CHAPTER II

REVIEW OF RELATED LITERATURE

The review related literature is very important. It is a basic theory concerning with the formulation problems and the goal of the research. The review below consists of the meaning of literature, the psychology of literature, the meaning of movie, character and the concept of value.

A. Literature

There have been various attempts to define literature. It can be defined for example, as 'imaginative' writing in the sense of fiction - writing which is not literally true. But even the briefest reflection on what people commonly include under the heading of literature suggests that this will not do. Seventeenth-century English literature includes Shakespeare, Webster, Marvell and Milton; but it also stretches to the essays of Francis Bacon, the sermons of John Donne, Bunyan's spiritual autobiography and whatever it was that Sir Thomas Browne wrote (Eagleton, 2005:1)

The creation of literature is a uniquely human activity, born of man's timeless desire to understand, express, and finally share experiences (Pickering, James H & Hoeper, Jeffrey D, 1981:307). Literature in its broadest sense includes all writer materials. Into this general grouping fall history books, philosophical works, novels, poems, plays, scientific articles, dictionaries, directories, instructional manuals, travel folders, magazines, school, and textbooks. Here, literature is divided into two kinds, the first is literature of knowledge which has

the function to teach and the second is literature of power which has the functional to move. Literature of knowledge can be said as informative language and literature of power is imaginative literature.

Informative literature tells us about the truth or the fact statement of a thing done or existing, for example Los Angles is the largest city in the West, the sun is burning gas, and soon. While, imaginative literature has aims to arouse thoughts and feelings (Jones, 1968: 2). Imaginative literature has close relation to fiction because it uses language in peculiar ways. As informative literature, imaginative literature also uses fact or truth, but it is added by the author imagination. Truth and fact are related each other. The writer of literature does not stray from facts. He will select from the facts of the world or make up certain facts so that he can present truth of human nature. For example a man says that hunting is the best sport in the world'. This is a truth, not a fact. Some of us like baseball more, bowling, or surfing (Jones, 1968:3).

A good writer, furthermore, will let the facts speak for themselves. He will not tell the reader the answer'. If a writer is telling a war story, he doesn't have to tell us that killing is bad, that war is evil. If he arranges his material right and present it well, we will be able to see that war is one of the evils of mankind (Jones, 1968:4). Moreover, Jones (1968:5) states that good literature lives also because it gives pleasure. It lives not only because of the thought and feeling expressed, for bad literature may have thought and feeling, but because of the way in which the thought and feeling are expressed – the style. Our judgment of style is based on what we know and our experiences. If we say that a band has a style of

its own, we probably heard many bands. The same holds true for literature, knowledge, and experience are required of the reader to make a judgment. It is only by bringing in our past experiences that we can fully appreciate the literary work before us. The more reader brings to a literary work, the more he will get from it. The more he knows, the more he will learn.

The views can get many values from that movies, also they can learn and apply in daily life. It proves that literature and literary work hold an important role in buildup character oh human being. Wellek and Warren (1949:23) state that a cognitive value in the drama and novels would seem to be psychological. 'The novelists can teach you more about human nature than the psychologists' is a familiar kind of assertion. Horney recommends Dostoevsky, Shakespeare, Ibsen, and Balzac as inexhaustible sources. Unfortunately, literature depends on both the reader and the writer. Probably no two readers get exactly the same thoughts and feelings from something they read, because their past experiences have been different. So, at the best, the writer of literature applies truth, facts, and style to the basic emotions of man, those emotions share pity, fear, anger, disgust, yearning, pain, hope, joy, sorrow, and soon. Those are feelings all of us have, and it is through such feelings that we know each other. The writer looks at men, his actions, and his relationship with others and helps us to know ourselves and the world we live in (Jones, 1968:5).

B.   The Psychology of Literature

Russell (1964:155) state that "Psychologists prefer observations that can be replicated, whereas a serious writer deals with analogy, metaphor, and perhaps

intentional ambiguity". Nevertheless, both share the objective of understanding the development of their subject, real/fictional characters, respectively, through the conflict and problems they face in life in the plot.

In the twentieth century, theories of literature had great improvement. Several of new branches appear include structuralism, semiotic, sociology of literature, psychoanalysis, and others. Basically, Psychology of Literature built up on genesis assumptions which had relation to psychiatric aspects of the author. In modern era, sometimes, the authors lost their control and make a negative literary work, such as make a porn novel or movie which has high opportunity to influence the others. Based on those reason, psychology of literature is seen very important to be learnt to know what the author or director want (Minderop, 2011:54).

Ratna in Minderop (2011: 54) states that psychology of literature doesn't want to show up the weakness of the author in making literary work, but only describing what the aspects in the literary work through several intrinsic elements. Through characterization that is clear described by the author, the readers will compare to the real life and will know whether they have to take it as role model or not. Further, there are three ways that can be followed for understanding the relationship between psychology and literature. The first, we have to understand the psychiatric elements of the author. The second, we have to understand the psychiatric elements of the fictional characters in the literary work. Then the last is we have to understand the psychiatric elements of the reader.

According to Abrams (1953: 257) states that the closeness between literary work and psychology can be seen through conflicting motives in literary the work the pressure of personal passion and desire to seek imaginative satisfaction, and the force modesty which shrinks from revelation of the private self-by its capacity to give utterance sparingly and only under veils and disguises, to the deepest feeling.

Here, how the psychiatry aspects of the author influence the literary work can be seen by analyzing the elements of literary work itself. In the course of reconstructing the temperament of Homer, Keble takes pains to catalogue what he calls test of an author's bias and disposition'. Firstly is the canon of significant theme. Keble underlying assumption here that, as in all his investigations, is that each personality has a single key one prevailing character or element, the center of attraction which constitutes its ruling taste or passion'. The second is the canon of identification with the hero. Keble also holds that nothing appears of greater value and importance when endeavoring to the estimate the literary work and qualities as a whole than a thorough acquaintance with the character to whom he designedly accords the leading part'. Sometimes, the sentiments of the hero duplicate those of his creator, as the result of the process Keble calls the transference of the poet's own passion and disposition to actual characters'. The next is the canon of fervor. It means that, here the authors have the right to determine their style in making a literary work. It depends on their personal feeling and may stand out from their context by their *energies*, fervor, and by the freedom and their richness of their versification. Then next one is the canon of

imagery. Keble states that the psychiatric of the author can be inferred not only form the story, but from the imagery and the comparisons which the author draws from every quarter and from the choice which he makes of literary wok ornament and beauty, to illustrate both the language and the subject of which he treats. And the last is the canon of style. Here Keble states that the reconstruction of literary personality is sure to be tinged more or less with the peculiar views of the person carrying on it on (Abrams, 1953:260).

Based on the explanation above, Endaswara in Minderop (2011:59) states that "psychology of literature is interdisciplinary between psychology and literature". Studying psychology of literature is like studying human being from the inside. The aspect of inside is often subjective which is considered will be something difficult to be learnt. Actually studying psychology literature is very please, because we can understand the depth of the human soul. The interesting thing in studying psychology of literature is on human problem which reflects a portrait of the soul. It is like what Abrams states above, that sometimes the authors added their own experience in their literary work.

Besides, Endaswara in Minderop (2011:59) states that there are three ways in understanding the psychology of literature as follow:

a. Understanding the psychiatric elements of the author.

b. Understanding the psychological elements of the fictional characters in literary work.

c. Understanding psychiatric aspect of the reader.

So, now we know that psychology of literature hold an important role in completing analyzing literary work. It makes the understanding of literary work be balance. Here, the author's intelligent which often exceed of reasonableness can be detected through psychology of literature. By studying psychology of literature, we will understand literary work proportionally and can classify it to a daydream, high dream, encouragement, sex, and soon (Minderop, 2011:59-60).

C. The Meaning of Movie

This sub-chapter will discuss the definition of movie and type of movie.

1. Definition of Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology (Webster, 1973: 305).

Movie is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of film making has developed into an art form and industry. Films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a

visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological effect called beta movement.

Movie is a medium of education that can demonstrate to the human audio visual so people with such a device would be easier to accept education. Movie is also one of the tools used to deliver the events. A Movie or motion picture includes photographs, diagrams, or pictures in a series which projected in a screen by a projector for process in turning in a screen that cause appearance in screen look natural movement (Sharon and Weldon, 1977: 93).

2. Types of the Movie

There are several types of movie or film as follows:

1. Action

Films in this genre often involve car chases, gun fights and hand-to-hand combats. Violence is the key characteristic of this film genre. These films include kung fu movies, spy movies and disaster movies.

2. Adventure

This genre also involves some action, but the main aspects of the movies in this category are exotic locales, historical settings, epic expeditions and anything that brings thrills to the audience.

3. Animation

Initially, films in this genre only consisted of movies done in 2D animation. As technology progresses and more and more computer generated movies are coming out, the animation film genre is expanding its reach to clay

animation, paper animation, stop motion animation and computer generated animation.

4. Comedy

Humor is the main driving force of comedy films. Anything with slapstick moments, witty dialogue and satirical elements are included in this genre. Parodies and spoofs are the most obvious types of comedy movies while some involve a mix of action, adventure and romance.

5. Documentary

Documentary movies involve putting together real life events and people to tell a particular story. Movie in this genre often involve a narrator, interviews and real footages of real events. They are done to execute social commentaries or to simply put historical events into a new light.

6. Drama

Dramatic movies with serious themes and intense character development make up films in this genre. They often portray realistic situations with realistic people, but they sometimes involve more fantastical elements.

7. Horror

Movies in the horror genre involve blood, gore, the supernatural and things that go bump in the night. It includes ghost stories, alien invasions, zombie flicks, insidious movies and everything that makes one afraid of going to sleep at night.

8. Musical

Musicals are often lighthearted stories with comedy and drama going hand in hand. These movies involve a lot of singing and dancing to complement the storytelling.

9. Science Fiction

This genre involves movies that feature futuristic technology, interstellar travel, strange monsters and anything that is very imaginative that does not fit in the real world. Films in this genre may often intersect in action, adventure and horror categorizations.

10. War

Whether it is an ancient battle or World War II, war movies always involve combat and tales of life in the battlefield. Action and drama are two key components in war movies. This film genre includes space epics, historical war stories and futuristic battles between good and evil.

11. Western

To cap off this film genres list, we have the Western film genre. It started out as a film genre that only relied on horses, guns, dusty towns, bar fights and cowboys for categorization. However, the themes of showdowns, revenge and being outlaws are also being applied to stories not set in the Old West. The description of film genres for some may stay the same for decades, but in others, it can be revised and even redefined.

12. Crime

Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless

hoodlums who operate outside the law, stealing and murdering their way through life. The criminals or gangsters are often counteracted by a detective-protagonist with who-dun-it plot. Hard-boiled detective films reached their peak during the 40s and 50s (classic *film noir*), although have continued to the present day. Therefore, crime and gangster films are often categorized as *film noir* or *detective-mystery* films, and sometime as courtroom/crime legal thrillers because of underlying similarities between these cinematic forms. This category also includes various 'serial killer' films.

13.   Epics

Epics include costume dramas historical *dramas*, *war* films, medieval romps, or 'period pictures' that often cover a large expanse of time set against a vast, panoramic backdrop. Epics often share elements of the elaborate *adventure* films genre. Epics take an historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting or period, lavish costumes, and accompany everything with grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score. Epics are often a more spectacular, lavish version of a *biopic film*. Some 'sword and sandal' films (Biblical epics or films occurring during antiquity) qualify as a sub-genre.

2.   Character

Before we talk about characters, first we should know the meaning of a character itself. Character is personality or traits. Character is ones who are involved in the story. Duffy and Petit (1953: 24) stated that Character is a person in a story or a play. The character is one of the important elements of fiction.

Characters are elements which can be found in a movie plot and characters are inseparable, because plot is not simply a series of event happened that come out of character to delineate characters.

In order word, when we know 'what happened to him or her and did it work out for them', so we should find out the action of the character in a sequence of events. In the Oxford Advanced Learner's Dictionary, *character* is a person appears in novel, play, and other genres of literary work. A novelist may use a character for many purposes, quite other than a characterization.

According to Nugriyantoro, The main character is a character that preferred narrator in the novel is concerned. He is the most telling figure, either as preparatory or the occurrence of events subject‖ (Nugriyantoro, 2005: 176-177). So, the main character in a story generally known as the protagonist; the character who opposes him or her is antagonist. Through quotation above, it can be mentioned that main character is kind of character, which often shows up repeatedly as if it dominates every parts of the event in the novel. Regarding to the meaning of the active-passive in doing something, both of them can act as a subject that has capability in doing something or as an object that suffers the impact from treatment done by the subject or circumstances.

In the other words, main character does not only act as subject but also as object. This kind character plays important role in the novel and it cannot be ignored. Kenney (1966: 20) states as follows:

1.) Flat (simple) characters: the simple, or flat, character is less the representation of a human personality than embodiment of single attitude or single attitude or

obsession in a character. Foster calls this kind of character flat because we see only one side of him. The simple characters can perform many important functions in the work of fiction. Simple character many appear in minor role in serious fiction, but will a major part in interior fiction.

2.) Round (complex) character: at the other end of the spectrum is the complex character, called round by Foster because we see all sides of him. The complex character is obviously more lifelike than the simple, because in life people are not simply embodiments of attitudes. The complex or round character is higher bind of achievement than the simple complexity of character tends to produce life likeness in the world of fiction. The complex character is in many ways difficult than the simple.

The simple character need only repeat his basic formula each business. The fictional character, however complex is not human being. He is himself an artistic creation. Definition above describe that there are two types of characters, Flat (simple) characters are static characters who do not change from the beginning to the end of the play. Flat character is less the representation of human personality than embodiment of single attitude or single attitude or obsession in a character. Round (complex) characters, in contrast to the flat characters, are dynamic and they grow and develop with the play. Everything about them is revealed in the play. They are usually the main characters of the play.

Analyzing a character is more difficult that a analyzing a plot, because character is more complex, variable, and ambiguous. The complex or around character is higher bind of achievement than the simple complexity of character

tend to produce life likeness in the world of fiction. The complex character is in many ways difficult than the simple.

In literature, According to Dietch (2003:434), there are two types of characters; they are main or major character and minor character. Major characters are usually revealed indirectly through behavior whereas minor characters tend to be revealed directly through explanation. Moreover, Tomlison (2004:25) says: Each main character, sometimes called the protagonist, will be fully described, complex individual who possesses both good and bad trait, like a real person. Such a character is called a round character.

A flat character is a character described in a one-sided or undeveloped manner. Although such a people do not exist in real life, they may be justified within the story to propel the plot. Sometimes the character is show as an all-evil or all frivolous people; for instance, folktales present flat characters as symbols of good and evil. In some stories, a flat character foil may occur as a flat or as a round character. Based on explanation above it means characters in story have deference character.

A character has important character story is called main character, while a character that's character is less important, because her/his play completely, to support, to work with main character only. It is called minor character or supporting character. Character can be defined in different ways, there is no right or wrong. Having character means to have courage and be willing to do the right thing at the right time.

Character is not only "moral excellence and firmness" because excellence is an illusion. People with character always do their best and never give up. They have no limits and will not stop supporting what they think is right without a fight. Characters other than major characters are classified as *minor characters*. Robert (2002:55) stated that the minor character whose function is partly to illuminate and support the major character.

So, According to Robert above, kind of minor character, often known as a foil, typically contrast physically and/or in personality with the main character. The contrast itself serves to emphasize the protagonist's characteristic. Therefore, the writer can say that a character is not always someone but it can be a thing or authors themselves. The writer often talks about his behavior; then as the story progresses, the though process of the character. A story can be told interesting when it depends on the play of the characters, because the character is the key of the way of story life. In this case someone, things although the author can be the character, but they have to play in the story of the movie.

3. Concept of Value

Value is everything that suitable to be applied by the human (Drijarka 1966:38). While, according Webster (1984) a value, says is a principle, standard quality regarded as worthwhile or desirable Value is something that interesting, searched, please, wanted and liked in good definition (Henry, 1987:160).

Value is relative worth, utility, or importance, liking or regard for person or thing. The true value and universally accepted is the value that produces a

behavior, and it is behaviors that have a positive impact for both the run and for others (Linda, 1997). Value have another meaning that is a something that can used as a subject, involved to good or bad character as ideal from the experienced.

According to Benninga in Handil's book, the term "value" may suggest that judgment of right and wrong, lofty and base, just and unjust, and more personal preferences, that are useful as individuals happen to value them (Benninga: 1991:131). Value is something that interest for us, something that we look for, something that pleases, something that loved, and in short value is something good. Value have good connotation (Berterns: 2000:139).

Actually, values had been discussed by the philosophers from 50s until 60s. In the last of 19 centuries it had a high position and discussed explicitly, although it had been implicitly discussed and played a role since Plato gave the concept of "good". That was the biggest reason the emergence of new branch in Philosophy that was known as axiology or "the theory of value" (Bertens, 2005: 139-140).

Here, Bertens (2005:141) states that there are three characteristics of value. Firstly, value always related to the subject. If there is no subject, it means that there is no value to be shown. For example, when the volcano erupted and there is no appraiser, it can't be assessed whether it is beautiful or even detrimental. Secondly, value is practical and not found only in theoretical approach. Then the last, that values doesn't deal with material worthiness of something.

Moreover, Bertens (2005:142) states that Philosophy do not discussed clearly about the classification of value and it's really disappointing. However, by following German pedagogue, Takdir in Suseno (2005: 135) classified value into

six categories; they are theoretical value, economical value, religious value, aesthetic value, political value, and social value.

The view point of theoretical value is right and wrong in which the positive things are seen as the rightness and the negative things are seen as the mistake. Then economic value seen that the valuable things know by calculating whether it is profitable or not. Here, the criteria are financial interest or loss which is gotten. While religious value is about the obedient and the violation to the God's rules. Besides, aesthetic value judges base on the beautiful least of something. If the things are beautiful and wonderful, it can be said that they have high aesthetic value. Meanwhile, the political value is seen the goodness or badness of something is known whether it is power or powerless. Then the last, social value viewed by seen how deep the relationship to the others. The tolerance one is good, while the selfish one is very bad.

Ambroise in Fitri (2012:89) states that value is abstract. It means that we feel whether it is valuable or not within ourselves and it is driving force as the way of our life. Therefore value has the important place of someone's life to the extent that people are ready to sacrifice their lives at the expense of value. Value can be tracked from the three realities as described in the figure below.

Figure 1.1
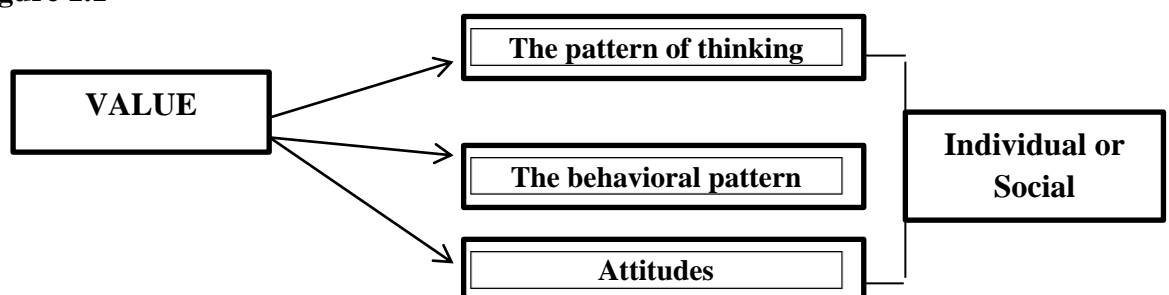
From the chart above, we can say that we can't separate one reality to another. If the tendency is only from the behavioral pattern without relate to the other, it will create the wrong perception of a certain value. In Philosophy, value had a close relationship to ethics and moral, but they see as something different from each other. Ethic is seen as a *body of principle* which lead people to do the right thing and in accordance with the norm. In particular, Bottorf (1997: 57-59) defined ethic as: Ethics is body of principles or standards of human conduct that govern the behavior of individuals and organizations. It is knowing what is the right thing to do and is learned when one is growing up or at the later date during an organization's ethics training program. Because individual have different concept of what is right, the organization will need to develop the standards or code of ethics for organization.

Judged from terminology side, value as something which is abstract has the understanding used to give reward to a certain thing while ethics is something which leads to the rightness and norm is the rules (Fitri, 2012: 91). While the concept of value in Philosophy is a little bit different to the concept of value in Literature. In Literature, value is discussed integrally with *moral*. Moral is defined as something stated in the literary work that have to be conveyed to reader. Here, moral is seen has a similarity to the theme, because both of them stated can be interpreted as the main point which constructs the literary work (Nurgiyantoro, 2010:320). However, Kenny in Nurgiyantoro (2010:320) states that theme is much more complex than moral, so that moral can be said is the simple form of theme, but any moral is not theme.

According to Nurgiyantoro (2010:322) value or lesson learned that is gotten by the readers or the listener is always in a good sense. Thus, if literary work displayed the less praiseworthy character, it doesn't mean that the author suggested the audiences to be so. Through plotting, the author can make the story dramatically and radically, but it is deliberately shown that the message of the story must not be followed entirely. The audiences are expected to get the value of the story by their own interpretation. There are unlimited kinds of values used in literary works. Usually, the whole problem of human life used to be found as the values. Generally, the problem of human life is divided into three kinds. Firstly, that the human relationship to themselves. Secondly, that the human being relationship with other human being in a social environment. The last is the relationship between a human and the Lord (Nurgiyantoro, 2010, 323-324).

Moreover, Nurgiyantoro (2010:324) states in a literary work, there will be several values which build up the total story. As the theme, there are two kinds of value based on the position in the literary work. They are mayor values and minor values. So that the high skill is needed in analyzing and interpreting these values then apply them in the daily life. There are two ways of communicating values in literary work. The first one is explicitly (direct communicating) and the second one is implicitly (indirect communicating). In communicating values explicitly, the author states clearly the values through characterization, telling, and expository. This way has its benefits and weaknesses. Through this way, the reader will be easier to catch the values without think aloud, because here the author telling directly what he wants to communicate. Unfortunately, the literary

work is not an ethics book which allows the author to freely express what he wants to teach. The explicit way seen is not effective and will make the reader being the foolish one. Because of the literary work is an aesthetic work which has the function to entertain the reader, and give emotional and intellectual pleasure, so the explicit way will decrease of the aesthetic value of the literary work itself. This way was used in several earlier Indonesian novels from *Balai Pustaka*, because it viewed fit to the mission of the governments to build up the good characters of the readers. Here, the author is called by *pujangga*, the special term that was seen is higher than the author (Nurgiyantoro, 2010:335 337).Communicating values explicitly is described through the figure below.

F. Kinds of Value

1. Moral Value

Moral is thing that related with skill to decide right and wrong of behaviors accepted by citizen. Morality contains belief about the nature of man, belief about ideals, what is good or desirable for its own sake, rules laying down what ought to be done, and motives that incline us to choose the right or the wrong course. Trusted (1987:1) state that "With inner thoughts and feelings controlling his or her actions". There are four characteristic of moral value as follows:

a. Moral value related to our responsibility Moral value related to our human personality. A special mark of moral values is the value associated with the responsibility of the human. Moral values lead someone to be guilty or innocent of their responsibility.

b. Moral value related to our conscience all values need to be recognized, and communicated. The special characteristic of moral value is this value raises the voice of our deep heart to ignore the bad things.

c. Moral value related to our obligation Moral value requires us to do something better every day. It has to be done totally, for example: the badminton players who want to be a champion have to train hard.

d. Moral value related to our formal life. Moral value is the highest values in the world, but it cannot separated to others values such as economic value, aesthetic value, and soon. For example: a seller applies moral value all at one while applies economic value. It proves that moral value cannot stand alone without other value.

There are some kinds of moral values that were argued by Setyoasih (2015) such as,

a. Tolerance

Tolerance is willingness to accept behavior and beliefs which are different from one and other, although you might not agree with or approve of them (Walter, 2008). Setyoasih (2015:21) argued that there are very practical concerns that follow from the glib idea that anyone is free to value anything.

b. Fairness

According to Waller (2008) Fairness is defined as the quality of treating people equally or in a way that is right or reasonable. Be fair is being fully separable from human well-being, we are faced with the prospect of there being morally "right" actions and social system that are, on balance, detrimental to the welfare of everyone affected by them (Harris, 2015:55).

c. Belief

Belief is a state or habit on mind in which trust, confidence, reliance, is place in some person or thing. Belief is something believed, statement or body of statement held by the advocates of any class of views; conviction of the truth of some 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. Kind-hearted

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 natures: Humane, compassionate. Kindheartedness is the quality or state of being kindhearted (Setyoasih, 2015:22).

e. Honestly

Honestly are estimable character; fairness and straight forwardness of conduct or adherence to be fact. Honestly is from subterfuge or duplicate truthfulness, and sincerity (Webster, 1981:1086).

f. Responsibility

Being responsible is to have control and authority over something or someone and the duty of taking care of it or them (Walter, 2008).

g. Bravery

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

 h. Enthusiasm

Enthusiasm is strong excitement of feeling on behalf of a cause of 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).

i. Love and Affection

Love is fell affection for. Love is a communications code word for the letter. Love is fell 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).

j. Loyalty

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

k. 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. Loving word is from love, a lover section or attitude. (Webster, 1981:1340)

l. 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).

m. 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).

n. Self-Confidence

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

o. Sincerity

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

p. Strong Belief

Strong is able to bear or endure; able to with-stand stress or violence; having or exhibiting moral or intellectual force, endurance or vigor (Webster, 1981:2265). Belief is a state or habit of mind in which trust, confidence, reliance, is place in some person or thing. Belief is something believed, statement or body of statement held by the advocates of any class of views; conviction of the truth of some 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).

2. Social Value

Social value is the term used to describe the additional value created as an indirect result of a publicly funded service being delivered (Compact Voice: 2012). It also can be said as form an important part of the culture of the society.

Values account for the stability of social order. They provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy, respect for diversity, care and protection of vulnerable people or children, etc. Values are the criteria people use in assessing their daily lives; arrange their priorities and choosing between alternative courses of action.

3. Educational Value

Today, education is only advanced scientific aspect intellectual intelligence of the children. For the formation of characters and culture nation within the students increasingly marginalized. The fragility of the character in the nation's cultural life can bring a setback in civilization. In contrast, a society that has character and a strong culture will strengthen the existence of a nation and state. That is why educational value is needed to be learnt. Education is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. No restriction is set on what is transmitted other than that. Cooper (1986: 15) states that educational value is the concept of value and rule that leads how to teach proper concept of a person, or an understanding that other people count or grasp of other people emoticon. Educational value related to develop other aspects: personality, morals and ethics, etc that has relation to the education.

G. Previous Studies

This sub-chapter will discuss the previous studies conducted by the previous researcher that relevance with the writer's study. The first thesis of

Hendra (2013) from *Universitas Pamulang "Unpam" Tangerang Selatan,* conducted a qualitative research with the title *"An Analysis of Characterization of The Main character Using feminism In Film Iron Lady"*, and the goal of the study to find out characterization of the main character using feminism, the writer uses qualitative methodology to analyze the data. The data consist of biography, journal, magazine, script and also watching the movie. At the same time the researcher knows what characterization of the main character and also feminism are indeed. The writer hopes that this research gives contribution element of film of film like characterization and also feminism.

The second thesis of Mitasari (2010), has studied about *"An Analysis Educational Values in Finding Nemo Movie"*. In this study, she finds out the educational values in this movie and also finds out the way educational value presented in the movie. The educational values in that movie she found some value that is love and affection, respectful, loyal and trustworthy, bravely, reliability of self, kind and friendly, sensitive and not selfish, honesty, leadership, and sacrifice. The third thesis of Ika Ayu Verawati (2017) entitled *"Educational Values Reflected in The Miracle Worker Movie"*. Her study is focus on observing educational values of the movie, while the writer observes educational values in general. From the previous studies above, there are many similar studies about movie, but it has difference focus itself.

The first study about characterization of the main character using feminism, the writer uses qualitative methodology to analyze the data. The data consist of biography, journal, magazine, script and also watching the movie. The

second and the third study are similar to find out educational values in the different movie. But, study has a little similarity with the writer's study that is focus on the educational values of the movie. But, the third study is focus on observing educational values of the movie, while the writer observes educational values in general. Besides, the movie that is used in this study and the writer's movie are really different. From the previous studies above, there are many similar studies about movie, but it has difference focus itself. The title of movie used by one researcher and the other researcher is also not same title. As far as the researcher knows, there is no study that observes educational values in *"The Miracle Worker"* movie in general

Based on the research above, the researcher wants to analyze the values that reflected by characters in "*Dead Poem Society*" Movie. In this research, elaborated the following question, what values are reflected by the characters in "*Dead Poets Society*" movie. This movie as one of data sources to get the values by watching the movie. The difference of my research between the first previous studies is the researcher just wants to know values that reflected by the characters in this movie by analyzing the evidence from the dialogues and the character's actions in the film by using descriptive method. This movie describes about a lot of things, problem between students and their parents also students with their school. This research is based on understanding of teacher character toward his duty as an educator. The differences my research between second and third previous studies are that research find out the only educational values in the movie. But, in my research find out values in general, that values reflected by the

characters in the Dead Poets Society Movie, not just educational values. Dead Poets Society Movie setting in academy or high school. This movie also tells a lot of things, problem between students and their parents, students and their teacher, also students and their school.