CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is the two-way exchange of information. Communication can take place oral, verbal, or in written. Words, tone of voice, gestures, and postures all serve to convey information. Information can be shared in person or over the phone, fax, e-mail, text messaging, videoconferencing, electronic-portfolios, chat, memos, letters, reports, and so on. As information technology systems become more complex and involve a greater amount of global experience and knowledge, the number and types of methods increase. It entails active listening and reflects the speaker's and listeners' accountability. Words, tone of voice, and body language are used to convey information. According to Dimbleby et al (1992) Communication is a learned activity that is enabled by the media, which serves as a conduit between the sender and the receiver. A speaker transmits a message and must ensure that the message is delivered clearly during the process. Language and literature cannot be separated from each other and are bound to each other. Language is the raw material or basic medium, through which literature is produced, be it novels or poetry, dramas or films.

Literature serves as a medium for the expression of ideas and thoughts that include descriptions of experiences. The literary works that have focused on psychology do it in a way that is both clever and powerful. Along with thoughts, the cognitive dimension also involves power sensitivity and power fantasies. People

often use literary works as a way to express their thoughts, emotions, or to characterize someone or something. People not only enjoy discovering the history of literary works but also absorbing the messages conveyed there, because each literary work often contains many social values related to social values in times. One of the literary works that we often encounter moral value inside it is film. Film has to interpret and as part of the human experience, it has to represent this deeper reality. It has to find the meaning and design of in the fragments of life, the fragments of history that revolve around us. Film also responds and cares about social issues because film has a significant influence on society.

In a film, there are 5 intrinsic elements which consist of plot, setting, character and characterization, theme, and moral value. Specifically, people always focus on moral value in every film they're watch. Moral value plays a crucial role in our lives and has evolved into a universal necessity. The purpose of moral principles is to raise people's standards of living. People can grow in their capacities when they have strong moral principles. Good or bad thinking behavior is determined by ethics. Hazlitt (2003) mentioned that morality is the sacrifice of small goodness for greater goodness. Bentham defined morality as an art that seeks to maximize happiness; it may be shown through attaining a happy and joyous existence for all people (Hazlitt, 2003).

The urgencies of choosing conflict as the topic of the analysis because there are some phenomenon   people unable to face the problem that come to their life. According to Survey by UGM Faculty (2020) "Darurat Kesehatan Mental bagi Remaja" mental health problems caused by unable to solve the problem,

Adolescents (15-24 years) depression was calculated in percentage of 6.2%. Suicide and self-harm are both tendencies of severe depression. Depression and anxiety are the cause of 80–90% of suicides. In Indonesia, there can be 10,000 suicide cases, which translates to one suicide every hour. 4.2% of Indonesian students, according to a saintodologist, had considered suicide. Students reported a suicide intention rate of 6.9% and a suicide attempt rate of 3%. Teenage depression can be brought on by a variety of circumstances, including peer pressure, bullying, familial issues, and financial issues. Conflicts are almost being parts of our daily life, people sometimes are able to solve their problem by their own strategy, but sometimes people also unable to solve their problem of their own conflict because they do not know how to face and to solve it. Based on the phenomenon of heal problems regarding to the personal conflict this study is performed to analyze of the conflict found in the "Turning Red" movie. It is reflected by the characters from the movie turning red, with the example of Meilin expressed what she feels for her mother, namely where Meilin feels pressured because her mother wants Meilin to be the perfect child without thinking about what Meilin wants as a child in her age.

1.2 Problems of the Study

There are two problems to discuss in this study, they are:

1. What are the types of moral values presented in "Turning Red Movie"*?*

2. How are the moral values reflected by the characters in "Turning Red Movie"?

1.3 Objectives of the Study

As related to the problems of the study, the objectives also consist of two purposes in this research:

1. To find out the types of moral values found in "Turning Red".

2. To analyze the moral value that is reflected by the main characters in "Turning Red".

1.4 Limitation of The Study

This study analyzed the types of moral values and also how these values are reflected by the main character in the film "Turning Red" using Using Linda and Richard Eyre's theory (1993), this author examined the many sorts of moral values and how those values are portrayed by the characters in the film "Turning Red". By utilizing the theory from Halliday and Hassan (1992).

1.5 Significance of the study

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

1.5.1 Theoretical Significance

Theoretically, this study used Linda and Eyre's theory in a book entitled Teaching Your Children Value. This study is expected to be useful in gaining information about moral values and as a motivation and reference for further researchers interested in analyzing the moral values of cinema. This study is also expected to add and complement the previous studies related to analyzing moral value.

1.5.2 Practical Significance

Actually, this study is meant to fulfill the academic requirements for a degree from Mahasaraswati University. In addition, moral values play an important role in the life of any students they help build a positive personality with traits like compassion, respect, kindness, and humility. this study can also enrich the information about the moral value of the movie "Turning Red"

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 one journal 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 writer compared this study with other studies. The first review is a thesis entitled *"Analysis of Moral Values in the Film Zootopia"* by Maulidia (2018). The researcher identified the film's most salient moral value as well as a specific moral value in this study. The researcher discovered ethical values such as respect, responsibility, justice, tolerance, wisdom, mutual support, cooperation, courage, and trust, for the first outcome. As for the latter result, the researcher concludes that the most dominant moral values that appear in these films are mutually supportive contained in this film. This research is a descriptive. The difference between his thesis and this research is the problems. Maulidia thesis only focused on analyzing the moral values contained in the film and this study focused on analyzing two

problems, that are what moral values are presented in the film and how these moral values are reflected by the main characters in the film. For the similarities both studies used descriptive qualitative method and theory from Linda and Eyre.

The second thesis written by Farziah (2018) entitled *"The Analysis of Moral Values in the Movie "Front of Class".* The researcher discovered certain moral principles and the effects of the movie on the learning spirit in this investigation. The first moral virtue the researcher discovered was self-assurance, perseverance, seriousness, independence, friendliness, patience, optimism, love, and humility. The researcher then draws the second conclusion that the movie has an impact on learning spirit by inspiring people to have high aspirations. Never giving up is an essential, as is optimism in realizing our goals. Students can learn attitude and behavior from well-known characters who demonstrate how hard work and study can lead to success in many areas.

The difference between his thesis and this study is the source of the data. Farziah's thesis used novels as the data source and the problems in this thesis only focused on presenting the moral values contained in the characters in the Front Class movie. This study used film as the data source and this study focused on analyzing two findings, that are what moral values are presented in the film and how these moral values are reflected by the main characters in the film. For the similarities Her thesis and this study both examined moral values.

The third review used article by Suryaningrum (2017) *"The Analysis of the Moral Values in the Novel "Sense and Sensibility".* In this article the researcher

found a certain moral value and the most prominent moral value in the novel, the moral values in this novel are divided into two, namely; positive and negative moral values, Positive moral values are being calm, responsible, kind and understanding. There are also negative moral values, namely heartlessness, greed, cunning, clumsiness, excessive and deceitful attitude, this research is a descriptive. The difference between this article and this research are the problems, Suryanigrum's article only focused on moral values, and this research focused on two problems, namely the moral values reflected by the main character and the moral values contained in this film. For the similarities is her article and this study analyzed about moral values.

The four review used articles by Indah Wulandari and Happy Lismayanti (2019) "Moral Value in the Story of Bangbang Teja in Balamut of Gusti Jamhar Akbar", Type of this article is a descriptive qualitative research. The most dominant moral values in this article are Human Relationship with God, The Grace of God, Honest, The Relation of Man with Himself, Ingenious, Soft, Human Relation with Other Human, Friendship, Faithful, Helpful and willing to sacrifice. The difference between this study and this article is that they used qualitative research with a literary and sociological approach and the similarity of this research and article is both studies examined about moral values

The five related articles by Yohanes Johardianto (2018) "An Analysis of Moral Value In 47 Roni Film" In this study, the researcher found some moral values. For the first the researcher found some moral value such as; love and affection, Tolerance and Acceptance, Determinations, Positive attitude and Self

Control Honesty, Patience, Initiative and Courage, Motivation. This article designed to be a descriptive qualitive method. Qualitive research method is used because it does not deal with numbers and statically. The difference between Article and this study is the theory used, this study used Linda and Eyre (1995) while Article used theory from (Christle, Gail & Glick, 2007: 680). As for the equations contained in this article and study, which is to discuss moral values as main topic.

2.2 Concepts

Values, moral values, and films are three concepts related to the title of this research. The concepts were explained below.

2.2.1 Moral Values.

According to Linda and Eyre (1995), moral values are a measure of behavior and attitude that many believe can make people better, live better, and treat others better is Moral values are people's perceptions of what is important in life (cited in Ursery, 2002, Sigalingging, 2018). According to Hurlock (1997). Moral values are concerned with human behavior regarding goodness and badness.it is kind of socially accepted theory regarding actions, attitudes, obligations, morals, manners and decency.

2.2.2 Movie.

According to Effendi (1986: 239), cinema is defined as the result of cultural and artistic means of expression. Film as mass communication is a combination of

various techniques such as photography, recording, visual arts, theater, literature, architecture, and musical arts.

2.3 Theories

The main theory proposed by Linda and Eyre (1995) in a book titled Teaching Children Values was used as a primary theory to respond to the types of moral values found in the movie "Turning Red" and The second is from Halliday and Hassan (1992). was used to analyze the moral values reflected by the protagonists of "Turning Red".

2.3.1 Moral values

According to Linda and Eyre (1995), values are who we are, how we live and how we treat others, make people better, live better, others. Is a measure of behavior and attitude that determines what can be better treated. Morality is an action that many believe to be right and has been shown not to offend others. Moral values are a measure of behavior and attitude that many believe they can make people better, live better, and treat others better (Linda and Eyre, 1995).

2.3.2 Types of Moral Values

According to Linda and Eyre (1995), each character is a person's personality and has character characteristics such as how to think, feel, and react in a particular situation. Moral values are a measure of behavior and attitude that many believe they can make people better, live better, and treat others better. According to Linda

and Eyre, there are two categories of moral value, one is the value of existence and the second is the value of giving.

2.3.2.1 Values of Being.

The values of being are those that begin with the development of our inner qualities that determine our actions and our relationships with others. including:

1. Honesty

Honesty is a moral quality that includes good and good qualities, such as honesty, honesty, directness of action, lies, deception, and lack of theft. Honesty to others, Honesty to the system, Honesty to society, Honesty to oneself. There is nothing to hide, so the strength and self-confidence that comes from within. Honesty is the key to a happy and free life. Honesty is not just telling the truth, but being honest with yourself and others about who you are, what you want, and what you need to live your true life. That is (Linda & Eyre, 1995, P3).

2. Courage

Being fearless when confronting a challenging situation because it is the right thing to do is a sign of courage. It involves making an effort to do something challenging that is good independently of other people, staying loyal to one's convictions, and acting on moral impulses—even when doing so is uncomfortable or unpopular (Linda and Eyre, 1993:56).

3. Peaceability

Patience and peace is called values. Because they are good for others and make our feelings and functions better. Peace is when people tend to accept the opinions of others rather than contradict or resist them. Conflicts rarely resolve disagreements, and being stubborn to someone indicates that they are having problems or anxiety, so expect your understanding. I can understand that. Emotional control occurs when trying to understand another person's emotions rather than acting on them (Linda & Eyre, 1995, p.35).

4. Self-reliance and Potential

Independence and potential are very useful values that can help others through a responsible attitude and best efforts. Bringing responsibility and consequences to one's actions and actions, rather than blaming fate or circumstances, is a reflection of independence. Possibility is the requirement to be aware of talent, uniqueness, and their growth, and therefore to be the best of ourselves. Those who reach their highest potential can help others as they grow up. This value is related to knowing ourselves, doing our best, and striving to accept the consequences of who we are and what we are doing (Linda & Eyre, 1995, p.49).

5. Self-discipline and Moderation

Self-discipline and moderation are important and universal values. Because their presence benefits us and others, their lack inevitably leads to both short-term and long-term losses. Self-discipline and moderation of speaking time, physical and mental strength in physical, mental and financial problems. Self-discipline and

moderation share both sides of the same coin. Self-discipline prevents us from being lazy or underestimated, and moderation prevents us from overdoing or overdoing (Linda & Eyre, 1995, p.64).

6. Fidelity and Chastity

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

1. Loyalty and Trustworthy

Loyalty and credibility are one of the moral values. Loyalty and credibility can be enforced for families, jobs, schools, and states. Reliable and consistent in willingness to serve, support, and fulfill promises (Linda & Eyre, 1995, p.101).

2. 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 oneself are civilized, polite actions, foundations, and many. If it is the driving force, the power of some other core statistics. Applying this principle of respect is

interesting, but not easy. Remember that no respect will be given unless it is received. Those who learn to apply and understand this principle will be better members, friends, and leaders of the fellowship. If you respect them, you will be respected (Linda and Eyre, 1994, p.112).

3. Love and Affection

Love and affection are moral values. Love and affection for ourselves, our friends, our neighbors, and those who hate us. Prioritize lifelong responsibilities to love your family. We must not love only those who serve us. Because their love depends on how they are given to us. But unconditional love and affection, full of understanding and acceptance, makes us feel warm and comfortable and motivates us to go back and forth. It is true love and affection (Linda and Eyre, p. 124)

4. Sensitive and Unselfishness

Sensitivity and selflessness are important values, but they are also usually related qualities to a person's maturity. Those who successfully apply this value can be more concerned about people and their needs, understand the situation, feel unity and compassion for others, and gain a high level of empathy, tolerance, and brotherhood. For those who do not apply this value, they always think that the world is orbiting them and sacrifice common interests for their personal interests. Sensitivity and compassion can be learned by people from childhood and must be learned as skills, abilities, and values (Linda and Eyre, 1995, p.136).

5. Kindness and Friendliness

Kindness and friendliness are important values. Those who apply this value understand that a kind and compassionate attitude is more commendable than a hard and tough attitude. The practice of tenderness and the values of tenderness often changes a person's attitudes and moods, either temporarily or permanently (Linda and Eyra, 1995, p.157).

6. Justice and Mercy

Act of justices are usually legal acts, but they can also be revenge or violence. Compassion, on the other hand, involves the willingness to wait. Compassion is a gesture of grace and compassion. We will respect the law and justice in the workplace and in the workplace. The natural consequences and the law of causality can be seen from this perspective. Recognize compassionate and forgiving thinking, and recognize that revenge is useless (Linda and Eyre, 1995, p.175)**.**

2.3.3 Theory of Context of Situation

Contextual research has become an academic field that is still interesting and intensively researched to achieve the meaning and clarity of the desired message. The conversation's background situation includes the participants' interpersonal relationships as well as the setting, including time and place. According to Halliday and Hassan (1992), Situational context has three elements, namely:

1. **Field**

    Field are 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. **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.

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."

(Zahra,D .2018: p.708)

According to Halliday's (1989) theory of the context of situation, the field of discourse refers to conversational topics. The Night Watch House's armory was the setting for the earlier talk. The speaker and the hearer were reprimanded by their commander for cleaning up those rooms because of what the hearer had previously done to another trainer. The speaker was upset about it because he thought it was unfair to him.

Participants in a conversation were evaluated based on tenor of discourse. Samwell Tarly is the speaker in the previous utterance, while Jon Snow is the hearer. For the Night's Watch Rangers program, they were both enrolled. To protect the Wall, they were taught to battle and patrol the Haunted Forest. The speaker was a recent recruit to The Night's Watch, chosen at random by his commander while he was out hunting. Due to his weakness and fatness, other trainers frequently made fun of him in the gym.