

CHAPTER II

REVIEW OF RELATED LITERATURE

The review related literature is very important in a research. It is a basic theory concerning with the formulation problems and the goal of the research. This chapter describes related literature about literature, value, moral, moral messages, moral messages in movie, the ways messages conveyed, movie, movie genres, previous study, and movie synopsis.

A. Literature

Literature has many differences in definition. Some people interpret literature as art of a language, some of them also interpret them as a feeling's expression media. Literature is a term used to describe written and sometimes spoken material. The term of literature commonly used to refer works of creative imagination, such as poetry, drama, fiction and not fiction and some instances, journalism, and song. According to previous description of literature, literature not only has one or single definition only. Some experts have different opinion about literature definition based on social condition and time.

According to Ade & Okunoye (2008:3), "literature is imaginative thoughts and feelings in creative, powerful, and effective form". Literature is a work of imaginative thoughts form that very effective in expressing feelings. Then, according to Bressler (1994), "literature is imaginative or creative writing work". It means, literature is a kind of imaginative work. Imaginative work that expressed through art of writing and language that can express thoughts also feelings.

Literature for language user is a media for them expressing their feeling in creative way.

Literature works primarily by emotion and experience (Eagleton, 1996). According to (Bennett & Royle, 2004), Literature is the kind of writing which most persistently and most provocatively engages with the uncanny aspects of experience, thought and feeling. According to Russian formalist' argument (in Dobie, 2011:35) literature is a systematic set of linguistic and structural elements that can be analyzed.

According to some previous definition from experts, the researcher concludes that literature is a way to express feeling, emotion, thought and experience of someone in a real life by their own imagination. Literature is a systematic set of linguistic that have structural elements and each element can be analyzed. Literature works primarily by emotion and experience and served as an art. Literature has several benefits such as, many information, experiences, knowledge, vocabulary, language style in the literature. Literature also can make the reader can feel the emotion in a literature. Based on some previous definition also literature is a kind of art. It can be form of text, novel, poem, song, drama.

B. Value

Value is a belief shared by a member of a culture about something good and bad. Values is an important ideal on a persons' behaviors and attitude. Value is an abstract thing but still real. Value can be sense by people about something good and acceptable or not.

Values have been variously defined as things which are considered 'good' in themselves (such as beauty, truth, love, honesty, and loyalty) and as personal or

social preferences (Halstead & Taylor, 1996). According to Raths, Harmin and Simon (in (Halstead & Taylor, 1996:5) describe values as beliefs, attitudes, or feelings that an individual is proud of, is willing to publicly affirm, has[sic]been chosen thoughtfully from alternatives without persuasion and is [sic] acted on repeatedly.

According to Schwartz in Schwartz (2012) the main features of the conception of basic values implicit in the writings in many theorists and researchers as follows:

- a. Values are beliefs linked inextricably to affect. When values are activated, they become infused with feeling. People for whom independence is an important value become aroused if their independence is threatened, despair when they are helpless to protect it, and are happy when they can enjoy it.
- b. Values refer to desirable goals. People for whom social order, justice, and helpfulness are important values are motivated to pursue these goals.
- c. Values transcend specific actions and situations. Obedience and honesty values, for example, may be relevant in the workplace or school, in business or politics, with friends or strangers. This feature distinguishes values from norms and attitudes that usually refer to specific actions, objects, or situations.
- d. Values serve as standards or criteria. Values guide the selection or evaluation of actions, policies, people, and events. People decide what is good or bad, justified or illegitimate, worth doing or avoiding, based on possible consequences for their cherished values. But the impact of

values in everyday decisions is rarely conscious. Values enter awareness when the actions or judgments one is considering have conflicting implications for different values one cherishes.

- e. Values are ordered by importance relative to one another. Peoples' values form an ordered system of priorities that characterize them as individuals. This hierarchical feature also distinguishes values from norms and attitudes.
- f. The relative importance of multiple values guides action. Any attitude or behavior typically has implications for more than one value.

Based on the previous definition, human life cannot be separated from values. Values always associates with human life. Values are personal believe. Values help us in distinguish what is right from and what is wrong and can lead us in a meaningful way. Even values are an abstract thing, but it still real and important.

C. Moral

Moral can be defined as a term of logic that a human's principle, action, or character is true or false, is it right or wrong and good or bad view of the goodness or badness of human action and character. Morality concern in what is good or right in peoples' relationship with others. Understanding morality is to be specific about definitions of good or bad and right or wrong, since these terms can be used in several different ways (Birnbacher, 2013). According to Tales J.E. (2000:2), the words "Moral" and "Ethical" are often used almost as synonyms. Ethic and ethical derive from Greek "Ethos", means usage, character, and personal disposition. Moral itself derive from Latin, and it means customs, manners, also character.

According to Hurlock Elizabeth (1997), word “Moral” comes from Latin word “mores”, it means manners, custom and folkways. Moral behavior means behavior in conformity with the moral code of the social group. It is controlled by moral concept the roles of behavior to which the numbers of culture have become accustomed and which determine the expected behavior patterns of all group members.

Based on the previous explanation from the expert, moral is used by human to explain others action behaviors. Moral is important and absolute thing that must be owned by human in the world. Moral is related with individual socialization process. In the relation to the values, moral is part of values, and people call it moral values. Understanding something good and bad is relative, but it is important. It means, not all people have same understanding about what and which one is good. Someone’s opinion about moral values can be different, it depends on their own point of view, their neighborhood, also their view of life.

D. Moral Messages

Moral values derive from two words, there are ‘Moral’ and ‘Value’. Moral comes from Latin word “mores”, it means manners, custom and folkways (Hurlock, 1997). Values is a beliefs, attitudes, or feelings that an individual is proud of (Halstead & Taylor, 1996:5). Moral values are a principle in judging human action is true or false. Moral value can be used as a doctrine of good or bad about person’s behavior in daily life.

Moral values are taught in moral education as an acceptable, valuable, and cherished qualities in developing a character. Moral values are the result of comprehension process implementing humanity values in life. This value will lead

human knowledge and creativity appropriately (Eyre & Richard, 1993). Moral value related to the people's judgments others action. People judge based on existing regulations in their community. People who have good morals means they obey the rules that exist in the community. They also have good behavior because they obey the rules. Our moral standards may not be precisely the same in all respects as those our friends or neighbors or countrymen, but they are remarkably similar (Hazlitt, 1972:7). Moral values related to human behavior and personality. Moral value is also associated with human nature. In a society, people tend judging people's behaviors and personality good or not. People judging their behaviors and personality by looking how much they obey rules in a society. People who obey the rules can have a good moral.

In short, moral value is about people belief on bad or wrong action and behaviors. Moral values show the rule of good attitude and culture of individual behavior also group behaviors. In literature work, moral value is an author message shared to the reader about good or bad conduct. The author hopes, the reader can learn good behaviors and avoid the bad behaviors.

E. Moral Messages in Movie

Moral messages in a movie almost same as in a novel. Movie usually adapted from a novel, and the producer of a movie will take good actor and actress that suitable and can act better in their role according to novel and the script. Moral messages are a message that the writer of the novel or movie script want to convey to their reader or audiences.

According to Eyre & Richard (1993) there are two kinds of moral messages. They are value of being and value of giving. Both have each kind of moral value, they are:

1. Value of being

Value of being begun with the development of quality and attitude within ourselves. Value of being is a value that evolved with human beings in the way human treat others.

- a. Honesty

Honesty mean uprightness of character or action. Honesty implies a refusal to lie, steal, or deceive in anyway. According to Albert Hendra Wijaya (in Batubara, 2015), Honesty is admit, say and give information based on the truth. Honesty can be recognized by looking at people who say something based on the truth. People who have honetsy in them can be trusted.

- b. Courage

Courage is mental or moral strength to venture, persevere and withstand danger, fear, or difficulty. Courage is a synonym of bravery. According to Shelp (in Woodard & Pury, 2007:135) four components of courage to recognize courage are: (1) free choice to accept or not accept the consequences of acting, (2) risk or danger, (3) a worthy end, and (4) uncertainty of outcome. People who have courage can be recognized by their action that whitstand danger for worthy end purpose even they do not know the upcoming outcome.

- c. Peace ability

Calmness, serenity, and peace ability are values. It means help others as well as they treat to themselves in order feel better. Peace ability is an ability in understanding how others feel not only simply reacting to them but also can take an action to solve the problem and controlling temper. According to Hakvoort & Oppenheimer(1998), peace is perceived to include two core values: “nonviolence” and “social justice.” Positive peace should include references to conditions that lead to longevity and optimal life conditions. We can conclude people who have peace ability are people that have a ability to make a better conditions and tried to avoid violence.

d. Self-Reliance and potential

Individuality, awareness, and development of gifts and uniqueness. This value mean taking responsibility for own action. Commitment to personal excellence. According to Lowe (2013), self-reliance is being true-to-self and is lived by being responsible, disciplined, and confident. Self-reliance can be recognized by looking at people who trusting their talent and can make a benefit for themselves and another people, and they have confident with their talent but still have responsible for what they do.

e. Self-Discipline and moderation.

Self-discipline means being able to motivate and manage ourselves. Controlling ourselves and managing our time. Moderate mean calm

and temperate. According to Zhao & Kuo (2015), self-discipline is the ability to continue with a task and suppress distracting responses when approaching a goal. Self-discipline need conscious effort in controlling individual's behavior, thinking and emotion. People who have courage can be recognized by looking at people who have high self-control in controlling their action and stay on their schedules or behaviour.

2. Values of giving

Values of giving are values that need to be practiced and accepted as a given. Values of giving includes:

a. Loyalty and Dependability (Trustworthy)

Loyalty is the quality or state or an instance of being loyal or faithful. Loyal in here can be a support, service, and contribution. Dependable or reliable is become capable of being trusted. According to Hildreth (2016), loyalty manifests in "Loyalties," or relationships between the self and the object of one's loyalty. The "Loyal" or "Loyalists" are those who subscribe to the principle of loyalty with respect to specific objects. Loyalty of someone can make the person dependability. Loyalty can be recognized by looking at people who loyal in specific person or object.

b. Respect

Respect is a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements. Respect can be such as respect for life, parents, nature, elders, property, manners, and politeness. According to Darwall (2009), Respect is the fitting response to dignity, as esteem is to the estimable, desire is to desirable, and so on. Respect here can be recognized by looking at people who acknowledge people by its dignity as person and addressed by their dignity.

c. Love

Personal caring that goes both beneath and beyond loyalty and respect. Love is feeling caring for someone or something. Love for dear friends, neighbors, themselves. According to Peck (2002), one of way to recognize love is when people have something it is value to them and spend time with it, enjoying it and time taking care of it. Love here can be recognized by looking at people who spend caring for someone and something, also spend their time with them.

d. Kindness and Friendliness

Kindness and friendliness are a quality being kind and friendly. It involves parts of other values like sympathy, empathy, courage, faith, etc. According to Mongrain, Barnes, et al. (2018), engaging acts of kindness could serve as an antidote to habitual behaviors related to low agreeableness that antagonize others. Kindness and friendliness here can be recognized by looking at people who make

an action in order to improve relationship and reduce habitual behaviors related to low agreeableness and antagonize others.

e. Justice

Justice is something we should all be prepared to accept. Justice also obedience to law and rules, fairness in a work or play. An understanding of natural consequences and the law of the harvest. According to Rawls (1971:3), justice is the first virtue of social institutions as truth is of systems of thought. Justice can be recognized by looking the fact that people who are so strongly concerned with issues of morality and justice in their own lives and the lives of others and that they ever so often struggle with finding the right balance between what is “right” and “wrong”. (Sabbagh & Schmitt, 2016:66-67)

F. The Ways of Moral Messages Conveyed

There are two ways of conveying moral messages in movies according to (Nurgiyantoro, 2002:335-339), there are:

a. Direct Convey

The direct way of conveying moral messages seems identical in a way describing characters through some explanation and direct telling. In conveying moral messages, the writer directly describes the characterization each character and makes the reader comprehend the story. It means, the moral which the director wants to convey in a movie is for giving advices to the viewers directly. It means that the audiences are indeed capable of comprehending what the director means easily.

b. Indirect Convey

The messages convey indirectly are implicit in the story and coherent with the others elements. The director will not convey the messages directly in this case. The director wants to convey the messages to the viewers through the stories events, conflict, and conduct of each character.

G. Movie

Movie is a motion picture telling a story to entertain the viewer. Movie or films resembles painting, music, literature, and the dance (Arnheim, 1957:8). Movie or films is moving picture. Moving picture are the essence of film. These moving pictures which are the essence of film are realistic. But, not only moving pictures, they are usually more than that. They contain other elements, notably sound. The point is merely that a minimal definition of the kind film requires reference only to moving images because anything which displays moving image will count as a film, whatever other features it has (Allen & Smith, 1997:46-47).

In the movie theory, movie also have genres as movie categorization. The main types are often used to categorized movie genre, setting, mood, and format. Setting defined as movie's location. Mood defined as an emotional charge in a movie. Format defined as the way movie presented and viewer target. A movie can talk about history is known as documentary movie, human behavior, and science or knowledge. Movie contain moving pictures, sounds, music, and story that can entertain the viewer.

H. Movie Genres

Genre is a category of artistic composition, characterized by similarities in form, style, or subject matter. More specifically, a film genre is a motion picture category based on the narrative elements that relate to the main driving force behind the story arc. According to Mariani, Luciano, & Eu (2019), there are of several ways to classify films: for example, we can make reference to the kind of stories being told (melodrama, comedy, biopic ...), or to the basic topic dealt with (sport and historical films, documentaries ...) or to the way images are produced (animation films) and even to more general criteria ("auteur" films, "avant-garde" or experimental films ...) or geographical criteria ("national" and "foreign" films, "international" films like science fiction, musical or pornographic films and "regional" films, like the blaxploitation movies (US movies produced between 1970 and 1975, starring black actors and originally targeted at black audiences) or the Heimat movies (mainly German movies usually set in a national past and emphasizing traditional values)). It is also true that the lists of genres can be more or less detailed: a "musical" can refer to a musical comedy like *La-La Land*. Classification criteria are, as we shall see, extremely varied, so that lists of film genres can be quite different, both in terms of the criteria used and in terms of the general vs specific ways to classify films. This accounts for the huge variety and comprehensiveness of these lists. For example, the weekly Film TV lists these film genres: animation, adventure, action, biblical, biographical, disaster, comic, comedy, documentary, dramatic, erotic, science fiction, fantasy, gangster, "giallo" (an Italian variety of the thriller), grotesque, war, horror, melodrama, mythological, musical. To have an idea of how many genres it is possible to identify, through a

detailed analysis, you can simply access the relevant section of the IMDB - International Movie Database (Mariani, Luciano, & Eu, 2019).

There are several kinds of movie or film from IMDB (International Movie Database):

1. Action

Should contain numerous scenes where action is spectacular and usually destructive. Often includes non-stop motion, high energy physical stunts, chases, battles, and destructive crises (floods, explosions, natural disasters, fires, etc).

2. Adventure

Should contain numerous consecutive and inter-related scenes of characters participating in hazardous or exciting experiences for a specific goal. Often include searches or expeditions for lost continents and exotic locales, characters embarking in treasure hunt or heroic journeys, travels, and quests for the unknown.

3. Animation

Over 75% of the title's running time should have scenes that are wholly, or part animated. Any form of animation is acceptable, e.g., hand-drawn, computer-generated, stop-motion, etc. Puppetry does not count as animation, unless a form of animation such as stop-motion is also applied. Incidental animated sequences should be indicated with the keywords part-animated or animated-sequence instead.

4. Biography

Primary focus is on the depiction of activities and personality of a real person or persons, for some or all of their lifetime. Events in their life may be reenacted or described in a documentary style. If re-enacted, they should generally follow reasonably close to the factual record, within the limitations of dramatic necessity. A real person in a fictional setting would not qualify a production for this genre.

5. Comedy

Virtually all scenes should contain characters participating in humorous or comedic experiences. The comedy can be exclusively for the viewer, at the expense of the characters in the title, or be shared with them. Please submit qualifying keywords to better describe the humor (i.e. spoof, parody, irony, slapstick, satire, black comedy etc).

6. Crime

Whether the protagonists or antagonists are criminals this should contain numerous consecutive and inter-related scenes of characters participating, aiding, abetting, and/or planning criminal behavior or experiences usually for an illicit goal.

7. Documentary

Should contain numerous consecutive scenes of real personages and not characters portrayed by actors. This does not include fake or spoof documentaries, which should instead have the fake-documentary keyword. A documentary that includes actors re-creating events should include the keyword "reenactment" so that those actors are not treated

as "Himself." This genre should also be applied to all instances of stand-up comedy and concert performances.

8. Drama

Should contain numerous consecutive scenes of characters portrayed to affect a serious narrative throughout the title, usually involving conflicts and emotions. This can be exaggerated upon to produce melodrama.

9. Family

Should be universally accepted viewing for a younger audience. e.g., aimed specifically for the education and/or entertainment of children or the entire family. Often features children or relates to them in the context of home and family.

10. Fantasy

Should contain numerous consecutive scenes of characters portrayed to affect a magical and/or mystical narrative throughout the title. Usually has elements of magic, supernatural events, mythology, folklore, or exotic fantasy worlds.

11. Film-Noir

Typically features dark, brooding characters, corruption, detectives, and the seedy side of the big city. Almost always shot in black and white, American, and set-in contemporary times (relative to shooting date).

12. Gameshow

Competition, other than sports, between, usually, non-professional contestants. The competition can include a physical component but is usually primarily mental or strategic as opposed to athletic. This also

includes what are known as "quiz shows." Talent contests staged expressly for the program are considered Gameshows.

13. History

Primary focus is on real-life events of historical significance featuring real-life characters (allowing for some artistic license); in current terms, the sort of thing that might be expected to dominate the front page of a national newspaper for at least a week; for older times, the sort of thing likely to be included in any major history book. While some characters, incidents, and dialog may be fictional, these should be relatively minor points used primarily to bridge gaps in the record.

14. Horror

Should contain numerous consecutive scenes of characters effecting a terrifying and/or repugnant narrative throughout the title.

15. Musical

Should contain several scenes of characters bursting into song aimed at the viewer (this excludes songs performed for the enjoyment of other characters that may be viewing) while the rest of the time, usually but not exclusively, portraying a narrative that alludes to another Genre.

16. Music

Contains significant music-related elements while not actually being a Musical; this may mean a concert, or a story about a band (either fictional or documentary).

17. Mystery

Should contain numerous inter-related scenes of one or more characters endeavoring to widen their knowledge of anything pertaining to themselves or others

18. Sci-Fi

Numerous scenes, and/or the entire background for the setting of the narrative, should be based on speculative scientific discoveries or developments, environmental changes, space travel, or life on other planets.

19. Sport

Focus is on sports or a sporting event, either fictional or actual. This includes fictional stories focused on a particular sport or event, documentaries about sports, and television broadcasts of actual sporting events. In a fictional film, the sport itself can also be fictional, but it should be the primary focus of the film.

20. Thriller

Should contain numerous sensational scenes or a narrative that is sensational or suspenseful.

21. Western

Should contain numerous scenes and/or a narrative where the portrayal is similar to that of frontier life in the American West during 1600s to contemporary times.

I. Previous Study

This sub-chapter discuss the previous studies conducted by the previous researcher that relevance with the writers' study. Some previous studies are also conducted a research observed moral value in a movie. Here the writer would like to compare her research and the other research. The first researcher is Cahyani (2016), a student of State of Islamic Institute of Tulungagung, has studied moral message entitled "*An Analysis of Moral Message in The Philosopher Movie*". This research categorized as qualitative research by using library research and gathering all of the data from book, articles, internet and other sources that have relevant topic with her research. There are several steps she used to collect data. First, she watched "The Philosopher" movie until she understands the whole story also understand the movie context. Next, she tried to find some articles, books, internet and other sources related to them movie and her research. Last, she analyzed the data she collected before and make a conclusion from her research. She found thirteen moral messages in The Philosopher Movie, there are: kindheartedness, discipline, enthusiasm, loyalty, brave, affection, belief, self-confidence, peace loving, sacrifices for others in positive meaning, and religion belief.

The second researcher is Humaira (2018), a student of Ar-Raniry State Islamic University Darussalam Banda Aceh conducted a research entitled "*An Analysis of Moral Values in Zootopia Movie*". This research is qualitative research by using library research. In her research there are two data sources for the analysis process, the primary data is from Zootopia movie and the secondary data is the subtitle file of Zootopia movie. First thing she did was watched the

Zootopia movie and understand the whole story. Then she wrote the information from the movie. Then she analyzed the movie using related references and make a conclusion based on the data she analyzed. In her research, she found ten moral value in Zootopia movie. There ten moral value that she found are: respect, responsibility, justice, tolerance, wisdom, helps each other, altruism, cooperation, courage, and also honesty.

The third researcher is Sena Marhaendra (2018) a student of State Institute for Islamic Studies of Metro conducted a research entitled " *An Analysis of Moral Value Teaching in "The Fate of The Furious" Movie (Based on Its Main Character)*". This research is qualitative research by using descriptive research. His primary data taken from the research instruments: observation and documentation. First thing he did was identifying the primary subject of the research and formulating research question. Then he is collecting and classifying the data. After that, he describes the collected and classified data, then analyzing the data using the data analysis technique. Lastly, he makes some report to simplify the data in the form of formal summary. In his research, he found ten moral value in The Fate of The Furious Movie. Ten moral value that he found are: honesty, courage, peace ability, self-reliance and potential, self-discipline and moderation, loyalty, respect, love, kindness and friendliness, justice and mercy.

The fourth researcher is Wardiana (2015) a student of State of Islamic Institute of Tulungagung conducted a research entitled " *A Study on Characterization of The Main Characters in The Sherlock Holmes Movie*". In this research, she focused on main characters characterization in the Sherlock Holmes movie. First thing she did was watching the movie and analyzed every

motion and activity in the movie. After she watched the movie, she reading the script also dialogs of the Sherlock Holmes movie. Then she conducted identification towards all dialogues and sentences within the movie and analyzed them by using related references such as articles, book, also internet sources. After she analyzed the collected data, she made a conclusion. In her research, the main character of the movie is Sherlock Holmes and John Watson. Both have much contribution in the story. Sherlock Holmes is a tall man with pale skin also curly hair. Sherlock is highly educated as consulting detective. He can solve difficult case easily using his logical reasoning and forensic science. John Watson is shorter than Sherlock with straight blonde hair. Johns' ability is a forensic thing and Sherlock have a full faith to him.

According to the previous study, there is similarity methodology in this research entitled **An Analysis of Moral Message in Sherlock Holmes Movie "The Hounds of Baskerville"**. This research is a qualitative by using library research. The researcher in this research will discuss about moral value in the movie in details. The difference between this research and others is the movie and the moral value that found in the movie. In Wardiana (2015) research, she used Sherlock Holmes movie but different movie and focus. She used Sherlock Holmes movie series that related in characterization theme, but in this research focus on one movie with title **The Hounds of Baskerville** and focus in moral values of the movie.

J. The Hound of Baskerville Synopsis

The story started when Sherlock Holmes (Benedict Cumberbatch) and John Watson (Martin Freeman) have a visit from Henry (Russell Tovey), who wanted to

know the truth behind his father's death 20 years ago at Dartmoor. His father was killed by “gigantic hound”. Henry, who have a year’s therapy from his shock has visited the hollow once again where the killing occurred. Sherlock not interested to his case before but in some case when Henry said a “hound” instead of “dog”, Sherlock became interested. Sherlock and John visit Baskerville to get some information needed near a restaurant. They also visited a dangerous research lab in Baskerville using Sherlock's brother Mycroft's (Mark Gatiss) universal security pass. After Mycroft's credentials doubted and turn on a security alert, a Doctor Robert Frankland (Clive Mantle) cover for Sherlock's real identity as his brother. Frankland said that he was a good friend of Henry's father. Frankland gave her cellphone number to Sherlock if Sherlock need him.

In a night, Henry tells John and Sherlock he remembered a new word "Liberty" and "In" in his mind. Sherlock have a plan to bring Henry back to the hollow when the case happened. Sherlock, John, and Henry then visit the hollow in the hope they found the hound. On the way, John separated from Sherlock and Henry and notices what seems to be Morse code signals in flashlight from far away. When Sherlock and Henry arrive at the hollow, they both feel afraid and they saw the hound. Henry back to his house and Sherlock come to a local inn. Sherlock was shock and shaken and said that he saw the hounds. John tried to calm him, suggesting that he is imagining things. Sherlock reacts with anger, he denied that nothing wrong with him. Then John takes a leave from the inn and next day he tried to interview and collect some information Henry's therapist, Louise Mortimer (Sasha Behar). During his interview, Frankland interrupt the interview and reveal who is John.

The next morning Sherlock met John. He tried to explain what happened to him last night. Then Sherlock realizes that "hound" may be an acronym rather than a word because of John's earlier hint. In front of a restaurant, Sherlock realizes Lestrade was inside the restaurant. Sherlock think Lestrade (Rupert Graves) was sent by Mycroft to keep an eye on Sherlock. They interrogate the owner of the restaurant about a past order for meat that John has spotted, which odd as for a vegetarian restaurant. The proprietors own up to keeping a dog on the moor to boost the tourist trade but assure the investigators that they had put it down because it was uncontrollable. This explanation satisfies Lestrade but not Sherlock, Sherlock insists that the dog he saw was monstrous.

After calling his brother, Sherlock gains access to Baskerville again. Here, John job was checked the genetics lab. While searching in genetics lab, John hears hound's howl and he got trapped there. Locking himself in one of the empty cages, he calls Sherlock, then Sherlock come to save him. Sherlock deduction the hound what John saw was a hallucination because of drug. Then they visit Dr. Stapleton for borrowing the microscope. Sherlock not found anything, and he tried to access his mind palace. Sherlock kick out John and Dr. Stapleton from a lab for increase his focus. Sherlock deduction was a chemical weapon designed to make violent hallucinations. Then Sherlock tried to access his "mind palace", a memory technique, Sherlock realizes that "Liberty" and "In" for Liberty, Indiana. After that, he tried to access lab database and found related files to Hounds case. "H.O.U.N.D." was a secret C.I.A. project in Liberty to create a hallucinatory anti-personnel weapon, but the project was abandoned. Sherlock realizes that Frankland, who participated in the project, has continued to experiment with the drug in secret.

John received a call from Mortimer that a rampaging Henry has run away with a pistol, Mortimer asked John to save him. Sherlock with John and Lestrade run to the hollow to chase Henry who was about to commit suicide. Sherlock tried to make him understand about the truth behind the case that his father was killed by Frankland, who was wearing a gas mask and a sweater with "H.O.U.N.D. Liberty, In" on it. After he killed Henry's father, Frankland silenced Henry with the weapon: the hallucinogen, which metabolized quickly and therefore was not detected. After Henry calms down, they all see hounds in the hollow. They tried to shoot the hounds. Sherlock realized that what made them see the hounds was a fog in the hollow that mixed with the chemical weapon. Sherlock then saw Frankland there, and Sherlock got a hallucination. Sherlock banged his head on Frankland's gas mask. Then Sherlock caught Frankland. Frankland admitted that he was the one who killed Henry's father. After Frankland found out that he was the murderer, he tried to run away. But unfortunately, he ran into a land mine, and his body was blown up.