CHAPTER II

REVIEW OF RELATED LITERATURE

The review of 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 moral value, movie, review of movie studies and review of previous studies.

A. Moral Value

This sub-chapter will discuss the definition of moral in general, the definition of value in general, the definition of moral value, and types of moral value.

1. The Definition of Moral

Moral is important in the society. Moral is about the good and bad human behavior. A good behavior will carry into a good life. According to Earle (1992), Moral is almost synonymous with ethics. Ethics and moral have meaning usage, character, personality, manner. Every people has different moral in the daily life. So, to keep the peace in the society, it can be attained by respecting another with their morality. The morality is one of the human characteristic. People could live in peace together in the world if they could control their morality.

The opinion also clarified Sigelman (1995) into 3 components of morality:

a. An *Affective, or* emotional component, consisting of the feeling (guilt concern for other feeling and so on) that surround right or wrong action and that motivate moral thoughts and actions.

b. A *cognitive* component, centering on the way we conceptualize right and wrong and make a decision about how to behave.

c. A *behavioral* component, reflecting how we actually behave when. For example, we experience the temptation to cheat or are called upon to help a needy person.

Morality is conformity to the moral code of the social group. Henry (1994) stated moral code is a product of gradual social evolution, like language, or manners or the common law, and that, like them, it has grown and evolved to meet the need for peace and order and social cooperation. Moral is a law in the society to get reconcilement in the society. It consists of language, manners and law.

To act in a moral way means, thus, to act in conformity to group standards of conduct. Hurlock (1985: 386) stated that unmoral or non moral behavior, on the other, is behavior which, even when unfavorable to the group, is so, not because of intend harm on the part of the individual, but rather owing to ignorance and lack of knowledge of what is socially approved. Then, Hurlock (1956) stated True Morality is behavior which conforms to social standards and which is also carried out voluntary by the individual. It comes with the transition from external to internal authority and

consists of conduct regulated from within. It is accompanied by a feeling of personal responsibility for the act.

Besides related to the society, moral also related to the religion. Religion has good relation with moral. Bertens (1997) stated every religion contains a moral guide to get good behavior of its adherents. In our day life, the strongest motivation to the moral behavior is religion. Henry (1994) stated that while religion often serves as a force that strengthens adherence to moral rules, the appropriate moral rules themselves, and the nature of our duties and obligations, have no necessary dependence on any theological doctrine or religious belief. Religion serves to make our obedience to the moral in a society become strong.

2. The Definition of Value

Value is an important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable. Values have major influence on a person behavior and attitude and serve as broad guidelines in all situations. Bertens (2005: 139) stated that value is something fun and exciting that we look for or simply it is something delighting and something good. While Hans Jonas (in Bertens, 2005: 139) defined that value is *addressee of a yes*. It means that something valuable accepted as something good. Murdiatmadja as quoted by Mulyana said that values has characteristics, that are values is an abstract reality (cannot be caught by senses, but it is real), normative (something that is ideal should be wanted), and has a function to be human motivator (Doroeso, 1986: 17).

According to Schwat (1973: 3) the main features of the conception of basic values implicit in the writings in many theorists and researchers as follows:

a. Values are beliefs. But they are beliefs tied inextricably to emotion, not objectives, cold ideas.

b. Values are motivational construct. They refer to the desirable goals people strive to attain.

c. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

d. Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.

e. Values are ordered by importance relative to one another. Peoples' values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

Based on the definition above, human life always associates with values, and values must be instituted. The best way to realize it is by educational effort. Value is unlimited. It is very difficult to find values limits because values is always related to human activities which is very complex. Despites, the effort to formulate it has been done and must be appreciated. Values can be defined as abstract concepts in human self. It is about something belief is good or right, and bad or wrong.

3. The Definition of Moral Value

Jennifer (1987) stated that judgments are verbally embodied in statements, sentences that assert that something is or is not the case and can therefore be true or false.As we shall see there are different kinds of judgments, moral (and aesthetic) judgments are commonly called value judgments. Jennifer (1987: 7) also stated there are diverse opinions as to the nature of value judgments and many philosophers would deny that value judgments are genuine judgments, in that they would deny that judgments of moral (and aesthetic) content are assertions. Moral values related to the peoples' judgment to the other. They judge based on existing regulations in the community itself. People who have good morals that means they abide by the rules that exist in the community. In addition, they also have good behavior.

Moral values related to human behavior and personality. Besides that, the moral values are also associated with human nature. In society, people will judge in a good value when they have good behavior, personality, and nature. In addition they also always obey to the rules of that society. In order that children can have a good moral behavior, parents should teach good things to their children. Parents should set a good example to their children. Lickona (1976: 3) stated that moral value is evaluation of action believed by members of a given society to be right.

Then, Bertens (1997) stated that there are four characteristic of moral value. There are as following:

a. Moral value is related with responsibility

Moral value is related with human personality, but beside moral value we also automatically can say other values. Moral value makes people wrong or not, because he/she has responsibility. Especially moral value is related with human personality of responsibility. Moral value just can be real in action wholly if it became responsibility of the involvedperson.

b. Moral value is related with pureheart

All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that the result of it, painting want to be showed, and music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristics of moral values is this value will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value.

c. Obligation

Moral value obligates us absolutely and it cannot be compromised. Other values need to be real and admitted, for example, aesthetic value. Educative and cultural person will admit and enjoying aesthetic value. But in different people cannot we blame. Moral value obligates us as such, without requirement. For example, honesty orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player want to be champion, he/she must try hard. It's a must to be champion, but there is a limitation.

d. Formality

Moral value is not stand-alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply economic values. Moral values are nothing without other values. It is form offormality.

If we take rights (and laws) as the embodiment of obligations and duties then we can appreciate that they are determined by our moral principles and social values. They also help to mould those principles and values; there is interdependence as with morality and the law. The problem of rights is the problem of deciding where our social obligations lie and this will depend on our social values (Jennifer, 1987: 157).

4. **Types of Moral Value**

Richard and Linda (1993) stated that there are two kinds of value. They are value of being and value of giving. Both of them have each kind of moral value, they are as following:

a. **Value of being**

Value of being begun with the development of a quality or an attitude within ourselves that determines how we behave and how we treat of others. It includes:

(1) Honesty

Honestly with other individuals, with institutions, with society, with self. The inner strength and confidence that is bred by exacting truthfulness,

trustworthiness and integrity.

(2) Bravery/Courage

Daring to attempt difficult things that are good. Strength not to follow the crowd, to say no and mean it and influence others by it. Being true to convictions and following good impulses even when they are unpopular or inconvenient. Boldness to be outgoing and friendly.

(3) Peaceability

Calmness. Peacefulness. Serenity. The tendency to try to accommodate rather than argue. The understanding that differences are seldom resolved through conflict and that meanness in others is an indication of their problem or insecurity and thus of their need for your understanding. The ability to understand how others feel rather than simply reacting to them. Control of temper.

(4) Self Reliance (Confidence) and potential

Individuality, Awareness and development of gifts and uniqueness. Taking responsibility for own actions. Overcoming the tendency to blame others for difficulties. Commitment to personal excellence.

(5) Self-disciplin and moderation

Self dicipline in physical, mental, and financial self-discipline. Moderation in speaking, in eating, in exercising. The controlling and bridling of one's own appetites. Understanding the limits of body and mind. Avoiding the dangers of extreme, unbalanced viewpoints. The ability to balance self-discipline with spontaneity.

(6) Fidelity (Purity) and Chastity (Pureness)

The value and security of fidelity within marriage and of restraint and limits before marriage. The commitments that go with marriage and that should go with sex. A grasp of the long-range (and wide-spread) consequences that can result from sexual amorality and infidelity.

b. Value of giving

Richard and Linda (1993) also stated that the values of giving is that values need to be practiced or provided which would then be accepted as a given. It originates as gift to others and then goes on to influence who we are. Values of giving include:

(1) Loyalty and Dependabelity (Trust-worthy)

Loyalty to family, to employers, to country, church, schools, and other organizations in which commitments are made. Support, service, contribution. Reliability and consistency in doing what you say you will do.

(2) Respect

Respect for life, for property, for parents, for elders, for nature, and for the beliefs and rights of others; courtesy, politeness, and manners; self-respect and the avoidance of self-criticism.

(3) Love and affection

Individual and personal caring that goes both beneath and beyond loyalty and respect. Love for friends, neighbors, even adversaries. And a prioritized, lifelong commitment of love for family.

(4) Sensitive and Unselfishness

Becoming more extra-centered and less self-centered. Learning to feel with and for others. Empathy, tolerance, brotherhood. Sensitivity to needs in people and situations.

(5) Kind and Friendly

Awareness that being kind and considerate is more admirable than being tough or strong. The tendency to understand rather than confront. Gentleness, particularly toward those who are younger or weaker. The ability to make and keep friends. Helpfulness. Cheerfulness.

(6) Justice (Fair) and Mercy (Humane)

Obedience to law, fairness in work and play. An understanding of natural consequences and the law of the harvest. A grasp of mercy and forgiveness and and understanding of the futility (and bitter poison) of carrying a grudge.

B. Movie

This sub-chapter will discuss the definition of movie, kind of movie, and Frozen 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).

Beside film is as economic commodity, film also has a function to inform, to educate, and to entertain. *UU Republik Indonesia (1992: 8)* stated that film is the part of audio-visual mass media communication has a function to be information tool, education, cultural development, entertainment, and economic. Today, many people like to watch the movie, for entertainment or get some information. A movie can give many beneficial things for many people. According to the usage, movie can tell that someone doing in other country or it can show what the people wish.

2. **Kind of Movie**

There are several kinds of movie or film as follows:

a. Action – These types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature, your keyword is Action. In these movies, it's usually a fight between the good guys and bad guys, i.e. Fight Club.

b. Adventure – Do you like thrilling stories that take you to wondrous places? They are similar to action films but the action may be less and more weight will be given to experiences. Indian Jones movies belong to this category.

c. Comedies – They are loved by young and old for the feel good content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example.

d. Crime and Gangster Films – Such films trace the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, i.e. Gangs of New York.

e. Drama films – They are sensible movies with a strong plot. Dramas depict true stories or real- life situations. The character development is noteworthy, i.e. Little Women.

f. Epics/Historical films – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. Ben Hur is a classic example. Historical movies tend to pay homage to a legend or hero.

g. Horror – You either loves them or hates them. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. i.e Jaws.

h. Musicals/Dance films – These are entertaining films that are based on full scale scores or song and dance. They can either be delightful, light-hearted films for the while family (i.e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.

i. War films – These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological

damage to soldiers and the pain of families waiting at home. i.e. Flags of Our Fathers.

j. Westerns – This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. Remember Butch Cassidy and the Sundance Kid?

k. Animation – Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. i.e. Finding Nemo

l. Thrillers – They differ from Horror because they are more provocative than scary. i.e. The Bone Collector.

m. Sci-Fi – If you like futuristic scenes, movies like Star Wars will intrigue you. They can be classified as adventure films too.

3. Frozen Movie

Frozen is a 2013 American 3D animated musical fantasy film, created and produced at Walt Disney Animation Studios and distributed by Walt Disney Studios Motion Pictures. The film uses the same style as Tangled. It is the 53rd animated feature in the Disney Animated Canon. It also features the 12th and 13th members of the Disney Princess line-up, Anna and Elsa. It is the fifth film in, what is generally considered, the Disney Revival Era.

Frozen underwent numerous story treatments for several years, before finally being commissioned in 2011, with screenplay written by Jennifer Lee, and both Chris Buck and she serving as directors. The film

features the voices of Kristen Bell as Anna and Idina Menzel as her older sister Elsa the Snow Queen, in both speaking and singing roles, along with Jonathan Groff playing the role of mountain man Kristoff, Josh Gad as Olaf the Snowman, and Santino Fontana as Prince Hans of the Southern Isles. Christophe Beck, who had worked on Walt Disney Animation Studios' award winning short Paperman, was hired to compose the film's score, while husband and wife songwriting team Robert Lopez and Kristen Anderson Lopez wrote the original songs.

This film is inspired by Hans Christian Andersen's fairy tale The Snow Queen. Keyle (2005) stated that frozen movie is a great big snowy pleasure with an emotionally gripping core, brilliant Broadway style songs and a crafty plot. It tells the story of a brave princess who have a stranger sister. The stranger sister has magic power she can produce ice from her hands. But if she cannot control her power, it can make a big problem for herself.

Frozen is a fairy tale about true love. But this time, the prime love in play is between sisters, not a young and blushing couple. In Frozen, love not only makes everything better, it makes us better, too. As we're told by a passel of singing trolls: "We're only saying that love, of course, is powerful and strange/People make bad choices if they're mad, or scared, or stressed/Throw a little love their way and you'll bring out their best/True love brings out their best!" (Paul Asay, 2015).

C. Jennifer Lee

Jennifer Lee with the full name Jennifer Michelle lee (Jennifer Michelle Rebecchi) was born in Rhode Island, U.S, October 22th 1971. She graduated from Columbia University School of the Arts' Film Program with an MFA in film in 2005. She is an American screenwriter, film director, and chief creative officer of Walt Disney Animation Studios. She is best known as the writer and director of *Frozen* and its sequel *Frozen II*, the former of which earned her an Academy Award for Best Animated Feature. Lee is the first female director of a Walt Disney Animation Studios feature film.

The first female director of a feature film that earned more than $1 billion in gross box office revenue. She has won one Academy Award, BAFTA Award and Annie Award, and has been nominated for one BAFTA Award and two Annie Awards. While at Columbia, she won several awards for excellence in screenwriting and gave birth to her daughter, Agatha Lee Monn.

Her script for *The Round Up* was a quarter-finalist in the Nicholl Fellowships in Screenwriting competition in 2009 and was subsequently optioned by Appian Way Productions. In March 2011, Phil Johnston, a former classmate at Columbia, called Lee to ask her to join him at Disney Animation in Burbank to help him write *Wreck-It Ralph*. What was supposed to be a temporary eight-week writing gig eventually turned into a much longer commitment. First, she was asked to stay on until *Ralph* was finished. She then became involved with *Frozen*, initially as screenwriter and later as co-director with Chris Buck. When Lee was brought on board, she helped transition the film from an action-adventure to

"more musical, with more comedy". She worked closely with the songwriters (Robert Lopez and Kristen Anderson-Lopez) in the writing of the script. *Frozen* gave her the opportunity to celebrate "wild and wonderful" girls like her childhood self, and her daughter, Agatha. It was also the highest-earning film with a female director in terms of domestic earnings, until surpassed by Warner Bros.' *Wonder Woman*.

On May 17th 2014, Lee delivered the commencement address to the class of 2014 at her alma mater, the University of New Hampshire. She revealed that she had struggled with self-doubt while growing up, and then in April of her junior year of college, her boyfriend was killed in a boating accident, after which she felt "no doubt, only grief and for a brief moment better than to waste a second doubting ". Years later, that memory would help her overcome her initial doubt over whether she was good enough to apply to Columbia. At Columbia, Johnston recognized she was talented but insecure, and one day asked her to "promise that you'll leave it out of your work, just know that you're good enough and move on". She concluded: "If I learned one thing it is that self-doubt is one of the most destructive forces". It makes you defensive instead of open, reactive instead of active. Self-doubt is consuming and cruel and my hope today is that we can all collectively agree to ban it ... Please know, from here on out, you are enough and dare I say, more than enough." UNH then awarded her the honorary degree of Doctor of Humane Letters.

In September 2014, it was announced that Lee and Buck would co-direct a short film featuring the *Frozen* characters called *Frozen Fever*. It was

released in March 2015. Lee was one of several Disney writers and directors who received credit for "Creative Leadership" on the 2014 film *Big Hero 6* and the 2016 film *Moana*, and received screen credit as one of the writers who developed the story for the 2016 film *Zootopia*.

In August 2014, *Variety* reported that Lee's next project after *Frozen* would be an adaptation of Madeleine L'Engle's 1962 novel *A Wrinkle in Time*. After the news broke, Lee tweeted: "Been in love with the book for over 30 years. Writing this script means the world to me". Catherine Hand, the executive producer of the 2003 television film version, and Jim Whitaker produced for Disney, and Ava DuVernay directed the film, based on Lee's script. *A Wrinkle in Time* was released in March 2018.

On March 12th 2015, Disney announced that Lee and Buck would co-direct a full length sequel to *Frozen*. In June 2018, Lee was named the chief creative officer of Walt Disney Animation Studios, following John Lasseter's departure from Disney.

Lee married Robert Joseph Monn. on May 30th 1999, and then they later divorced). They have a daughter Agatha Lee Monn. (born in 2003), who voices pre-teen Anna for the middle verse of "Do You Want to Build a Snowman?" in *Frozen*. Lee and her daughter now live in the San Fernando Valley in Los Angeles County, California. In November 2019, Lee confirmed that she is in a relationship with actor Alfred Molina.

D. Review of Movie Studies

According to Richard (2000: 1-9) movie studies or film studies is an academic discipline that deals with various theorical, historical, and critical approaches to films/movies. In searching for these social social-ideological values, Sikov (2010: 1-4) stated that movie studies takes a series of critical approaches for the analysis of production, theoretical framework, context and creation. There are many elements of literary work from the movie, such as :

1. Setting

Setting is the place the story happened or created, in choosing the setting the directors have to make some consideration because it also supports the success of the movie. Elements setting divided into three: setting place, time and social.

a. Setting place is the setting direct to located and where the stories happen.

b. Setting time is setting direct when the story happens.

c. Setting time include event, time of second, minutes, o'clock, day, month, year, etc.

d. Setting social is setting explain the way of social life society there are include problems and habits in society. Setting social include the habit of life, customs, tradition, belief, how to think, etc.

2. Character and Action

Character is the attitude or personality rolled by actor or actrees in a movie. Character may be presented mainly through description and discussion in a more dramatic manner by the author's simply reporting the

characters speech and action (Little, 1970:89). Character is divided into two: the main or major character and minor character. Major character is the most important ones in terms of the plot. While, minor character is a major proponent of character, not really sometimes involved in within the action at all. Characterization is the ability of the author to create the imaginary persons.

3. **Plot**

Plot is all of the series of the events or scene from the start until to the end of the movie. Plot is the story contain the order story happens that found casual relationship.

The important elements of plot:

a. Conflict : The basic tension, predicament, or challenge that propels a story's plot.

b. Complications : Plot events that plug the protagonist further into conflict.

c. Rising Action : The part of a plot in which the drama intensifies, rising toward the climax.

d. Climax : The plot's most dramatic and revealing moment, usually the turning point of the story.

e. Resolution : The part the plot after the climax, when the drama subsides and the conflict is resolved.

4. **Theme**

Theme is something that has traditionally concerned writers and that therefore is a legitimate concern of readers. The theme of a work of literature

is as we have seen what it has to say-it basic subject. Our view of the theme of a work as a whole will have some closer related to our view of every part and aspect of the style and placement of an item of description on the first page, the handling of minor character or episode in the middle, the particular language, meaning and feeling of last sentence.

5. **Point of view**

Point of view is the angel from which the story is told. Types of point of view:

a. First person : story told by the protagonist or a character who interacts closely with the protagonist or other characters. The speakers uses the pronouns "I", "me", "we". Readers experiences the story through this person's eyes and only knows what he/she knows and feels.

b. Second person : story told by a narrator who addresses the reader or some other assumed "You".

c. Third person : story told by a narrator who sees all of the action. The speakers uses the pronouns "he", "she", if", "they", his", "hers", its", and "theirs".

d. Innocent Eye : story told through child's eyes, narrator's judgment is different from that of an adult.

e. Stream of Consciousness : story told so readers solely experience a character's throughts an reactions.

6. **Moral Value**

Moral value are the result of the process comprehension implementing of God and Humanity values in life.

a. The value of being is a value within human being involved into behavior and the way we treat others.

b. The value of giving is a value that need to be practiced or provided which would then be accepted as giving.

E. Review of Previous Studies

Some researchers have been conducted study about moral values. Their studies are different each other. Here are the studies about moral values:

The first previous study conducted by Sari (2019). The methodology of this study was descriptive qualitative method. This study used purposive sampling technique was used to determine the sample of this research. The aimed of this study was to analyze categories of moral value and to find the benefit of reading in "Gulliver's Travel" novel. There was a study about moral value from Setiawan (2014). This study used descriptive qualitative method. The data was the movie "Rise of the Guardian". The aimed of this study was to analyze the moral values in "Rise of The Guardians" movie. The last study by Yasa (2014) used content analysis design in qualitative approach. The study aimed to find out and analyze the moral values show in story "The Golden Touch" and the application in English Language Teaching. Therefore this research used content analysis design in library research approach. The aim of this research was to find out the moral

values that found in frozen movie that ever famous in the world. This study has never been conducted before by other researchers in research gap.

Not only have differences in research design, but also how to collect the data in the research. The first pervious study by Sari (2019) was collecting the data by using documentation, observation and oral comments from another reader. The second study by Setiawan (2014) was collecting the data by analyzing and watching the movie. The last previous study by Yasa (2014) that collecting the data by reading the story, identifying, analyzing and giving comment on the content of the story. Therefore this study was collecting the data by watching the movie, identifying and analyzing about the moral value that found in frozen movie.

Those previous studies also have differences each other about the moral values. Sari (2019) found the moral values of "Gulliver's Travel" novel, like commitment to something greater than oneself; self respect but still humble to others; self-discipline; respect and caring for other; courage and faith. From those moral values, the researcher hopes that it can be used by human as behavior in their life. The other study by Setiawan (2014) found the moral values of "Rise of the Guardians" movie, such as: responsibility, honesty, love and affection, strong belief, enthusiasm, bravery, goodhearted, loyalty, peace loving and perseverance, sacrificing for other, sincerity, and self-confidence. From those moral values, the researcher hopes that it can build the good character for human. The last study by Yasa (2014) also found the moral values in "The Golden Touch" short story. There are positive and negative moral values on this short story. The positive

moral values are love, care, responsibility, wise, regretful, and self-confidence. The negative moral values are arrogant, greedy, gripe, and avaricious. From those moral values, the researcher hopes that it can be used as a guide to understand in real situation. While this research also found the moral values in "Frozen" movie, such as: love, good consideration, responsibility, peacefulness and so on. From those moral values, the researcher hopes that it can make the people think twice before do act based on the cover and make the people always learn everytime and everywhere. So, it makes the human lifestyle better than before because the moral values in Frozen movie are suitable for all ages.

The object of those previous studies also have different each other. Sari (2019) used novel as an object entitle "Gulliver's Travel". The second previous study conducted by Setiawan (2014) used movie as an object entitle "Rise of the Guardians". The last previous study used short story entitle "The Golden Touch" in Nathaniel Hawthornes (Yasa, 2014). Therefore, this study used "Frozen" movie as an object. This study has different genre movie with Setiawan's study. The genre of Setiawan's study is fantasy comedy but the genre of this study is fantasy musical with the theme about family and true love.

Based on those previous studies above, the researcher chooses *Frozen* movie to find out the moral values that found in this movie. This study used content analysis in library research approach. The object of this study was movie itself. This movie was fantasy musical movie. So, it was suitable for all ages. It is the reason why the study is necessary to be conducted.