

**AN ANALYSIS OF MORAL VALUES OF THE MAIN
CHARACTER OF THE MOVIE “DEAD POETS SOCIETY”**

Thesis

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DECLARATION

I declare that the thesis entitled “*An Analysis of Moral Values of The Main Character of The Movie Dead Poets Society*” is entirely my own work. There is no part in it that contains plagiarism from other people’s work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

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FitrahMel Razaq Qaniyu

ABSTRACT

FitrahMel Razaq Qaniyu (2023) An Analysis of Moral Values of The Main Character of The Movie “Dead Poets Society”

This thesis aims to analyze the moral values portrayed by the main character in the movie "Dead Poets Society." The film depicts the lives of a group of students in an all-boys preparatory school, led by an inspirational English teacher. The research seeks to provide a detailed exploration of the moral values exhibited by the main character in the film and how these values influence their understanding and actions. the research methodology employed in this thesis is qualitative analysis. The data utilized consists of the main character's dialogues and actions, as expressed in the film. The analysis takes into account the social and cultural context within the film and employs ethical and moral philosophy approaches to identify and evaluate the displayed moral values. the findings of this research reveal several moral values embodied by the main character. Firstly, the importance of freedom of thought and self-expression is demonstrated by the main character's defiance of societal norms. Secondly, the value of courage in facing pressure and following one's conscience. Thirdly, the significance of friendship and solidarity in confronting life's challenges. Lastly, the importance of appreciating uniqueness and individuality in the search for self-identity. this study provides a profound insight into the moral values exhibited by the main character in the film "Dead Poets Society." The results of this analysis can be used as a basis for discussion and reflection within the context of moral education and personal development. Furthermore, this research contributes to a deeper understanding of the influence of moral values in everyday life and how they shape individuals within society.

Keywords: Movie, Moral Value, Dead Poets Society

LIST OF CONTENTS

THESIS APPROVAL	ii
THE APPROVAL OF THE THESIS EXAMINERS	iii
DECLARATION.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF CONTENTS	vii
LIST OF APPENDIXES	ix
CHAPTER I.....	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions	3
C. Research Objective.....	3
D. Research Significance	3
E. Terminology.....	4
CHAPTER II	7
LITERATURE REVIEW	7
A. Moral.....	7
B. Value	8
C. Moral Value	9
D. Theories of Literature Elements.....	13
E. Synopsis of Dead Poets Society Movie	15
F. Previous Study	16
CHAPTER III	19
METHODOLOGY.....	19
A. Research Design.....	19
B. Research Object	20
C. Data Collection.....	20
D. Technique of Data Collection	20
E. Technique of Data Analysis	21
CHAPTER IV.....	22

FINDING AND DISCUSSION	22
A. Moral Value found in the main character in the “Dead Poets Society” Movie.....	22
B. The moral values of the main character impact on the other supporting characters in the movie “Dead Poets Society”	33
C. Discussion	35
CHAPTER V	38
CONCLUSION AND SUGGESTION	38
A. Conclusion	38
B. Suggestion.....	39
REFERENCES	42
APPENDIXES	
MOVIE COVER	
AUTOBIOGRAPH	

LIST OF APPENDIXES

1. Appointment letter of writing thesis
2. Appointment letter of thesis responsibility
3. Movie Cover
4. Autobiograph

CHAPTER I

INTRODUCTION

This chapter presents the Research Background, Research Questions, Research Objective, Research Significance, and Terminology.

A. Research Background

Most people believe that moral values are learned. This means that they are not something that we are born with, but something that we acquire through our experiences and interactions with others. From childhood, we learn how to share, how to be truthful, and how to care for others. As we grow older, we continue to learn new moral values from our families, our friends, and our wider community. We also learn about moral values through the media, such as television, books, and films.

Barcalow in Fajar (2017) describes morality as something that can be judged based on someone's behavior, and people may decide whether something is positive or negative, morally acceptable or not, forbidden or allowed.

Chowdhury (2016) stated that morality is a human conduct towards a circumstance or item and value is the norm that society believes as a foundation for humans in taking action. We live in a world where moral values are frequently used as the primary guideline for humans to act in daily life; there are values in social life, values in sports, and values in art, including literature. Values are

derived from forefathers who originated from culture, customs, and religious beliefs.

Contended that literature should be both entertaining and educational. Literature, being one of the major media, must have a value, including moral values, so that a literary work not only entertains but also educates its readers (Guerin et al, 2005).

The majority of the film is based on true stories from around the world, while the rest is based on books or novels. Most people watch films or watch movies to be entertained, criticized, advertised, or educated. The movie will give us a message such as moral, motivation, faith in God, science, and so on. Films with motivational themes are the best of all to be seen and investigated by the writer. One of the inspiring Films is “Dead Poets Society” movie produced in 1989 which was belonged to drama movie and adapted from the book of real life story by Tom Schulman. Dead Poets Society movie tells the story of an English teacher who inspires his students through his teaching of poetry.

As a result of this circumstance, the writer examines the moral values in the film "Dead Poets Society." The writer concludes that this research can assist readers in resolving their problems and emphasizing the importance of moral values. As a result, the writer is interested in conducting a study titled "An analysis of moral values of the main character in the film "Dead Poets Society" for this purpose.

B. Research Questions

To clarify the problem to be studied, then the problem is formulated as

1. What are the moral values of the main character found in the movie “Dead Poets Society”
2. How do the moral values of the main character impact on the other supporting characters in the movie “Dead Poets Society”?

C. Research Objective

The objectives of this research are as follows

1. To investigate the moral values of the main character in the movie “Dead Poets Society”
2. To find out how the moral values of main character impact on the other supporting characters

D. Research Significance

The benefits of study are as follow:

1. Theoretical Uses

The writer hopes that the results of this study can contribute to the development of moral messages taken from the character of John

Keating in the information of the film "Dead Poets Society" to readers about how to delve deeper into moral messages in a film.

2. Practical Uses

The research findings are expected to be useful for:

a) For Teachers

The teacher can use this paper to enrich their knowledge of literature, especially about moral values.

b) For Students

To contribute to the readers, particularly students of the English Department, by enriching references in concert with the movie's moral value.

E. Terminology

To clarify the terminologies used in this work, the writer presents definitions for the essential terms.

1. Moral Value

According to Schwartz and Boenke (2004) Moral as referring to dealing with or being capable of making the distinction between right or wrong behavior principles, norms habits with respect to right or wrong behavior. Values are defined as the social beliefs, goals, or standards held or accepted by an individual, a group, a society, and so

on. In a nutshell, moral value is the relationship between an individual's beliefs, behavior, and attitude.

As defined by Nurgiyantoro, (2010), moral is used to define the boundaries of a trait, temperament, viewpoint, or behavior that is worth declaring is right, wrong, good, or bad. According to Kenny (In Nurgiyantoro, 2010). In terms of the content of literary works, dichotomy forms is an element of the content, both moral and topic. It is something that the author will transmit to the reader.

In this study, moral value means the moral value of the main character in the movie *Dead Poet Society*.

2. Education

Using examples is one approach to demonstrate to pupils how fair trade works. Examples are one of the most effective instruments in moral teaching for a variety of educational purposes. There are various types of examples that could be used. Dale Jamieson categorizes examples into four types: literary, ostensive, hypothetical, and imaginative. Each of them has advantages and disadvantages. (Jamieson, 1994).

The significance of ethical education in a literary work, on the other hand, is split into two categories: moral personality and social morality (Rohmah, 2006)

The meaning of education is studied by a biographical method at three levels: life course, identity, and significant learning experiences.

According to Antikainen, et al (1995) Educational identification and major learning experiences both strengthen the generational analysis results while also complicating the portrayal by referring to social class, cultural membership, and gender.

In this research, The Education means that process of acquiring knowledge, skills, values, and attitudes through systematic instruction and learning experiences from the Dead Poets Society main character.

3. Dead Poets Society

Dead Poets Society is a 1989 American drama film directed by Peter Weir, written by Tom Schulman, and starring Robin Williams. Set in 1959 at the fictional elite conservative boarding school Welton Academy, It tells the story of an English teacher who inspires his students through his teaching of poetry.

Through the main characters, the film "Dead Poets Society" addresses profound moral themes. The story emphasizes the value of individualism, self-expression, and pursuing one's passions. It inspires viewers to seize the day and live their lives to the fullest, emphasizing the importance of seizing opportunities and enjoying life to the fullest. The film also addresses issues such as defying authority, challenging cultural conventions, and the repercussions of compliance. Finally, "Dead Poets Society" teaches us the importance of keeping true to ourselves, pursuing our aspirations, and assisting others in their search for happiness.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer provides some theories about moral, value, theories of literary elements and synopsis of movie.

A. Definition of Moral

In literature, the moral is the message or lesson to be learned from the story or event.

Moral identity which refers to a strong sense of being a moral person and the importance of moral ideals to an individual, is a crucial notion for understanding the moral core of leadership (Aquino and Reed 2002; Hardy and Carlo 2011).

According to Blasi (1995) however, we have a relatively limited grasp of the processes that a person can go through to develop a strong and mature moral identity. Ideally, a higher level of moral centrality develops through an integration process. Exploration is defined as the process of investigating many identity options that may be consistent with one's own interests, talents, and values, whereas commitment is defined as making an identity-defining decision that one wants to adhere to for the foreseeable future. As while identity cannot be directly observed, the processes of exploration and commitment that individuals describe in their

identification decision-making can be regarded as markers of underlying characteristics of one's general identity (Kroger and Marcia 2020).

However, as time passes, other concerns emerge, such as the increasing crime rate in the country, which indicates an immoral culture. A lack of moral precepts at a young age might have a negative impact on a person's life.

As a result, he tends to do things on his own accord, such as stealing, acting aggressively, uttering inappropriate remarks, and insulting elders. The surroundings or what he observes can have an impact on his character formation (Batubara et. al., 2021).

B. Definition of Value

Values and attitudes are inextricably linked because values express our views about how we should conduct ourselves and the ultimate goals we believe are worthy or unworthy of obtaining. According to Laursen (2018), the findings center on how value is created, with four primary value-creation activities identified: constructing infrastructure, creating knowledge, influencing minds, and managing value capture.

According to Ekpiwre (2008), values shape people's personality as well as society cohesion. People's recognition of profound quality and ethical consciousness in society is determined by fundamental moral principles. Ethical principles include honesty, tolerance, compliance, dependability, integrity, hard work, duty, regard, resistance, devotion,

flexibility, respect for human life, and respect for others. Correspondence, equity, and decency are some of the others.

C. Moral Value

Thien & Tu (2019) believes that without morality, humans as social creatures will perish because morality represents the laws of each individual's behavior in relation to the rules and standards of good and bad actions and behavior.

Moral standards are directly tied to religious and cultural values. All religions around the world teach their adherents the same moral ideals, which are to constantly do good for oneself as well as others and obey God. According to Thien & Tu (2019), because no human being is born flawless, humans must teach themselves and improve their morals in order to become decent humans, because morality is the most useful thing in life.

Moral values are utilized to improve and promote moral education, as well as to apply healthy morals to those who exhibit good behavior. As a result, it is critical to introduce and apply moral ideals to society (George & Uyangga, 2014). According to George & Uyangga (2014), moral values are taught to be developed in moral education as valuable attributes that aid in the development of a decent and healthy character. Moral values are vital in determining human views of moral consciousness in society. Honesty, respect, patience, responsibility, obedience, integrity, respect,

hard work, loyalty, fairness, equality, and tolerance are moral principles that must exist in the soul of an individual in social life.

Moral values result from valuing the process of comprehending and applying God and human values in one's life. As a result, these principles will suitably govern human knowledge and creativity (Linda et al, 1997). According to Linda are Values divide into two groups:

1. Values of Being

The value of being is a value that evolved humans incorporate into their behavior and how they treat others. It includes the following:

a. Honesty

Honesty in dealing with others, institutions, society, and oneself. Because there was nothing to hide, I had profound strength and confidence (Linda et al, 1997).

b. Bravery

Dare to try wonderful things even if they are tough. Who ventured to confront the current majority's wrongheadedness, to refuse an invitation to err? Courage to follow your heart even if it means being excluded and suffering as a result. Dare to be welcoming and friendly (Linda et al, 1997).

c. Peace ability

The attitude of calm and patience. The tendency to accept other people's points of view rather than deny and oppose them. Understand that

disagreements are rarely addressed by conflict and that a person's obstinacy shows that he has a problem or feels insecure, and hence expects your understanding. Willingness to understand other people's emotions rather than reacting to them immediately, emotional control (Linda et al, 1997).

d. Confidence

Individuality; knowledge of boundaries and development's uniqueness. Attitude is solely responsible for his actions. Overcoming the inclination to blame others when things go wrong. Believing in one's own abilities (Linda et al, 1997).

e. Self-discipline and moderation

Physical, mental, and financial self-discipline. Understand the time limits for talking and eating. Know your limits in terms of physical and mental strength. Being aware of the pitfalls of embracing extremist viewpoints yet remaining impartial. The ability to strike a balance between spontaneity and self-discipline (Linda et al, 1997).

f. Purity and pureness

Awareness of the need of chastity before and after marriage, Understanding the relationship between marriage and sexuality. Awareness of the long-term (and extended) effects that can result from unethical sexual behavior (Linda et al, 1997).

g. Hard work

According to Linda et al, (1997) hard work is the greatest effort made to meet the demands of life in this world and the next, coupled by a positive attitude. Everyone should work to meet their basic needs in this world and the next.

2. Value of Giving

The value of giving is that values must be practiced or offered before they can be acknowledged as given. Values of giving include:

a. Loyalty Trustworthy

Loyalty to family, job, the state, school, and organizations and other institutions is owed to us. Ready to provide a hand, ready to serve, ready to assist. And faith in keeping constant promises (Linda et al, 1997).

b. Respect

Respect for life, respect for property rights, respect for parents, respect for elders, respect for nature, and respect for other people's ideas and rights. Civilized and courteous conduct. Respect yourself and prevent detracting from yourself (Linda et al, 1997).

c. Love and Affection

Dear to them means more than just being loyal and courteous. Dear pals, dear neighbor, who also loves to despise us. Furthermore, it highlights the lifetime obligation for saying to the family. (Linda et al, 1997).

d. Sensitive and not selfish

More consideration for others. Learn to feel solidarity and compassion for others. Tolerance, empathy, and fraternity. sensitive to others' and situations' requirements (Linda et al, 1997).

e. Humble and Caring

A humble and loving approach is more admirable than a hard and tough one. The preference for comprehension above confrontation. tenderness, especially on the younger or more vulnerable. Capable of establishing new acquaintances and keeping old ones. Lightweight hand to assist (Linda et al, 1997).

f. Fair and Humane

Obey the law, be fair at work, and play games. the understanding of natural consequences and the law of cause and effect. admire the compassionate and forgiving attitude, and recognize that vengeance is futile (Linda et al, 1997).

D. Theories of Literature Elements

A movie, also known as a film, is a blend of art and literature with industry since the movie is a meeting of business people in the film industry with artists and performers to create a literary work that many people may enjoy. Aside from aesthetics and commerce, the movie is acknowledged as a distinct and strong art and literary form, comparable to play, music, painting, and even sculpture (Petrie & Boggs, 2012).

Elements in the film are very vital in order to establish and develop the plot in the film so that it can be experienced properly and clearly. According to Klarer (1998), asserts that fictitious literature such as books, films, and dramas contain vital features. Plot, character, narrative perspective, and setting are examples of these. Characters in literary works might be shown as specific categories of people.

Characters in literary works have only one specific trait or character, which are referred to as flat characters, whereas round characters depict types with multiple or complicated features or qualities (Klarer, 1998).

Media technology allows for a variety of modes of self-expression. Because today's educational media is regarded as a tool or process of learning development through media, the objective of educational media is to promote creativity, think better, and communicate talents (Ferodov, 2015). A movie is an example of educational media. A movie is a sort of audio-visual medium in which sound is used as a sense of hearing and moving visuals are used as a sense of sight. A movie can be defined as a story that is transmitted in the form of a moving image with sound to make the story more lively and engaging for all to watch. We can learn things from movies that are often impossible to learn in the actual world. Movies can help us learn about a variety of topics. Movies, for example, explain the universe's process. Movies can also transport us to the past by depicting historical events that occurred in the past.

E. Synopsis of Dead Poets Society Movie

The drama film *Dead Poets Society* portrays the story of an English teacher who uses poetry to encourage his students. In 1959, Todd Anderson (Ethan Hawke) begins his third year at the elite Welton Academy. This time, Todd is assigned a roommate named Neil Perry (Robert Sean Leonard), who is regarded as one of the most outstanding students at the university. Todd and Neil were surprised to see their new English teacher on the first day of school. John Keating (Robin Williams) begins the lesson by telling his students that they always make life more meaningful. Not only that, but John employs an unorthodox manner of instruction. From asking kids to stand on the table to ripping poetry books, among other things.

John did this so that Todd, Neil, and the other kids might grasp how to see life through the lens of literature. One day, Neill reveals to John that he is a member of the 'Dead Poets Society,' an organization created by many Welton Academy pupils. They would slip into a little cave near the school and recite poems together whenever they got together. Todd, Knox (Josh Charles), Charlie (Gale Hansen), Cameron (Dylan Kussman), Steven (Allelon Ruggiero), and Gerard (James Waterston) were also persuaded to join by Neil. Many details regarding the lives of the Dead Poets Society members are exposed as time passes. From familial issues to romance, these six youngsters strive to deal with it

all together. The existence of the Dead Poets Society was challenged one day when an article appeared in the Welton Academy journal.

The Dead Poets Society is an outstanding film that demonstrates how education may extend beyond what is taught in textbooks. The film presents education as a means of enlightening students about the facts of life and how they should not look at things from a single point of view (Kompas.com 2021).

F. Previous Study

There are many research papers on the literary subject of analyzing moral worth in films. The writer would like to provide other studies that are related to this one.

The first research is the study conducted by Robiah AL Adawiyah (2021). He is an alumnus from University of Bengkulu, he conducted the research under the title “Illocutionary Acts Used in the Dead Poets Society Movie.” The purpose of this study was to describe the category of illocutionary and reaction to illocutionary interlocutors expressed by the speakers used in the Dead Poets Society movie. The method used in this study is a qualitative descriptive method. The object of the research is the Dead Poets Society movie script. Based on data analysis, the researcher found 72 utterances of illocutionary acts, the dominant ones are Verdictives, namely Estimating, and Behabitives, namely Complimenting, while the reaction of the interlocutor to illocutionary acts is dominated by

Behabitives illocutionary acts, namely Applauding, and Expositives illocutionary acts, namely Denying. The researcher assumes the tendency of using inspired speech acts by the genre of movie, namely tragedy and drama because this movie features several characters who show interest in poetry, and have conflicts between students, parents, and teachers when taught by Mr. Keating is considered to have deviated in principle from Welton Academy. The results of this study can be used as a reference in studying speech acts in pragmatics because, in this study, the researcher classified the types of illocutionary acts more easily based on Austin's theory.

The second research is the study conducted by Muhammad Ma'ruf (2023). He is an alumnus from Teacher Training & Education Faculty Universitas Serambi Mekkah Indonesia. He conducted the research under the title "Translation Strategy Used in Translating Idiomatic Expressions in Dead Poets' Society Movie." The qualitative method involves scrutinizing and explaining spoken data using content analysis. This method employs idiomatic phrases found in subtitles. The researcher examined the subtitles in English and Indonesian and listed the idioms with the help of a dictionary. To analyze the data, the researcher sorted the types of idioms according to Lim's theory (2004), classified the translation strategies according to Baker's framework (1992), interpreted the results, and reached conclusions.

The last is the study conducted by Netta, et al (2022). They are from Faculty Universitas Muhammadiyah Aceh. the research under the title Perlocutionary Acts in The Movie “Dead Poets Society.” This study aims to analyze the perlocutionary acts used by the main character of Dead Poet Society, Mr. Keating, towards his students. The study employed the qualitative approach, examining the data from Mr. Keating’s words and actions. The study then analyzed the data by classifying the speech acts, on the aspect of perlocutionary acts, and also comparing the speech acts to the actions and the values in the movie Dead Poets Society. The findings of the study revealed that Mr. Keating frequently used perlocutionary acts to inspire and motivate the students. Therefore, he used a variety of teaching methods in his class in order to continuously encourage and motivate his students to work toward their aspirations.

CHAPTER III

METHODOLOGY

The approach for this research is explained in this chapter. It justifies the research design, research object, data collection, technique of data collection, technique of data analysis.

A. Research Design

This research uses a descriptive qualitative method, and it falls under the purview of qualitative research. Qualitative research is conducted without a focus on figures, but rather on a thorough knowledge of the interactions between the concepts being studied (Semi, 2012). Writers who use qualitative research take a person-centered and holistic approach to understanding the human experience, rather than focusing on specific topics.

According to Creswell (2014) Qualitative researchers gather knowledge and data on their own by observing behavior, conducting interviews, and studying documents. Questionnaires are rarely used by qualitative researchers. They do not send instruments to others and do not need to bring people to the laboratory to collect data. All modes of inquiry resulting in descriptive data on persons' written or spoken words, as well as observable behavior, are considered qualitative research (Taylor et al. 2016).

B. Research Object

The research object in this study is the moral values of the main character (John Keating) in Dead Poets Society movie directed by Peter Weir, and written by Tom Schulman.

C. Data Collection

Because this research is a literary study, they are considered research materials. The main source of data for this study was the dialogue from the film Dead Poets Society. The research data consists of all verbal indicators utilized by the characters, including words, phrases, and sentences.

D. Technique of Data Collection

To acquire data for this study, the writer employs material analysis. Documentation is defined as a written or printed piece of paper that bears the original, official, or legal version of something and can be utilized to provide decisive evidence or information. The film "Dead Poets Society" serves as documentation in this case. The following steps were taken to collect the research data. First, watching the movie twice or more is critical, as is identifying where to locate the data connected to the study, the final step is to report the specific results or findings.

E. Technique of Data Analysis

The writer began analyzing the data after obtaining it. The writer examines the moral value present in the film "Dead Poets Society" using descriptive analysis approaches when examining the data. The writer uses textual analysis since the data is derived from dialogues and words, and hence the method is descriptive qualitative. The writer employed a qualitative descriptive method for data analysis methodologies. Data is gathered through scripts, films, and books that support the theoretical approach, allowing the writer to examine problems more easily.

There were the following steps in a step-by-step analyzing procedure:

1. The writer chose the film Dead Poets Society and used a transcript film to support the primary data.
2. The writer watches the film and studies each scene to evaluate it.
3. The writer discusses the minutes of the portion using the expert theory of moral and social values.
4. Finally, the writer creates a report based on the analysis of the results.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer wants to provide the results of an examination of the moral values contained in the main character and the elements contained in the film *Dead Poets Society* and also to answer Research Questions in Chapter II.

A. Moral Value found in the main character in the “Dead Poets Society” Movie

1. Self - confidence

People who are self-confident are selfless (tolerant), do not require encouragement from others, and are happy and optimistic (Lauster, 2002).

The trait of having self-confidence is presented in the following dialogues:

❖ Dialogue between John Keating and his class (Time: 00:14:00):

John Keating: “No matter what anybody tells you, words and ideas can change the world.”

Knox Overstreet: “To quote from Whitman, 'O me! O life!... of the questions of these recurring; of the endless trains of the faithless... of cities filled with the foolish; what good amid these, O me, O life?'

Answer. That you are here — that life exists, and identity; that the

powerful play goes on and you may contribute a verse. That the powerful play goes on and you may contribute a verse. What will your verse be?”

John Keating encourages his students to recognize their own worth and potential impact on the world. He believes that every individual has a unique voice and the power to contribute something meaningful to the larger narrative of life.

❖ Dialogue between John Keating and Todd Anderson (Time: 00:40:52):

John Keating: “Now, we all have a great need for acceptance, but you must trust that your beliefs are unique, your own, even though others may think them odd or unpopular.”

Todd Anderson: “But why should I be afraid to say what I really think?”

John Keating: “Because you're an individual.”

John Keating encourages Todd Anderson to trust in his own unique beliefs and not be afraid to express them. Keating recognizes that the fear of rejection or disapproval often leads individuals to suppress their true thoughts and conform to societal expectations.

❖ Dialogue between John Keating and Neil Perry (Time: 01:21:58):

Neil Perry: "My father will kill me!"

John Keating: "Neil, you're gonna have to find the courage to pursue the course that you want. Do you understand?"

Neil Perry: "But it's not that easy!"

John Keating: "Nothing worthwhile is ever easy. You have to decide if you're gonna conform to what people want, or if you're gonna be yourself. And if being yourself means that you're gonna bring harm to people, then maybe you need to consider other options. Because, believe me, I've seen it before, and I'm not gonna let that happen again."

John Keating encourages Neil Perry to find the inner strength to pursue the course he desires, even in the face of potential conflict with his father. Keating understands that taking the path one truly wants may require bravery and the willingness to face challenges.

❖ Dialogue between John Keating and Charlie Dalton (Time: 01:28:55):

John Keating: "You're not going to let anyone else tell you who you are, are you?"

Charlie Dalton: "No."

John Keating: “You have to trust yourself. Never follow anyone else's path, unless you're in the woods and you're lost, and you see a path. By all means, you should follow that.”

John Keating encourages Charlie Dalton to not let others define his identity. Keating inspires Charlie to have confidence in his own thoughts, beliefs, and choices, rather than relying on external validation or following someone else's path.

Context: These dialogues provide inspiration about the importance of having confidence in self-expression, pursuing personal dreams, and being yourself.

2. Independent

Those concerned with education are becoming increasingly interested in the concept of independent learning. This is because, first and foremost, every individual has the right to fulfill their learning needs in order to learn what they want (Crabbe, 1993).

The trait of having Independent is presented in the following dialogues:

❖ Dialogue between John Keating and his class (Time: 00:15:53):

John Keating: “We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business, engineering... these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love... these are what we stay alive for.”

This dialogue highlights the importance of nurturing our emotional and creative sides, recognizing that life is more than just practicality and functionality. It encourages individuals to seek out and celebrate the beauty in the world, the emotional connections with others, and the power of art to inspire and touch the human soul.

❖ Dialogue between John Keating and Todd Anderson (Time: 00:41:03):

John Keating: “Don't you forget this. You must strive to find your own voice because the longer you wait to begin, the less likely you are to find it at all.”

Keating encourages Todd Anderson to strive to find his own voice. Keating believes that each person has a unique perspective and a distinct way of expressing themselves. By finding their own voice, individuals can tap into their creativity, authenticity, and personal growth.

Context: The dialogues show that John Keating encouraged his students to be independent in thinking and acting. He emphasized the importance of pursuing their passions and finding their own uniqueness, not following a path predetermined by someone else. Keating taught them to value freedom of expression and to be bold individuals, unafraid to step outside their comfort zone and pursue an authentic life.

These dialogues highlight the importance of independence in pursuing dreams and determining a life path that is in accordance with personal desires and values.

3. Optimist and Courage

Optimism is the belief and hopes that resides within an individual that things will turn out well. An optimistic attitude can assist a person in overcoming numerous issues and frustrations by viewing problems in a more positive light, allowing a person to rapidly overcome the problems they are facing (Riadi, 2021).

According to Sari (2021) Courage is the courage to do something scary and risky, yet chose to act despite the risks for reasons such as humanity, love, passion, promise, truth, duty, and so on. Consideration and mindfulness result in courage.

The trait of having Optimist and courage is presented in the following dialogues:

❖ Dialogue between John Keating and his class (Time: 00:11:03):

John Keating: “They're not all that different from you, are they? Same haircut. Full of hormones, just like you. Invincible, just the way you feel. The world is their oyster. They believe they are destined for great things, like many of you. Their eyes are full of hope, just like yours. Did they wait until it was too late to make out of their lives even the tiniest bit of their abilities? For you see, gentlemen, these children are

now fertilizing daffodils. But if you listen carefully, you can hear them whispering their legacy to you. Come on, lean in. Listen. Do you hear it? Carpe. Listen? Carpe. Carpe diem. Seize the day, children. Make your life extraordinary.”

Keating encourages his students to embrace the present moment, to make the most of their abilities, and to live their lives to the fullest. He highlights the importance of not waiting until it's too late to pursue their dreams and aspirations.

❖ Dialogue between John Keating and Todd Anderson (Time: 01:24:03):

John Keating: “Don't you forget this. You must strive to find your own voice because the longer you wait to begin, the less likely you are to find it at all.”

Keating urges Todd to strive to find his own voice. Keating emphasizes that each person has a unique perspective and way of expressing themselves. Finding one's voice allows for personal authenticity and the ability to contribute something distinct to the world.

❖ Dialogue between John Keating and Charlie Dalton (Time: 01:20:34):

Charlie Dalton: “Do you side with Nolan? How about “carpe diem” and sucking out all the marrow out, out of life and all that”

John Keating: “Sucking the marrow out of life does not mean clogging up the bones. sometimes there is a time to be brave and a time to be careful.”

The dialogue highlights the value of thoughtful decision-making and recognizing that different situations require different approaches. Keating implies that while it's essential to embrace life and seize its opportunities, it's equally important to consider the potential consequences and exercise care when necessary.

Context: In these dialogues, John Keating inspires his students to have an optimistic outlook on life, take risks, and dare to pursue their dreams. He encouraged them to live passionately and take the opportunities that were in front of them. These dialogues reflect the values of optimism and courage shown by John Keating in the film "Dead Poets Society".

4. Love

Love is a collection of feelings and behaviors defined by closeness, passion, and commitment. It entails tenderness, closeness, protection, attraction, affection, and trust (Cherry, 2023).

The trait of having Love is presented in the following dialogues:

- ❖ Dialogue between John Keating and Todd Anderson (Time: 00:53:00):

John Keating: "Don't just walk off the edge like lemmings. Look around you. What is the matter with you people? Don't you understand? This is the time to build your character. To seize the day. To follow your own passion. To grab hold of the beauty and the wonder and the meaning of this thing we call life."

The dialogue underscores the value of seizing opportunities and embracing the present moment. Keating encourages his students to build their character, follow their passions, and grab hold of the beauty, wonder, and meaning of life. This emphasizes the significance of living in the present, taking action, and making the most of the opportunities that come their way.

Context: In these dialogues, John Keating reveals the importance of love in life. He highlighted that love is one of the things that make life meaningful, and invited his students to find love in what they do. John Keating also inspires them to live life with passion and to seek beauty and meaning in every moment. These dialogues reflect the values of love expressed by John Keating in the film "Dead Poets Society".

5. Respect

The trait of having Respect is presented in the following dialogues:

- ❖ Dialogue between John Keating, Todd Anderson, Teacher, and Half of students (Time: 02:01:30):

John Keating: "Excuse me, I want to take my personal items
Or do I come back later after class?"

Teacher: yes, please take it

Todd Anderson: Mr. Keating! they made everyone sign it

You trust me don't you?

John Keating: yes, I believe you

Teacher: If you make trouble Mr. Anderson, you will be kicked out of this school. Please go Mr. Keating, I said "Go Mr. Keating"

Todd Anderson: (stand up on table) "O Captain, my Captain"

Teacher: Sit down Mr. Anderson!

(Half the students stood on the table facing Mr. Keating): "O Captain, my Captain"

John Keating: Thank you boys, Thank you.

Context: In this scene, Keating has inspired the students with a lesson about the importance of being brave and thinking independently. He has used poetry as a tool to teach respect for life and freedom of thought. Todd Anderson suddenly stood on the table and shouted the words of a poem that called for celebrating life. This action was highly unconventional and reflected the courageous attitude and respect for freedom that Keating had preached.

Keating responded to Anderson's actions with a proud smile, and as time went on, all the other students who were initially unsure joined Anderson at their desks, showing their support. They honored Keating and stood together as a sign of solidarity and appreciation for their teacher who had changed the way they viewed life and education.

6. Honesty

The trait of having Honesty is presented in the following dialogues:

- ❖ Dialogue between Neil Perry with his Father and Mother (Time: 01:40:30):

Father: We are trying hard to understand why you are adamantly opposing us but whatever the reason, we will not let you ruin your life. I pulled you from Welton and enrolled you in Braden Military School, you went to Harvard and were to become a doctor.

Neil Perry: But that's 10 years away.

Father, this is my life!

Father: Oh, stop!

Don't be so dramatic, you're making it look like a prison sentence.

Neil Perry: I want to tell you about what I feel

Father: What is that? Is this related to acting? You have to forget about it.

Neil Perry: Nothing

Context: From his attitude, Neil Perry has given his honesty to become an actor since he went against his father and took part in acting auditions secretly but was discovered. and at this moment he really wanted to be honest but because he had been intimidated by his father who was adamant about him, he chose

to remain silent in the end he chose to commit suicide because his father did not accept his dream of becoming an actor.

B. The moral values of the main character impact on the other supporting characters in the movie “Dead Poets Society”

In the movie "Dead Poets Society," the moral values of the main character, John Keating, have a profound impact on the other supporting characters. John Keating, played by Robin Williams, is an unconventional English teacher who inspires his students to embrace their individuality, pursue their passions, and challenge societal norms. His moral values of nonconformity, free-thinking, and the pursuit of personal fulfillment deeply influence the students and ultimately transform their lives. one of the primary ways Keating's moral values impact the supporting characters is by encouraging them to question authority and societal expectations. He teaches the students to think critically and independently, encouraging them to break free from the rigid structure and conformity imposed upon them by their parents and the conservative Welton Academy. Through his teaching methods and passionate speeches, Keating empowers the students to challenge the status quo and pursue their dreams, despite the potential consequences.

Keating's moral values also inspire the students to find their own voices and express themselves creatively. He introduces them to poetry, which becomes a means for self-expression and a way to explore their emotions and individuality. Keating teaches the students to seize the day, embrace life's beauty, and seek fulfillment in their own unique ways. This influences the supporting characters to develop their own passions and talents, and they form the "Dead Poets Society," a secret club where they share their love for literature and engage in creative pursuits.

Furthermore, Keating's moral values have a profound impact on Neil Perry, one of the central supporting characters. Neil is a talented and passionate actor, but his strict father expects him to pursue a career in medicine. Inspired by Keating's teachings, Neil becomes determined to follow his passion for acting, despite his father's disapproval. Keating's encouragement emboldens Neil to pursue a role in a local production of *A Midsummer Night's Dream*, leading to a conflict with his father and tragic consequences. The moral values embodied by Keating create a ripple effect among the supporting characters, as they witness the transformative power of embracing individuality and pursuing personal fulfillment. The students begin to break free from societal expectations, take risks, and explore their true passions, even if it

means going against the wishes of their parents and facing potential repercussions.

Overall, the moral values of John Keating in "Dead Poets Society" have a profound impact on the supporting characters, empowering them to question authority, find their own voices, and pursue their passions. Through his guidance, they experience personal growth and embark on journeys of self-discovery, forever changed by Keating's philosophy of embracing life and living authentically.

C. Discussion

John Keating as the main character encourages his students to think outside the box, to express themselves through poetry, acting, and other forms of art. The film encourages people to break free from societal expectations and embrace their unique thoughts and talents. These themes add to the film's main message, which encourages people to live truthfully, embrace their passions, and discover their own voice in a world that frequently imposes harsh rules and expectations.

The moral values portrayed in the main character of "Dead Poets Society" have a profound impact on the supporting characters in the film. John Keating, as played by Robin Williams, embodies values such as individuality, nonconformity, and the pursuit of personal

fulfillment. Keating encourages the students to think for themselves, trust their own beliefs, and find their unique voices. This emphasis on individuality inspires the supporting characters to break free from societal expectations and pursue their passions. As they do so, they undergo personal growth and embark on journeys of self-discovery.

Keating's moral values also encourage the students to question authority and challenge established norms. He teaches them to think critically and not blindly accept societal expectations. This empowers the supporting characters to challenge the rigid structure of their conservative school and explore new ideas and perspectives. By questioning authority, they gain a deeper understanding of themselves and the world around them, leading to personal transformation.

Another key value portrayed by Keating is the importance of pursuing personal fulfillment and passion in life. He teaches the students to seize the day and make the most of their abilities. This inspires the supporting characters to follow their dreams, even if it means going against the wishes of their parents or facing societal disapproval. They learn the significance of embracing their own unique talents and passions, leading to a sense of purpose and fulfillment.

The moral values embodied by Keating create a ripple effect among the supporting characters. As they witness the transformative power of embracing individuality and pursuing personal fulfillment,

they are inspired to take their own risks and explore their passions. This leads to personal growth, self-expression, and a greater sense of authenticity. The supporting characters become more confident in expressing their thoughts and ideas, contributing to a more vibrant and diverse community within the film.

However, it is important to note that the film also highlights the challenges and consequences that can arise from defying societal norms and pursuing personal passions. The tragic storyline of Neil Perry serves as a reminder that embracing individuality and challenging authority can come with risks and potential hardships. This adds depth to the discussion, exploring the complexities of living according to one's own values and the potential conflicts that may arise.

Ultimately, the moral values of the main character in "Dead Poets Society" inspire the supporting characters to question, grow, and pursue their own paths. The film underscores the significance of individuality, personal growth, and the pursuit of meaning in life. Through the exploration of these values, the characters experience personal transformation and contribute to a larger narrative of self-discovery and fulfillment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestions of the study

A. Conclusion

The writer focuses on the moral worth of the main character in the film. As a result of the analysis, the writer draws many conclusions.

First, the main character of Dead Poets Society movie is John Keating (played by Robin Williams) who inspires his students to seize the day and embrace the power of poetry and individuality.

Second, the moral values presented on this movie there are self – confidence, independent, optimist, courage, love, respect and honesty.

Thirdly, the relevance of the impact of the main character on the other supporting character in the movie "Dead Poets Society," Robin Williams plays an English teacher named John Keating. He's not like other teachers and encourages his students to be themselves, follow their passions, and challenge what society expects from them. Keating's values of thinking independently and finding personal happiness have a big impact on the other characters. He inspires them to question authority, think for themselves, and break free from the strict rules of their school and families. Keating also introduces the students to poetry, which helps them express their feelings and discover who they are. He teaches them to seize the day, enjoy life, and find fulfillment in their own unique ways. This inspires the students to pursue their own interests and they form a secret club

called the "Dead Poets Society" to share their love for literature and be creative together.

B. Suggestion

In this thesis, we recommend several approaches to broaden the analysis of the moral values of the main character in the film "Dead Poets Society." Firstly, it is crucial to delve deeper into the analysis of the moral values associated with the main character, John Keating. You can provide a more detailed explanation of how the values of non-conformity, free-thinking, and the pursuit of personal fulfillment are reflected in the actions, dialogue, and interactions of the characters in the film. Using relevant quotes and scenes will support this analysis.

Furthermore, it is essential to explain the impact of the moral values held by John Keating on the supporting characters in the film. You can depict the changes that occur in these characters as a result of Keating's moral influence. Discuss how they adopt these values and how it affects their journeys and character development.

Next, examine the relevance of the moral values depicted in "Dead Poets Society" within the social context of the time the film takes place. Explain how values such as nonconformity, free-thinking, and the pursuit of personal fulfillment relate to relevant themes in society during that period. Discuss whether these values demonstrate a shift or resistance against dominant social norms at that time. In addition to focusing on the moral values of the main character, expanding your analysis can include other elements in the film that contribute to

the overall representation of moral values. For example, you can explore the use of symbolism, the influence of visual backgrounds, and music in reflecting or reinforcing the moral values expressed.

Lastly, provide implications of the moral values identified in "Dead Poets Society" within a contemporary context. How are these values still relevant today? Do they have relevance to current moral and social issues? Discuss how the messages of the film can be applied in real life or in the context of education today. by expanding and deepening the analysis, your thesis will provide a more comprehensive understanding of the morality of the main character and the values reflected in the film "Dead Poets Society."

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DEAD POETS SOCIETY



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