the moral values found in *Captain America Civil War* movie. The study's aims are to discover the moral values presented and also to explain the intrinsic literature elements contribute to the moral values in *Captain America Civil War* movie. The writer used theories by Optimism by Seligman (2006), Self-confidence by Anthony (2003), Sacrifice by Strenski (2003), Honesty by Johnson and Phillips (2003), Bravery by Warrel (2015), the intrinsic elements proposed theory by Potter (1987). This study used descriptive qualitative method. The data were described with words and sentences. There are five moral values found in this movie were Optimism, Self-confidence, Sacrifice, Honesty, Bravery. Putrawan used theory proposed by Potter (1987) for the intrinsic elements that contribute to the moral values were analyzed from the character, plot, setting, point of view, theme. The difference between Putrawan's thesis and this study is the data source. Putrawan's thesis is used to analyze the intrinsic elements of literature that contribute to moral values and this study was analyze how these moral values are reflected by the characters through the dialogue. The similarity between this thesis and this study is to analyze moral values.

The second thesis is written by Pratiwi (2019) entitled *The Analysis of Moral Values in "A Walk to Remember" novel written by Nicholas Sparks*. The purpose of Pratiwi's study is to present the moral values found in the characters in the novel *A Walk to Remember* (1999). Bertens theory is the theory used in this thesis. Data were analyzed using qualitative description methods, a research

procedure that resulted in the presentation of descriptive data in the form of an author's statement from the novel *A Walk to Remember*. After analyzing *A Walk to Remember*, the author discovered nine types of moral qualities, including bravery, honesty, steadfastness, sympathy for others, cooperative, thankfulness, kindness, trustworthiness, love, and affection. The difference between her thesis and this study is the source of the data. Pratiwi's thesis uses novels as the data source and the problems in this thesis only focuses on presenting the moral values contained in the characters in the novel *A Walk to Remember*. This study use movie as the data source and this study focus on analyzing two findings, that are what moral values are presented in the movie and how these moral values are reflected by the characters through the dialogue in the movie. For the similarities Her thesis and this study both analyzing moral values.

The first article by Johardianto, Y. (2019), entitled *An Analysis Moral Value In 47 Ronin Film*. In his article there are three research question, the first is the moral value found on this film, the second is the moral value conveyed on this film, the last is the messages that can be delivered to the viewers. The aim of this study is to observe and describe the moral value of the *47 Ronin film*. The writer used theory by Barcalow (2006). The writer used descriptive qualitative method. Ten moral values, such as, friendliness, tolerance and acceptance, self-confidence, determination, honesty, positive attitude, patience, initiative and brave, motivation, and self-respect, were discovered by the author in the *47 Ronin film*. The difference between his article and this study is in the theory used. Johardianto's article uses Barcalow (2006) in his book entitled *Moral Philosophy: Theories and Issues* as the

theory. Meanwhile, this study used theory from Linda and Eyre (1995) in their book entitled *Teaching Your Children Values*. For the similarities, his article and this study both analyze moral values and used movie as data source.

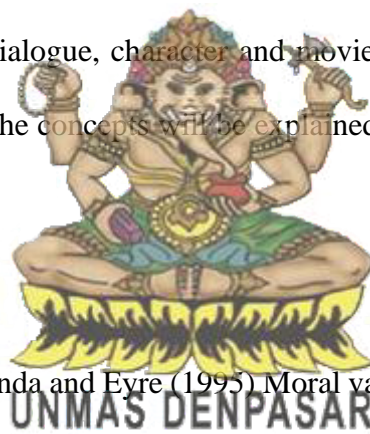
The second article by Fasikh, M., & Natali, D. (2021), entitled *An Analysis of Moral Values In "Zootopia" Movie Directed by Byron Howard and Rich Moore*. In their article, there are two research questions, the first about kind of moral values and the second about the effects of moral values through the main character. This article used Diffey (1975) in his book entitled *Morality and Literary Criticism* as theory. This article used descriptive qualitative method. The writers discovered ten types of moral values, such as, bravery, self-discipline, kindness and friendliness, respect, confidence, honesty and sensitivity without being selfish, loyalty, fairness and humanity, love and tenderness. The effects of moral ideals reflected in the main character are then positive, daring, ambitious, compassionate, and enthusiastic. The difference between this article and this research is in the second research questions. The second research question in This article analyzes the effects of moral values through the main character. while in this study, the second research question is about how are the moral values reflected by the characters through the dialogue. For similarities, this article and this study both use the movie as the data source and also analyze the moral values of a movie.

The third article entitled *Analysis of Moral Values in JoJo Rabbit Movie* by Syawal, M. I., Daud, B., & Samad, I. A. (2021). The purpose of this study is to find the types of moral values in JoJo Rabbit movie. This study used Kinnier's theory (2000) in his book entitled *A Short List of Universal Moral Values*. This article used

descriptive qualitative method. The writer found three moral values found in *JoJo Rabbit* movie, namely, “Commitment to something that greater than oneself”, “Self-respect with humility, self-discipline, and acceptance of personal responsibility” and “respect and caring the other”. The differences between this article and this study are the data source and the theory used to analyze the moral values. The similarities of the article and this study are both use the movie as the data source and also used descriptive qualitative as the method.

2.2 Concepts

Moral values, dialogue, character and movies are four concepts related to the title of this study. The concepts will be explained below. The aim of this study is to find



2.2.1 Moral Values

According to Linda and Eyre (1995) Moral values are standards of behavior and attitudes that many people believe can make people better, live better lives and treat others better. Moral values are people's perceptions of what matters in life (Ursery, 2002 As cited in Sigalingging, 2018).

2.2.2 Dialogue

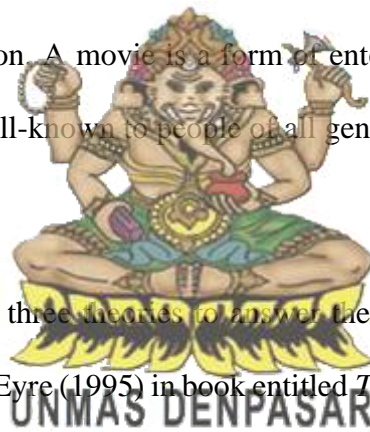
Dialogue is a text that contains a conversation between two or more people which is usually found in a book, film, or drama. Jones (1968) also states that Dialogue is employed in almost every type of literature, but it is especially important in drama.

2.2.3 Character

According to Wellek and Warren (1956), character is a person who takes part in an action or plays a role in a story, and it is expected to be natural or lifelike in order to keep the story engaging.

2.2.4 Movie

According to Effendi (1996) Movie is a form of artistic and cultural expression. Movie is a hybrid of technologies such as photography and sound recording, visual and theatrical art, literature, art and architecture, and music as a means of communication. A movie is a form of entertainment that has a pleasing visual quality and is well-known to people of all generations.



2.3 Theories

This study uses three theories to answer the problems. The first theory is proposed by Linda and Eyre (1995) in book entitled *Teaching Your Children Values* used as one main theory to answer the types moral values found in dialogue that contains moral value *IT Movie* (2017) and the second theory is from Womack, P. (2011) in his book entitled *Dialogue (The New Critical Idiom)* used to analyze how the moral values that reflected by the characters through the dialogue in *IT Movie* (2017). Theory Context of Situation by Halliday and Hasan (1985) as supporting theory in the data analysis.

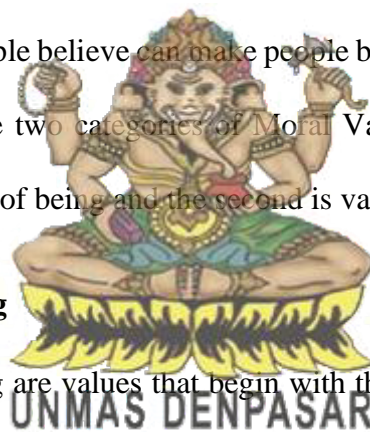
2.3.1 Moral values

According to Linda and Eyre (1995) Values are standards of conduct and attitudes that determine who we are, how we live, and how we treat others which

can make people better, live better, and treat others better. Morals are behaviors that many people believe to be right and that have been proven to not offend others. Moral values are standards of behavior and attitudes that many people believe can make people better, live better lives and treat others better (Linda and Eyre, 1995).

2.3.2 Types of Moral Values

According to Linda and Eyre (1995), an individual character is a person's personality who possesses character qualities, which can include the way they think, feel, and react in specific situations. Moral values are standards of behavior and attitudes that many people believe can make people better, live better lives and treat others better. There are two categories of Moral Values, according to Linda and Eyre, the first is values of being and the second is value of giving.



2.3.2.1 Values of Being

Values of Being are values that begin with the development of qualities in us that determine our behavior and how we treat others. It includes:

a. Honesty.

Honesty is a moral quality that includes good and virtuous qualities such as integrity, honesty, and directness of action, as well as the absence of lying, cheating, and theft. Honesty with others, honesty with institutions, honesty with society, honesty with yourself. strength as well as confidence that comes from within because there is nothing to hide. Honesty is the key to a happy and free life. Honesty isn't just about telling the truth, it's about being honest with yourself and others

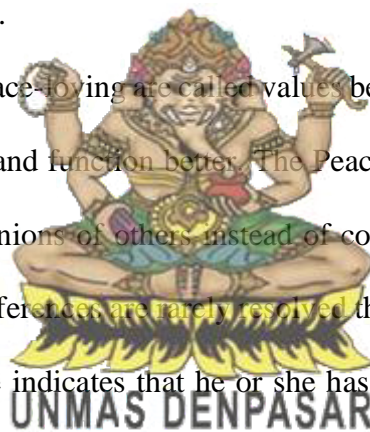
about who you are, what you want, and what you need to live your truest life (Linda & Eyre, 1995:3).

b. Bravery.

Bravery is the moral strength to dare to try something good even though it is difficult. Dare to fight the deviant currents of the majority. Dare to refuse invitations to do something wrong even though people around you are cowardly. Dare to follow a good heart even though left and suffering because of it. Dare to be kind and friendly to those around you (Linda & Eyre, 1995:17).

c. Peaceability.

Patience and peace-loving are called values because they are good for others and we can feel better and function better. The Peace Ability is when people tend to try to accept the opinions of others instead of contradicting or opposing them. Can understand that differences are rarely resolved through conflict, and that being stubborn with someone indicates that he or she has a problem or is insecure and therefore expects your understanding. Emotional control occurs when we are willing to understand other people's feelings instead of reacting to them (Linda & Eyre, 1995:35).



d. Self-reliance and Potential.

Self-reliance and Potential is a very useful value to be able to help others through an attitude of responsibility and their best efforts. Accepting responsibility and the consequences for one's own actions and behavior, instead of blaming fate, circumstances, or others is a reflection of Self-reliance. Potential is Awareness of talent and uniqueness and its development, thus demanding oneself to be the best.

A person who has succeeded in reaching his highest potential can help others as he develops himself. This value is related to the effort to know ourselves, to do our best, and to accept the consequences for both who we are and what we do (Linda & Eyre, 1995:49).

e. Self-discipline and Moderation.

Self-discipline and Moderation are important and universal values, because their existence benefits us and others, while their absence inevitably causes losses, both in the short and long term. Self-discipline in physical, mental, financial matters and Moderation in speaking time, strength of body and mind. Self-discipline and Moderation share two sides of the same coin. Self-discipline keeps us from being lazy or doing too little, while Moderation keeps us from trying something or doing too much (Linda & Eyre, 1995:64).

f. Fidelity and Chastity

Awareness to maintain the value of chastity before and after marriage. Understand the purpose of marriage and the role of sexuality in it. Awareness of the long-term (and widespread) consequences of an immoral sexual life (Linda & Eyre, 1995:80).

2.3.2.2 Values of Giving

Values of Giving are values that start when we give to others and then influence who we are. It includes:

a. Loyalty and Trustworthy.

Loyalty and Trustworthy is one of the moral values. loyalty and trustworthy can be implemented to family, to friends, to work, to school, and to the state. Ready

to serve, ready to help and trustworthy, consistent in carrying out promises and loyal to friends (Linda & Eyre, 1995:101).

b. Respect.

Respect for life, respect for property rights, respect for elders, respect for parents, respect for nature, respect for the dignity and rights of others and respect for yourself. Respect is civilized and polite behavior, as well as being the basis and often the driving force for several other basic values. Applying this principle of respect is interesting but not easy. The thing to remember is that respect will not be given unless it is also received. People who learn to apply and understand this principle will become better community members, friends, and leaders. Respect them and you will be respected (Linda and Eyre, 1995: 112).

c. Love and Affection.

Love and affection are one of the moral values. love and Affection to ourselves, to friends, to neighbors and also love to those who hate us. Prioritizing lifelong responsibilities to love the family. We must not only love those who serve us, because their love depends on the way it is given. But unconditional love and affection, which is full of understanding and acceptance makes us feel warm, carefree, and motivates us to reciprocate, that is true love and affection (Linda and Eyre, 1995:124).



d. Sensitive and Unselfishness.

Sensitive and Unselfishness are important values, but also qualities that are usually associated with maturity in a person. People who have successfully applied this value will be able to care more and be sensitive to people and their needs as well as understand the situation, can feel togetherness and pity for others, have a high sense of empathy, tolerance and brotherhood. For people who have not applied this value, they will always think that the world revolves around them and sacrifices common interests for their personal interests. People can start learning sensitivity and caring from their childhood, and they should learn it as a skill and ability as well as a value (Linda and Eyre, 1995:156).

e. Kindness and Friendliness.

Kindness and Friendliness are important values. Those who have applied this value will realize that a friendly and caring attitude is more commendable than a harsh and harsh attitude, gives a gentle nature towards the younger or weaker, easy to help, cheerful and easy to make new friends and maintain friendships. the practice of the value of Kindness and Friendliness can often change a person's attitude or mood, either temporarily or permanently (Linda and Eyra, 1995:157).

f. Justice and Mercy.

An act of justice is usually a legal act, but it can also be an act of revenge or force. Mercy, on the other hand, entails a willingness to wait. Mercy is a gesture of grace and compassion. Respect for the law, as well as fairness in the workplace and in games. Natural consequences and the law of cause and effect are viewed from

this perspective. Recognize the compassionate and forgiving mindset and recognize that vengeance is futile (Linda and Eyre, 1995:175).

2.3.3 Self-reflection

According to Linda and Eyre (1995). Self-reflection is a phenomenological experience in which one's own self becomes an object to one's own self. Humans are known for their ability to reflect on themselves, and it is essential for greater mental functioning. The idea that this distance, both from oneself and from actual situations, is central to the socio-cultural perspective is central to the socio-cultural perspective. Is to be aware of one's own personality. Effective encounters or situations that separate the individual from the reflected experience or scenario. Additionally, maintaining such a distance allows one to act on oneself and the situation. To get food, for example, one must express one's appetite or the fact that it is dinner time. This identifying, which is a self-reflective act, is the first step in semiotically constructing a path of action that will lead one's own character.

Self-reflection is the process of thinking about, meditating on, evaluating, and seriously considering your actions, thoughts, attitudes, motivations, and desires. It's the process of delving deeply into your thoughts, feelings, and motivations in order to figure out what's really important. Personal reflection allows you to look at your life from a macro and micro perspective. You can assess your life's entire trajectory at a macro level. It's clear where you're going. Check to see whether your content with the direction and make any required changes. You can assess your reactions to specific situations and events on a micro level. This type of personal reflection:

"Reflection is a type of learning that helps us to remember every detail of every experience, whether personal or professional—why something happened, how it affected us, and whether it should happen again—rather than merely remembering that it happened. It's all about soaking in every detail of the experience, clarifying our thoughts, and focusing on what is actually important to us."

It takes discipline and intention to practice self-reflection. It takes pausing life's commotion and simply pausing to think and ponder about your own life. For many people, this is a difficult task. However, it is an extremely beneficial exercise.

2.3.4 Dialogue

Dialogue is part of communication; communication is a process of delivering information, ideas, emotions, skills, etc. through the use of symbols such as words, pictures, numbers, and others. According to Womack, P. (2011) dialogue is a many-sided critical concept; at once an ancient philosophical genre, a formal component of fiction and drama, a model for the relationship of writer and reader, and a theoretical key to the nature of language. In all its forms, it questions 'literature', disturbing the singleness and fixity of the written text with the fluid interactivity of conversation. Dialogue has a function that is to give the audience imagination about a character. A character will express their soul through dialogue and gestures. There are messages inserted by the author to the reader/audience in the dialogue. Apart from the action, dialogue is also a way used by the characters to reflect on the values that exist in the movie/drama.



2.3.5 Theory of Context of Situation

Contextual research has become an academic field that is still interesting. are intensively researched to achieve the meaning and clarity of the desired message. Background situation refers to the environment, time and place, etc., in which the conversation takes place and the relationships among the participants. According to Halliday and Hassan (1992), Situational context has three elements, namely:

2.3.5.1 Field

Field is also called social action. Language is an integral part of what is happening, how social action is taking place, and how participants communicate what they are engaging in.



2.3.5.2 Tenor

The tenor conveys the role structure. It is related to who is participating and the nature of what is happening. attendees; their positions and roles; This is what the type of role relationship gets between participants, including a kind of permanent and temporary relationship or another, the type of speaking role they take in dialogue, and both the set of socially significant relationships in which they are involved.

2.3.5.3 Mode

Mode is a symbolic organization, related to the role that language plays. Participants expect the language to work in the following situations: The symbolic composition of the text, its status, its function in context Contains channels.

Example:

S: "Don't you think it's a little bit unfair? Making us take our vows while they sneak off for a little sally on the side? it's silly, isn't it? What, we can't defend the wall unless we're celibate? It's absurd."

H: "I didn't think you'd be so upset about it."

The field of discourse in the theory context of situation proposed by Halliday (1989) refers to subject matter in conversation. The above conversation took place in the Night Watch House's armory. Because of what the hearer did to another trainer previously, the speaker and the hearer were punished by their commander for cleaning up those rooms. It prompted the speaker to complain, believing that it was unfair to him.

Tenor of discourse analyzed the participants in a conversation. The speaker in the preceding utterance is Samwell Tarly, and the hearer is Jon Snow. They were both training to be Night's Watch Rangers. They were trained to fight and patrol the Haunted Forest in order to defend the Wall. The speaker was a new member of The Night's Watch who was recruited randomly by his commander while hunting in the forest. Other trainers frequently mocked him in the gym because he was fat and weak.

