

Moral Values Found in “Mulan” Movies by Barry Cook and Tony Bancroft

Wahyumi^{1*)}, Tahrur², Mulyadi²

¹SMP Negeri 51 OKU

²Universitas PGRI Palembang

*Corresponding author. E-mail: wahyumi696@gmail.com

ABSTRACT

The aim of this study was to find out how the intrinsic elements developed in Mulan movie by Barry Cook and Tony Bancroft, the moral values in Mulan movie and the implication in teaching English. This research was qualitative method. The data was taken from the dialogues, actions and gestures. The analyzed data collections used to identify the categorized dialogue and actions as moral values in Mulan film, sorting the scenes presented as the proof, and analyzing the moral values, narrating the result, presenting the supporting proof, concluding the result of the analysis. The 12 moral values analyzed were: honesty, courage, peace of ability, self-confidence and potential, self-discipline and moderation, fidelity and chastity, loyalty and dependability, respect, love and affection, unselfishness and sensitivity, kindness and friendliness, justice and mercy. Furthermore, the researcher found out that moral value respect is the highest percentage in this movie.

Keywords: Intrinsic Element, Moral Values, Mulan Movies Analysis

1. INTRODUCTION

Not all movies had good qualities that made children's characters, so the viewers should choose which film had education or moral values which was very meaningful. It was very important to teach moral values to the students because many facts showed that students were only good at teaching ideas in school without proper characters. According to Permendikbud 2 stated that strengthening character education (PPK) is carried out by implementing Pancasila values in character education, especially covering religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationality, love for the country, respect for achievement, communicative, love peace, love to read, care for the environment, care for socially, and responsible.[1] This value was a manifestation of the five main values that were interrelated, namely religiosity, nationalism, independence, mutual cooperation, and integrity which were integrated into the curriculum. Hence, it hoped that by watching the movie, it was not only entertaining but provided lessons that could provide good effects for students [2]

As consideration choosing Mulan film to be researched, during its broadcast, this Mulan animation movie earned more than 304 million US dollars, as reported by the Mojo Box Office. The first Mulan animated film got a score of 85 percent from Rotten Tomatoes. The sequel to the animation

was released in 2003, narrating one month after the events in the Mulan film. Furthermore, Mulan film reached nominees from Golden Globe Awards for the best original score – motion picture and best original song – motion picture in 1999. It earned a Golden Globe and Academy Award nomination and won several Annie Awards including Best Animated Feature.

‘Mulan’ movie directed by Barry Cook and Tony Bancroft was an animated movie. Mulan told of the Chinese legend, Hua Mulan, a legendary female warrior who became a hero role model for the heroes of the Huns in the following ages. Mulan was a woman who had a tomboy nature. She also failed to marry according to Chinese tradition. One day, Chinese Kingdom was under attack by the Huns from the north. Then the Emperor required every family to use conscription. Mulan's family did not have another man besides Mulan's father. To replace her elderly father, Mulan ran away from home. She brought his father's gear and armor. Mulan dressed like a man so she could enter the training barracks of the Chinese imperial soldiers. In his journey, Mulan was protected by a dragon named Mushu, who was sent by her ancestors.

The researcher chose the film entitled Moral Values Found in “Mulan” Movie by Barry Cook and Tony Bancroft because this film presented the moral education taught by some characters such as a father to his daughter, a grandmother to her granddaughter, etc. Therefore,

this film was good to analyze in terms of moral values. Seeing this fact, it was interesting to study about moral values presented in various ways. In this study, the writer was going to describe moral values in Mulan film. It was supposed to be interesting to study the moral values in it. Moreover, it was important to do this research because first, this film contained the moral education taught by some characters, and second, this animated film was recommended for all ages of children, so it could be as media of English teaching in the narrative section for every levels of students. Hence, not only was the film enjoyable, but it also contained lessons that could have a positive influence to form the good characters of the students. So, based on the background above, the researcher conducted a study entitled "Moral Values Found in Mulan Movie Directed by Barry Cook and Tony Bancroft".

Based on the background of the research above, the study focused on moral values in an animated film entitled Mulan directed by Barry Cook and Tony Bancroft. However, the intrinsic elements and the implication of the study discussed as sub-focus of the study. The objectives of the study were : To find out and describe how the intrinsic elements developed in The "Mulan" movie by Barry Cook and Tony Bancroft, to find out and describe the moral values in the "Mulan" movie by Barry Cook and Tony Bancroft. And to find and describe the contribution of this research in learning English to students

This study gave some significance, they were stated below. Hopefully, the result of this research gave some benefits to the world of literature, and the complement to the study in "Mulan" This study was expected to give a deeper understanding of the movie especially from the aspect of moral values and give input to other researchers who are interested in analyzing Barry Cook and Tony Bancroft's "Mulan" movie. This study gave contribution in learning English to students.

2. METHODS

A method means the procedure used by a person to try to solve the problem under research. The research method utilized in this study is qualitative research. Qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials that are frequently referred to as qualitative research. Qualitative research is a research of which data in the forms of written or oral word are descriptively analyzed, which does not include any calculation or numeration. Furthermore, [13] explained that qualitative research is qualitative data is data in the form of words, phrases, and sentences. This study used one of the particular forms of qualitative research that was a text or content analysis due to

the fact that the object being studied in this study is a film.

3. RESULTS AND DISCUSSION

Moral concerned something that was good and bad in human change in their life. Moral values were the principle of right and wrong, and standards of behavior as Homby also defined that moral values are values concerning principles of right and wrong and the standards of behavior.[3]

Furthermore, moral values are the values which are associated with customs, manners, and behavior [4] Meanwhile, [5] defined that moral value is a result of valuing the process of human values in life. It was a significant element in this life because it guided people to be a better person. [6] pointed out that there are three kinds of moral values: individual moral, social moral, and religion moral.

Individual Moral is the attitude of the human to him/herself, meaning that humans have the right to make their decisions and spirit to do something or actions. Social Moral is the attitude of the humans to others. The personal freedom is limited to the social freedom so, the relationship between personal and social is very close because when a person takes actions usually followed by the reactions from others. Finally, people respect each other.

Religion Moral is the attitude of the human to God by daily activities, meaning that all the activity is connected with the worship to God. Furthermore, [5] divided a moral value into two kinds: value of being and value of giving. First, the value of being was a value within human beings which were involved in their behavior and how to treat others. There were some types of value of being, namely:

1. Honesty

Honesty is the suitability between what is delivered or spoken following the action. Honesty has a sense of compatibility with the facts that exist and nothing to hide. [5] noted that honesty is the same as the inner strength and confidence that is bred by exiting truthfulness, trustworthiness, and integrity. honesty involves more than speaking the truth.

2. Courage

Courage is the ability to confront the problem and takes some decisions for the sake of kindness. defined that courage is daring to attempt something difficult that is good and not to follow the crowd, brave to say no, and influence others with it.

3. Peace of ability

Peace of ability is the capability of facing a problem calmly and patiently). explained that peace of ability is the tendency to try and accommodate rather than argue. They also defined peace of ability as calmness, peacefulness, and serenity.

4. Self-confidence and potential.

Self-confidence shows you are sure of your ability and your talent., defined that self-confidence is the individuality, awareness, and development of gifts and uniqueness.

5. Self-discipline and moderation.

Self-discipline means being able to monitor and regulates all the behavior and actions that a person was going to face. It includes self-discipline towards something as well as self-discipline in terms of physical, mental, and financial In the meantime, caution was the compassion that someone uses to create and balance all in life.

6. Fidelity and chastity.

Fidelity is one of the personalities of someone that is continually expressed by faithfulness and self-support. According to [7] as cited in [8], fidelity is the adherence to an actual treatment determined by someone to arrange the quality or state of himself to be faithful, while chastity is the virtue that moderates our sexual desires [9] Before marriage or abstention from illegitimate sexual intercourse, chastity prevents oneself from sexual gratification.

The researcher clarified that movie visualizes a story or dialogue on the screen. [9] A movie is produced by recording images from the world with cameras, or by creating images using animation technique. The movie is fictitious story, which is one writing-related literature.

The Intrinsic Elements of Movie

According to Simaibang [10] the five parts of the intrinsic element are character, setting, plot, theme or statement, and subject matter.

1. Character

All stories had certain characteristics or elements. Without these elements, any piece of literature would cease to make sense or serve a purpose. For instance, stories had a plot or events that take place. Another essential story element is character. The character defined as any person, animal, or figure represented in a literary work. [11] pointed out that characters in a fiction are invented personae that inhabit a story, be it in the form of human, animal, trees, and other inanimate things that are personified to represent human characterizations..

The researcher concluded, therefore, on the basis of the above description, that a character may be a human being, an animal, a tree, a car and other inanimate objects that are personified to reflect human characteristics with spiritual, intellectual and emotional attributes that can be seen from the dialogues and acts.

There is some kind of setting based on Martin and Hill's theory as cited in [12] they are the setting of the place, the setting of time, and the setting of society. [13] divided the setting into three types; they are setting of the place, setting of time, and set of social. The first one is the setting of the place. It sets the places of the main object. The Idea of setting includes the physical environment of a story; a house, a street, a city, a landscape, a region. From Kennedy's statement about the setting of the place, it reflects that the setting of place refers to the location where certain scenes are taken.

The second one is the setting of time. Hereby, this movie becomes the problem when it is told. [12] clarified that besides the place, the setting may crucially involve the time of the story-hour, year, or century. It may greatly that a story takes place at dawn or on the day at the first moon landing. It also referred to the moment in a novel or film when the sequence of an event takes place. The setting of the location was not just the year, month or date, but also the weather, atmosphere, and time.

Furthermore, [10] noted that that the backgrounds can be on the location of the place suggests the occurrence of the events recounted in a work of fiction. Elements may be used where the places with a certain name and initials are found. Then, the background of time associated with the problem of "when" of events recounted in a work of fiction problem. The word "when" was normally associated with the factual item, the time to do, or be associated with historical events. Next, social history indicated problems related to the community's conduct of social life in a position that is being informed. Typically setting was oriented to the concept of location, time relation, and social atmosphere where the event occurs.

A researcher defined that the plot tells what happens to the characters. It is the story-line of a literary work. A plot is created around a series of events that occur within a specific period of time.[10] There are no general rules guiding the order in which the events are arranged. However, a good plot has a beginning, middle, and end. That was to say, the plot guides us from a character with a problem somewhere through a character confronting the problem, through somewhere to the character overcoming or being overcome by the problem to a point.

In a story work, there was a theme. Based on Martin and Hill's theory as cited in the theme is a central idea or discussion in the movie that would be extended the author through the whole of the story. In the movie, the theme was from the whole of the story. Also, according to [6], theme is the main abstract ideas contained in a literary work that is repeatedly raised within

explicitly or implicitly through repetition of motives in a movie.

A researcher stated that subject matter suggests the way a story is told. It is the way and views of the author used as a means for presenting the characters, action, background and events that make up the story in a work of fiction to the reader.[10] Today, the importance of perspective in works of fiction no longer challenged. The viewpoint was considered as one of the important elements of fiction and is decisive. The deviation angle of view was not just a matter of first or third person, but rather a selection of characters who "he" or "I".

The relation between film and English teaching

Since technology grew so fast, the teaching media in school is changing. Step by step the teacher left the traditional teaching media and diverted to the modern teaching media. clarified that by using teaching media, for example the adapted film, is one of a way to accommodate the students' style differences. Visual students accommodated by visual film show, while the audiotorial students accommodated with the verbal language of the film and its sound effect, besides the kinesthetic students absolutely accommodated with the audiovisual movement of the film that stimulate realistic.

[9], noted that films can serve many functions in one's teaching program. The functions that worked for you depended on your teaching style, teaching goals, and course content. The following described ways of using film as case, experiential exercise, metaphor, satire, symbolism, meaning, experience, and time.

1. Film as case. Case analysis is an obvious use of films and perhaps the first that one thinks of when considering film. Films with a solid plot and coherent story will work well as a case. Scenes from a well acted and well directed film present material more dramatically and engagingly than a print case. Well-chosen films as cases help develop the students' analytical skills.
2. Film as Experiential Exercise. Some films lend themselves to inclusion in experiential exercises. Using films instead of print materials adds the advantages and unique qualities of film to the exercise. Students can analyze these scenes in small groups using some general knowledge of problem solving, individual decision making, and group decision making to recommend a decision approach.
3. Film as metaphor. Films offer many opportunities to create powerful metaphorical images of abstract theories and concepts. Directors often try to present their images as metaphors of key ideas they want to

emphasize. They may do this for concepts either intentionally or unintentionally.

4. Film as Satire. Satire distorts reality with no pretense of fairness to it. The distortion highlights the foibles of a society or a person, compelling a reader or viewer to see the satirist's criticism. Good satire presents the familiar and the common with a fresh, diverting perspective.
5. Film as symbolism. Some scenes from films can offer a symbolic way of communicating theories and concepts. Unusual shots, sequencing, lighting, and the use of black and white film often convey symbolism.
6. Film as meaning. Film is an excellent medium for giving meaning to theories and concepts. The visual and auditory effects of great films can convey a message better than printed or spoken words
7. Film as experience. The unique qualities of film described earlier can create strong experiences for viewers [9]. You can use this feature of film to introduce students to other countries's cultures.
8. Film as time. Films portraying earlier periods can help show aspects of organizational behavior or management during an earlier time. Some scenes from *Tucker The Man and His Dream*¹ show an earlier view of a woman's role in business.

Other researchers, for instance Ibnu Sina Irvani Setiawan in 2014 entitled *An Analysis on Moral Values as Seen in "Rise of the Guardians" Movie*. He focused on the Moral Value movie directed by William Edward Joyce in 2012. Second, an article in a journal namely *Jurnal Ilmiah Bahasa dan Sastra* 5(2) 2018 which was conducted by Johardianto, et. al in "Departement of Language and Literature, Kanjuruhan University of Malang (2018) is about An Analysis of Moral Value in 47 Ronin Film. Third, a research entitled *An Analysis of Moral Values in the Movie "Coco"* compiled by Chairina Nasir, Iskandar Abdul Samad, Tria Maisal Jannah, and Eda Suhana Sharudin from Department of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala Banda Aceh that was conducted in 2019.

After analyzing the grouped data, there were 9 grades of moral values in the "Mulan" film by Barry Cook and Tony Bancroft. The findings of the data will be described as follows: Honesty 3 data, those are data number 42, 45, 48, The moral value of courage (6 findings) number 14, 16, 18, 29, 41, 44. Peace of ability (3 findings) number 9, 39, 60. Self-Confidence and potential (3 findings) 3, 7, 21, Self-discipline and moderation (1 finding) number 24, fidelity and chastity (0 finding), Loyalty and dependability (3 findings) data number 11,13,15,

Respect (14 findings=14 findings) data number 1,5,10,12,17,23,28,29,54,55,57,58,59,62, Love and affection (2 findings) data number 22 and 26, unselfishness and sensitivity (14 findings) data number 2, 31, 32, 33, 34, 35, 36, 37, 38, 39, 50, 51, 52, 53. kindness and friendliness (0 finding), Justice and mercy (2 findings) data number 43 and 56.

4. CONCLUSION

After analyzing the movie, it concluded that the Mulan film, contained moral values that were well-suited for implemented in children early on. To incorporate the moral sense of one of the characters by watching the Mulan movie, where the child could be taught while watching, do not miss out on choosing the best film for children. Parents and teachers should accompany the children while they are watching. Choosing the right film will give you a fun spectacle and educate them too. Eventually, the researcher appealed to the children to watch The Mulan film, as it contains the value that could be implanted and applied in everyday life.

The researcher gave some suggestions related to this research for teachers/Parents, students, and the English department. The suggestion can be put forward as follows: From this movie, we got moral values that every students must have. They could give their aspiration, opinions, and creation to develop their skills, and as a teacher, we could give motivation and support them to be brave in arguing and giving opinions. Furthermore, respect for others and helping each other were the value that the students must have. We can get several features out of watching this film. It's like an entertainment platform. Furthermore, movies and education had a very close relationship, because now movie could be a powerful medium that could be used by parents to instill the values of life to their children. Our inspiration, suggestion, and encouragement in life could typically be provided by watching the film. Teachers and lecturers are encouraged to pass on the content taught in the classroom by applying a film analysis. Besides, the teacher can help learners solve their problems not only by teaching four skills related to reading, writing, speaking, and listening but also by making learners aware of aspects of film studies. The study of the film should be used as part of the teaching of foreign languages. For the next researchers to be able to relate to this paper and to do research on other values that exist in the film, such as moral value, character education, adventure value, etc.

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