

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

The theory presented in this second chapter is the theory that supports our understanding of the problem formulated in Chapter 1. There are two approaches that I use. The first is intrinsic and the second is extrinsic. As an intrinsic approach I use characterization, plots, settings, and themes and moral value in Frozen II. For the further explanation as follows.

#### **2.1 Intrinsic Approach**

It takes a few intrinsic elements to build a movie as a whole. Intrinsic elements are used by authors to express their thoughts. (Woods, 2008) states that there are some intrinsic elements included a movie, namely:

##### **2.1.1 Characterization**

The characters are the player's imaginary people in a vital story, a picture of a genuine individual engaged with the story. This is one more window for characterizing and grasping the inward story. Characterization, according to Yanni (1990: 36), is how the author presents and expresses the character. This intend that characterization describes fictional characters.

According to Gordon and Kuehner, characterization is what an author does to give a character life, offer the reader a sense of that character's personality, and make that character stand out (1999:97). Creators can describe or foster a person straightforwardly or in a roundabout way". From the actual portrayal, the characters are introduced and created such that the peruser can figure out them.

Character can be presented by their action, speech and also their minds. It includes the process of giving some information about them (Pickering and Hoeper, 1981). Writers have two basic methods or techniques when it comes to representing and shaping characters that can be applied, namely direct (telling) and indirect (showing) methods (Pickering and Hoeper, 1981). I will discuss these methods in more detail below.

### **2.1.1.1 Telling Method**

Direct characterization, where the author describes the character's traits to the reader, and the exposure is completed directly by the author.

Telling method include as follows:

#### **a. Characterization through the use of Names**

According to Pickering and Hoepfer (as in cited Minderop, 2013, p. 8-9) The names of characters in scholarly works are in many cases used to give thoughts or foster thoughts, or even to explain and hone the person. What characters have names that depict quality characteristics used to recognize them from different characters. Names allude to a person's prevailing characteristic.

#### **b. Characterization through Character Appearance**

As in regular daily existence, we are in many cases hoodwinked by the rest of the world. In like manner, in a scholarly work, the appearance calculation of the characters in the story assumes a significant part corresponding to the characterization study. Like what clothes the character's wear in the story or how the character's express Therefore, the character using the method of character appearance gives freedom to the author to express his perception and point of view in describing the character (Minderop, 2013, p. 8-15).

### **2.1.1.2 Showing Method**

The method used in *Frozen II* movie uses the showing characterization method. Showing is (indirectly) showing the creator putting himself outdoor the tale by presenting possibilities for the characters to show their man or woman thru speak and action. Strategy for showing method which includes the writer's moving to one side, so to speak, to permit the for the characters to reveal themselves straightforwardly utilizing their exchange both of them activities, with showing a large part of which weight of characteristics examination moved to the viewer, who is expected deduce characters based on either the proof gave in the story (Pickering and Hoepfer, 1981:28) according to what I understand, the place of the author is

outside the story and leaves the reader to conclude what the characteristics of the characters in the story are.

#### **a. Characterization through Dialogue**

Some characters must be careful to hold back their statements, speak only indirectly, and infer the meaning from their words. Others are open and sincere; they tell us, or seem to tell us, precisely what is on their psyches. (Pickering and Hooper, 1981: 32). That implies more clarity of mind and understanding are expected to decide character qualities.

#### **b. Characterization through Action**

Characterization through activity is pretty much as significant as portrayal through the exchange. To lay out character in light of the activity, it is important to examine the few occasions of the plot for what they appear to uncover about the person, about their obvious profound and mental states as well as about their cognizant perspectives and values. (Pickering and Hooper, 1981:34-35) it implies character articulation can show their portrayal.

According to Albertine Minderop (2005: 22-23), the method of showing includes: dialogue and action, and dialogue characterization, Characterization Through Dialog - what the speaker says, The Identity of the Speaker, The setting and circumstances of the conversation, the speaker's identity, the character's mental state, tone of voice, emphasis, dialect, and vocabulary are all important details.

#### **2.1.2 Setting**

Barnet claims that the setting is something imperative with provided crowd or watcher can feel the air as though they are there. Barnet likewise states setting depicts where the story happens, when the story happens, and how the public activity in the story is (2008:152). Accordingly, setting can indeed be separated into three sorts: setting of place, setting of time, and setting of atmosphere.

### **2.1.2.1 Setting of Time**

Setting of time shows the narrative when occurs. It is guaranteed by Barnet that setting could critically include hour of the story, year, or century (2008:152). By the clarification, the setting of time relates years, months, and date yet in addition the period or occasion that happens.

### **2.1.2.2 Setting of Place**

Setting of place shows where the story happens. "The setting is softly outlined introduced simply because the story needs to happen some place" (Barnet, 2008:152)

### **2.1.2.3 Setting of Atmosphere**

Setting of atmosphere shows the projection of the general public of where the person exists. It gets a handle on the circumstance of society, social classes, customs, accents, and ways of life of the person (Barnet, 2008:152).

### **2.1.3 Plot**

Plot is characterized as a purposely positioned series of related occasions that structure the essential account construction of a novel or brief tale. Occasions of any sort, obviously, definitely affect individuals, and consequently it is practically difficult to examine plot in separation from character (Pickering and Hoepfer, 1981: 14). What I understand is that the sequence of events is the basic part that needs to be created to organize the sequence of events in forming a story and a conflict will determine the next course of action or situation. This will be the deciding factor for making the story the main structure The flow is divided into several elements, namely:

#### **2.1.3.1 Exposition**

Exposition is the underlying piece of the creator introducing foundation data, setting the scene or reach, fostering what is going on, and giving the activity or activity occurring (Pickering and Hoepfer, 1981, p. 15).

### **2.1.3.2 Complication**

Complications are sometimes referred to as actions or activities of protest or reaction to an event. Breaks the balance and introduces the character that underlies or prompts the problem. The conflict develops slowly and continuously. (Pickering & Hoeper, 1981, p. 17)

### **2.1.3.3 Crisis**

Crisis is the root or essence where the plot reaches a point of significant emotional depth or we can call it the climax, this is a tipping point to hasten the completion of the plot. More easily, the climax is the peak in the storyline, at this stage it determines the change in the fate of the character. (Pickering & Hoeper, 1981, p. 18)

### **2.1.3.4 Falling Action**

When a turning point is reached, release tension subsides and the plot moves to a predetermined conclusion or we can define it as when the conflict situation has reached a climax, it gradually subsides or the intensity of the conflict in a story gradually recovers. (Pickering & Hoeper, 1981, p. 20)

### **2.1.3.5 Resolution**

The last piece of the plot is the resolution. This gives data on the result of the contention and lays out some equilibrium. Resolution can also be interpreted as the part that contains problem solving at the end of the fable which contains the changes that occurred in the characters and the lessons that can be learned from the story. We can call this solution a conclusion. (Pickering & Hoeper, 1981, p. 22)

### **2.1.4 Theme**

This study uses the theory of theme. In book *Concise Companion to Literature* says, theme is one of the key terms that have a lot of meaning for different people. In literature, topic is the focal thought or explanation about existence that binds together and controls the complete work (James H. Pickering and Jeffrey D. Hoeper, 1981:61). From the citations above, it shows that theme can be interpreted differently by one people to another. It shows that theme in an artwork can result to

many different interpretations. It means that theme can be various because theme is an idea or statement which controlled the entire flow of the artwork itself. Theme in fiction is discoverable to the extent that we are willing as critics to subject its various elements its every word to the process of analysis and interpretation (James H. Pickering and Jeffrey D. Hooper, 1981:62).

## **2.2 Extrinsic Approach**

### **2.2.1 Moral Value**

Moral values, according to Chowdury (2016), are derived from the phrases "moral" and "value." Moral behavior is described as being conducted in accordance with principles. The decisions that agents make on a practical level translate values into actions. When acting morally involves sacrificing one's own interests for the benefit of others or out of responsibility, it appears to go against the self-interest of actors (Chan, 2008). The significance of profound morality and values are the measures by which we act in an enlightened and fair way in the public eye. We use them to coordinate our social and capable approach to acting. Our powerful nature and character are reflected in our characteristics and morals.

The study of the nature of what is good and right is at the heart of the field of ethics known as moral theory. These moral presumptions frequently convey beliefs about what constitutes acceptable or incorrect behavior, and thus about the character of such behavior. Also, essential to the investigation of moral hypothesis are issues in regards to the idea of good and terrible, as well as the idea of good and bad (Timmon, 2002).

A purely purpose-motivated moral theory does not reduce the morality of action to the morality of its motives. Since, in such a case that the expectation is horrible, the will and the outward activity will undeniably be terrible too, yet assuming the aim or end is great, it is as yet important to choose implies that are not meriting it and that, please, are impeccably fit to it. Furthermore, when the means not entirely settled and the demonstration has been willed, it is as yet important to do the demonstration in a manner that doesn't upsettingly stray from the first

objective and, please, is explicitly custom fitted to it. Thus, the aim permeates every component of the voluntary act while remaining distinct from it (Gilson, 1961).

Moral growth, according to Curtines et al. (1991), is the essential character's dynamic procurement of office in entering, or opening up to, the independent personality lastly turning out to be expressly mindful of it. Then, Hazlit (1994) claimed that moral code, like language, ammanners, or the common law, is a result of slow friendly development and that, similar to them, it has extended and become more required to address the issues for harmony and request and social collaboration. Profound quality is a regulation that assists with uniting individuals in the public eye. It includes words, sentences, and the law.

Humans can be morally judged as free agents with the capacity to make moral decisions (Jennifer, 1987). Sentences that say that something is or alternately isn't true and can therefore be valid or false are etymologically epitomized decisions. Moral judgments are reflected in moral action. In other words, a moral agent acts in a way that they believe to be moral. Moral judgments are evaluations; they express the agent's opinion of the value of doing one thing over another (Chan, 2008). Of course, the usefulness of each moral guideline must be considered when evaluating it. However, certain moral principles are useful merely because they have previously gained acceptance. In any event, the utility of the rules that are useful for other reasons is increased by this established acceptance. Even while the tendency of an activity to lead to long-term happiness and well-being must be taken into consideration, it is inappropriate to quickly apply this utilitarian norm to a demonstration or choice that is being evaluated in disconnection. Nobody can foresee every outcome of a particular art; it is impossible. But we are able to assess the effects of behaving based on established broad principles of conduct. Every action done by a human being aims to replace an unsatisfactory situation with one that is more favorable. The behavior we label moral is the behavior we believe has the best long-term chance of producing a favorable outcome.

Furthermore, we can aim to evaluate the part that human necessities and wants play in moral (and shameless) conduct, as well as the part that reason plays moral judgments. All these should help to lessen hasty decisions made without



taking into account important aspects, putting us in a better position to make moral decisions about social policy and practical matters concerning one's own morality (Jennifer, 1987).

What is compatible with a certain morality is referred to as moral, furthermore, this differentiation among moral and unethical qualities is framed from inside that profound morality. Anything that does not follow it is immoral. The differentiation among moral and improper qualities is made, conversely, from an outer or meta-view, a hypothetical point of view that is free of all particular moral points of view. Birnbacher (2013) asserts that a specific sort of moral quality, or even a specific profound moral quality that is accepted to be the main real moral quality, is related with the significance of profound quality. This method ignores the multitude and diversity of moral systems by defining morality in a very narrow sense.

Morality is independent. The right moral standards and the nature of our duties and obligations are independent of any theological teaching or religious belief, even if religion frequently acts as a factor that enhances commitment to moral ideals (Hazlit, 1994). We don't pursue morality solely for its own sake. It serves as a means to greater aims. However, because it is a necessary tool, we value it also in and of itself. Since morality is concerned with how we interact with other people, it must be a social idea. Sometimes a shift in societal norms and moral attitudes results in the demotion of a secondary principle rather than the modification of a moral idea. Jennifer (1987) notes that when a principle is delegated, it loses its power to serve as a moral guide and the expectation that we should behave morally is also removed.

Shortsighted behavior is almost invariably immoral behavior. Even when it occasionally aids a person in achieving a specific, immediate goal that he might not have without it, it usually comes at the expense of a more significant or long-lasting goal. And only under extremely unusual and exceptional circumstances, which are limited to a very small percentage, can immorality achieve even these meager successes. An unhappy or dying civilization is one that is corrupt or immoral (Hazlit, 1994).



In contrast, Uyanga (2014) claimed that moral principles are imparted to society's members in order to foster moral health and character development in people. Standards of moral way of behaving may possibly be successfully perceived and utilized when individuals in a general public overall unequivocally maintain moral standards. Then, Hartman (1932) said that typical moral standards are only related to persons and not to things or the interactions between them. Only those people's morally good or terrible deeds. Non-moral values must be taken into account, despite the fact that they have not been thoroughly researched. They have an internal link with morals that cannot be reversed or even disregarded. It is fundamental inner matter. Moral values assume that other objects have specific characteristics and values that are unique to them.

Moral standards are the end result of the understanding and application of human and divine ideals throughout everyday life. Hence, these qualities will really coordinate human innovativeness and information. Goodness is always associated with moral principles. There is no question that the core moral value is goodness. The moral systems that differ the most in substance have one thing in common: they are all focused on moral value as a standalone concept. Consequently, "good" and "morally valuable" are synonymous terms (Eyre, 1993).

### **2.2.2 Characteristic of Moral Value**

According to (Bertens, 2004:142), there are four characteristic of moral values.

There are as following:

- a. Moral values is related with responsibility

Moral values are connected with human character, however close to moral values, we can naturally say different qualities. Moral values are connected with human character of liability. Moral values must be shown through activity, and that is the obligation of those included.

b. Moral value related with pure heart

All values should understand. It ought to be drilled on the grounds that it is powerful. For instance, you ought to rehearse tasteful qualities, play music, or do different things. From that point onward, I need to show the outcome, the image, I need to pay attention to the music. To make moral values genuine, we can work from a good nature. One of the distinctive elements of moral values is that they bring out unadulterated voices of the heart that denounce us for opposing moral values and recognition us for having moral values.

c. Moral related to obligation

Moral values totally commit us and must never be compromised. Different qualities, like stylish qualities, should be credible and perceived. An informed and refined individual will perceive and appreciate tasteful qualities. However, you can't fault individuals for aloofness. Moral values tie us without stating them. For instance, since moral values contain influential classes, trustworthiness orders us to offer back what we acquire regardless of whether we like it. For instance, if a badminton player needs to turn into a boss, he needs to try. He must be a boss, yet he has a proviso.

d. Moral related to formality

Moral values are independent without different qualities. A moral value is the most elevated esteem we should hold dear, yet it isn't the most elevated without another worth. Moral values were not isolated from different qualities. For instance, sales reps apply moral values simultaneously as monetary qualities apply. Moral values aren't anything without different qualities formal structure. At the point when we take a gander at freedoms (and regulations) as representing obligations and commitments, we see that they are represented by our moral standards and social qualities. It additionally helps make these standards and values reliant, similar as moral quality and regulation.

### 2.2.3 Kinds of Moral Value

Moral value is esteem that should be isolated with different qualities. Each worth will get quality on the off chance that it has connection with different qualities. For instance, trustworthiness is illustration of virtues, this worth has no importance in the event that it doesn't be applied with different qualities. Financial worth relate with reason esteem, (Rosyadi, 2004:123). Devotion is moral value, yet it should be applied with other, mankind an incentive for general, for instance, love of a couple (Bertens, 2004:142). In light of Buzan (2003) hypothesis, there are eleven sort of virtues, for example:

#### 1) Bravery

Bravery is able to things which are troublesome (Hornby, 2010: 169). It is the capacity to support common decency in tough spots. The case of dauntlessness as per Hornby hypothesis like daring in protecting genuineness and truth, similar to report activities of duping companions.

#### 2) Humbleness

Humbleness implies showing that we don't believe assuming that we are all around as significant as others (Hornby, 2010:734). The case of humbleness as per Hornby hypothesis like not pompous for the benefits had and being pleasant.

#### 3) Honesty

Honesty is the nature of tell the truth. It generally comes clean and doesn't conceal the rightness (Hornby, 2010:721). The case of genuineness as per Hornby

hypothesis like when given trust by guardians to purchase something, the individual purchase the thing as per the cost and if there is a change, return it to the parent.

#### 4) Steadfastness

Steadfastness implies that our perspectives and points are not changed (Hornby, 2010:1460). The case of immovability as indicated by Hornby hypothesis like generally supplicate on the off chance that God diminishes the test and no retribution.

#### 5) Sympathetic to others

Sympathetic the sensation of being upset to someone. This implies that we comprehend and think often about the issues of the others. (Hornby, 2010:1514). The case of thoughtful to another as per Hornby hypothesis like giving expressions of trouble also sympathy to the companion who was the victim of the fiasco or praise and take savor the experience of other people who get joy.

#### 6) Cooperativeness

Cooperativeness includes the reality of accomplishing something collaborative or cooperating toward a common point (Hornby, 2010:323). The case of helpfulness as per Hornby hypothesis like participation at school, such as: cleaning study halls and school climate or collaborative learning, with the goal that all individuals in the gathering see everything you've learnt, then gathering tasks offered by the educator may likewise be handily finished with light to chip away at.

## 7) Thankfulness

Thankfulness is word or activity that demonstrates that we thankful to someone for something. The case of appreciation as per Hornby hypothesis like express gratitude toward God for the material favors that he gives you, say thanks to God for individuals in your day to day existence, say thanks to God for his proceeded with strength and presence in your life.

## 8) Kind-hearted

The kind-hearted is the nature of of kindness (Hornby, 2010:822). The case of merciful as per Hornby hypothesis like getting affronts with an open heart and never answer to it since it will cause a question which is unending.

## 9) Trustworthiness

Trustworthiness that the activity that we are capable depend on in all honestly, earnest, and so forth( (Hornby, 2010:1602). The case of dependability as indicated by Hornby hypothesis like show steadfastness, there are numerous ways of showing faithfulness, with people by expressing honors and not abusing somebody when he isn't there.

## 10) Sincerity

Sincerity shows the inclination, conviction, or conduct that we truly think or feel (Hornby, 2010:1385). The case of truthfulness as per Hornby hypothesis like offering individuals praises that mirror your actual inward sentiments, performing thoughtful gestures without anticipating anything consequently and keeping up with a similar character when alone or within the sight of others.

## 11) Love and Affection

Love is an overwhelming inclination or profound fondness for a person otherwise thing, particularly an individual from family or companion (Hornby, 2010:884). Fondness is the personal condition of enjoying or cherishing a person or thing without question and thinking often they're about (Hornby, 2010:24). The case such as adoration and Affection as per Hornby hypothesis like love and friendship for guardians and family likes pay attention to their recommendation and pay attention to the words and heading of guardians and habits to guardians and family.

### 2.2.4 Previous Related Studies

Study about moral value has been conducted in previous study, the study is described as follows :

First study from Handayani et al., (2020) entitled ‘‘*Moral Values Analysis in the Drama Script of Helen Keller*’’. The outcome is Helen Keller's play lyrics can be one of the references for showing virtues. This is on the grounds that virtues mirror every one of the exercises of individuals in the public arena, at home, in the workplace, and particularly at school.

Second study from Fitriani., et al (2017) entitled ‘‘*An Analysis of Moral Value in Novel Oliver Twist by Charles Dickens*’’. Researchers utilize a humanistic way to deal with decide the virtue of the book "Oliver Twist" according to the accompanying points of view: the functionalist point of view, the emblematic point of view, and the contention viewpoint. In the wake of examining Oliver Twist's novel, analyst observed that a portion of the virtues were mettle, compassion toward others, mental fortitude, trustworthiness, shared participation, appreciation, and benevolence.

Third study from Shamaun et.al (2019) entitled ‘‘*Types of Moral Values in an Indonesian Children's Movie*’’. As a result, we found eight moral values to be found in the conversations of the seven characters. They are trustworthiness, compassion

for others, mutual help, gratitude, love and affection, honesty, humility and courage. The primary moral value here is reliability. In contrast, no primary moral values were found in the action portion, so humility, helpfulness, and gratitude were shown in equal measure in this portion. In summary, all the moral values all the moral principles presented in the film in the movie communicate the core values of children's lives. Indonesian cultural values were likewise shown in the movie to show the children their Indonesian personality.

Compared to the previous studies mentioned above, this research focuses on moral value that occurred in one of the Disney Movie namely Frozen II by exploring Elsa and Anna's portrayal in Disney Frozen II.

