

**AN ANALYSIS OF MORAL VALUE ON “LE GRAND  
VOYAGE” MOVIE (BY ISMAEL FERROUKHI)**



**A Thesis  
Submitted as a Partial Fulfillment of The Requirement for S1-  
Degree**

**By**

**UMI KUROTA A'YUN  
NPM. 1511040355**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H / 2022 M**

**AN ANALYSIS OF MORAL VALUE ON “LE GRAND  
VOYAGE” MOVIE (BY ISMAEL FERROUKHI)**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirement for S1-  
Degree**

**By**

**UMI KUROTA A'YUN**

**NPM. 1511040355**

**Study Program : English Education**

**Advisor : Dr. Mohammad Muhassin, M.Hum**  
**Co-advisor : Sri Suci Suryawati, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H/ 2022 M**

## **ABSTRACT**

### **AN ANALYSIS OF MORAL VALUE ON “LE GRAND VOYAGE” MOVIE BY ISMAEL FERROUKHI**

**By:  
UMI KUROTA A'YUN**

The objective of this research was to know and analyze moral value in Le Grand Voyage Movie and the researcher also described moral value characteristic found in this movie. Moral value is human's behavior to decide and know the right or bad things. By knowing the right thing and not, the people can behave good to the others.

The method of this research was content analysis. This was the type of descriptive qualitative research. The researcher used a movie as the object of analysis. The data collecting technique of research was content analysis and the instrument was the researcher herself. The researcher uses content analysis because this research focuses on analyzing and interpreting characteristic of moral value in this movie. There were three steps in analyzing the data namely data reduction, data display, and conclusion drawing.

The research findings showed that moral value found in the movie such as; You should be grateful and be kind to anyone who helped you, Never lie to your parents because it is not good for your day, Sometimes, the effort is all we need to gain something and it is not always about money but it is about Journey. Don't look money above everything, Say sorry, thank you and please are kinds of good behavior, Don't trust anyone, etc. Meanwhile, there were characteristics of moral value found in the Le Grand Voyage Movie; 4 responsibility moral values, 6 pure heart moral values, 3 obligation moral values and 4 formality moral values.

**Keywords:** *Descriptive Qualitative, Le Grand Voyage Movie, Moral Value*

## **DECLARATION**

Hereby, I state this thesis entitled “An Analysis of Moral Value on *Le Grand Voyage* Movie (By Ismael Ferroukhi)” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they properly acknowledged in the text.

Bandar Lampung, May 2022  
Declared by,



Umi Kurota A'yun  
NPM. 1511040355





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jln. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260**

**APPROVAL**

**: “AN ANALYSIS OF MORAL VALUE ON “LE  
GRAND VOYAGE” MOVIE BY ISMAEL  
FERROUKHI”**

**Student’s Name** : Umi Kurota A’yun  
**Student’s Number** : 1511040355  
**Study Program** : English Education  
**Faculty** : Tarbiyah and Teacher Training Faculty

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University  
Raden Intan Lampung

**Advisor**

Dr. M. Muhsin, M.Hum

NIP.197708182008011012

**Co-Advisor**

Sri Suci Suryawati, M.Pd

NIP.-

**The Chairperson of  
English Education Study Program**

Dr. M. Muhsin, M.Hum

NIP: 197708182008011012



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jln. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260*

**ADMISSION**

**A thesis entitled: "AN ANALYSIS OF MORAL VALUE ON "LE GRAND VOYAGE" MOVIE BY ISMAEL FERROUKHI", By: UMI KUROTA A'YUN, NPM: 1511040355, Study Program: English Education, was tested and defended in the examination session held on: Friday, June 10<sup>th</sup>, 2022.**

**Board of Examiners:**

**Chairperson**

: Meisuri, M.Pd

**Secretary**

: M. Nawawi, M.Pd

**Primary Examiner**

: Nurul Puspita, M.Pd

**Secondary Examiner**

: Dr. M. Muhammadi, M.Hum (.....)

**Advisor**

: Sri Suci Suryawati, M.Pd (.....)

**The Dean**

**Tarbiyah and Teacher Training Faculty**



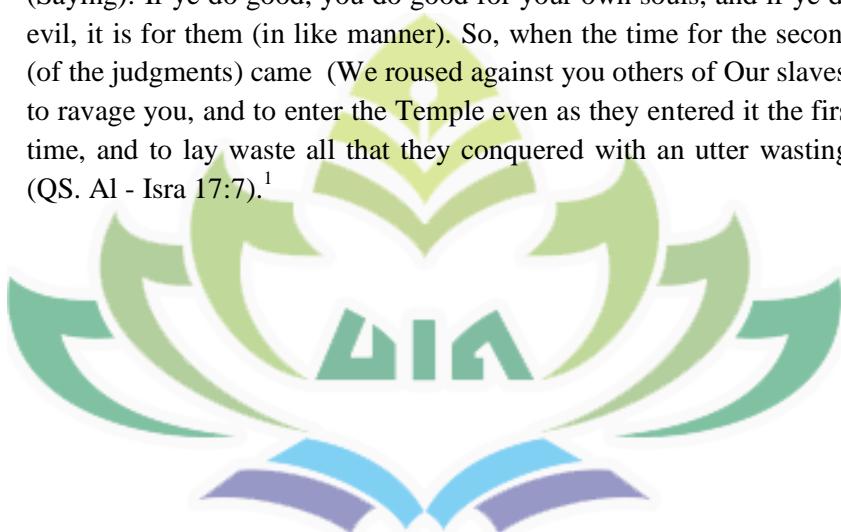
Prof. Dr. Hj. Niyyah Diana, M.Pd

## MOTTO

إِنَّ أَحْسَنَتُمْ أَحْسَنَتُمْ لِأَنفُسِكُمْ وَإِنْ أَسَأَتُمْ فَلَهَا فَإِذَا جَاءَ وَعْدُ  
الآخِرَةِ لِيُسْتَعْوِدُونَ وُجُوهَكُمْ وَلَيَدْخُلُوا الْمَسْجِدَ كَمَا  
دَخَلُوكُمْ أَوَّلَ مَرَّةً وَلِيُتَبَرُّو مَا عَلَوْا تَتَبَرِّيًّا



(Saying): If ye do good, you do good for your own souls, and if ye do evil, it is for them (in like manner). So, when the time for the second (of the judgments) came (We roused against you others of Our slaves) to ravage you, and to enter the Temple even as they entered it the first time, and to lay waste all that they conquered with an utter wasting. (QS. Al - Isra 17:7).<sup>1</sup>



---

<sup>1</sup>Al-Quran Terjemahan. Departemen Agama RI. (Bandung : CV Darus Sunnah, 2015). p. 282



## **DEDICATION**

This thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to :

1. My beloved parents Mr. Raswa and Mrs. Iis Nurhasanah who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved young sister Alla Nurul Islami and my beloved young brothers M. Firman Hidayattuloh and M. Syayid Azzam, who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name the researcher is Umi Kurota A'yun. She was born in Pisang Baru, Way Kanan, on July 30<sup>th</sup>, 1997. She is the first child of four daughter from Mr. Raswa and Mrs. Iis Nurhasanah. She has one young sister her name is Alla Nurul Isami, and two young brothers his names is M. Firman Hidayattuloh and M. Syayid Azzam.

She accomplished her formal education kindergarten at TK AL FATAH Talang Kemang and continued to Elementary School at MI GUPPI Pisang Baru and graduated in 2009. After that, she continued her study at Junior High School of MTS GUPPI Pisang Baru and graduated in 2012. Then, she was continued to Senior High School at MA AL FATAH Muhammadiyah Natar Lampung Selatan and graduated in 2015. In the same year, she registered to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.



## **ACKNOWLEDGEMENT**

Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace to be upon our prophet Muhammad saw with his family and followers. This thesis entitled “An Analysis of Moral Value on “Le Grand Voyage Movie (By Ismael Ferroukhi)” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. Therefore, the researcher would sincerely thank to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has give an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
2. Dr. Mohammad Muhassin, M.Hum, the Chairperson of English Education Study Program of UIN Raden Intan Lampung and also as my advisor who has patiently guided and directed until the completion of my thesis.
3. Sri Suci Suryawati, M.Pd, the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis.
4. All lecturers of the English education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first year of her study.
5. All of her family, especially Mr. Raswa and Mrs. Iis Nurhasanah, her lovely young sister Alla Nurul Islami and his lovely young brothers M. Firman Hidayattuloh and M. Syayid Azzam, her lovely grandmother Mrs. Siti Aisyah Almh. and his grandfather Mr. Kayat Sudrajad, his lovely uncle Mr. Ery Ridolloh, Mr. Khoerudin Ali, Mr. Kholifatulloh Asshidiq, S.P., Mr. Umar Afandi, who always give her love, support, motivation and advice in accomplishing her study.

6. All of her beloved friends, especially Uswatul Latifah, Nita Amanah, Shiva Shania, Yuli Yanti, Rizka Febriantika, Saputri Lilik Nur Hasanah, Nisa Lailatul Fitri, Ulfa Khoirul Islami.
7. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, May 2022  
The Researcher,



## TABLE OF CONTENTS

	Page
<b>COVER.....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>ADMISSION.....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDIXES .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Title Affirmation .....	1
B. Background of the Problem .....	2
C. Focus of the Research.....	6
D. Research Question.....	6
E. Objective of the Research.....	6
F. Significance of the Research .....	6
G. Relevant Study .....	7
H. Research Method.....	11
1. Research Design.....	11
2. Research Subject .....	13
3. Data Collecting Technique .....	13
4. Research Instrument.....	14
5. Data Analysis .....	15
6. Trustworthiness of the Research.....	15
7. Systematic of the Discussion.....	17
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Moral .....	19
B. Value .....	20
1. Value of Being .....	21

2. Value of Giving .....	22
C. Moral Value .....	24
D. Characteristic of Moral Value .....	27
E. Moral Value in Teaching Learning.....	29
F. Movie .....	31
G. Movie in Education .....	33
H. Le Grand Voyage Movie .....	34

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Object Description .....	39
B. Presentation of Research Fact and Data.....	39
1. Data Reduction.....	40
2. Data Condensation .....	41
3. Data Display.....	42
4. Conclusion .....	42

### **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. The Brief Story of Le Grand Voyage Movie ...	45
B. Research Finding.....	47
C. Discussion .....	66

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	69
B. Suggestion.....	70

### **REFERENCES**

### **APPENDIXES**

## **LIST OF TABLES**

Table 1 Characteristic of Moral Value in Le Grand Voyage Movie.....	42
Table 2 Result Finding in the Characteristic of Moral Value in Le Grand Voyage Movie .....	49



## **LIST OF APPENDIXES**

Appendix 1a Validation Form for Moral Value Found .....	77
Appendix 1b Validation Form.....	78
Appendix 2a Coding Moral Value and Characteristic in Le Grand Voyage Movie .....	79
Appendix 2b Le Grand Voyage Movie Script .....	86



# **CHAPTER I**

## **INTRODUCTION**

### **A. Title Affirmation**

Title affirmation was the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

#### **1. Analysis**

Analysis is the detail identification towards something matter that want to be discussed. It also can be defined as getting specific point of an object.

#### **2. Moral Value**

Moral value is human's positive behavior to decide and know the right or bad things. By knowing the right thing and not, the people can be have good to the others. A good moral value is a value associated with the suitability of the expectation and goals of human life in carrying out it can be viewed from the social rules of society. It could help someone to treat the other by kindness.

#### **3. Movie**

Movie is a recording of moving images with a story. It usually can be watched on screen such as Television, Hand phone, Laptop and the other screens that can display the video.

#### 4. Le Grand Voyage

Le Grand Voyage is a 2004 movie written and directed by Ismael Ferroukhi. The movie portrays the relationship between father and son as both embark on a religious pilgrimage trip by car.

Based on the descriptions above, the researcher concludes that this research was about analysis. The analysis of this research focuses on analyzing moral value that available on the movie “Le Grand Voyage”.

### B. Background of the Problem

A good communication leads people to have a good interaction among others. The people need to use good language in order to build relationship and to have a good communication. As Amberg and Deborah stated that language takes important part in life, without language the people would not communicate each other and cannot understand what being said. The communication can learn from some parts such as family, social group just like school, community, etc and also other associations.<sup>1</sup> It means that the school as formal education is the place to learn and improve the communication skill because in the school the learners can meet many people as their friends which indirectly they can communicate each other to ask something or to get to know each other.

Someone who knows how to interact to the other people must have a value in his/her life. Value is about the quality of something. It can be divided into some parts, one of them is moral value. According to George and Uyanga,

---

<sup>1</sup>Julie S Amberg and Vause J Deborah, *American English: History, Structure, and Usage*, (Cambridge: University Press, 2009), p. 1

moral values surrounding human appearance and behavior. Moral values are learned to be fully implemented by people in society in order to improve the growth of personality and encourage good moral education and mental wellbeing of the people.<sup>2</sup> In other words, it is someone's acts in goodness way to the others, while value is a person's mind about how to be valuable in any situation of life.

Moral value is needed to know by the people in order to build good relationship. Vasile stated that the moral value is about what someone should do in form of good behavior. They can show it or perform it to everyone in the daily interaction. The moral value can change someone's idea into good performance and expectation.<sup>3</sup> In other words, moral value includes in the component of any social interaction such as in an organization, command, or the other social actions. Moral value can create good environment from an individual to the group actions that consists of many people from the different characters. It means that the moral value is something that must be achieved by everyone. People who have a moral value will be more valuable in other's eyes and perspective.

There are some characteristics of moral value; moral value is related with responsibility, moral value is correlated with heart, and obligation.<sup>4</sup> Responsibility is about how people responsible with their actions. A moral value in someone's heart is by listening to pure heart, such as to give sympathy, to help other people, etc. Obligation teaches people how to be honest such as return things that borrowed,

---

<sup>2</sup>George, N. I, and Uyanga, D. U, *Youth and Moral Values in A Changing Society*, Journal of Humanities and Social Science, 19(6), p. 40-44, 2014

<sup>3</sup>Macoviciuc Vasile, *Moral Values and Faith*, Euromentor Journal Studies about Education, Volume.2 No.1, 2011, Retrieved on July, 22<sup>nd</sup> 2020 at 12:41pm from <https://www.ceeol.com/search/article-detail?id=272155>

<sup>4</sup>Kees Bertens, *Eтика*, (Jakarta: PT Gramedia Pustaka Utama, 2004), p. 143

not cheating on exam, not giving bad effect to the others and play fair in competition.

The researcher takes moral value from a movie or film. Movie is a series moving pictures recorded with sound that tells a story.<sup>5</sup> Film also called a movie or motion picture. Movie is a recording of moving images that tells a story and that people watch on a screen or television. The story adapted from novels, books, and many other text literatures and formed in to scenario and be rewritten into the films script or movie script. Therefore, the relationship between literature and movie is represent as the relationship between novel and movie, because novel is derived from literary works, and it can be performed into the film.

The movie that would be analyzed in this research is Le Grand Voyage. Le Grand Voyage is Islamic Movie. It is an extraordinary film written and directed by Ismael Ferroukhi in 2004. Synopsis of this movie tells the story of a father who decides to go on a pilgrimage from his city in the South of France to Mecca. Mohamed Majd's father insisted on asking his teenage son, Réda, to drive him in an old car. They took the road with a distance of thousands of kilometers. They traveled the major roads of various European countries from Italy, Slovenia, Croatia, Yugoslavia, Bulgaria, Turkey, and continued south to Syria and Jordan, before finally arriving in Saudi Arabia. This film becomes interesting because it is built by many factors. First, Le Grand Voyage is a story about a long journey through many countries before heading to Makkah. Second, this film depicts how two different characters in a family who find it

---

<sup>5</sup>Hornby, A.S, *Oxford Advanced Learner's Dictionary*, (Oxford Advanced Learners Dictionary, 2005), p.1. Retrieved on January 8, 2021 at 1:17 am from Professional Journal of English Education.

difficult to express their affection, father and son who later reconcile with each other in a complicated relationship.

The analysis of moral value was conducted by many researchers, such as from Qomaria entitled “An Analysis of Moral Value In “The Maze Runner” A Film by Wes Ball 2014”.<sup>6</sup> All of the moral value from this film can be applied in the real life. For example, never give up on anything. If you fail, just do it harder. Reader also has to apply it in the real life, to do not give up on something, as explained before there are a lot of moral value from the maze runner film that can be applied in the real life. This film also told us to go out in our comfort zone, because so many people just stay in.

Another researcher who analyzed the moral value was Rizkiyah entitled “The Analysis of Moral Value in the Trash Movie”.<sup>7</sup> The results show that moral message contained in the film Trash is human’s moral relationship with God, manifested in prayers and beliefs in God. Human’s moral relationship with them selves is manifested in courage and hard work, whilst human’s moral relationship with other human beings in the social context is mutual help, awareness, mutual cooperation, and willingness to sacrifice.

The novelty of this research is about the specific analysis. The previous studies were analyzed moral value but not specific. They were just analyzed general moral value. The researcher will analyze the specific category of moral value namely characteristic of moral value. The researcher is interested to know about some characteristic of moral value that available on the movie Le Grand Voyage. Therefore, this

---

<sup>6</sup>Qomaria, D, *An Analysis of Moral Value In “The Maze Runner” A Film by Wes Ball*, (JELT: Journal English of Language Teaching, 2014), p. 1

<sup>7</sup>Rizkiyah, K.A, *The Analysis of Moral Value in the Trash Movie*, (Surakarta: The Student’s Thesis from Muhammadiyah University of Surakarta, 2017), p. 1

research entitled “An Analysis of Moral Value on “Le Grand Voyage” Movie By Ismael Ferroukhi”.

### C. Focus of the Research

The researcher focuses this research in analyzing characteristic of moral value on “Le Grand Voyage” Movie.

### D. Research Question

Based on the identification and the limitation of the problems, the researcher formulated the problem is: What are the characteristic of moral value that available on “Le Grand Voyage” Movie?

### E. Objectives of the Research

Based on the research question, so that the objectives of this research: To analyze and describe characteristic of moral value that available on “Le Grand Voyage” Movie.

### F. Significances of the Research

The significances of the research as follows :

#### 1. Theoretically

The theory in this study can be used to help teacher in guiding and teaching students to behave morally. It also can help the English teacher to know the kind of moral values which available on the movie.

#### 2. Practically

a. This research can be used by the teacher in increasing the students’ good behavior. The students will know

the value of story and can decide which way of treating people are good or bad also they could learn how help and respect another.

- b. This research can be used to tell the English teacher that the teaching and learning should be focused about how to increase the good character of students, so it would not only on the ability to get education knowledge.
- c. This research could be as information for readers and indirectly it could affect their behavior to be kind, respect and tolerance to the others in real life.

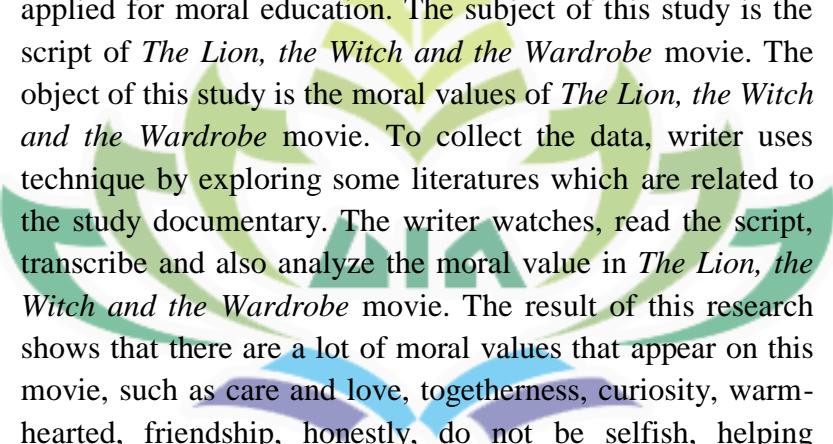
## G. Relevant Study

There are many researchers who conduct the research that related with Moral Value. The analysis of Moral Value is necessary to be discussed and analyzed because it related to daily life. The researcher will analyze the Moral Value that available in a movie entitled “Le Grand Voyage” by Ismael Ferroukhi, but there are many variances of this analysis for example the analysis of Moral Value in the novel, textbook, talk show, etc. The researcher reviews 3 previous studies of analysis Moral Value as follows :

The first journal written by Syarif Anshari. 2015 entitled “THE ANALYSIS OF THE MORAL VALUES IN THE FIRST SERIES OF NARNIA MOVIE *THE LION, THE WITCH AND THE WARDROBE*”.<sup>8</sup> This was a thesis of English Education Department, Faculty of Tarbiyah and Teachers Training from Antasari State Institute for Islamic Studies Banjarmasin. This thesis analyzes the moral values in

---

<sup>8</sup>Anshari, S, *The Analysis of the Moral Values in the First Series of Narnia Movie The Lion, The Witch And The Wardrobe*, (Banjarmasin: A Student’s Thesis from Antasari State Institute for Islamic Study, 2015), p.1



the first series of Narnia movie *The Lion, The Witch and The Wardrobe*. A movie taken from the novel *The Chronicles of Narnia* are a series of seven high fantasy novels written by C.S Lewis that completed by the end of March 1949 and published by Geoffrey Bles in the United Kingdom on 16 October 1950. The problem formulation are: what are the moral values in *The Lion, the Witch and the Wardrobe* movie how are those moral values in *The Lion, the Witch and the Wardrobe* applied for moral education. The objectives of this research are to find out the moral values found in *The Lion, the Witch and the Wardrobe* movie and to know how the moral values in *The Lion, the Witch and the Wardrobe* that applied for moral education. The subject of this study is the script of *The Lion, the Witch and the Wardrobe* movie. The object of this study is the moral values of *The Lion, the Witch and the Wardrobe* movie. To collect the data, writer uses technique by exploring some literatures which are related to the study documentary. The writer watches, read the script, transcribe and also analyze the moral value in *The Lion, the Witch and the Wardrobe* movie. The result of this research shows that there are a lot of moral values that appear on this movie, such as care and love, togetherness, curiosity, warm-hearted, friendship, honestly, do not be selfish, helping someone, share, consciousness, hope, courage, wisdom, forgiveness, sacrifice, believing, loyalty and brotherhood and also *The Lion, the Witch and the Wardrobe* movie has many moral values that applied in moral education, such as honesty, friendship, forgiveness, care and love and many more. This movie also taught how to be a good human, good creatures and also taught how attitude in daily life. On the other hand, this movie is really good for moral education.

The second research was conducted by Syamsul Fajar entitled “MORAL VALUES ANALYSIS IN THE RAINBOW TROOPS NOVEL WRITTEN BY ANDREA HIRATA in 2017”.<sup>9</sup> *The Rainbow Troops* is one of them that conveys the message of education, culture, religion, and values of life such as moral, appreciation of the honesty, courage to face the trials of life, solidarity in friendship, or thoughts that should be owned by a good person. This research attempts to find out and analyze moral values in this novel and the way the author presented them. The source of the data is *The Rainbow Troops* written by Andrea Hirata. The researcher did several steps of extracting the data commencing through reading the whole book carefully, categorizing the various moral values by highlighting phrases which are considered as moral values, to making table based on the specifications of moral values. The findings reveal that there are several moral value presented explicitly by the author in *The Rainbow Troops*. In terms of human relationship with themselves, the major type of moral value is tenacity, in respect of human relationship with others in society, including their relationship with nature, the dominant moral value is friendship, and regarding human relationship with God, the most presented type of moral value is obedience.

The third research was conducted by Kiki Rizkiyah Albarikah entitled “THE ANALYSIS OF MORAL VALUE IN THE TRASH MOVIE IN 2017”.<sup>10</sup> The present research is about the moral message found in a film. Films, which fall into the category of mass media with moral content for their

---

<sup>9</sup>Fajar, S, *Moral Values Analysis in the Rainbow Troops Novel Written by Andrea Hirata*, (Banda Aceh: The Student’s Thesis from Faculty of Education and Teacher Training State Islamic University Ar-Raniry, 2017), p. 1

<sup>10</sup>Rizkiyah, K.A, *Op Cit*, p. 1

audiences, have indirect effects on the mind and behavior of the public. One film with moral message about social reality and political condition, particularly corruption in the government, is *Trash*. This already-released fiction film originates from Brazil. *Trash* film follows a scavenger kid who found a wallet, but it turned out the wallet contained a secret code to place which stores corruption evidences of local government officials. The policemen, who were supposed to protect them, hunted them down over bribes they received from corrupt officials. The scavenger and his friends tried to reveal the secrets in the wallet by risking their lives, without getting any help. The formulation of the problem in this research is the moral message described in the film *Trash*. The search method was qualitative descriptive, with the data analysis technique using qualitative analysis. The subject used was the film *Trash*. The data retrieval technique was conducted by watching the film *Trash* and taking notes of the scenes. The results show that moral message contained in the film *Trash* is human's moral relationship with God, manifested in prayers and beliefs in God. Human's moral relationship with themselves is manifested in courage and hard work, whilst human's moral relationship with other human beings in the social context is mutual help, awareness, mutual cooperation, and willingness to sacrifice.

There are differences among previous studies and this research even though it is all about analysis moral value. The first was about analysis moral value in *Narnia* movie. This study was aimed at finding moral value and how those values could have effect to education. Meanwhile, this research aims at finding characteristic of moral value. The second study was aimed at analyzing moral value and the way author says it to the audience. Meanwhile, this research does not analyze about author. The third study was about

describing the category of mass media with moral content for their audiences, have indirect effects on the mind and behavior of the public. Meanwhile, this research would not discuss about that, because it is simply about to analyze characteristic of moral value.

## H. Research Method

### 1. Research Design

According to Ary, et al, research design is the researchers' plan of how to proceed to gain an understanding of some groups or some phenomena in its natural setting. Research design is very important for a study because it contains strategies, method or steps to be taken by a researcher in conducting research.<sup>11</sup> In this research, the researcher uses qualitative method in analyzing the data.

Qualitative research is characterize by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.<sup>12</sup> Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.<sup>13</sup> Creswell said that the researcher in qualitative research is addresses research problems where the variables are unknown and require

---

<sup>11</sup>Ary, et al, *Introduction to Research in Education*,(Wadsworth: Cengage Learning, 2010), p. 426

<sup>12</sup>Judith Green - Senior Lecturer in Sociology Health Services, *A Guide to Using Qualitative Research Methodology*, (London School of Hygiene and Tropical Medicine: Research Officer MSF UK, 2007), p. 3

<sup>13</sup>Carl F Auerbach & Louise B Silverstein, *Qualitative Data: An Introduction To Coding and Analysis*, (New York University Press: Library of Congress Cataloging, 2003), p. 3

exploration.<sup>14</sup> It means that this research was qualitative type of research where there was an exploration of variables. The key concept, idea or process studies in this type of research was a central phenomenon. Creswell added that the type of qualitative research is based on point of view of something as a phenomenon that is needs to be explored and understood.<sup>15</sup> The reason to employ this research because it requires to describe something, determine the existing conditions, and analyze the research findings.

Furthermore, Arikunto specified that a qualitative study is the research that the data are processed in form of collection, analyzing, and interpreting. This research will be described in words or symbols. A qualitative study is based on the grand theory as the foundation of analysis to construct the conclusion.<sup>16</sup> It means that a qualitative study is about describing the findings in form of words or symbols. The data were collected, analyzed and then interpreted in description.

According to Sugiyono, a qualitative descriptive research has purpose to get the deep data and close reading of a text in order to get the meaning contains in the data. The meaning in qualitative descriptive research is the definitive data that uses as a finding that appears. Therefore, a qualitative study does not emphasize generalization information, yet concentrates more on the meaning to express a variety of qualitative information with careful and nuanced

---

<sup>14</sup>John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (London: Pearson Education, 2012), p. 36

<sup>15</sup>*Ibid.*

<sup>16</sup>Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 82

description to describe accurately.<sup>17</sup> It means that in this research, the data will be collected from a movie which focuses on moral value. Then, the data will be interpreted or described in words explanation rather than numeral of statistical data.

## 2. Research Subject

The subject of this research was a movie Le Grand Voyage. It is a movie which was published on 2004. This movie was written and produced by Ismael Ferroukhi. The story of this movie was about the son and his father. The son wanted to bring his father to Mecca. The film portrays the relationship between father and son as both embark on a religious pilgrimage trip by car. The film won the Golden Astor for Best Film at the 2005 Mar del Plata International Film Festival, also was shown at the prestigious 2004 Toronto and Venice International Film Festivals.

## 3. Data Collecting Technique

Meleong stated there are three methods of collecting the data. They are observation, interview, and documentation method. Observation method is that collecting the data which focus on observation an object with all human sense. Interview method is the method which focuses on collecting the data from respondents who are interviewed. While documentation method means that the collected data are from internet, video, transcription and some books or copy.<sup>18</sup>

---

<sup>17</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabetaa, 2008), p. 44

<sup>18</sup>Meleong, L. J, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2006), p. 112

In this study, the researcher chose documentation method to get the data. Because, the researcher used the script of the movie as the object of collecting or getting the data. In doing this research, the writer takes the data from watching the movie and reading the script of “Le Grand Voyage” movie. In collecting the data, the researcher did some steps as follows :

- 1) The first, the researcher chooses “*Le Grand Voyage*” movie by Ismael Ferroukhi as the movie that she wants to watch. On order to get the meaning of the movie, the researcher needs to watch the movie more than one time.
- 2) The second, the researcher reads the script of “*Le Grand Voyage*” movie from the internet or other sources.
- 3) Next, the researcher tried to find out characteristic of moral value from “*Le Grand Voyage*” movie.

#### 4. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and instrument which uses to collect and analyze the data. Arikunto argued that “The researcher is very important in qualitative research. The main instrument of the research is the researcher himself”.<sup>19</sup> It means that the main instrument of this research is the researcher, who will collect and analyze the data based on the researcher’s interpretation. Then, the researcher describes and relates it with theory applied to support the analysis. Therefore, the result of the research will be determined by the researcher’s point of view in describing the analysis of the research.

---

<sup>19</sup>Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: RinekaCipta, 2010), p. 24

## 5. Data Analysis

In analyzing the data, the researcher uses some methods. Qualitative data analysis is working with data, organizing it, breaking it in manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell the others.<sup>20</sup> The steps of data analysis as follows:

- 1) Watching and learning whole the movie.
- 2) Classification the moral value and characteristic of moral values of the movie.
- 3) Codification.
- 4) Describing the data.
- 5) Making conclusion based on data analysis.

## 6. Trustworthiness of the Research

To make the research findings this valid, the researcher must do trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. According to Miles and Huberman, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

---

<sup>20</sup>Bogdan, R. S., and Biklen, S. K. *Qualitative research for education: An introduction to theory and methods*. Boston: Ally and Bacon, Inc. p. 145, 1982

### 1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

### 2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

### 3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

### 4) Confirm ability

Confirm ability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

### 5) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.

Based on the explanation above, the researcher will use confirm ability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.<sup>21</sup> In this research, the researcher will also validate the research

---

<sup>21</sup>Lincoln Y.S and Guba E.G, *Naturalistic Inquiry*, (California: Sage Publications Taylor and Francis Group, 1985), p. 121

findings in order to make it valid. The person who will validate the research findings of this research is the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

## 7. Systematic of Discussion

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

- I. Chapter I, consists of introduction such as: title affirmation, the background of problem, identification of problem, etc.

The introduction of chapter I contains, title affirmation, background of the problem, focus of research, formulation of the problem, objective or purpose of the study, previous research, research method and systematic of the discussion.

- II. Chapter II, consists of the theories such as: the theory of moral, moral value, analysis, movie, etc. This chapter is an overview of all theory related to the title of research.
- III. Chapter III, consists the general description of the object and the presentation of facts and data needed during research.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Moral**

According to Salam, Moral word from Latin “mores”, mores from “mos” it means decency or behavior. Moral means thing about decency, about good and bad behavior.<sup>22</sup> It means that moral is someone’s acts in goodness way to the others, while value is a person’s mind about how to be valuable in any situation of life. In this section, those two words are combined and resulting the definition that moral value is a consideration whether the wrong or the right of an action we are thinking of doing is beneficial or harmful to ourselves or to the other people that may be involved. If we consider it harmful or bad, then we would not do it.

Morality is the norm of human behavior, and human’s talk that is considered as good and glorious in a group of society. It is an art to maximize happiness because by considering this matter it will be useful for us and the other people.<sup>23</sup> It means that moral are said to be personal characteristic, and morality therefore concerns both behavior and character. Everyone can such determine other person to have good or bad moral from their behavior in daily or even the character that they have showed to others.

Meanwhile Renyoet, Moral is a human’s behavior that appropriate with value and norm. A deviated behavior causes

---

<sup>22</sup>Salam, B, *Etika Individual Pola Dasar Filsafat Moral*, (Jakarta: PT Rineka Cipta, 2000), p. 2

<sup>23</sup>Henry, H, *Dasar-dasar Moralitas*, (Yogyakarta: Pustaka Pelajar, 2003), p. 109

of they not following the rule.<sup>24</sup> It means that moral is about concerning what is good or right in human's relationships each other. A key to understanding morality is to be specific about definition of good or bad. When someone's speaks of people as being moral, he/she usually mean that they are good people, and when he/she speaks of them as being immoral or unethical, it means that they are bad people. It means that in learning moral value, someone must be understood about how being good or bad because after all it is about these two things.

Based on the explanation above, the researcher concludes that Moral concerns something that is good and bad at people change where they are humans in life. Moral is an ethical norm, a concept of life upheld by most certain societies. Moral is primarily concerned with the understanding good and bad. What good is regarded as moral, while the bad ones are considered as immoral or amoral. Barcalow says moral can evaluate with the actions and potential actions of others, may be evaluated as good or bad; right or wrong; morally acceptable or unacceptable.

## B. Value

Value is the most important word in whole science. Fundamentally, it means the esteem in which a thing is held, but under ordinary commercial condition it means power exchange. Values are the standards and principles for judging worth.<sup>25</sup> It means that values are the criteria by which we judge, things, (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other

---

<sup>24</sup>Renyeot, J.M, *Pesan Moral dalam Film To Kill a Mochingbird*, (Unpublished Thesis: Hasanuddin University, 2014), p. 33

<sup>25</sup>Monica J.T., and Mark, H, *Values in Educational and Educational in Values*, (London: The Falmer Press, 1996), p. 5

hand, bad, worthless, despicable. In other words, value means the worth of the thing.

Value is divided into two groups namely value of being and value of giving.<sup>26</sup> They can be described as follows:

### **1. Value of Being**

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

a. Honesty

Honesty with other people, institutions, society or us is the strength and confidence that come from within because there is nothing to hide.

b. Bravely

Dare to try things that are good although it is difficult. Who dared to oppose the current majority in the wrong direction, daring to say no to an invitation. Courage to follow your heart well though marginalized and suffers for it. Dare to be friendly and welcoming.

c. Peace ability Calm and patient attitude.

The tendency to try to accept other opinions rather than denied and opposed it. Understand than the differences are rarely resolved through conflict, and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly.

---

<sup>26</sup>Linda, E.R, *Mengajarkan Nilai-Nilai Kepada Anak*, (Jakarta: Gramedia,1997), p. 3

d. Confidence and Potential

Individuality; awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deeds. Overcoming the tendency to blame others when experiencing difficulties. Believing in the ability of self

e. Self-Discipline and Moderation

Self-discipline in the physical, mental, financial. Know the limits of time talking and eating. Know the limits in the terms of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self discipline.

f. Purity and pureness

Awareness to keep the value of chastity, before and after marriage. Understanding the role of marriage and sexuality in it. Awareness about the consequences of long term (and extended) that can be caused by immoral sexual life.<sup>27</sup>

## 2. Values of Giving

The value of giving is that values need to be practiced or provided which would then be accepted as a given. Values of giving include :

a. Loyalty and Trustworthy

Loyalty family, to work, to the State, to the school, and to organizations and other institutions are responsible to us. Ready to support, ready to serve,

---

<sup>27</sup>Ibid

ready to help. And trusted and in carrying out consistent promises.

b. Respect

Respect for life, respect for property rights, respect for the parents, respect for elders, respect for nature, and respect for the beliefs and rights of others. Civilized and polite behavior. Respectful to yourself and avoid detraction to yourself.

c. Love and Affection

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbor, who also love to hate us. And emphasizes the lifelong responsibility for saying to the family.

d. Sensitive and Not Selfish

More care to others. Learn to feel the togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations.

e. Kind and Friendly

Aware that the friendly and caring attitude is more commendable than the rough and tough attitude. The tendency to understand rather than of confrontation. Tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendship. Light weight hand to help.

f. Fair and Humane

Obedience to the law, fairness in the work and games. The view of the natural consequences and the law of cause and effect. appreciate the generous and

for giving attitude and understand that revenge is futile.<sup>28</sup>

### C. Moral Value

Value comes from the Latin *vale're* which means useful, capable, capable, valid. Value is defined as something that is considered good, useful and most correct according to the beliefs of a person or group of people. Values will always be related to goodness, virtue and nobility. Value will be something that is appreciated, upheld and pursued by someone so that they feel a sense of satisfaction.<sup>29</sup> Moral Value is something that gives meaning to life, which provides a reference, starting point and purpose of life. Value is something that is upheld, which can color and animate one's actions. Values are more than beliefs, values always involve patterns of thought and action, so there is a very close relationship between values and ethics.<sup>30</sup> Based on the opinion above, it can be concluded that value is something that has meaning in life that is upheld, believed and realized as a person's actions.

Moral value derives from two words, there are moral and value. Moral refers to the most important code of conduct put forward by a society and accepted by the members of that society. Values are our standards and principles for judging worth. They are the criteria by which we judge things (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other

---

<sup>28</sup>*Ibid*

<sup>29</sup>Sutarno Adisusilo, *Pembelajaran Nilai Karakter*, (Jakarta: PT Raja Grafindo Persada, 2013), p. 56

<sup>30</sup>Muchlas Samani dan Hariyanto, *Pendidikan Karakter: Konsep dan Model*, (Bandung: Remaja Rosdakarya, 2019), p. 42

hand, bad, worthless, despicable.<sup>31</sup> Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad.

Vasile stated that the moral value is the foreshadowing of what should be the man from what he is, and changing human interiority by the force of attraction or value of debt is accompanied by documentary rigor and progressive efforts aimed at mitigating the distance between real and ideal, between individual performance and expectations. In this regard, we observe that standardization is an essential component of any social action. It consists in specifying those rules that satisfy the need of organization, command, control and management of operations that can be achieved certain goals, and warned at the same time, on factors and actions that can be sources of disturbances, failures and undesirable situations. Rules to regulate the capacity of individual and group actions are based on values, ideals and collective criteria.<sup>32</sup> It means that the moral value is something that must be achieved by everyone. People who have a moral value will be more valuable in other's eyes and perspective.

Moral value concerns with the view of the goodness or badness of human action and character. 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.<sup>33</sup> Moral values are the result of valuing process of comprehension implementing of God and

<sup>31</sup>Monica J Taylor and J. Mark Halstead, *Values in Educational and Educational in Values*, (London: The Falmer Press, 1996), p. 5

<sup>32</sup>Macoviciuc Vasile, *Moral Values and Faith*, Euromentor Journal Studies about Education, Volume.2 No.1, 2011, Retrieved on July, 22<sup>nd</sup> 2020 at 12:41pm from <https://www.ceeol.com/search/article-detail?id=272155>

<sup>33</sup>Paul Edward, *The Encyclopedia of Philosophy*, Vol. 7 (Great Britain: Macmillan, INC, 1967), p. 529

humanity values in life. So, these values will guide human knowledge and creativity appropriately.

Doing the morally right thing seems to go against the self-interest of agents when doing so requires the sacrifice of personal interest for the benefit of other or for the sake of duty.<sup>34</sup> The importance of values and morals is the code by which we live a civilized and fair life in society. They are what we use to guide our interactions professional behavior. Our values and morals are a reflection of our spirituality; our character.<sup>35</sup> Moral system, based wholly on purpose, does not reduce the morality of the act to that of the purpose that animates it. For if the purpose is bad, the will and the exterior act will inevitably be also bad; but if the purpose or the end is good, it remains still to choose means which are not unworthy of it and which, if possible, are exactly suited to it.

Human beings can be morally evaluated as responsible agents who are free to choose how to act. Judgement is verbally embodied in statements, sentences that assert that something is or is not the case and can therefore be true or false. Moral action reflects moral judgements. In other words, moral agent does what the judge to be right. Moral judgement is evaluative judgement, that is, they convey the agents view concerning the value of doing a thing rather another.<sup>36</sup> Each moral rule must be judged, of course, in accordance with its utility. But some moral rule has this utility simply because they are already accepted. In any case, this established acceptance adds to the utility of rules that have utility on other grounds.

<sup>34</sup>David K. Chan, *Moral Psychology Today*, (USA: Springer, 2008), p. 12

<sup>35</sup>Anamika Banerjee, "Moral Values-A Necessary Part of the Curriculum". Indian Journal of Research. Vol.3, (Rajasthan: Mewar University, May 2014), 57. <https://www.worldwidejournals.com>

<sup>36</sup>David K. Chan, *Moral Psychology Today: Essays on Values, Rational Choice, and the Will*, (USA: Springer, 2008), p. 4

In addition, we may hope to assess the role that human needs and desires play in moral (and immoral) behavior, and to assess the role of reason in the making of moral judgements. All this should contribute to reducing thoughtless judgements made without consideration of relevant factors and so we should be better placed to make sound moral judgements on practical issues involving personal morality and social policy.<sup>37</sup> The distinction between moral values and immoral values is made from within a particular morality: What is compatible with this morality is called moral. What does not conform to it, immoral. In contrast, the distinction between moral and non-moral values is made from an external or meta-perspective, a theoretical perspective beyond all particular moral perspectives.

Referring to the explanation above, the researcher concludes that 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 involved person.

#### **D. Characteristic of Moral Value**

Bertens described that there are four characteristics of moral value. There are as following<sup>38</sup> :

---

<sup>37</sup>Dieter Birnbacher, *Moral and Other Values*, (Germany: Kultura I Wartosci, 2013), p. 44

<sup>38</sup>KeesBertens, *Eтика*, (Jakarta: PT Gramedia Pustaka Utama, 2004), p. 143

a. Responsibility

Moral value is related with human personality. It is about how people responsible with their actions.

b. Pure Heart

All values need to make it real. It should be practiced, because of its convincing strength. For example, the esthetic value should be learned, the production of music must be performed or otherwise. After that, art needs to be seen, music needs to be listened to, and film needs to be seen as well. It can be appealed from a pure heart to make moral meaning possible. One of special characteristics of moral values is this value will have effect voice of pure heart to blame 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 indifferent people can not be blamed. 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 wants to be champion, he/she must try hard.

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 of formality.

From these characteristics of moral value, it can be concluded that moral value related with responsibility, pure heart, obligation and formality. We are as human being must be responsible for what we will done and what we have done whether it is good or bad. It related to our heart that no one can tell and describe what our behavior really is.

## E. Moral Value in Teaching Learning

Moral values can be taught by a teacher in the process of teaching and learning in the school. The teacher may teach students about how to be good to the others, how to respect, humble, how to have tolerance, etc. As we know that school is one of institute that hoped could guide the students to be better both in knowledge and also in behavior.

Veugelers said that the teacher as a moral agent. They include redefining the teacher-student relationship, examining the personal beliefs and philosophies of students, recontextualizing course methods and content knowledge, and ensuring authentic field experience and student activities.<sup>39</sup> It means that the teacher has responsibility to guide students to behave well. The school is one of place where the students get new knowledge and new experience. That is why the teacher is hoped to teach students to increase their goodness.

---

<sup>39</sup>Wiel Veugelers, *Moral Values in Teacher Education*, Paper Presented at the 1<sup>st</sup>Symposium on Moral and Democratic Education, August 2008, p. 3, Retrieved on February, 2<sup>nd</sup> 2022 at 1:25pm from [www.eled.uowm.gr/sig13/fulltexts/paper15.pdf](http://www.eled.uowm.gr/sig13/fulltexts/paper15.pdf)

It supported by Talts that teachers are responsible for creating and maintaining a respectful classroom environment for children. Teaching must involve not only the development of the intellect, but also development of the emotional and spiritual domains of the individual. While the intellect concerns the mind, emotion and spirit fall in the domain of the heart. Therefore, teacher must not only teach to the mind, but also touch the heart of the students. The question is not whether teachers display values in education, but rather which values they display, and how the teachers work with values in their teaching. At last, values are embedded in educational practices, in curriculum materials and in discourses in school.<sup>40</sup> It is clear that teacher is responsible to create students' mind to be better and to increase students' good mind toward everything in life.

In line with this explanation, Johnson and Reiman explained that teacher interacts with students, it is vital for them to serve as role models of character or moral values. Because of teacher influential role in the lives of young people, teaching means promoting enabling attitudes, orientations, and beliefs, the kind that allow students to progress rather than regress as human beings, to grow in both intellectual and moral terms. When students enter classrooms during their field experience or student teaching practice, they become moral agents in the lives of the children in those classrooms. They need to develop an awareness of the moral significance and moral meanings of policies, practices, routines, and of the rituals of the classroom and the school.<sup>41</sup>

---

<sup>40</sup>Leida Talts, *Design for Learning and Teaching in the Context of Value Education*, A Journal of Procedia Social and Behaviour Science, 2012,p.76, Retrieved on February, 2<sup>nd</sup> 2022 at 1:31pm from <http://doi.10.1016.j.sbspro.2012.06544>

<sup>41</sup>Lisa E Johnson L & Alan J Reiman, *Beginning Teacher Disposition: Examining the Moral/Ethical Domain*, Journal Teaching and Teacher Education,

It means that the school enables students to grow as good human and intellectual. Through the teaching and learning by the teacher, they could improve their goodness side and decrease their badness side.

From the theories above, it can be concluded that teacher as a central point in the world of education with all the professional competence must be able to participate directly in the study on the education. Also, it is important to take note that a person's ability to deal with ethical/moral value is not formed all at once because there are stages of growth in physical development, the ability to think and to behave morally also develops in stages. It is important for ethics/moral to be taught throughout all levels of education. Given the fact that moral values are important for human development, education cannot fail to pay attention to them.

## F. Movie

Literature has many forms; they are poetry, novel, comic, soap opera, electronic literature, graphic novel, movie or film and etc. Many people would like to watch movie better than reading a novel. Watching movie gives us more imagination in our mind and we have the freedom to control the movement when we think about the character in the book, where in movie it is passive.

Movie has the power to transport your mind from the narrow, impersonal bore of a magnetic resonance imaging (MRI), magnet sound, and language. Movie it is made up of a plot and characters serve as the actors who act out a story. The story of a movie can be considered the 'original' story a director or writer had in mind which considers only the

important events that occur for a movie's narrative to progress.<sup>42</sup> Movie tells a story and has existents such as, characters, objects, locations and events. In this work Movie events describe events common to most movies, e.g. action, dialogue, suspense and emotional events. Its plot can be manifested in many ways and can be considered its discourse.

A good movie is the one that can effectively lead us to experience new conditions and to expand in our hearts and minds. Movies usually project us into a mind character's predicament. This is due to chief onlookers' desire to experience the worlds of other.<sup>43</sup> A movie consists of several elements that are story, theme, plot, and setting. Story is a part of elements in movie. Story is an account of something that happened. A story might be a fantasy, fact or tradition.

Analysis of movie content, as opposed to generic video content, implies 'story-oriented' video (for example, movies or movies, TV series and animations etc.). These story-oriented videos comprise rich sets of events, characters and intricate – often non-linear – plots, open to human interpretation and follow aspects of movie theory, grammar and structure.<sup>44</sup> This makes the analysis and extraction of their content a non-trivial task. This section explores attempts to analyze the content in such story oriented videos in the computing community.

---

<sup>42</sup>Vassiliou, A, *Analysing film content: A text-based approach*, (Surrey: University of Surrey Guildford, 2006), p. 18

<sup>43</sup>Jung B., Kwak T., Song J. and Lee Y, *Narrative abstraction model for story-oriented Video*, (Korea Advanced Institute of Science and Technology, 2004), p. 828-835

<sup>44</sup>*Ibid*

Based on the explanation, it can be concluded that, by watching movie, people or audience will obtain the moral value inside, and it can be the life lesson for the future. Movie also teaches people about history, science, human behavior, and various other things. Therefore, the movie is specially used for giving entertaining story visually, and obtaining the moral value as the lesson of life.

## G. Movie in Education

Movie is one of the many kinds of modern mass media. Using this media, people can get many information and education. Movie and education have a relationship because now movie could become a media that can be used parent to educate. This media can be used as medium of learning. The parents can make the movie as a second school for their children.

In language learning Movies as a method of teaching have also been found to be an effective motivator for studying language. In addition, movies teach the students through the use of paralinguistic features where the students use the gestures, pauses, actions, and reactions of the characters to understand the gist of the dialogues.<sup>45</sup> It means that movie is modern era that could have good effect and bad effect to the people. In education, the teacher could give positive effect from the movie to the students by giving them explanation about kind of movie that they could watch to add their knowledge.

---

<sup>45</sup>Raniah Hassen, “Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University”, English Language Teaching, (Canadian Center of Science and Education Vol. 9, No. 3, 2016), p. 249

Teacher could teach the students by combining the material with the related movie. Giving a five minutes introduction to the movie followed by a brainstorming session between the students and teacher to discuss the theme, what the movie would contain, new vocabulary and expressions would be very effective in the comprehension of the movie. Movie as screen educators helps the students perceive, understand and appreciate the unique visual and aural language of film and the role of this language in human communication.<sup>46</sup> Message from mass media has fundamental strength from non mass media in conveying the message to the general (public). The programs comprise some groups, for example, program for children, adult, family, etc. Student should be motivated by giving several examples, explanation, and guidance, so it will make student easy to imitate the massage from the movie.

Based on these theories, the researcher takes conclusion that movie could be used as a media to help the teacher easier to deliver material in the classroom. By choosing an appropriate movie, the students can learn many things include behavior, norm, social, life, etc. There are many kinds of movies that can be used for teaching learning. The movie that has value to real life is appropriate to be used by the teacher. In this research, the researcher will use one of movie that has value entitled Le Grand Voyage.

## H. Le Grand Voyage Movie

Le Grand Voyage is Islamic Movie. It is an extraordinary film written and directed by Ismael Ferroukhi, a high school student who lives in the south of France drives

---

<sup>46</sup>*Ibid*, p. 250

his Moroccan father across seven countries to Mecca. Along the way they encounter many obstacles (always part of the pilgrimage experience) and knock heads with each other. Here in broad and engaging strokes the filmmaker lays out the clash between a devout man of faith and his thoroughly secularized son who doesn't have a clue about the meaning of Islam.

Unwilling to take a plane to Mecca, Father (Mohamed Majd) wants his eldest son to drive him. But when he cannot do so, the ardent Muslim calls upon his younger son, Reda (Nicholas Cazale), to perform this service for him. They live in two different worlds and have never communicated on an intimate level regarding their beliefs or values. Reda complains to his mother that he cannot go because of his exams, but the trip is non-negotiable. On the road his father is unhappy with his fast driving and tells him that "those who hurry are already dead." Reda is infuriated when he discovers that his father has thrown away his cell phone and thus ended any communication he could have with his girlfriend, a non-Muslim girl.

Although Reda wants to stop and see some of the cities in Italy, his father tells him that the purpose of the journey has nothing to do with being tourists. While he prays five times a day and reads his Koran, Reda squirms restlessly. They squabble whether or not to pick up a woman dressed in black and after they do, Reda can't wait to leave her behind at a place where they eat. The two men spend a frigid evening sleeping in the car during a blizzard. Father is hospitalized briefly. After running into difficulty at a border crossing, Mustapha (Jacky Nercessian), a Turkish man, guides them through Istanbul where they see the Blue Mosque. He takes Reda out for a night of drinking and later Father accuses Mustapha of stealing the money he had

hidden in a sock. Later, Reda finds the sock and grows even more impatient with his traveling companion. The final flare-up takes place when Reda brings a dancer to their hotel room and is discovered. It takes a while for his father to forgive him. The teenager feels like a complete outsider when they connect with a caravan of other Muslim pilgrims. In Mecca, he is overwhelmed by the sight of so many believers who are like his father involved in a great spiritual adventure. *Le Grand Voyage* is a stirring road movie that sheds light on Muslim piety and reveals the gulf that continues to separate those who believe and those who don't— even within the family circle. (Source: <https://www.spiritualityandpractice.com/films/reviews/view/9667>).

## 1. Plot

Reda is a French teenager, one day his father asked Reda to accompany him on a pilgrimage to mecca, he reluctantly agreed even though he had to leave an examination in his school/campus. They traveled by car not by plane, along the way, they met several interesting experiences, and they also met some characters, on the way to Mecca, Reda learnt much about Islam. After all their hard journey, they reached mecca but the father passed away soon after doing his pilgrimage.

The plot is forward

## 2. Characters

Protagonist : – Reda – The Father

Antagonist : – Mustapha

Mixed : – The old woman

### **3. Genre**

Drama/ Romance

### **4. Setting**

Time: on pilgrimage months

Place: France through Italy, Slovenia, Croatia, Serbia, Bulgaria, Turkey, Syria, and Jordan before reaching Saudi Arabia.

Social environment: Most of scenes were taken in the middle east, so the middle east's culture was dominated in that movie.

Movie duration : 01:42:19

### **5. Point of view**

The 3<sup>rd</sup> person

### **6. Tone**

The tones were dominated with serious tone, but sometimes also mixed with humorous, but in the ending of the movie was sad scene.

### **7. Theme**

The movie portrays the relationship between father and son on a religious pilgrimage trip by car.

### **8. Messages/ lessons learnt from the movie**

- a. Doing a religious pilgrimage will teach us a lot of lesson about life a religion.
- b. Respecting parent, they have their own reason or way to educate us.
- c. Aware with our obligation as a Moslem.
- d. Helping each other, even though we are in the difficulty.

- e. We never know when some of our family or relatives or friends will leave us (die), so always show our best attitude to other. (Source: <https://www.ceritabumi.com/le-grand-voyage-review/>)



## REFERENCES

- Adisusilo, Sutarjo. (2013). *Pembelajaran Nilai Karakter*. Jakarta: PT Raja Grafindo Persada.
- Amberg, Julie S. and Deborah Vause J. (2009). *American English: History, Structure, and Usage*. Cambridge: University Press.
- Anshari, Syarif. (2015). *The Analysis of the Moral Values in the First Series of Narnia Movie The Lion, The Witch And The Wardrobe*. Banjarmasin: A Student's Thesis from Antasari State Institute for Islamic Study.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ary, et al. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Banerjee, A. (2014). Moral Values-A Necessary Part of the Curriculum. Indian Journal of Research. Vol.3. Rajashtan: Mewar University, May 2014), 57. <https://www.worldwidejournals.com>
- Bertens, Kees. (2004). *Etika*. Jakarta: PT Gramedia Pustaka Utama.
- Bogdan, R. S. and Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Ally and Bacon, Inc.
- Birnbacher, Dieter. (2013). *Moral and Other Values*. Germany: Kultura I Wartosci.
- B Jung, T Kwak, J Song, and Y Lee. (2004). *Narrative abstraction model for story-oriented Video*, (Korea Advanced Institute of Science and Technology).

- Carl, F.A., & Louise, B.S. (2003). *Qualitative Data: An Introduction to Coding and Analysis*. New York University Press: Library of Congress Cataloging.
- Chan, David K. (2008). *Moral Psychology Today*. USA: Springer.
- Creswell, j. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitativeand Qualitative Research. Fourth Edition*. London: Pearson Education.
- Edward, Paul. (1967). *The Encyclopedia of Philosophy*, Vol. 7. Great Britain: Macmillan.
- Fajar, Syamsul. (2017). *Moral Values Analysis in the Rainbow Troops Novel Written by Andrea Hirata*. Banda Aceh: The Student's Thesis from Faculty of Education and Teacher Training State Islamic University Ar-Raniry.
- George, and Uyanga. (2014). *Youth and Moral Values in A Changing Society*. Journal of Humanities and Social Science, 19(6).
- Hassen, Raniah. (2016).*Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI)*. King Abdul-Aziz University English Language Teaching. Canadian Center of Science and Education Vol. 9, No. 3.
- Henry, H. (2003). *Dasar-dasar Moralitas*. Yogyakarta: Pustaka Pelajar.
- Hornby. (2005). *Oxford Advanced Learner's Dictionary*. Oxford Advanced Learners Dictionary. Retrieved on January 8, 2021 at 1:17 am from Professional Journal of English Education.
- Johnson, Lisa .E. & Reiman, Alan J. (2007). *Beginning Teacher Disposition: Examining the Moral/Etchical Domain*,

- Journal Teaching and Teacher Education. Retrieved on February, 2<sup>nd</sup> 2022 at 1:37pm from www.examining-moral-value-journal-teaching.pdf.
- Judith, G. (2007). *A Guide to Using Qualitative Research Methodology*. London School of Hygiene and Tropical Medicine: Research Officer MSF UK.
- Linda, E.R. (1997). *Mengajarkan Nilai-Nilai Kepada Anak*. Jakarta: Gramedia.
- Lincoln Y.S. and Guba E.G. (1985). *Naturalistic Inquiry*. California: Sage Publications Taylor and Francis Group.
- Matthew Miles B. Michael Huberman A. and J. Saldana. (2014). *Qualitative Data Analysis*. London, Sage Publications.
- Meleong, L. J. (2006). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Monica J Taylor and J. Mark Halstead. (1996). *Values in Educational and Educational in Values*. London: The Falmer Press.
- Qomaria. (2014). *An Analysis Of Moral Value In “The Maze Runner”A Film by Wes Ball*. JELT: Journal English of Language Teaching.
- Renyeot, J.M. (2014). *Pesan Moral dalam Film To Kill a Mochingbird*. Unpublished Thesis: Hasanuddin University.
- Rizkiyah, Kiki Albarikah. (2017). *The Analysis of Moral Value in the Trash Movie*. Surakarta: The Student's Thesis from Muhammadiyah University of Surakarta.
- Salam, B. (2000). *Etika Individual Pola Dasar Filsafat Moral*. Jakarta: PT Rineka Cipta.
- Samani, Muchlas. and Hariyanto. (2019). *Pendidikan Karakter: Konsep dan Model*. Bandung: Remaja Rosdakarya.

Sugiyono. (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfa betaa.

Talts, Leida. (2012). *Design for Learning and Teaching in the Context of Value Education*, A Journal of Procedia Social and Behaviour Science. Retrieved on February, 2<sup>nd</sup> 2022 at 1:31pm from <http://doi.10.1016.j.sbspro.2012.06544>

Vasile, Macoviciuc. (2011). *Moral Values and Faith*, Euromentor Journal Studies about Education, Volume.2 No.1, 2011, Retrieved on July, 22<sup>nd</sup> 2020 at 12:41pm from <https://www.ceeol.com/search/article-detail?id=272155>.

Vassiliou A. (2006). *Analysing film content: A text-based approach*. Surrey: University of Surrey Guildford.

Wiel, Veugelers. (2008). *Moral Values in Teacher Education*, Paper Presented at the 1<sup>st</sup> Simposium on Moral and Democratic Education. Retrieved on February, 2<sup>nd</sup> 2022 at 1:25pm from [www.eled.uowm.gr/sig13/fulltexts/paper15.pdf](http://www.eled.uowm.gr/sig13/fulltexts/paper15.pdf)