

CHAPTER 1

INTRODUCTION

This chapter explains about background of the research, research questions, objective of the research, limitation of the problem, benefit of the research, and definition of key terms.

A. Background of the Research

Language is the system of words or signs that people use to express thoughts and feelings to each other. It allows us to express many ideas, describe events, tell stories, recite poems, deliver a speech, and many other activities that make up the societies we live in. Being the future teacher of English, the writer should study many kinds of subjects, subjects of professional and subject of proficiency, one of the subjects of proficiency is literature, because movie is the part of literature.

According to Hornby (1995), "Literature is a piece of writing value as work of art compared to technical language." By studying literature we can improve our knowledge, our vocabulary, our pronunciation, our English skill, improve or learn the cultural perspective, we can build our characters and communicate our idea relating to literary works. Literary works can be divided into three kind, those are poetry, prose, and play or drama. And movie or film is one of the literary works which is included into play or drama.

According to John Midega (2011), film is considered as a branch of literature. Film or movie makers are indebted to literature in a wide variety of

ways. Movie is basically performed based on the scenario of the literary works, i.e. novel and drama. Movie is a series moving picture recorded with sound that tells a story (Hornby, 2003). For some people especially students, movie can be used as the instructional media to learn English. By watching English movie, they would stimulate their ability in pronunciation and the four language skills.

In this study the writer is interested in analyzing the movie entitled *Brave* because there are lots of messages that we can find in this movie. This movie is a 2012 American 3D computer-animated action-fantasy film produced by DreamWorks Animation and distributed by Paramount Pictures, loosely based on the British book series of the same name by Cressida Cowell. This movie is analyzed by using Abram's approach that is the intrinsic value. According to Abrams (2009), intrinsic value covers the element of the literary works that build up the structure of the literary works itself, such as theme, character and characterization, setting of time and place, plot, and point of view. The writer analyzes moral value of this movie because there are lots of messages that can be found and then, we can advise the students to have positive moral value.

In addition, according to the minister of Education and Culture, Mr. Anies Baswedan, teacher should pay attention to the ethical development in school (Jakarta Post July 29th 2015). Inspired by this message, being future teacher the writer would like to educate the students in order to have positive character and positive ethical development by studying moral value of the movie.

B. Research Questions

In this research, the writer has formulated the problems in the following questions:

1. What kinds of moral value found out in the movie entitled *Brave*?
2. What are the beneficial inputs of analyzing moral value of the movie entitled *Brave*?

C. Objectives of the Research

The objectives of the study are as follows:

1. To explore the moral value in the movie entitled *Brave*
2. To find out the beneficial inputs of analyzing moral value of the movie entitled *Brave*.

D. Benefits

The writer hopes that this research would give the beneficial inputs for the writer and the readers, for future teacher and for students. The writer expected that by studying this movie, we could improve our vocabulary, pronunciation and the four language skills, and also advice our students to imitate the good character that can be found in the movie.

E. Limitation of the Problem

In this study, the writer focuses on analyzing the kinds of moral value that reflected from the character and characterization, and the beneficial inputs of analyzing the movie entitled *Brave*.

F. Definition of Key Terms

To avoid misinterpretation of the terms in the research, the writer clarifies the following terms:

1. Moral value

Moral values is a guide to what is right and involves what we should do, right and wrong, good and bad, value, justice and virtue (Fraenkel, 1977).

2. Movie

Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn).

3. Intrinsic value

Intrinsic value is the part of Abram's theory which is used for analyzing the literary works (Kimtafsirah, 2009) it consist of elements of literary works.

G. Organization of the Research Paper

To give description of the paper content, the writer divides this research in several chapter, those are:

Chapter 1: Introduction. This chapter consists of background of the research, research question, objective of the research, benefit of the research, limitation of the problem, definition of key terms, and organization of the research.

Chapter 2: Literature Review. This chapter explains the importance of studying literary works for future teacher, the definition and genre of literature, the definition and kinds of moral value, the definition and genre of movie, the definition and elements of the literary works or intrinsic value, the relationship of movie and literary works, the synopsis of the movie, and previous study.

Chapter 3: Research Methodology. This chapter discusses the design of the research, the method of the research, the subject of the research, the instrument of the research, and data analysis technique of the research.

Chapter 4: Result and Discussion. This chapter discusses an analysis of the moral value reflected in the movie entitled *Brave* based on its intrinsic value, and the beneficial inputs found out of analyzing the moral value of the movie entitled *Brave*.

Chapter 5: Conclusion and Suggestion. This chapter explains the conclusion and the suggestion of the research.

CHAPTER 2

LITERATURE REVIEW

In this chapter, it is put forward the theoretical foundation related to the topic which includes; the importance of studying literary works for future teacher, the definition and genre of literature, the definition and kinds of moral value, the definition and kinds of movie, the relationship between movie and literary work, the definition of intrinsic value, the synopsis of the movie, and previous study.

A. The Importance of Studying Literary Works for Future Teacher

Being future teacher of English we should study many kinds of subjects, subjects of professional and subject of proficiency, one of the subjects of proficiency is literature.

According to Kimtafsirah (2011), by studying literature we can improve our knowledge of vocabulary, pronunciation and the four language skills, we can also learn the culture of others and appreciate the nation of literary works, we can have entertainment, build our character and communicate our idea relating to literary works. Literary works can be divided into three kind, those are poetry, prose, and play or drama. And movie or film is one of the literary works which is included into play or drama that comes from novel.

B. Literature

1. Definition of Literature

Literature is identical to language. Literature in the broad sense is any kinds of written language which give us information. According to Hornby (1995), “Literature is a piece of writing value as work of art compared to technical language.” Meanwhile, Cuddon (365) states in *A Dictionary of Literary Terms* that literature is a vague term which is usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story, and ode. It can be concluded that literature is the art of written works of the creative, fictional or non fictional, stories or non stories, and it can be formed as works of poetry, prose and play/drama.

2. Genres of Literature

According to Peck and Coyle (1989:1), genre is a type or class of literature. The literature is divided into three kind, those are poetry, prose and play or drama.

a. Poetry

According to William Wordsworth in peck and Coyle (1989:11), poetry is the spontaneous overflow of powerful feelings. And Hornby (1995), states that poetry is a collection of poems or poems in general, and poems is a piece of creative writing in verse especially one of expressing deep feelings.

b. Prose

According to Kimtafsirah (2011), prose is oral or written language composed in an ordinary way, it is not limited by rules compared to poetry. And Hornby (1995), states that prose is written or spoken language that is not in verse form.

Prose can be classified based on period of time, its way of writing and its source.

a. Based on period of time

- Old prose – such as legend, fable, fairy tale, folklore and myth.

The characteristics of old prose are retold from one generation to the next generation, it's anonymous, it has moral value and it uses simple language.

- Modern prose – such as article, essay, editorial, journal, thesis, short story, novel and recount.

The characteristics of modern prose are invented by the author through various ways, it has an author or authors, it has informative value (how) and it uses technical language.

b. Based on the way how to write it

- Descriptive prose, is prose which is use for describing object in detail.
- Narrative prose, is a prose which is use for telling story
- Argumentative prose, is a prose which is use for expressing our idea relating to certain topic.

c. Based on its source

- Fictions, is a prose which is written based on reality (may or may not happen). Such as Malin Kundang.

- Non-fictions, is a prose which is written based on actuality (based on data). Such as article and research paper.

c. Play or drama

According to Hornby (1995), drama is a play for the theatre, radio, or television, the art of writing and presenting plays. As a literary form it is designed for the theater because characters are assigned roles and they act out their roles as the action on stage. The characters can be human beings, dead or spiritual beings, animals, or abstract qualities. Drama can be an adaption, recreation, and reflection of reality on stage. In other opinion, Cuddon states that in general, drama is any works meant to be performed on a stage by actors.

C. Moral Value

1. Definition of Moral Value

Based on *Webster New World Dictionary of American Language*, moral is thing that related with skill to decide right and wrong of behavior that accepted by citizen. According to Pojman (1990:2), morality refers to the principle of conduct of both actual moralities, the best justified or true moral system. Loyalty is moral value, but it must be applied with other, humanity value for general, for example, love of husband and wife. (Bertens, 2000:142)

2. Types of Moral Value

There are several types of moral value that has been concluded from Webster (1981), those are:

a. Bravery

Bravery is face (something involving possible unfortunate or disastrous consequences) or endure (as hardship) use with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Bravery is arising from a suggestive or mastery of fear and intelligent use of faculties especially under duress. (Webster, 1981:269).

b. Enthusiasm

Enthusiasm is strong excitement of feeling on behalf of a cause or subject, something that inspires or is pursued or regarded with ardent zeal or fervor. Enthusiast is a person who is or believes to himself to be inspired or possessed by divine power or spirit, or a person who is visionary, extravagant, or excessively zealous in his religious views or emotion. While enthusiastic is relating to enthusiasm or inspired preaching. Enthusiasm is having an ardent, reception, responsive, temperament or tending to give oneself wholly to whatever engages one's interest or liking. (Webster, 1981:757).

c. Kindhearted

Kind is the equivalent of what has been offered or received. Kind is applying more often to the disposition to sympathy and helpfulness. Kindly is stressing more the expression of the sympathetic, helpful nature, mood or impulse (a kind person with a kindly interest in the problem of other). Kindhearted is having sympathetic

nature: Humane, compassionate. Kindheartedness is the quality or state of being kindhearted. (Webster, 1981:1243).

d. Honesty

Honesty is estimable character; fairness and straight forwardness of conduct or adherence to the fact. Honesty is freedom from subterfuge or duplicity, truthfulness, and sincerity. (Webster, 1981:1086).

e. Love and Affection

Love is full affection for. Love is a communications code word for the letter. Love is full referent adoration for (God). (Webster, 1981:1340). Affection is action of affection or state of being affected. Affection is kind feeling tender attachment: love, good, will. Affection is a strong emotion or passion (as anger, fear or hatred); feeling aspect of consciousness (as in pleasure or displeasure); to bend of mind: feeling or natural impulse swaying the mind: propensity, disposition. (Webster, 1981:35).

f. Loyalty

Loyalty is loyal manner. Loyalty is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and devoted to a private person; faithful or tenacious in adherence to a cause, ideal, practice or custom. (Webster, 1981:1342)

g. Peace-Loving

Peace is harmony in human or personal relation. A mental or spiritual condition marked by freedom from disturbance or oppressive thoughts or emotion. (Webster: 1981 p.1660) Loving word is from love, a lover section or attitude. (Webster, 1981: 1340)

h. Perseverance

Perseverance is the action or the fact or an instance of persevering, continued or steadfast pursuit or prosecution of an undertaking or aim. Perseverance is the condition or power of persevering, persistence in the pursuit of objectives or prosecution of any project. Perseverant is able or willing to persevere. (Webster, 1981:1685)

i. Sacrificing for Other

Sacrifice is something consecrated and offered to God or to a divinity or an immolated victim or an offering of any kind laid on an altar or otherwise presented in the way of religious, thanksgiving, atonement, or conciliation. (Webster, 1981:1996)

j. Self-Confidence

Self-Confidence is Confident in one self. Self-confident is confident of one's own strength or ability. (Webster, 1981:2059)

k. Sincerity

Sincerity is the quality or state of being sincere; an expression of a sincere feeling. (Webster, 1981:2122)

l. Strong Belief

Strong is able to bear or endure; able to with-stand stress or violence; having orexibiting moral or intelectual force, endurance or vigor. (Webster, 1981:2265).

Belief is a state or habit of mind in which trust, confidence, reliance, is place insome person or thing. Belief is something believed, statement or body ofstatement held by the advocates of any class of views; conviction of the truth ofsome statement or the reality of some being or phenomenon, especially when based on an examination of the ground for accepting it as true or real. (Webster, 1981:200)

D. Movie

1. Definition of Movie

Movie is a series moving picture recorded with sound that tells a story (Hornby, 2003). Movie is basically performed based on the scenario of the literary works, i.e. novel and drama (Kimtafsirah, 2011). Moreover, Quinn (2006:165), states that film/movie is a general term for a particular motion picture or for motion pictures in general. Film that tells a story is, like verbal narratives, divided into two basic categories, fiction and non-fiction. Fictional film employs the traditional generic

terms of literature and drama, such as comedy and romance. The major non-fiction category is the documentary film.

Some films are created the cultural artifacts by specific cultures, which reflect those cultures and affect them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating or introducing citizens. The visual elements of cinema give motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue into the language of the viewer.

2. Genres of Movie

Genre is a word for a type of movie or a style of movie. Movie can be fictional (made up) or non-fictional (true), or mix the two. Although hundreds of movies are made every year, there are very few that do not follow a small number of set plots or stories. Some movie mix together two or more genres. And there are the following kinds of movie (genres) that has been concluded from Wikipedia, those are:

a. Absurdist/surreal/whimsical

The absurdist genre focuses on the experiences of characters in situations where they cannot find any inherent purpose in life, most often represented by ultimately meaningless actions and events that call into question the certainty of existential concepts such as truth or value.

b. Action

An action story is similar to adventure , and the protagonist usually takes a risky turn, which leads to desperate situations (including explosions , fight scenes , daring escapes, etc.). Action and Adventure are usually categorized together (sometimes even as "action-adventure") because they have much in common, and many stories fall under both genres simultaneously (for instance, the James Bond series can be classified as both).

c. Adventure

An adventure story is about a protagonist who journeys to epic or distant places to accomplish something. It can have many other genre elements included within it, because it is a very open genre. The protagonist has a mission and faces obstacles to get to their destination. Also, adventure stories usually include unknown settings and characters with prized properties or features.

d. Comedy

Comedy is a story that tells about a series of funny or comical events, intended to make the audience laugh. It is a very open genre, and thus crosses over with many other genres on a frequent basis.

e. Crime

A crime story is about a crime that is being committed or was committed. It can also be an account of a criminal's life. It often falls into the action or adventure genres.

f. Drama

Within film, television and radio (but not theatre), drama is a genre of narrative fiction (or semi-fiction) intended to be more serious than humorous in tone, focusing on in-depth development of realistic characters who must deal with realistic emotional struggles.

g. Fantasy

A fantasy story is about magic or supernatural forces, rather than technology, though it often is made to include elements of other genres, such as science fiction elements, for instance computers or DNA, if it happens to take place in a modern or future era.

h. Historical

The genre historical fiction includes stories that are about the past. To distinguish historical fiction from any fiction that is written about an era in the past, the criteria that the book must have been written about a time that occurred in a historical context in relation to the author of the book. Historical fiction stories include historical details and includes characters that fit into the time period of the setting, whether or not they are real historical people.

i. Horror

A horror story is told to deliberately scare or frighten the audience, through suspense, violence or shock.

j. Mystery

A mystery story follows an investigator as he/she attempts to solve a puzzle (often a crime). The details and clues are presented as the story continues and the

protagonist discovers them and by the end of the story the mystery/puzzle is solved.

k. Romance

Romance novels are emotion-driven stories that are primarily focused on the relationship between the main characters of the story. Beyond the focus on the relationship, the biggest defining characteristic of the romance genre is that a happy ending is always guaranteed.

l. Science Fiction

Science fiction is similar to fantasy, except stories in this genre use scientific understanding to explain the universe that it takes place in. It generally includes or is centered on the presumed effects or ramifications of computers or machines; travel through space , time or alternate universes ; alien life-forms; genetic engineering ; or other such things.

m. Thrillers

A thriller is a story that is usually a mix of fear and excitement. It has traits from the suspense genre and often from the action, adventure or mystery genres, but the level of terror makes it borderline horror fiction at times as well. It generally has a dark or serious theme, which also makes it similar to drama.

n. Western

Western story are movies that tells stories about cowboys living in the western United States in the 1800s. They are usually really Action movies, but with historical costume. They may or may not involve Indians (Native Americans).

o. **Animated**

An animated is a movie that is used childish images like talking pigs to tell a story. These films used to be drawn by hand, one frame at a time, but are now made on computers.

E. The Definition and Elements of the Literary Works or the Intrinsic Value

We can analyze literary works based on the theory of Abram. Based on Abram (1999), there are two kinds of theories used for analyzing the literary works (poem, prose, play/drama), which is called extrinsic and intrinsic value. Extrinsic value covers the universe which relate to the writer's background the reader, who have got the right to put forward his/her opinion and the writer whose biography written by others. While intrinsic value relates to the elements of literary works.

In this study the movie comes from novel. According to Kimtafsirah (2011), novel consist of a series of events. So before the writer analyzed the movie, we have to know what kinds of elements or intrinsic value of story or novel.

1. Theme, is general truth about life, considered as the message of the story to the readers (simple sentence). Peek and Coyle (1989:141) states that theme is a large idea or concept it is dealing with.
2. Character and characterization, are the players in a story such as animals, strange creatures or objects that think, talk and act in the story. According to Baldick (2001:37) states that personage in a narrative or dramatic work

(characterization) also kind of prose sketch briefly is describing some recognizable type a person. There are types of characterizations:

- a. Protagonist, is the central figure or main character with whom we usually sympathize or identify
 - b. Antagonist, is the figure who opposes the protagonist and creates the conflict
 - c. Foil character, the figure whose personality traits are the opposite of the main characters. This is a supporting character and usually made to shine the protagonist.
3. Settings, provides the local (place) and period (time) of the story. It may be real or a make believe place and time. According to Quinn (2006: 384) setting is the time and place of the narrative and drama, by the extension, the social and political context of the action.
 4. Point of view, the way in which story is narrated. It is the method, the vantage point that writer use to tell the story. According to Abram (1999:231), point of view is signify the way a story gets told – the mode (or modes) established by an author by means of which the reader is presented with the character, dialog, actions, setting and events which constitute the narrative in a work of fiction, first person and third person are common ways to present the story.
 - a. First person: the narrator speaks as “I” when tells a story and participate in it.

b. Limited third person: the narrator is outside the story and tells the story through the use “She” or “He”.

5. Plot is the order of events in a story or any other type or narrative. According to Abram (1999:224) plot is constituted by its event and action, as these are rendered and ordered toward achieving particular artistic and emotional effects. Meanwhile, Hancock (2004:136) states in *Strategies for Educational Improvement*, “Plot is a sequence of events that occurs to characters in situations in the beginning, middle, and end of a story” (Kansas Reading Academy, 2010:1).

a. Types of Plot

There are four primary types of plot (modified from Anderson 2006, and Lukens, 2007) in *Strategies for Educational Improvement* (2010), those are:

- 1.) Linear, plot is constructed logically and not by coincidence. There are three major parts to a linear plot; beginning – the characters and setting are introduced, middle – the main character participates in a series of events, end – the main character may or may not reach his/her goal
- 2.) Episodic, “one incident or short episode is linked to another by common characters or a unified theme” (Lukens, 2007:121)
- 3.) Cumulative, plots with lots of repetition of phrase, sentences, or events with one new aspect added with each repetition.
- 4.) Circular, the characters in the story end up in the same place that they were at the beginning of the story.

b. Stages of Plot

According to Abrams (1999) here are five stages of plot, those are:

- 1.) Exposition, is background information regarding the setting, characters and plot.
- 2.) Rising action, is the part of the film which begins with the exposition and conflict often develops between the protagonist and antagonist.
- 3.) Climax, is the highest point of interest in the story. During this time, one of the battling forces wins and conflict is resolved.
- 4.) Falling action, is the series of event, which take place of the set the climax; it is where the protagonist must react to changes that occur during the climax of the story.
- 5.) Resolution, is the way the story turn out.

Based on the explanation above, it can be concluded that plot has stage which is used to analyze the story.

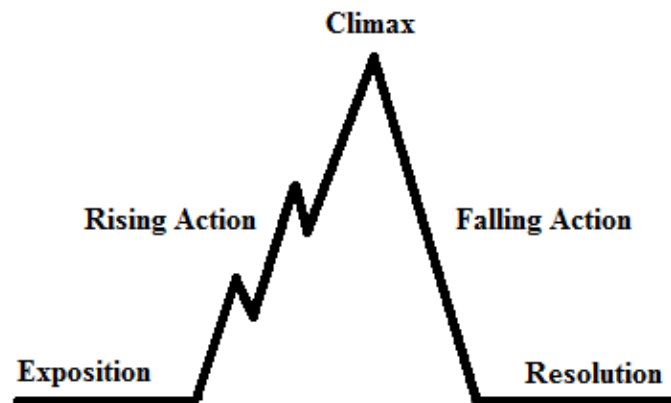


Figure 2.1. Stages of Plot

F. The Relationship between Movie and Literary Work

Perrier (1971:29) says about the relation between literature and movie in his book *Fiction in Movie*, “The study of literature casts light on meanings in the movie and the study of the movie can be illuminate the full value of the literature” (Shukla, 2013). According to John Midega, film is considered as a branch of literature. Film or movie makers are indebted to literature in a wide variety of ways. Movie is basically performed based on the scenario of the literary works, i.e. novel and drama (Kimtafsirah, 2011). Literature shares with film the ability to employ the structures and devices of narrative. Sequence of images on screen told a story and this is equivalent to the sequence of words on page. The use of language in film established firmly the connections to literature.

Films, just like in literature, present action, images and words replicating life. Literary works also have a stylistic and thematic basis in a realistic presentation of characters and incidents. Film draws from the tradition of live theatre which includes techniques of staging, lighting, movement and gestures. From the novel, film draws from structure, characterization, theme, plot and point of view.

G. The Synopsis of the Movie

In Medieval Scotland, Merida, a young princess of the clan Dunbroch, was given a bow and arrows by her father, King Fergus, for her birthday. Her mother, Queen Elinor, was dismayed. While venturing into the woods to fetch a stray arrow,

Merida encountered a will-o'-the-wisp. Soon afterwards, Mor'du, a huge demon-bear, attacked the family. Merida fled on horseback with Elinor, while Fergus fought off Mor'du at the cost of his left leg.

Later as a free-spirited young woman, Merida discovered that she was betrothed to the son of one of her father's allies, much to her dismay. Reminding Merida of a legend of a prince whose pride and refusal to follow his father's wishes destroyed his kingdom, Elinor warned her that failure to consent to the betrothal could harm Dunbroch. The allied clan chieftains arrived with their first-born sons to compete in the Highland games for Merida's hand in marriage. Merida twisted the rules, announcing that she is eligible to compete for her own hand as the first-born of Clan Dunbroch. She defeated each of her suitors in an archery contest, shamed the other clans and led to an argument with Elinor. When Merida left, she followed the wisps to the hut of an elderly witch. Merida bargained with the witch, and received an enchanted cake that would change her fate.

When Merida gave the cake to Elinor, it caused Elinor to transform into a black bear. Merida returned to the witch's cottage with Elinor, who still retains most of her human personality. The witch has abandoned the cottage but left a message: unless Merida was able to "mend the bond torn by pride" before the second sunrise, the spell would become permanent. Merida and Elinor were led by the wisps to ancient ruins, where they encountered Mor'du. Merida discovered that he was the prince in the legend, transformed by a similar spell. Merida vowed to her mother that she would not let her become a wild animal like Mor'du. She

believed that she could reverse the spell by repairing a tapestry she damaged during their argument.

The clans were on the verge of war. Having learned the importance of responsibility from her experience with her mother, Merida intended to declare herself ready to choose a suitor as tradition demands. However, with silent encouragement from Elinor, she insisted that the first-born should be allowed to marry in their own time to whomever they chose. The clans agreed to break the tradition, but renewing and strengthening their alliance. Merida sneaked into the tapestry room with Elinor. Elinor, who was losing her humanity, attacked Fergus, but suddenly regained her composure and fled the castle. Mistaking the queen for Mor'du, Fergus pursued the bear with the other clans. With the help of her younger triplet brothers, who had been transformed by the enchanted cake into bear cubs, Merida repaired the torn tapestry while riding after her father. The clans and Fergus captured Elinor, but Merida intervened before Mor'du attacks. Mor'du scattered the clan warriors and targeted Merida. Elinor interceded, using her bear strength to hold off Mor'du until he was crushed by a falling menhir. This released the spirit of the prince, who silently thanked Merida for freeing him. As the sun rose for the second time, Merida realized the mistakes she had made and reconciled with Elinor, caused the queen and the triplets to turn back into humans. Later, Merida and Elinor worked together on a new tapestry when they were called to the docks to bid farewell to the other clans.

H. Previous Study

The writer knows well that this research is not the first time done. So, in this section the writer describes the previous research as a tool to help this study. The previous study explains about study that concludes the moral value found from the movie based on intrinsic value. There are three previous studies that the writer found in the form of research paper:

1. A paper entitled “An Analysis of Moral Values in *Kungfu Panda* Movie (A Movie Directed by John Wayne Stevenson & Mark Radolph Osbourne)” by Margareth Mohamad, the student of English Education Study Program, National University of Gorontalo, 2014.

The result of this study showed that he focused on the moral character in the movie. He used Hartmann’s book (Moral Values) and Wilson’s book (Moral Animals) as his guidance to find out the moral value which are formulated into five aspects, those are; self confident, wise, willing, arrogance, and ambitious.

2. A paper entitled “The Analysis of Moral Value of the *Dangerous Mind* Movie” by Paramita Dewi Anggraeni, the student of English Education Study Program, Islamic Studies Institute (STAIN), 2012.

The result of this study showed that she used both intrinsic value and extrinsic value to analyze the movie. She found that the movie entitled *Dangerous Mind* consist of some moral value, those are; love and affection, respectful, bravely, kind and friendly, sensitive and not selfish, honesty, hard work, patriotism, responsibility.

3. A paper entitled “An Analysis of the Moral Values Reflected in *Kungfu Panda* Moviebased on Intrinsic Value” by YudaPratia, the student of English Education Study Program, STKIP Siliwangi Bandung, 2013.

The result of this study showed that he used Hildebrand theory to classify fundamental moral value, those are; reverence, faithfulness, awareness of responsibility, veracity and goodness.

The objective of this study was to explore the moral value and to find out the beneficial inputs of analyzing moral value of the movie entitled *Brave*. By read some research paper that has been concluded above, the writer got some references to finish this research paper.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter described the method of the study. It consists of research design, research method, subject of the research, instrument of the research, and data analysis technique.

A. Research Design

According to Tavakoli (2012:546) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose.

In this study the writer use a qualitative research design includes analyzing, describing, explaining and interpreting the data. According to Kaswan (2013), qualitative research method is used to examine question that can be best answered by verbally describing how participant in a study perceive and interpret various aspect of their environment. (Crowl, 1996:10)

B. Research Method

According to Singh (2007:99) method is a style of conducting a research work which is determined by the nature of the problem. Based on the statement above, it can be concluded that method is a style to do research activity which is determined by problem of the research. In this study the writer use a descriptive method.

C. Subject of the Research

The subject of this study is the movie entitled *Brave*. The film departs from the traditional fairy tale storyline, neglecting the romance that has been associated with these stories. It focuses on the relationship between Merida and her mother Queen Elinor, which was inspired to Chapman (story maker) by her own relation with her daughter.

D. Research Instrument

Based on McMilan (1992:189) instrument is a tool or implement especially something used in performing an action.

Instrument of this study is movie script and the list of question designed based on the intrinsic value of the film, it means the element of the movie. The lists of question are:

1. What is the theme of the movie?
2. How about the setting of the movie?
3. How about the character and characterization of the movie?
4. How about language style used in the movie?
5. What is point of view used in the movie?
6. How is the plot of the movie?

E. Data Analysis Technique

Data analysis is the way to classify and to arrange the data based on the purpose of the research (Mahsun, 2005:253). In this study, the data collected by the following procedures:

1. Choosing the movie as the subject of the research
2. Observing the movie
3. Findings the theory that supports the topic of analysis
4. Conducting the library research in order to get relevant theories
5. Downloading the script of the movie
6. Taking notes while watching the movie and reading the script repeatedly
7. Deciding the textual evidences that give a clue about the intrinsic value and moral value
8. Finding the theme, character and characterization, setting of time and place, language style, point of view and plot of the movie
9. Concluding the moral value of the movie.

CHAPTER 4

RESULT AND DISCUSSION

After talking about the background of study and the theoretical review, in this chapter the writer describes the research findings, based on the research questions, i.e. the intrinsic value of the movie entitled *Brave*.

A. Intrinsic Value or Elements of the Movie entitled *Brave*

Based on the intrinsic value of the film, the writer depicts about the theme, character and characterization, setting of time and place, language style, point of view, and plot.

1. Theme

The theme of the movie entitled *Brave* is the bravery of a girl to change her fate.

2. Character and Characterization

The characters in the movie are Princess Merida, Queen Elinor, King Fergus, the triplets (Harris, Hubert, Hamish), Lord Dingwall, wee Dingwall, Lord Macintosh, young Macintosh, Lord MacGuffin, young MacGuffin, and the witch.

The characters conveyed in the movie entitled *Brave* will be described in the table 4.1.

Table 4.1

No.	Characters	Characterizations	Textual Evidences
1.	Merida (Main Character)	She was passionate and fiery, Short-tempered, Headstrong, She was also arrogant	00:01:55,032 --> 00:01:59,702 Can I shoot an arrow? Can I? Can I? Can I? Can I? Please? Can I? 00:12:36,840 --> 00:12:40,259 No, it's what you've been preparing me for my whole life. 00:12:40,343 --> 00:12:42,594 I won't go through with it. You can't make me. 00:15:36,686 --> 00:15:37,936 I want my freedom! 00:27:57,176 --> 00:27:59,469 Well, I'm not going to be like you. 00:28:06,226 --> 00:28:10,855 I'll never be like you. I'd rather die than be like you! 00:26:04,939 --> 00:26:10,443 I am Merida. Firstborn descendant of Clan Dun Broch. 00:26:10,527 --> 00:26:13,696 And I'll be shooting for my own hand.

		But she was the protector of her family She was brave and has an adventurer soul	01:11:18,358 --> 01:11:20,442 No, Dad! Don't hurt her! 01:17:28,728 --> 01:17:31,271 I'll not let you kill my mother. 00:06:49,367 --> 00:06:56,415 But every once in a while, there's a day when I don't have to be a princess. 00:06:58,335 --> 00:07:01,045 No lessons, no expectations. 00:07:01,171 --> 00:07:08,094 A day where anything can happen. A day I can change my fate. 00:10:24,457 --> 00:10:27,876 I climbed the Crone's Tooth, and drank from the Fire Falls.
2.	Queen Elinor (Supporting Character)	She was a ruler, wise, perfectionist and full of precepts	00:01:52,362 --> 00:01:54,947 Fergus, no weapons on the table. 00:05:59,943 --> 00:06:08,284 Project! Enunciate. You must be understood from anywhere in the room, or it's all for naught.

		She was also short-tempered But she was also protector of her family	00:06:40,984 --> 00:06:47,990 And above all, a princess strives for... Well, perfection. 00:27:35,070 --> 00:27:39,240 I am the Queen! You listen to me! 00:28:16,362 --> 00:28:21,783 Merida, you are a princess, and I expect you to act like one. (the bear, Elinor attacked Mor'du to protect Merida)
3.	King Fergus (Supporting Character)	He was protector of his kingdom and family, He was a good father And he was a heroic warrior,	00:04:00,824 --> 00:04:02,533 Mor'du! Elinor, run! 01:11:11,225 --> 01:11:13,352 Merida, get back! 00:02:05,292 --> 00:02:13,508 Happy birthday, my wee darling! Now, there's a good girl. 00:02:13,592 --> 00:02:22,308 Draw all the way back now to your cheek. That's right. Keep both eyes open. And, loose! 00:04:03,118 --> 00:04:14,337 Sire! (fight with Mor'du) Come on, you!

4.	The Triplets (Harris, Hubert and Hamish) (Supporting Character)	They were adorable, redheaded, and always ready to make disorder	Merida said: 00:05:18,235 --> 00:05:24,156 I became a sister to three new brothers. The princes. Hamish, Hubert and Harris. 00:05:24,574 --> 00:05:26,951 Wee devils, more like. (and seen by body language)
5.	Lord Dingwall (Supporting Character)	He was grumpy and short-tempered	00:20:13,504 --> 00:20:18,133 - Lies! - What? I heard that. Go on. Say it to my face.
6.	Wee Dingwall (Supporting Character)	He was gangly, guileless and awkward	(seen by body language)
7.	Lord Macintosh (Supporting Character)	He was the wiry, indignant, and a man of few words	00:45:30,603 --> 00:45:33,814 Bear in the castle! 00:45:33,898 --> 00:45:37,818 Doesn't make sense. It cannot open doors. He's got big giant paws! (and seen by body language)
8.	Young Macintosh (Supporting Character)	He was attractive, athletic physique and undeniable charm	Merida: 00:25:01,542 --> 00:25:03,042 That's attractive. (and seen by body language)

9.	Lord MacGuffin (Supporting Character)	He was always mocking and blame others	00:45:41,614 --> 00:45:44,241 - It's locked. - Dingwall was the last up. 01:06:24,773 --> 01:06:26,732 I was aiming at you, you big tumshie.
10.	Young MacGuffin (Supporting Character)	He was shy.	(seen by body language)
11.	The Witch (Supporting Character)	She was craving of money She was always excuse if called "a witch"	00:33:19,414 --> 00:33:22,750 And how are you going to pay for that, sweetie? 00:33:52,030 --> 00:33:53,114 Done!(take the medallion) 00:31:41,900 --> 00:31:44,485 Just a humble woodcarver. 00:32:12,931 --> 00:32:18,185 I should know. I'm a... Whittler. Of wood. 00:32:43,045 --> 00:32:53,804 - You're a witch! - Woodcarver. - Woodcarver! - Woodcarver! 00:32:53,889 --> 00:32:56,974 I'm not a witch! Too many unsatisfied customers.

3. Setting of Time and Place

The movie entitled *Brave* was set in the Scottish Highlands during the medieval period. The story began with a scene where Merida, a young Princess of the clan Dunbroch, was given a bow and arrows by her father, King Fergus of her sixth birthday. The story cut around ten years later, after King Fergus lost his left leg during the battle with Mor'du.

4. Language Style

The language style used in the movie entitled *Brave* was little bit hard to understand because the movie used British English. As many people commonly heard American English standard languages, the dialogue among the characters were little bit unclear and complex.

5. Point of View

The point of view used in the movie entitled *Brave* was the first person point of view. The narrator was Merida herself telling every line of the story from the beginning until the end.

The textual evidence found related to the point of view was found from the dialogue when Merida talked about her life "The story of how my father lost his leg to the demon bear Mor'du, became the Legend." <00:05:10,394 -- 00:05:14,897>. Other dialogue "I became a sister to three new brothers." <00:05:18,235 -- 00:05:20,820>. The use of 'My' and 'I' in the dialogue above is assumed that the story used the first person point of view.

6. Plot

a. Exposition

In Medieval Scotland, Merida, a young princess of the clan Dunbroch, was given a bow and arrows by her father, King Fergus, for her birthday. Her mother, Queen Elinor, was dismayed. While venturing into the woods to fetch a stray arrow, Merida encountered a will-o'-the-wisp. Soon afterwards, Mor'du, a huge demon-bear, attacked the family. Merida fled on horseback with Elinor, while Fergus fought off Mor'du at the cost of his left leg.

b. Rising Action

Later as a free-spirited young woman, Merida discovered that she was betrothed to the son of one of her father's allies, much to her dismay. Reminding Merida of a legend of a prince whose pride and refusal to follow his father's wishes destroyed his kingdom, Elinor warned her that failure to consent to the betrothal could harm Dunbroch. The allied clan chieftains arrived with their first-born sons to compete in the Highland games for Merida's hand in marriage. Merida twisted the rules, she defeated each of her suitors in an archery contest, shamed the other clans and led to an argument with Elinor. When Merida left, she followed the wisps to the hut of an elderly witch. Merida bargained with the witch, and received an enchanted cake that would change her fate.

c. Climax

When Merida gave the cake to Elinor, it caused Elinor to transform into a black bear. Merida returned to the witch's cottage with Elinor, who still retains most of her human personality. The witch has abandoned the cottage but left a message:

unless Merida was able to "mend the bond torn by pride" before the second sunrise, the spell would become permanent. Merida and Elinor were led by the wisps to ancient ruins, where they encountered Mor'du. Merida discovered that he was the prince in the legend, transformed by a similar spell. Merida vowed to her mother that she would not let her become a wild animal like Mor'du. She believed that she could reverse the spell by repairing a tapestry she damaged during their argument.

d. Falling Action

The clans were on the verge of war. Having learned the importance of responsibility from her experience with her mother, Merida intended to declare herself ready to choose a suitor as tradition demands. However, with silent encouragement from Elinor, she insisted that the first-born should be allowed to marry in their own time to whomever they chose. The clans agreed to break the tradition, but renewing and strengthening their alliance. Merida sneaked into the tapestry room with Elinor. Elinor, who was losing her humanity, attacked Fergus, but suddenly regained her composure and fled the castle. Mistaking the queen for Mor'du, Fergus pursued the bear with the other clans. With the help of her younger triplet brothers, who had been transformed by the enchanted cake into bear cubs, Merida repaired the torn tapestry while riding after her father. The clans and Fergus captured Elinor, but Merida intervened before Mor'du attacks. Mor'du scattered the clan warriors and targeted Merida. Elinor interceded, using her bear strength to hold off Mor'du until he was crushed by a falling menhir. This released the spirit of the prince, who silently thanked Merida for freeing him.

e. Resolution

As the sun rised for the second time, Merida realized the mistakes she had made and reconciled with Elinor, caused the queen and the triplets to turn back into humans. Later, Merida and Elinor worked together on a new tapestry when they were called to the docks to bid farewell to the other clans.

B. The Moral Values Conveyed in the Movie entitled *Brave*

Table 4.2

No.	Types of Moral Value	Textual Evidence
1.	Awareness of Responsibility	01:06:48,463 → 01:06:51,006 But I've been selfish. 01:06:51,091 → 01:06:54,134 I tore a great rift in our kingdom. 01:06:54,969 → 01:06:57,054 There's no one to blame but me. 01:06:57,889 → 01:07:04,395 And I know now that I need to amend my mistake and mend our bond. 01:07:05,980 → 01:07:09,817 And so, there is the matter of my betrothal. 01:07:11,236 → 01:07:14,530 I've decided to do what's right 01:07:16,157 → 01:07:24,790 ...and.....break tradition. 01:07:31,172 → 01:07:36,969 My mother,the Queen, feels... 01:07:39,013 → 01:07:52,151 in her heartthat I... ...that we be free to... ...write our own story... 01:07:53,903 → 01:08:02,745 ...follow our hearts and find love in our own time. 01:20:48,552 → 01:20:52,138 Oh, Mum, I'm sorry. 01:20:54,099 → 01:20:56,351 This is all my fault.

		01:20:56,435 → 01:21:00,396 I did this to you. To us. 01:21:06,695 → 01:21:08,780 You've always been there for me. 01:21:10,115 → 01:21:12,158 You've never given up on me. 01:21:14,203 → 01:21:15,912 I just want you back. 01:21:21,460 → 01:21:23,461 I want you back, Mummy. 01:21:43,232 → 01:21:45,233 I love you.
2.	Bravery	00:04:03,118 → 00:04:04,827 Sire! 00:04:13,253 → 00:04:14,337 Come on, you! (to Mor'du) 00:10:24,457 → 00:10:26,458 I climbed the Crone's Tooth, 00:10:26,543 → 00:10:27,876 and drank from the Fire Falls. 01:11:18,358 → 01:11:20,442 No, Dad! Don't hurt her! 01:17:28,728 → 01:17:31,271 I'll not let you kill my mother. 01:17:43,451 → 01:17:45,118 Mor'du! Kill it! 01:17:55,379 → 01:17:58,381 Come on! I'll take you with my bare hands! 01:18:16 → 01:19:10 (The bear, Elinor, against Mor'du to protect Merida)

3.	Enthusiasm	00:01:55,032 → 00:01:59,702 Can I shoot an arrow? Can I? Can I? Can I? Can I? Please? Can I? 00:06:49,367 → 00:06:56,415 But every once in a while,there's a day when I don't have to be a princess. 00:06:58,335 → 00:07:01,045 No lessons, no expectations. 00:07:01,171 → 00:07:08,094 A day where anything can happen. A day I can change my fate.
4.	Heroism	01:06:04,544 → 01:06:09,590 Lord MacGuffin, my dad saved your life, stopping an arrowas you ran to Dingwall's aid. 01:06:12,010 → 01:06:18,432 And, Lord Macintosh,you saved my dad when you charged in on heavy horse and held off the advance. 01:06:18,516 → 01:06:22,561 And we all know how Lord Dingwall broke the enemy line. 01:06:22,646 → 01:06:24,688 With a mighty throw of his spear! 01:06:31,905 → 01:06:34,365 My dad rallied your forces 01:06:34,574 → 01:06:36,950 and you made him your king. 01:17:11,961 → 01:17:15,964 Get back. That's my mother.
5.	Honesty	01:06:48,463 → 01:06:51,006 But I've been selfish.

	01:06:51,091 → 01:06:54,134 I tore a great rift in our kingdom. 01:06:54,969 → 01:06:57,054 There's no one to blame but me. 01:06:57,889 → 01:07:04,395 And I know now that I need to amend my mistake and mend our bond. 01:07:05,980 → 01:07:09,817 And so, there is the matter of my betrothal. 01:07:11,236 → 01:07:14,530 I've decided to do what's right 01:08:09,836 → 01:08:13,547 The Queen and I put the decision to you, my lords. 01:08:13,923 → 01:08:17,801 Might our young people decide for themselves who they will love? 01:08:26,853 → 01:08:29,271 Give us our own say in choosing our fate. 01:20:48,552 → 01:20:56,351 Oh, Mum, I'm sorry. This is all my fault. 01:20:56,435 → 01:21:00,396 I did this to you. To us. 01:21:06,695 → 01:21:12,158 You've always been there for me. You've never given up on me. 01:21:14,203 → 01:21:15,912 I just want you back. 01:21:21,460 → 01:21:23,461 I want you back, Mummy. 01:21:43,232 → 01:21:45,233 I love you.
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6.	Loyalty	00:52:13,380 → 00:52:16,466 My brave wee lassie, I'm here. 00:52:16,550 → 00:52:19,552 I'll always be right here. 01:21:06,695 → 01:21:08,780 You've always been there for me. 01:21:10,115 → 01:21:12,158 You've never given up on me.
8.	Sacrificing for Other	00:04:00,824 → 00:04:02,533 Mor'du! Elinor, run! 01:11:11,225 → 01:11:13,352 Merida, get back! 01:11:45,843 → 01:11:50,722 It's all right. I'm all right. It's nothing. It's just a little scratch. Mum! 01:11:18,358 --> 01:11:20,442 No, Dad! Don't hurt her! 01:17:28,728 --> 01:17:31,271 I'll not let you kill my mother. (against her father to protect her mother)
9.	Strong Belief	00:03:39,845 → 00:03:45,183 You know, some say that will-o'-the-wisps lead you to your fate. 00:49:54,575 → 00:49:56,660 Fate be changed, 00:49:56,744 → 00:49:58,662 look inside, 01:02:41,341 → 01:02:44,176 "Mend the bond torn by pride." 01:02:44,261 → 01:02:47,888 The witch gave us the answer. The tapestry.

		01:10:06,119 → 01:10:08,871 Stitch it up. This'll change you back. 01:10:08,955 → 01:10:11,290 We just need needle and thread. 01:24:13,966 → 01:24:17,510 There are those who say fate is something beyond our command, 01:24:18,470 → 01:24:21,013 that destiny is not our own. 01:24:21,348 → 01:24:23,349 But I know better. 01:24:25,060 → 01:24:27,562 Our fate lives within us. 01:24:29,398 → 01:27:28,951 You only have to be brave enough to see it.
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C. The Kinds of Beneficial Inputs that can be found in the movie entitled *Brave*

After analyzing the moral value of the movie entitled *Brave* based on its intrinsic value, the writer can put forward some beneficial input found out in the movie, those are:

- a. The theme of the story is very interesting because it is about the bravery of a girl to change her fate, so it can motivate the readers or our students
- b. The meaning of story reflected in the movie is very meaningful and so touched especially for every girl who always had misunderstanding with her mother, so it can build our awareness of responsibility
- c. The synopsis of the movie can be used as teaching material
- d. By studying the plot of the movie, the writer and also the readers can understand the story better
- e. By conducting this research, the writer has more understanding of the movie which actually comes from literary works (novel, play or drama)
- f. Being future teacher of English, we can guide our students to read and understand the literary works better

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter describes conclusions and suggestions as the result of the writer's analysis that covered the answers of the research questions.

A. Conclusions

The objectives of this study are to explore the moral value in the movie entitled *Brave*, to find out the beneficial inputs of analyzing moral value of the movie entitled *Brave*, to teach our students about the good moral value, to tell them that by studying movie we can improve our vocabulary, pronunciation and the four language skills, and also to advice our students to imitate the good character that can be found in the movie.

Based on the evidence that has been found by the writer, it can be concluded that:

1. There are several moral value found out in the movie, those are:
 - a. Awareness of responsibility: in the story, Merida realized her fault that is changed her mother became a bear, she was really sorry to her mother and tried to get her mother became human again. This is the positive moral value that can be a pattern for us. If we did something bad, we should responsible of what we have done.
 - b. Bravery: in the story, Merida was really brave to change her fate. She also has a bravery to change her mother become human again by always in her side (who has changed become a bear) and always protected her family from every

perils that threaten them. It can be inspired us to have a brave soul. Not only brave to realize what we want, but also brave to protect someone we loved.

c. Enthusiasm: in the story, when Merida was six, she was really passionate and enthusiastic when her father gave her a bow as a birthday gift. And she was also enthusiastic when she enjoyed her freedom in the woods and in the fire falls where there is no rules. It can be inspired us to have an enthusiasm to enjoy our life while we are still young.

d. Honesty: in the story, Merida realized her fault and expressed her feeling about the betrothal honesty. Then Queen Elinor understood Merida and broke the rules. It can be inspired us that we should be honest if we want somebody listen to us and understand our feeling.

e. Heroism: in the story, Merida said that her father, King Fergus and every King of other clans were helped each other when they were on a war. It is a heroic action that can be inspired us to have a heroic soul in order to help others.

f. Loyalty: in the story, Queen Elinor said that she was always right there to Merida, and so Merida. It can be inspired us to being loyal of someone we loved to make them comfortable and so we are.

g. Sacrificing for other: in the story, Merida's family was always care of each other. They were fight to protect each other and helped each other when one of them needed helps. It can be inspired us to have a sacrifice in our heart in order to protect somebody we loved.

h. Strong belief: in the story, Merida hoped that her mother could change become human again. The witch who gave Merida a spell to change her mother,

gave a clue to break the spell. And Merida believed that it can be worked if she could stitch the tapestry on. It can be inspired us to have a strong belief that our hope can be come true if we do our best to reach that.

2. The beneficial inputs of analyzing moral value of the movie entitled *Brave* are:

- a. The theme of the story is very interesting because it is about the bravery of a girl to change her fate, so it can motivate the readers or our students to have a bravery to reach what we want
- b. The meaning of story reflected in the movie is very meaningful and so touched, especially for every girl who always had misunderstanding with her mother, so it can build our awareness of responsibility
- c. The synopsis of the movie can be used as teaching material
- d. By studying the plot of the movie, the writer and also the readers can understand the story better
- e. By conducting this research, the writer has more understanding of the movie which actually comes from literary works (novel, play or drama)
- f. Being future teacher of English, we can guide our students to read and understand the literary works better.

B. Suggestions

Watching movie, especially English movie is a positive way for improving our knowledge of pronunciation, vocabulary and the four language skills, build our positive character and attitudes, and also useful for teaching material.

Being future teacher of English, we can motivate our students by imitating the positive character and positive moral value that can be found in the movie, and also build students learning interest.

For the readers, we should respect our parents, don't let our ego control our mind to do something that can be harmed ourselves and others. If we did something bad, we should responsible of what we have done.