

**AN EXPRESSION OF MORAL VALUE IN THE FORM OF
SENTENCES IN THE SUNCOAST FILM**

THESIS



By:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF WIDYA GAMA MAHAKAM
SAMARINDA
2025**

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*Submitted in fulfillment of requirements for the Bachelor's degree
of English Language Education Department
Faculty of Teacher Training and Education
University of Widya Gama Mahakam*



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PAGE OF APPROVAL

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Written and Submitted by

AGNES AGUNG

**Has been defended on thesis examination
on March 18th, 2025**

**And has fulfilled the requirements for a Bachelor's Degree in English
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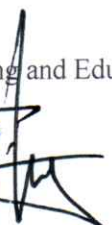


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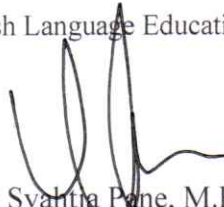
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CURICULUM VITAE



Agnes Agung was born on August 27th, 1998 Tarakan, North Borneo. She is the last child of the late Mr. Panus Agung Sakai S, S.T. and the late Mrs. Kurniati Agung. The writer started her formal education in 2004 at SDN 034 Tarakan and graduated in 2010, then continued her education at SMP Kristen Tunas Kasih Tarakan and graduated in 2013. In the same year, she continued her high school at SMAS Hang Tuah Tarakan and graduated in 2016. Then the author continued her education at Widya Gama Mahakam University Samarinda which began in 2020 at the Faculty of Teacher Training and Education, English Language Education Study Program.

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Declare that:

1. This thesis is never been submitted to any other tertiary educational institution for any academic degree.
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ABSTRACT

Agung, Agnes, 2025. “*An Expression of Moral Value in the Form of Sentences in the Suncoast Film*”. Bachelor Thesis English Education of English Department, Widya Gama Mahakam Samarinda University. Advisor: (1) Widi Syahtia Pane, M.Pd, (2) Godefridus Bali Geroda, M.Pd.

This study examines the expression of moral values in the film *Suncoast*, directed by Laura Chinn, by analyzing how characters navigate moral dilemmas and societal norms through language. The study discusses the role of language as a key tool in communication and its connection to social identity. The methodology of this research is a descriptive qualitative approach, utilizing content analysis to examine the film’s written and spoken dialogue systematically. The 11 moral values analyzed are: honesty, courage, peace ability, self-reliance and potential, self-discipline and moderation, fidelity and chastity, loyalty, respect, love, kindness and friendliness, and justice and mercy. Furthermore, the researcher found out that the moral value love is the most frequently depicted value in this film.

Key Words: *Pragmatic, Expression, Moral Value, Film*

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I am realized that this thesis still has many shortcomings, and I welcome any constructive suggestions and criticisms for its improvement. I hope this work will be beneficial for further studies.

Samarinda, 16 March 2025

The writer

A handwritten signature in black ink, appearing to be 'Agnes Agung', written in a cursive style.

Agnes Agung

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Humans always have good morals in society if they do their best, moral values are an integral part of people's daily lives, where every action taken is based on lessons that can be learned from people's experiences in everyday life. Chowdhury (2016) described morality as the behavioural expression of morals in response to circumstances or objects, while values represent societal norms that guide human actions. Moral values serve as fundamental guidelines for human behaviour in various aspects of life, such as social interactions.

Sutrisno (2022) stated moral values are always in relation to human life, moral values guide our actions and interactions with others. It is defined as conformance to a recognized code, doctrine, or system of rules what is right or wrong. Moral values offer valuable insights into the complex interplay between morality, values, and human behaviour. It underscores the significance of moral values as guiding principles that shape individual conduct and societal norms. By understanding the origins and implications of moral values, individuals can navigate ethical challenges with greater clarity and integrity.

Language is a fundamental aspect of human communication to serves a tool for expressing ideas, emotions, and intentions. According to Whong (2011) language as a function shifts the focus to language's practical role in

facilitating communication among individuals and groups. it emphasizes the functional aspect of language in everyday life and highlights its instrumental role in social interaction and coordination. According to Holmes (2022) sociolinguistic study the relationship between language and society. Identifying the social function of language and the ways it is used to convey social meaning. Explaining why we speak differently in different social contexts and how people convey and construct aspects of their social identity through their language.

Pitaloka (2021) said film become more interesting because it uses audio, sound effects, moving pictures and so on. That will bring the audience to feel the story as real as possible. Gillett (2012) stated the relationship between moral value and film can both mean conveying something to the audience. Those quotes above can be interpreted as saying that films will give people knowledge or even entertainment, and after watching.

The film "Suncoast" is a film created and directed by Laura Chinn. This film tells the story of a girl named Doris who lives with her mother and her brother who has lung cancer. This film tells the story of Doris who feels second-guessed by her mother because she loves her brother more than her, besides that her mother is very stubborn and selfish toward Doris. On the other hand, Doris was a quiet child at school, but after she introduced herself, she started hanging out with friends at her school who had very wild relationships, which made Doris change her personality. This research will focus on the analysis of moral values in the film "Suncoast" where this film

has a family and teenage relationships theme, which allows researchers to observe how characters navigate moral dilemmas and social norms through their language. Therefore, based on the explanation above, the writer will conduct research to find out the moral values in the film “Suncoast” with the title “An Expression of Moral Value in the form of sentences in the Suncoast” Film “.

1.2 Research Question

Based on the background the researchers need to answer the following questions: *What are the moral values are found in the “Suncoast” film?*

1.3 Research Objectives

This study is mainly aimed at achieving the following objective: *To find out the moral value in the “Suncoast” film.*

1.4 Theoretical and Practical Significance

Theoretically, this study explores how the film Suncoast uses language to express moral values through sentences, analyzing how dialogue and context shape ethical messages. It provides insights into how films communicate morality and contribute to discourse on ethics and linguistics.

Practically, this research helps researchers examine moral messaging in films, supports educators in using movies to teach ethics and critical thinking, and benefits language learners by improving their understanding of moral communication through film dialogues. This study bridges language, ethics, and education, showing how films can be powerful tools for learning and reflection.

1.5 Scope and Limitation

The scope of the research is focused on analyzing the Moral value in “Suncoast” film.

1.6 Definition of key-term

a. Moral Value

These are principles to help a person's behaviour and provide a basis for decisions taken, such as rules or standards that regulate how a person should act or behave in social life.

b. Film

It is a moving image with a combination of audio and visuals that work together to become a media for communication - viewing and hearing so that the audience does not get bored and remembers more when it is viewing.

c. Pragmatic

Study of how context affects the interpretation of meaning in communication. Pragmatics, in this sense, examines how speakers use language in real-world situations to achieve various communicative goals and how meaning is influenced by context, intentions, and social dynamics.

CHAPTER II

REVIEW OF LITERATURE

2.1 Concept of Moral Value

Eyre & Eyre (2010) stated moral value is the valuing of the process of human value in life, it concerns something good and bad for humans to change for personal growth, strong relationships, and societal harmony. By embracing these principles, individuals can navigate life's complexities with integrity, empathy, and commitment to making a positive impact on the world around them.

Eyre & Eyre (2010) moral value is divided into two kind. They are explained as the following:

A. Value of Being

The value that within involves human beings in the behaviour and the way we treat others. There are some types of value of being, namely:

1) Honesty

Honesty is the estimable character, speaking and acting truthfully not lying, stealing, deceiving or cheating, fairness and straightforwardness of conduct or adherence to the fact. Devi (2023) gives an example of having honesty presented in the following dialogue:

Naura: Am I your girlfriend?

Yuda: **You are my girlfriend**

From this dialogue, Yuda announcing his relationship with his school friend in this dialogue shows the moral value of honesty because Naura as his partner.

2) Courage

Courage is a synonym for bravery, which involves confronting potential adversity or undesirable outcomes with self-discipline and resilience, often with a specific goal in mind. Bravery entails confronting danger, enduring pain, or facing hardships without succumbing to fear.

Nova (2023) gives an example of having courage presented in the following dialogue:

Commander Tung: Seargent, hand me sword.

Hua Mulan: **Kill me if you must. But first, listen. The garrison attacks were just distractions.**

The dialogue shows the moral value of courage/bravery. Mulan is not afraid if Commander Tung intends to kill her with the sword as long as he listens to Mulan first.

3) Peace Ability

Peace ability is the value of calmness when they help other, because someone can feel better and function better. Explain that peace of ability is the tendency to try and accommodate rather than argue. They also define peace of ability as calmness,

peacefulness, and serenity. Ardila (2021) give an example of having Peace ability presented in the following dialogue:

Lynn: **“That’s enough. Take a deep breath, clear your mind”.**

According to the dialogue above, Lynn who was looking at Grace’s gloomy face and whispered to her, even though she is famous for his intelligence, then Lynn doesn’t just ignore his friends who find it difficult to do exam questions. She took a moment to look back and instructed Grace to stay calm.

4) Self-reliance and Potential

Self-reliance is an individual's ability to regulate himself and not depend on others. The potential is the abilities and qualities that a person has that still need to be developed further. The two principles above have differences but are closely related to each other to help someone find their individuality and potential, without blaming luck or circumstances or other people for trying. Be your best self and ask for the best from yourself.

Lestari (2023) give an example of having Self-reliance is presented in the following dialogue:

Mei: **“I’m meilin lee. And ever since turned 13, I’ve been doing my own thing. Making my own moves, 24/7,365. I wear what I want, say what I want, and I will not hesitate to do a spontaneous cartwheel if I feel so moved.”**

The dialogue From the context Mei introduces herself as an independent person, she explains in the conversation that Mei understands her worth and be able to make decisions for her own good.

5) Self-discipline and Moderation

Self-discipline means many things: being able to motivate and manage yourself and your time, being able to control yourself and your temper, and being able to control your appetites. Self-discipline and moderation are two sides of the same coin. Self-discipline is pulling up away from the laziness of doing too little. Moderation is pulling in and away from the excesses of trying to do or to have too much. Amanda (2020) gives an example of having Self-discipline and moderation presented in the following dialogue:

Dre's Mom:" Dre, we're not doing this in Beijing. **"Dre, pick up your jacket!"**

Dre:" Mom, I'm tired, okay? I have airplane lag."

The dialogue above shown about moral value of self-discipline and moderation acted by Dre's mother. Dre's mother had self-discipline and moderation with teach her son about discipline. Dre mother ask Dre to discipline and put something in it place.

6) Fidelity and Chastity

According to Ardila (2021), Fidelity is one of someone's character which is shown through faithfulness and support of oneself continuously. Fidelity is the adherence to an actual treatment determined by someone to arrange the quality or state of himself to be faithful, chastity protects oneself from sexual desire before marriage or abstention from unlawful sexual intercourse. Intan (2024) gives an example of fidelity and chastity presented in the following dialogue:

Eli: *"Hang in there, buddy. Hang in there." I encouraged him.*
Anton nodded, his eyes filled with tears. Hang in there, buddy.
For us." I cried too."

The dialogue shows the loyal attitude of the character "Eli" who supports his friends. The story depicts that a dangerous situation has befallen them and Eli's loyalty to keep holding on no matter what the conditions are at that time.

B. Value of Giving

The value of giving is a value provided by a person to someone else. This value includes something which is not visible but valuable. There are some types of value of giving, namely:

1) Loyalty

Loyalty is the quality or state of being true and constant in support of someone or something. Marwa (2023) gives an example of having loyalty presented in the following dialogue:

Alberto: **“Just stay right there! I’m coming for you”.**

The dialogue tells about the loyalty of Alberto when he suddenly ran with an umbrella to help Luca so he would not get caught in the rain so Luca true identity would not be revealed. It means he still cares for and is loyal to Luca even though they had fought before.

2) Respect

Respect or appreciation for something or someone. Acknowledge and appreciate their existence and contribution. Therefore, respect for others then you will be respected too. Arwati (2023) gives an example of having respect presented in the following dialogue:

Bridget: I can’t let them eat you.

Princess Poppy: But...No! Bridget, if you go in there without us, you know what they’ll do

Bridget: I know, it’s okay poppy. **“You show me what it feels like to be happy.I never would have known if it wasn’t form you. And I love you for that.”**

Princess Poppy: I love you too, Bridget.

The dialogue above shows that respect was reflected by Bridget through her action her action for respecting living things. She didn't want the trolls to become food for the Bergens. Bridget understood that it was not necessary to feed the trolls to feel happiness.

3) Love

Love is a positive feeling and attitude shown by someone who has value as something special, has feelings, and influences thoughts and behaviour. This means that every human being does not only love men or women. Humans can love others too, such as God, parents, siblings, friends, pets, country, favourite food and daily activities.

Febiyani (2022) give an example of having love is presented in the following dialogue:

Cinderella: **"Have dinner with me, won't you?"**

The dialogue shows Ella talking to her little friend a mouse. She has no friends but she has a mouse as a friend, Ella invited the mouse to have dinner with her, when she only got a little food from her stepmother. This proves Ella a girl who has a great love with open hearts and open hands.

4) Kindness and friendliness

Kindness is good qualities, good actions, and human characteristics that are considered good in general opinion,

kindness is behaviour that has a positive impact on other people, if they are those around us or society. Novitasari (2015) give an example of having kindness and friendliness presented in the following dialogue:

Brad: *” So, I guess we’re supposed to tell each other our life stories, or...”*

Nancy: Ok, do you think you could get a cup of coffee first?

Brad: Cup coffee?

Nancy: Yeah.

Brad: Right. Of course, coming on.

Nancy: Thanks.

The dialogue above shows Brad who is so friendly. He never discriminates other people He always is friendly and polite to them. One of them is Nancy, the girl whom he meets in online dating. He meets up with Nancy for the first time in a coffee shop and talks interesting topic. Those ideas persuade us to be nice to everyone even if we only meet them once.

5) Justice and Mercy

Justice is the adherence to fairness, law, play, and work. Meanwhile, mercy is a statement of kindness or pity that gives relief to unfortunate people. Justice is the key concern for people in an organisation. is something we must accept – because justice will always come, in whatever form, sooner or later. Musthofiyah

(2022) give an example of having justice and mercy is presented in the following dialogue:

Hua Zhou: **"For me. It is my duty to fight. It is my honor to sacrifice for the emperor."**

The dialogue above tells about what Hua Zhou has taught to Mulan he is ready to sacrifice himself to fight for the nation and country. Because Mulan's family does not have a son, her father will replace him as the ruler of the kingdom, and every son of the family must sacrifice to fight.

2.2 Expression

According to Ratna (2021), expression refers to the way a person expresses their feelings, thoughts, or emotions through various forms of communication. This can include facial expressions, body movements, tone of voice, and spoken language. The Expression conveys meaning and feelings to others and can reflect a person's emotional state in a given situation. In the context of psychology and communication, expression is considered important for social interaction and understanding between individuals.

Wayne (2002) stated expression is a way of expressing an idea or other mental state, that is a way for a speaker to express something. The expression defines what a speaker means in terms of what the speaker expresses. Expression is to express a thought or other mental state to indicate that it is occurring to us. According to Wayne (2002), there are three types of expression:

- a. Evidential Expression: this type of expression refers to non-verbal indicators that convey emotions or states, often involuntarily. For example, a facial expression, such as a fearful look, is an evidential expression of fear. It does not depend on the intention of the individual expressing it, rather it is a direct manifestation of an emotional state. Animals, for instance, can exhibit evidential expression without the ability to communicate verbally.
- b. Word Expression: word expression involves the use of specific words to convey ideas or emotions. For example, the word “fear” itself expresses the concept of fear. This type of expression is based on conventional usage within a particular idea, it does not act on its own, it requires a speaker to use it in context.
- c. Speaker Expression: speaker expression is the act of conveying thoughts or emotions through verbal communication, such as saying “I’m afraid.” This type of expression is intentional and involves the speaker’s conscious effort to communicate a specific feeling or idea. It is distinct from evidential and word expression because it directly involves the speaker’s intention and agency.

In summary, evidential expressions such as facial expressions and body language, are an involuntary indicators of emotions that reinforce the moral

themes of the film, word expressions, through the specific choice of words help frame morality in a structured way, giving meaning to ethical dilemmas and speaker expressions are intentional verbal communication allow the character to explicitly articulate their moral perspectives and inner conflicts. These forms of expression play a crucial role in shaping the film's moral narrative, demonstrating how language and non-verbal cues work in tandem to express ethical values.

2.3 Concept of Moral Value in Pragmatic

According to Yule (1996), pragmatics is the systematic study of meaning under, or dependent on the language use of language or the study of language use in context. George presents the type of pragmatics there are:

- a. Pragmatic is the study of speaker meaning: pragmatic is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader).
- b. Pragmatic is the study of contextual meaning: study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said.
- c. Pragmatic is the study of how more gets communicated than is said: study necessarily explores how listeners can make inferences about what is said to arrive at an interpretation of the speaker's intended meaning.

Wijaya (2017) explain the concept of moral value from a pragmatic perspective which emphasizes the importance of context in understanding language. How one speaks to others and the choices made in language that reflect ethical behavior. The moral values expressed in communication are not just abstract contexts but are deeply rooted in the social context.

In conclusion, the researcher chose the pragmatic is the study of contextual meaning. Explored through the dialogue in the film how language uses and conveys moral value in communication and how language serves as a vehicle for expressing and negotiating moral value within social interaction, emphasizing the dynamic relationship between language, context, and ethics.

2.4 Film

According to Bordwell (2024), films collectively are often also called cinema which comes from the word cinematic or movement. In a literal sense, film (cinema) is the cinematography which comes from Cinema and tho means phytos (light), graphie or graph (writing or picture or image), in other words, which means painting movement with light. A camera is a special tool that is usually used so that we can paint with light and it will become a moving piece of film using this tool. Film is the development of a literary work which is visualized into a complete story by an actor or actress.

Film is also known as a type of visual communication that uses motion images and sound to tell information and ideas and they show us places and ways of life we might not otherwise know. As the main source of

entertainment, film is also a visual medium that provides education and knowledge (help people learn). As important as these benefits are, though, something more is at stake.

2.5 Suncoast Film

Suncoast is a film from the United States, this film uses the English language in every dialogue, which has a duration of 1 hour and 49 minutes. Starred by Nico Parker as Doris, Laura Linney as Kristine, Woody Harrelson as Paul, and Cree Kawa as Max. Produced by Freestyle Picture Company, Seven Deuce Entertainment, Searchlight Pictures. The film was created and directed by Laura Chinn produced by Chris Stinson, Amy Greene, and Anna Schwartz and released in February 2024.

This film tells the story of a girl named Doris who lives with her mother and her brother who has lung cancer. The story of a girl named Doris (Nico Parker) who lives with her mother, Kristine (Laura Linney) and her brother who is suffering from lung cancer named Max (Cree Kawa). They live in an area called Suncoast, state of Florida. Her father died, and Doris had to live with her mother and brother. Her life with her mother made her very uncomfortable because Doris was always put second by her mother who preferred to love her older brother, Max. Doris feels second-guessed by her mother because she loves her brother more than her, besides that her mother is very stubborn and selfish to Doris.

Doris is also a high school student at a school. Doris was a quiet child at school, but after she introduced herself, she started hanging out with friends at her school who had very wild relationships, which made Doris change her personality. Doris was faced with a very complicated and complicated situation. She was confused about whether she wanted to stay with his friends in a wild social scene or return to his mother and witness his brother's last moments. Doris regretted her actions and was finally able to forgive her mother. Everything returns to normal and Doris' relationship with her mother improves again.

2.6 Review of Previous Study

There are many studies that have been conducted focusing on the analysis of moral values. The examination has revealed previous findings that are relevant to the present research. These earlier discoveries are summarized as follows :

The First research is the study conducted by Nofrian (2024). Entitled Analysis of the Moral Values of the One Piece Anime Movie "Z" And Movie ‘‘Stampede’’, this study focuses on analyzing two anime films from the One Piece series, namely Z and Stampede. This study uses a grounded theory approach to the descriptive-qualitative method and analyzes the moral values in the movies by using Sulistiyani moral theories. The morals found in the movies are courage, self-sacrifice, honesty, justice, wisdom, respect and appreciation, hard work, fulfilling promises, supporting others, and working together. Unfortunately, belief in God's values is not found in these movies

since the themes of these movies are action, adventure, and, most significantly, friendship.

The second research is the study conducted by Priyoto (2018). Entitled *An Analysis of Moral Value in the movie "Aquaman" directed by James Wan*. This research focused on the moral values of the movie and was told about the aspects of human life and depicted through the actions and behaviour of the character in "Aquaman". The researcher found the moral value from characterization in the dialogue of the movie. This study uses a descriptive qualitative method. The researcher applied the theory of morals and values by Buzan. Some moral values found in this movie are: love and affection, care, bravery, and sincerity.

The third research is the study conducted by Bosavi (2023). Entitled *Moral Value in Soul Movie and its Contribution to Teaching Literature*. This study analyzed the types of moral values, the most dominant moral values, and their contribution to teaching literature. This research design uses qualitative descriptive. The data sources for this research were taken from a movie titled *Soul*. After the researcher has collected all of the data, the researcher will reduce and select the movie for analysis. After that, the researcher will summarize the research result and conclude the research result. The total number of moral values in *Soul* movies are 16. They are self-confident and potential (6), helping others (2), respect (2), responsibilities (1), courage (1), love and affection (3), and appreciation (1). The most dominant moral values in *Soul* are self-confidence and potential.

The fourth research is the study conducted by Wahyumi (2021). Entitled Moral Values Found in “Mulan” Movies by Barry Cook and Tony Bancroft. This study was to find out how the intrinsic elements developed in Mulan movies by Barry Cook and Tony Bancroft, the moral values in Mulan movie and the implications in teaching English, this research was qualitative method. 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. The researcher found out that the moral value of respect is the highest percentage in this movie.

The fifth research is the study conducted by Ariyanti (2016) Entitled Moral Values in Education: Teaching English Classroom at Ma’had Tahfizul Qur’an Rahmatullah Samarinda. The researcher investigates moral values directly in the educational world by focusing on the components of educational moral values proposed by Veugelers (2008): Value Transfer, Reflective Practitioner, Moral sensitivity, Participation and dialogue, and Moral Politics and applying them to the context of teaching English in the classroom at Ma'had Tahfizul Qur'an Rahmatullah Samarinda. Through a descriptive qualitative study, the researcher delves into detailed information regarding how moral values are reflected in the English classroom setting. By observing and analyzing the teacher's practices, interactions with students, and instructional strategies, the researcher gains insights into how moral

values are integrated into the teaching and learning process. From those findings, it can be concluded the components of Value Transfer, Reflective Practitioner, Moral Sensitivity, and Dialogue and Participant appear in most meetings in the classroom.

The similarity of these studies is that both discuss moral values. Overall, the researchers focused on analyzing moral values in various films that have potential in different contexts, such as school education and emotional understanding. Despite the diversity of theories and data sources, these studies have the same purpose: to identify and describe the moral principles depicted in the films. Each study reveals various moral values in the films, such as responsibility, respect, tolerance, wisdom, justice, mutual assistance, altruism, cooperation, courage, honesty, and others. In addition, this analysis provides insight into the significance of the identified moral values and their potential impact on the audience, whether in promoting positive behaviour, increasing social elements, or overcoming moral dilemmas. This is the reason the researcher is interested in conducting similar research using different data sources and theories and the researcher chose the film entitled "Suncoast" to study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research subject, research instrument, data and source of data, data collection technique, and data analysis techniques.

3.1 Research Design

The researcher was in the domain of descriptive qualitative research. According to Flick (2010), qualitative research is research interested in analyzing the subjective meaning or the social production and analyzing texts and images. In simple terms, qualitative research was planned for collecting and analyzing data to capture meaning or representation to identify the type of moral value. Content analysis was a method, according to Krippendorff (2004) content analysis is a systematic reading of a body text, image, and symbolic matter. It examined explicit and implicit content to discern their meaning and potential impact. From the explanation above, content analysis was used to research the data form of written or oral words in the film to analyze the sentences to identify the moral value.

3.2 Research Object

The object of the study was the “Suncoast” film and sentences in the dialogue by character which contain moral value. In this research, the writer chose “Suncoast” film as the object, because this film used the English language in the dialogue.

3.3 Data and Source of Data

In this study, the data for this research is the “Suncoast” film which was published in 2024, which means that the researcher conducted the database on the film. Furthermore, to get the information from the data, the researcher identified narration and dialogue as the data source which consisted of narration, dialogue, and action presented through words, phrases, and sentences, throughout the film that portrayed moral values.

3.4 Research Instrument

The primary instrument in this research was the researcher herself. The researcher gathered data from the film "Suncoast" by watching it and taking notes. The researcher used a table as a research instrument to collect data, to facilitate the analysis of moral values in the "Suncoast" film, the researcher employed Eyre & Eyre (2010) theory.

3.5 Data Collection Technique

In this study, the researcher used documentation techniques for collecting the data. According to Donald (2014), the Document technique is a technique to collect data from wide a range of written, physical, and visual materials. Document of popular culture included books, films, videos, blogs, magazines, transcripts or scripts, and social networking sites. The researcher got the data by reading the movie script and watching the “Suncoast” film by Laura Chinn. In accumulating the data from the data source, the researcher followed some steps to collect the data as follows:

The first was that the researcher watched the film several times to find out the storyline of the film so that the researcher could understand the deepest meaning that occurred in the film to get scenes that contained moral values. Second, the researcher read the film script more than once to match it with the subtitles in the film. Third, the researcher highlighted and recorded all the times in each scene that contained moral values. In the last step, the researcher collected data related to the research questions and theories. By classifying it to answer the stages of moral values according to Eyre and Eyre's theory, the researcher gathered data through the narrative and dialogue of the characters in the film.

3.6 Data Analysis Technique

In this study, the process of analyzing the data used the Miles and Huberman model. Miles (2014) divided the technique of analyzing the data into three. They are data reduction, data display, and conclusion.

a. Data Reduction

Data reduction is the process of selecting important data, classifying, directing, removing unnecessary data, and organizing data in such a way that conclusions can be drawn and verified. It involved choosing relevant pieces of data, condensing the data into themes and categories, and rewriting or summarizing data to highlight key findings. In this step, the researcher analyzed the sentences from a character dialogue by watching and reading the script, highlighting important parts and using

coding to reduce the data. According to Saldana (2016), code typically serves as a symbolic representation of a word or brief phrase that encapsulates a key attribute, essence, or evocative quality of a segment of data, whether textual or visual. Interview transcripts, participant observation field notes, journals, documents, open-ended survey responses, drawings, artefacts, photographs, videos, Internet sites, and so on were all included in the information. The codes were as follows:

Code: No.01/Ho/00:02:49

The explanation of coding:

- **No.01:** Data number of the data
- **Ho:** The type of moral values
 - The Type of moral value
 - Ho: Honesty
 - Cu: Courage
 - Pa: Peace ability
 - Sp: Self-reliance and potential
 - Sm: Self-discipline and moderation
 - Fc : Fidelity and chasity
 - Ly: Loyalty
 - Rs: Respect
 - Lo: Love
 - Kf: Kindness and Friendliness

Jm: Justice and Mercy

- **00:02:49:** minutes to indicate the time when the moral value appears in the film.

b. Data display

Data display involves presenting data in a structured format to allow for easy analysis and interpretation this could include tables, charts, graphs, matrices, or other visual tools. The next step the researcher did was data display, in this data display was a set of organized information that gave a possibility of drawing conclusions and taking action. The researcher described the coding with a table to show how much data was found and the data display consisted of data number, timestamps, sentences, context, and the the moral value types.

Data no	Time	Sentences	Context	Expression type	Explanation

Table 3. 1 Data display

c. Conclusion or verification of data

The conclusion was how the researcher described the table shown from the data display. That finding could be in the form of narration or description or the object that was vague before. After being examined, it becomes clear. In this step, the researcher explained the table with

sentences, and context and concluded the type of moral value based on Eyre's theory.

3.7 Triangulation

Denzin (2018) introduced the idea of triangulation into the discussion of qualitative research as “the combination of methodologies in the study of the same phenomenon”. By this definition, Denzin originally conceived triangulation as a strategy of validation. He distinguished various types of triangulation: Data triangulation, investigator triangulation, theory triangulation, and methodological triangulation :

1) Data Triangulation

Data triangulation involves the use of multiple data sources to validate research findings. This may include collecting data through interviews, observation, documents, or surveys.

2) Investigator Triangulation

Investigator triangulation entails the involvement of multiple researchers or investigators in the research process. By engaging researchers with diverse backgrounds, perspectives, and expertise, investigator triangulation helps mitigate the influence of individual biases and foster reflexivity in the research process.

3) Theory Triangulation

Theory triangulation involves drawing upon multiple theoretical perspectives to interpret research findings and construct meaningful explanations. By integrating insight from different theoretical frameworks, the researcher can deepen their understanding of the phenomenon under study and generate a more robust theoretical explanation.

4) Methodological Triangulation

Methodological triangulation entails the use of multiple research methods or approaches to investigate the same phenomenon. This could involve combining qualitative and quantitative methods, employing different data collection techniques, or triangulating data from various sources.

To avoid individual researcher bias in the findings the researcher used investigator triangulation by collaborating with the experienced researcher to gain insights from their diverse perspective and expertise.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presented the findings of the research and the discussion of the findings. The findings were presented to answer the question or research problem which was, “What moral values are found in “Suncoast” film?

4.1 Research Finding

This chapter presented the findings of the research, which focused on identifying and analyzing expressions of moral values conveyed through sentences in The Suncoast film. The analysis aimed to reveal how dialogues and narrative elements reflected ethical principles and life lessons in the film. The researcher found that the total number of moral values reflected in “Suncoast” film was 27 kinds. The moral value and the total number of moral values were presented in table below:

No	Moral value	Occurance
1	Value of being:	
	Honesty	1
	Courage	2
	Peace ability	3
	Self-reliance and potential	1
	Self-discipline and moderation	2
	Fidelity and chastity	1

2	Value of giving	
	Loyalty	4
	Respect	1
	Love	8
	Kindness and friendliness	3
	Justice and mercy	1
	Total	27

Table 4. 1 Occurrences of Moral values reflected in “Suncoast” film.

The researcher conducted the findings of moral values in this film through analysis of moral values reflected in the “Suncoast” film based on the theory by Eyre & Eyre (2010). Based on this theory, moral values were divided into two kinds. They are the value of being and the value of giving.

4.1.1 Value of Being

The value of being is a value that involves humans in their behaviour and the way we treat others. Value of being consists of six kinds in this film the researcher. The data on the value of being in this film are presented in the following explanation:

a. Honesty

Honesty is the estimable character, speaking and acting truthfully not lying, stealing, deceiving or cheating, fairness and straightforwardness of conduct or adherence to the fact. The researcher found that honesty was reflected in the dialogue of

Doris in this film. Here the researcher extracted the dialogue which contains the moral value of Honesty.

Extract 1

Paul: She's as alive as you are and what if it was you in there instead of her? The bottom line is, her husband didn't want to take care of her anymore.

Doris: **Honesty I get that It's really hard taking care of sick people. Sometimes you need a break**

Paul: Are you enjoying your break?

Doris: I mean, this is going to sound horrible, but... yeah.

Code: No.10/Ho/0:32:57.66-0:33:32.50

In this dialogue, Doris openly admits the difficulty and emotion of caring for a sick person. Her statement showed honesty because she acknowledged a truth often left unsaid due to societal expectations around caregiving being framed solely as selfless and rewarding. Doris' truthful acknowledgement about needing breaks reveals fairness and authenticity in her perspective, aligning with the idea that honesty involves refraining from deceit and expressing genuine feelings without manipulation. The validator also agrees with the data, he suggests "Highlight the importance of Doris's honesty in expressing her struggles, which can resonate with viewers facing similar challenges".

b. Courage

Courage, synonymous with bravery, means facing adversity, danger, or hardships with resilience and self-discipline without to fear. In the following dialogue, this moral value is reflected by Nate.

Extract 2

Nate: *I don't need you to speak for me.*

Laci: He so does.

Nate: *Oh, my God. Nah, you know, I was just wondering if, you know, you wanted to go to prom? With me.*

Code: No.22/Co/1:17:28.41-1:17:42.79

In this dialogue, Nate shows courage by directly expressing he wants to talk to invite someone to go to prom, despite social pressure and fear of rejection. Initially, his friend's teasing indicates Nate's nervousness and hesitation. However, Nate is still calm and pushes forward with his invitation. This moment illustrates self-discipline and resilience which is the key components of courage. By standing up to both his insecurities and the social embarrassment caused by his friends, Nate navigates a socially challenging situation with bravery. The data was validated by the validator, he explained “emphasize Nate

courage in expressing his feelings, which can resonate with viewers about the importance of vulnerability.”

c. Peace Ability

The ability to bring peace reflects a calm and prioritizing understanding over conflict. It embodies calmness, serenity, and peacefulness, helping others feel and function better. Peacefulness attitude shown by Doris can be seen as represented in the following explanations:

Extract 3

Doris: ***He died. And it feels just like you said but think.. no.. I know.. he's in a better place now, and I know he's happier. He's free. I can feel it.***

Code: No.27/Pa/1:37:01.54-1:37:31.16

In this dialogue, Doris words indicates that she has come to terms with max passing by finding comfort in the belief that he is at peace. That achieves a sense of calmness and peacefulness, even in difficult situations, as she chooses to focus on Max freedom. The data was supported by the validator, he described “Emphasize Doris's acceptance of loss and how it reflects her emotional growth and understanding of life and death”.

d. Self-reliance and Potential

Self-reliance is managing oneself without dependence, while potential refers to undeveloped abilities. Both are linked to fostering individuality and growth by encouraging accountability and self-improvement. By believing in the ability of self, in this film can be seen moral value.

Extract 4

Paul: Hey, what would you want to do if you were just a normal teenager?

Doris: *I really want to drive. I'm 17, I only have a learner's permit. My mom never lets me drive, but I've always wanted to. Ever since I was, like, five years old, I've dreamed about driving just so I could... So I could go anywhere, any time I wanted on my own and just be like... Like, completely free.*

Code: No.17/Sp/0:53:14.58-0:53:46.54

Based on the extract above, Doris dialogue demonstrates a desire for self-reliance through her wish to drive independently. Driving symbolizes freedom, responsibility, and control over one's life, making it a meaningful step toward managing oneself without dependence. This moment reveals the interconnected value of self-reliance and potential, as Doris dreams not just of driving but of becoming an independent and self-fulfilled individual. The data was supported by the validator, he clarified

“discuss Doris's desire for independence and how it symbolizes her growth throughout the film.

e. Self-discipline and Moderation

Self-discipline involves self-motivation, time management, and self-control, while moderation curbs excess. Together, they balance effort and restraint for a well-managed life. The researcher analyzes moral values when Doris talks to her mother and interacts with her mom, it's shown in the following extract.

Extract 5

Mom: You'll be late and I'll write you a note.

Doris: **No, please mom. I'll have to interrupt class and everyone looks at me...**

Code: No.01/Sm/0:03:26.37-0:03:32.04

Doris response to her mother's suggestion shows her self-discipline and sense of responsibility. Despite her mother's willingness to excuse her came late to school, Doris declines the offer because she understands the consequences of interrupting class. This dialogue also highlights moderation, as Doris tries to avoid drawing unnecessary attention to herself by balancing her schedule to respect class time and maintain harmony in the classroom. The data was confirmed by the validator, he described “Add further explanation about Doris's feelings regarding the situation to provide emotional depth”.

f. Fidelity and Chasity

Fidelity reflects faithfulness and self-support, involving commitment to personal values and chastity by maintaining purity and abstaining from unlawful sexual behaviour. In this film her mother shows her response to Doris which is the attitude of fidelity and chastity.

Extract 6

Doris: Mom...

Kristine: Don't! I said I don't want to hear *it I trusted you. And you, well... It's over. You're not allowed to be home alone ever again.*

Code: No.15/Fc/0:46:58.96-0:47:13.21

In this dialogue, the mother expresses disappointment over a breach of trust. Her words, "I trusted you", indicate a violation of the moral value of fidelity, which involves honouring commitments and behaving responsibly when granted freedom. The decision to prohibit Doris from being home alone shows the mother's response to what she perceives as a failure to maintain responsible or morally appropriate behaviour. The consequence imposed by the mother implies a lesson in accountability and maintaining moral boundaries, reinforcing the value of chastity as self-regulation and respect for societal or familial expectations. This illustrates how fidelity and chastity are intertwined, as both

rely on trust, moral responsibility, and the upholding of personal and societal values for integrity and harmonious relationships. validator accepted the data, by his comment “explore the theme of trust in Kristine's dialogue and how it affects her relationship with Doris.”

4.1.2 Value of Giving

The value of giving is a value provided by a person to someone else. This value includes something which is not visible but valuable. In this research there are five kinds of value of giving. They are loyalty, respect, love, kindness and friendliness, justice and mercy. The data of the value of giving in this film are presented in the following explanation:

a. Loyalty

Loyalty is the quality or state of being true and constant support of someone or something. The trait of loyalty is presented in the following dialogue.

Extract 7

Doris: Where was everyone going?

Paul: City hall. They're just going to wait outside until the judge agrees to start feeding her again.

Doris: Why aren't you with them?

Paul: *I just wanted to make sure that you're all right.*

Code: No.26/ Ly/1:36:26.04-1:36:52.91

In this dialogue, Paul decision to leave a group and prioritize Doris well-being reflects loyalty through unwavering support. Despite having other social activities, Paul choose to stay with Doris to make sure her condition. His action shows loyalty, which is being present for someone during a time of need rather than seeking personal time. The data below was verified by the validator, based on the data support by the validator, on his definition “Discuss Paul’s loyalty to Doris and how it provides her with emotional support during a difficult time.”

b. Respect

Respect means appreciating someone's existence and contributions. Show respect to others, and you'll be respected in return. This film shows the moral value which is demonstrated through Doris' polite and appreciative response.

Extract 8

Doris: Oh, forget the shake.

Paul: keep the shake. I got it, add fish and chips for me

Doris: **Thank you. That's so nice of you, but you really don't...**

Code: No.05/Rs/0:12:51.25-0:13:04.21

Doris expression of gratitude shows respect for other person kindness. By acknowledging their considerate action and responding politely, Doris demonstrates appreciation for their gesture, which reflects the fundamental principle of respect:

recognizing and valuing others' contributions. The found was correct, the validator comment "emphasizes Doris's gratitude and how it reflects her character development throughout the film".

c. Love

Love is a positive feeling and attitude toward someone or something special, influencing thoughts and behaviour. It extends to people, pets, activities, and even one's country or faith. From the dialogue of the film which contain moral value of love. It was showing Doris attitude toward someone, the researcher explain it below. The found was correct, validator verify with "Emphasize Doris's gratitude and how it reflects her character development throughout the film."

Extract 9

Laci: Yeah. I mean, he's not all, like, deep and quiet or whatever like you are but he's a little panty-melter, right?

Doris: *I mean, he's sort of cute.*

Laci: Oh, my God. She loves him.

Code: No.12/Lo/0:39:14.33-0:39:28.29

In the dialogue, Doris shows an attitude of admiration or feeling for someone. Describing as "cute" indicates an expression of positive feelings, perhaps hinting at romantic attraction or simple admiration. It highlights how love can be expressed and showcases how positive feelings even in their simplest forms. The

data was validated with a comment by the validator “explore the implications of Doris's feelings for Max and how they evolve throughout the story”.

d. Kindness and Friendliness

Kindness is a positive quality reflected in good actions and behaviour, benefiting those around us and society. Kind and friendly toward others is shown by Sue when she meets Doris mother.

Extract 10

Sue: *I'm Sue. I'm the grief counsellor here. And I'm available to talk if you ever want to.*

Kristine: oh, my son isn't dead, so I'm not really grieving yet.

Sue: Okay, well...I'm here if you change your mind.

Code: No.09/Kf/0:27:49.96-0:28:06.79

The dialogue above shows Sue's introduction and offer to talk reflect both kindness and friendliness. By gently offering her availability without imposing it, her role as a grief counsellor suggests a professional obligation, but the warmth of her approach goes beyond mere duty. Additionally, her friendly show, introduced by the simple statement "I'm Sue," creates a welcoming atmosphere that invites open communication. This friendliness makes it easier for others to seek her support, fostering a sense of connection and trust. Data found acceptable,

supported by “consider adding how Sue’s introduction as a grief counsellor sets the tone for the support system available to the family.”

e. Justice and Mercy

Justice upholds fairness and law, while mercy offers kindness and relief to the unfortunate. Justice is essential in organizations and inevitably prevails over time.

Extract 11

Kristine: what the fuck is going on? What is this? Put on your goddam clothes now! You get the fuck out of my house!

Doris: Mom, please calm down.

Kristine : oh, no no no. You don’t talk to me, you’re having orgies while I’m sleeping on a cot? You know what? I’m calling the cops. What? you’re drinking? You’re smoking pot in my house?

Doris: **No, Mom, be mad at me and ground me, whatever you want, but let them go. Please**

Code: No.14/Jm/0:45:55.83-0:46:25.58

In this dialogue, by telling her mother to “be mad at me and ground me” Doris seeks justice by acknowledging her responsibility and accepting the consequence of her actions, suggesting fairness. Doris also expresses mercy when she requests by saying “Let them go”. This shows kindness or pity for her friend, as she recognizes the unfairness of punishing those

who were not primarily responsible for the wrongdoing. The data was accurate, and it has been received and validated by validators “ Suggest that Doris's plea for fairness could be expanded to show her growth in understanding family dynamics.”

The findings of this research were thoroughly validated by experts, and confirmed the accuracy and relevance of the moral values identified in the film. The study highlighted two primary categories: The Value of Being, which included honesty, courage, peaceability, self-reliance and potential, self-discipline and moderation, as well as fidelity and chastity; and the Value of Giving, which included loyalty, respect, love, kindness and friendliness, and justice and mercy.

Each moral value was supported by specific dialogues from the film, demonstrating the characters' growth, struggles, and ethical choices. The expert validators not only confirmed the correctness of the data but also provided insightful suggestions to further emphasize explanations and contexts to strengthen the credibility of the analysis, ensuring that the extracted moral values were delivered effectively and relevant to the audience.

4.2 Discussion

This chapter presented the discussion of findings based on the framework of moral values as proposed by Eyre & Eyre (2010). The study explored the categorization of moral values into two dimensions: values of being and values of giving. The exploration of moral values in films has been

widely analyzed in previous studies, each highlighting the importance of ethical messages conveyed through cinematic storytelling. Nofrian (2024) identified several moral values in *One Piece: Z* and *Stampede*, such as courage, self-sacrifice, honesty, justice, and respect. The study concluded that teamwork and helping others were the dominant themes, reinforcing the significance of collective efforts in overcoming challenges. Similarly, Priyoto (2018) analyzed *Aquaman* and emphasized values such as love, affection, care, bravery, and sincerity.

This study found that the moral values in *Aquaman* revolved around heroism and personal responsibility, portraying characters who must balance duty with their emotional connections. Meanwhile, Bosavi (2023) studied *Soul* and identified self-confidence and potential as the most dominant values, illustrating the journey of self-discovery and personal growth. Unlike *One Piece* and *Aquaman*, which focus on action-driven narratives, *Soul* presents a philosophical exploration of individual purpose and the importance of self-awareness.

Wahyumi (2021) conducted a study on *Mulan*, analyzing how intrinsic elements contributed to the film's moral messages. The research identified 12 moral values, where 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, and justice and mercy. With respect emerging as the highest frequently. This finding suggested that cultural and historical

narratives often emphasized discipline and honor, reinforcing traditional values of loyalty and duty. In contrast, Ariyanti (2016) investigated moral values in an educational setting and found that teachers played a crucial role in imparting ethical lessons through value transfer and moral sensitivity. This study underlined the idea that moral values are not only present in films but are also actively taught in learning environments, shaping students' character development. These studies collectively demonstrated that moral values in films varied depending on genre, setting, and thematic focus, but they all serve to communicate ethical principles to audiences.

In comparison to these studies, my research on *Suncoast* also identifies moral values but differs in its approach by focusing on how characters navigate moral dilemmas through language. The study reveals 27 occurrences of moral values, with love as the most frequently depicted theme. While previous studies such as Priyoto (2018) and Bosavi (2023) also highlighted love as a crucial moral value, *Suncoast* presents it through a more intimate and realistic lens, emphasizing interpersonal relationships rather than grand heroic gestures. This study contributes to the broader discourse by showcasing how language and dialogue play a pivotal role in conveying ethical messages, reinforcing the idea that films are not only visual storytelling tools but also platforms for moral reflection and social commentary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In conclusion, this study examines the moral values in the Suncoast film, directed by Laura Chinn, by analyzing how characters navigate ethical dilemmas and social expectations through their language. Moral values serve as fundamental principles that shape human behaviour, influencing interactions and ethical decision-making. Through film, which integrates storytelling with audiovisual elements, moral lessons can be conveyed effectively to audiences. By exploring the struggles of Doris, a teenager facing familial and social challenges, Suncoast highlights the complexities of morality in adolescence and family relationships. This study emphasizes the film's role in portraying ethical dilemmas and reinforcing moral lessons that are relevant to everyday life.

The research categorizes moral values into two main types: the Value of Being, which encompasses personal virtues such as honesty, courage, peaceability, self-reliance, self-discipline, and fidelity, and the Value of Giving, which includes loyalty, respect, love, kindness, and justice. The study identifies 27 occurrences of these moral values within the film's dialogue, illustrating the characters' ethical growth and personal struggles. Doris honesty in expressing her emotional burden, Nate courage in overcoming social pressure, and Paul peaceability in accepting loss are just a few

examples of how these values manifest throughout the film. Additionally, acts of loyalty, respect, and kindness highlight the importance of moral integrity in relationships, demonstrating how individuals uphold or challenge moral principles in different situations.

The findings of this research, validated by expert reviewers, reinforce the significance of Suncoast as a medium for ethical reflection. The experts' feedback highlights key themes such as trust, resilience, and emotional growth, further affirming the accuracy and relevance of the identified moral values. By examining moral expressions in film, this study contributes to the understanding of how media reflects and influences societal norms. Ultimately, Suncoast not only entertains but also offers valuable insights into ethical decision-making, illustrating the role of moral values in shaping human experiences and social interactions.

5.2 Suggestion

This suggestion aimed to deepen the understanding of moral values expressed through language, enhance the quality of education and research on ethical discourse in film, and promote the development of more advanced analytical approaches through collaboration between scholars and practitioners.

1. For future research:

This study highlighted the significance of analyzing moral values in film narratives, suggesting that future researchers could expand on this work by exploring how different genres and

cultural contexts influence moral messaging. Comparative studies of films from various cultures could provide deeper insights into the universality or divergence of moral values across societies. Additionally, researchers could integrate audience reception analysis to examine how viewers interpret and internalize moral lessons from films, offering a more comprehensive understanding of the media's role in ethical development.

2. For educators:

Educators can utilize films like *Suncoast* as valuable teaching tools to facilitate discussions on ethics, social values, and character development in the classroom. By incorporating film-based moral analysis into curricula, educators can encourage critical thinking and empathy in students, helping them engage with ethical dilemmas in a relatable and thought-provoking way. Moreover, interdisciplinary approaches that combine literature, media studies, and moral philosophy could enhance students' ability to analyze and apply moral principles beyond the classroom setting.

3. For Language Learners:

Language learners can benefit from studying film dialogues as a means to understand both linguistic structures and cultural nuances in moral communication. Films provide authentic language use in real-life contexts, allowing learners to observe

how moral values are expressed through tone, word choice, and social interactions. By engaging in role-playing activities based on film scenes, learners can improve their language proficiency while also developing a deeper appreciation for the ethical and cultural dimensions of communication.

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APPENDICES

Appendix 1 Data Matrix

DATA DISPLAY MORAL VALUE “SUNCOAST” FILM

Data No.	Time	Sentences	Context	Expression types	Explanation
1.	0:03:26.37-0:03:32.04	Kristine: You'll be late and I'll write you a note. Doris: <u>No, please Mom. I'll have to interrupt class and everyone looks at me...</u>	Kristine asked Doris for help to accompany her to take her brother the next morning and Doris refused to go because she chose to go to school and didn't want to be late even though her mother would make a permission letter for her.	Self-discipline and Moderation	Doris had the self-discipline not to be late for school and had moderation if she came on time she would not disturb her classmates if she was not late
2.	0:03:35.87-0:03:41.50	Kristine: Oh, well, then I guess I'll just have to drop your brother off by myself because God forbid, you should be embarrassed. Doris: <u>Okay, fine. I'll come. Forget it.</u>	Doris's mother argued that Doris did not want to accompany her mother to take her sister because Doris would feel embarrassed	Peace Ability	Doris had a peaceful ability to follow what her mother said because she didn't want to argue with her mother
3.	0:04:28.58-0:04:47.08	Kristine: I'm taking her. You can go! Drive away! Doris: Mom, stop yelling. Everyone is staring at us.	Doris and Doris' mother were lifting their little brother into the car	Love	“Sweetheart” is a term of affection to refer to someone we love Doris's mother felt love for her son because he was

Data No.	Time	Sentences	Context	Expression types	Explanation
		Kristine: Okay, lift his upper body. Up, here we go <u>all right, sweetheart. Sorry. I'm so sorry.</u>			paralyzed, he might feel pain when he was moved to the car but he couldn't say anything, and her mother apologized to him.
4.	0:07:06.37-0:07:10.33	Nia: <u>Hi, there. Is everything okay? I'm Mia, the Director of Nursing.</u>	Nia welcomed Doris and her mother when the security wanted to check them entered in the hospital and introduced herself, who was one of the people in charge at the hospital.	Kindness and Friendliness	In this situation, nia's actions reflect kindness and friendliness which are important qualities
5.	0:12:51.25-0:13:04.21	Doris: Oh, forget the shake. Paul: keep the shake. I got it, add fish and chips for me Doris: <u>Thank you. That's so nice of you, but you really don't...</u>	Doris thanked and appreciated Paul for paying for Doris' food, but Doris felt that there was no need to do that	Respect	By expressing gratitude, Doris acknowledges and honours Paul's generous gesture, showing respect for his kindness. At the same time, her polite reluctance indicates her respect as she does not wish to impose or become overly dependent.
6.	0:13:39.00-0:13:55.83	Paul: I think I saw you over that execution chamber. Doris: Suncoast? Yeah. Yeah. My brother's living there. Or...dying there.	Paul wanted to pray for Doris' brother after listening to Doris' story that his brother was being treated in hospital	Loyalty	Paul expresses his loyalty by supporting Doris emotionally and spiritually by offering to pray for Doris brother, Paul shows loyalty through his

Data No.	Time	Sentences	Context	Expression types	Explanation
		Paul: oh, I'm so sorry <u>Well, I'll pray for his recovery.</u>			willingness to be there for Doris, even if in a non-physical way
7.	0:17:31.08-0:17:57.91	Doris: But...then I'll be alone. Kristine: You'll be in your own home. He's in a new place, surrounded by strangers. But I don't you know Doris.. when you have your own kids, you'll understand. <u>he's my child.</u> <u>When he's in pain, I'm in pain.</u>	Doris's mother said to Doris that she could feel what Max would feel if he was alone in the hospital with no one	Love	Doris's mother expresses a deep emotional bond with Max, highlighting how his suffering becomes her own. Love theory emphasizes that true love involves feeling and sharing another person's joys and sorrows as though they are one's own
8.	0:19:20.58-0:19:51.00	Brittany: I really want to go out.please. Can we go to Tara's? Nate: She got evicted. Laci: Of course she did Nate: Marcus said he might get a keg and go the causeway.	Doris accidentally overheard her classmates' conversation about a party and she offered her classmates the chance to have a party at her house	Kindness and Friendliness	Doris is showing kindness by opening her home and creating an opportunity for her classmate to connect and enjoy themselves this act of offering

Data No.	Time	Sentences	Context	Expression types	Explanation
		Laci: Waves are going to be so big, he's going to bail. Brittany: We can go to the movies Doris: <u>You can come to my house.</u> I mean, my mom won't be there, and you can do whatever you want.			
9.	0:27:49.96-0:28:06.79	Sue: <u>I'm Sue. I'm the grief counsellor here. And I'm available to talk if you ever want to.</u> Kristine: oh, my son isn't dead, so I'm not really grieving yet. Sue: Okay, well...I'm here if you change your mind.	Sue introduced herself as a grief counsellor at the hospital and was available as a friend to talk to whenever Mrs.Doris was ready	Kindness and Friendliness	Sue demonstrates kindness and friendliness by offering emotional support to Mrs.Doris which emphasizes empathy, compassion, and a genuine willingness to help others through difficult times. Her friendly is a safe and trusting environment, encouraging open communication without pressure
10.	0:32:57.66-0:33:32.50	Paul: She's as alive as you are and what if it was you in there instead of her? The bottom line is, her	Doris reveals her personal feelings and experiences to Paul when caring for Max who is sick, how difficult it is to care for a	Honesty	Doris openly expresses her feelings and experiences to Paul about the challenges of caring for a sick person and her need for

Data No.	Time	Sentences	Context	Expression types	Explanation
		husband didn't want to take care of her anymore. Doris: Honestly, I get that <u><i>It's really hard taking care of sick people. Sometimes you need a break.</i></u> Paul: Are you enjoying your break? Doris: I mean, this is going to sound horrible, but... yeah.	sick person and that sometimes she feels the need for a break.		occasional respite, this statement emphasizes truthfulness and authenticity in communication
11.	0:33:36.04-0:34:01.04	Paul: Once your brother's gone, he's gone... and he never coming back. And you will miss taking care of him. Doris: No, I won't Paul: You will. You'll miss everything. All the good, all the bad... hell, especially the bad <u><i>I'd give anything to hear my wife</i></u>	Paul tells of his wife who has passed away and tells of their emotional relationship, he prefers to hear his wife angry or nagging than not hearing it at all	Love	By expressing his longing to hear his wife's voice Paul statement reflects a positive feeling and deep emotional connection has value as something special, his words convey that love more happiness and includes appreciation for even the smallest moment in a relationship, no matter how trivial they may seem

Data No.	Time	Sentences	Context	Expression types	Explanation
		<u>yell at me for letting the mosquitoes inside.</u>			
12.	0:39:14.33-0:39:28.29	Laci: Yeah. I mean, he's not all, like, deep and quiet or whatever like you are but he's a little panty-melter, right? Doris: <u>I mean, he's sort of cute.</u> Laci: Oh, my God. She loves him.	Doris expressed her interest with a simple compliment towards Max when her friends asked her if she liked Max	Love	"I mean, he kind of cute" is a lighthearted or subtle gesture that conveys a positive attitude that suggests that Doris has feelings for Max. Although simple, Doris compliment highlights something special about her reflecting the early stages of affection and liking
13.	0:43:52.21-0:44:22.66	Officer: Ma'am, there's nothing I can do. Kristine: Look, my, he is by himself in that place right now. He can't say it because.. he can't speak anymore. But I know for a fact.. he does not like to be by himself. Especially at night, he gets scared. <u>That boy is honestly... the first person I ever truly loved.</u>	Mrs Doris asked for permission while expressing how important Max was to her to the officer when the officer stopped her from entering the hospital	Love	By expressing how important Max is to her which emphasize a deep emotional connection to the nature of her feelings, highlighting love as a powerful force that shapes the human relationship

Data No.	Time	Sentences	Context	Expression types	Explanation
14.	0:45:55.83-0:46:25.58	Kristine: what the fuck is going on? What is this? Put on your goddam clothes now! You get the fuck out of my house! Doris: Mom, please calm down. Kristine: oh, no no no. You don't talk to me, you're having orgies while I'm sleeping on a cot? You know what? I'm calling the cops. What? you're drinking? You're smoking pot in my house? Doris: <u>No, Mom, be mad at me and ground me, whatever you want, but let them go. Please</u>	Doris and her classmates were caught partying in the house without her mother knowing. When her mother wanted to call the police, Doris asked for leniency to free her friend from what she had done before	Justice and Mercy	In this situation, Doris accepts punishment from her mother for her actions. At the same time, her request for leniency toward her friend as she seeks to protect her friend from consequences while ensuring that justice served through her accountability, this reflects the balance between justice and mercy
15	0:46:58.96-0:47:13.21	Doris: Mom... Kristine: Don't! I said I don't want to hear it. <u>I trusted you. And you, well... It's over. You're</u>	Her mom was angry to Doris when she wanted to apologize to her mother for what she did before and did not want to listen to anything that Doris say	Fidelity and Chastity	This context relates to the trust and reliability expected in relationships between a parent and child. Mrs Doris indirectly reflected her response as she

Data No.	Time	Sentences	Context	Expression types	Explanation
		<u>not allowed to be home alone ever again.</u> Doris: Can I just say sorry? Kristine: Not one word.			enforced stricter boundaries to ensure that Doris adheres to responsible behaviour in the future
16.	0:52:38.58-0:52:41.37	Paul: And that's, that's the love of my life. <u>And she was gone and then..there's nothing I could do.</u>	Paul tells about his sadness about how his wife left him first to Doris	Peace Ability	His words convey a deep sense sorrow of and helplessness but also suggest a process of coming to terms with an inevitable reality. Paul statement encourages individuals to find an ability of calm, peacefulness and serenity by sharing with Doris Paul is demonstrating a willingness to seek emotional peace by acknowledging his pain rather than resisting it
17.	0:53:14.58-0:53:46.54	Paul: Hey, what would you want to do if you were just a normal teenager? Doris: <u>I really want to drive.I'm 17, I only have a learner's permit. My mom never lets me drive, but</u>	Doris told Paul about her wish to be able to drive a car	Self-Reliance and Potential	Doris statement which emphasize independence, personal growth. Her longing to drive symbolizes more than just a practical skill, it represents her ability to take control of her own life. Her words express to find

Data No.	Time	Sentences	Context	Expression types	Explanation
		<u><i>I've always wanted to. Ever since I was, like, five years old, I've dreamed about driving just so I could... So I could go anywhere, any time I wanted on my own and just be like... Like, completely free.</i></u>			her individuality and potential not depend on others
18.	1:06:40.21-1:07:21.62	Kristine: Remember when you were little? we'd build forts in the living room, and you'd always yell "Slumber party" <u><i>We're going to have fun again, you and me when this is over, I'll learn how to be fun again.</i></u> Doris: Mom, you should really get some sleep, you've been working so hard.	Doris and her mother had a conversation before sleep, the mother recognised that she might have been too focused on other things and forgot about Doris	Self-discipline and Moderation	Her words suggest a recognition that she may have been overly focused on responsibilities or other aspects of life, neglecting the emotional connection and joy in her relationship with Doris By expressing her desire to "learn how to be fun again" her mother demonstrates a commitment to personal growth and the pursuit of more fulfilling, well-rounded life, strengthening her bond with Doris through a more balanced approach to parenting and personal well-being

Data No.	Time	Sentences	Context	Expression types	Explanation
19.	1:08:35.54-1:08:37.83	Doris : <u>Well, whatever you want to do, I support you.</u>	Doris gives support to her friend when her friend wanted to break up with her boyfriend	Loyalty	Doris words showing constantly support to her friend and respect her friend choice even in difficult situations. By expressing her support, Doris involves being present and offering encouragement without judgement, fostering a sense of security and trust within a friendship. Doris reassures her friend that she is not alone
20.	1:08:38.29-1:08:39.83	Doris: <u>I just want you to be happy.</u>	Doris and her friend sit in the car while talking about her friend's decision to end her relationship with her boyfriend	Love	Doris shows that her primary concern is not about judging her friend's decision but about supporting her happiness and emotional fulfilment. Love theory underscores that true love, whether in friendship or romantic relationships, involves prioritizing the needs and desires of others without selfish motives
21.	1:16:50.79-1:16:53.66	Brittany: Oh, my God Doris	Doris' classmates approach her and hug her when they know her brother passed away	Loyalty	Doris classmate offering their unconditional support during her moment of grief which

Data No.	Time	Sentences	Context	Expression types	Explanation
		Laci: Oh, my God, back up give her some space. <u>It's okay, girl. We're here for you. Forever. We'll always be here.</u>			emphasizes steadfast commitment, emotional support, and unwavering presence in times of need. Their words and actions reflect a deep sense of solidarity it is about consistently being there
22.	1:17:28.41-1:17:42.79	Nate: <u>I don't need you to speak for me.</u> Laci: He so does. Nate: Oh, my God. <u>Nah, you know, I was just wondering if, you know, you wanted to go to prom? With me.</u>	Nate wants to invite Doris to attend the prom and ask Doris to be his partner at the event	Courage	Nate gathers the courage to express his feelings and desires directly to Doris, bravery in facing uncertainty. Asking someone to prom can be an intimidating experience, it can be the possibility of rejection
23.	1:24:15.12-1:24:29.41	Brittany: <u>Okay, fine. I'm breaking up with him.</u> Laci: Seriously? Brittany: Yeah. It's done. Laci: You did it? Actually? Brittany: Yes.	Brittany called her boyfriend to tell him that their relationship is over	Courage	By deciding to break up with her boyfriend and following through. Brittany demonstrates emotional bravery which emphasizes the strength to make difficult decisions
24.	1:28:56.79-1:29:24.46	Laci : I'm serious this is the most important night	While looking at the people around her, Laci expressed this	Love	By expressing that her friends are her “everything”, she conveys a

Data No.	Time	Sentences	Context	Expression types	Explanation
		of our lives this is everything. We're all together and that's all that matters. Like, this really is the biggest fucking night of our lives. Seriously. <u>Like, you guys are my... my everything.</u>	friend relationship is very important in her life		sense of love and emotional reliance on them. Her words highlight how love friendships provide comfort for emotional well-being
25.	1:29:26.16-1:29:34.08	Laci: <u>We're always gonna be here for each other. And I'm never going to forget you guys. Never. Ever.</u>	After going through what happened in this friendship, she confirmed that they will always be loyal to each other	Loyalty	Which emphasizes enduring commitment and unwavering support in relationships through her promise to always remember and stand by her friends reflects a deep, lasting bond where mutual care and solidarity
26.	1:36:26.04-1:36:52.91	Doris: where was everyone going? Paul: City Hall. They're just going to wait outside until the judge agrees to start feeding her again. Doris: Why aren't you with them?	Paul waiting for Doris at the entrance of the hospital to make sure Doris after knowing that her brother passed away	Loyalty	By waiting for Doris at the hospital instead of being with the others, Paul shows unwavering devotion and emotional responsibility. His actions reflect a commitment to stand by her as a trusted friend when she faces the emotional pain of losing her brother

Data No.	Time	Sentences	Context	Expression types	Explanation
		Paul: <u><i>I just wanted to make sure that you're all right.</i></u>			
27.	1:37:01.54-1:37:31.16	Doris: He died. And it feels just like you said but think.. no.. I know.. <u><i>he's in a better place now, and I know he's happier. He's free. I can feel it.</i></u>	Doris tells Paul that she has accepted Max passed away	Peace ability	Her words indicate that she has come to terms with Max passing by finding comfort in the belief that he is at peace. This mindset helps cultivate ability peacefulness and calmness.

*Appendix 2 Expert Statements***VALIDATOR STATEMENT SHEET**

The undersigned below:

Name : Agnes Agung

NPM : 2088203009

Program : English Language Education Program

As a researcher conducting a study "*An Expression of Moral Value In the Form of Sentences in The Suncoast Film*", have compiled and analyzed data regarding moral value present in film's dialogues. To ensure the accuracy and credibility of this classification, the researcher sought an expert to validate the research findings. The validator thoroughly examined the dataset and provided an assessment based on established criteria.

The validator has reviewed the moral value classification according to Eyre and Eyre (2010) and confirmed the following:

1. Value of being: Honesty, Courage, Peace Ability, Self-reliance and Potential, Self- discipline and Moderation, Fidelity and Chasity
2. Value of giving: Loyalty, Respect, Love, Kindness and Friendliness, Justice and Mercy.

Validator confirmation:

Name : Dr. Dedi Rahman Nur, M.Pd

Institution/Department : Widyagama Mahakam Samarinda

Based on this validation, the data set has been:

☐ Valid

☒ Valid With Improvement

☒ Context

☒ Classification Appropriateness

☐ Not Valid

This statement is made to be used appropriately.

Samarinda, 20 February 2025
Investigator


Dr. Dedi Rahman Nur, M.Pd
NIDN. 118108402

VALIDATOR STATEMENT SHEET

The undersigned below:

Name : Agnes Agung

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2. Value of giving: Loyalty, Respect, Love, Kindness and Friendliness, Justice and Mercy.

Validator confirmation:

Name : Dr. Abdul Rohman, M.Pd

Institution/Department : Widyagama Mahakam Samarinda

Based on this validation, the data set has been:

☐ Valid

☒ Valid With Improvement

☒ Context

☒ Classification Appropriateness

☐ Not Valid

This statement is made to be used appropriately.

Samarinda, 20 February 2025

Investigator



Dr. Abdul Rohman, M.Pd
NIDN.0702076602



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PROGRAM STUDI : Pendidikan Bahasa Inggris
JUDUL SKRIPSI : An Expression of Moral Value in the Form of Sentences in the Suncoast Film

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Widi Syahtia Pane, M.Pd	- Improve the use of tenses. Ensure that the tense used is appropriate for the context. - Ensure correct punctuation, including commas, periods, and other marks. Use commas for lists, conjunctions, and transitions. - Fix the writing in the table of contents section of the list of table	
2	Pembimbing II Godefridus Bali Geroda, M.Pd	Add relevant keywords in the abstract to make it more relevant to the research topic and facilitate searching	
3	Penguji I Dr. Arbain, M.Pd	- Correct the references using Mendeley - The abstract needs to be shortened while retaining relevant keywords to clarify the focus of the research.	

Mengetahui,
Ketua Program Studi

Widi Syahtia Pane, M.Pd
NIK. 2019.092.264

NB:

Lembar revisi tidak boleh menggunakan tulisan tangan kecuali tanda tangan Dosen Pembimbing dan Penguji.



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PROGRAM STUDI : Pendidikan Bahasa Inggris
JUDUL SKRIPSI : An Expression of moral value in the found sentences in Suncoast film

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Widi Syahtia Pane, M.Pd	• Add sources of theory from other research • Correct researcher name using Mendeley	
2	Pembimbing II Godefridus Bali Geroda, M.Pd	• Add sources of theory from other research • Correct researcher name using Mendeley	
3	Penguji I Dr. Arbain, M.Pd	Change the title according to the research focus “ An Expression of moral value in the found sentences in Suncoast film.”	

Mengetahui,
Ketua Program Studi

Widi Syahtia Pane, M.Pd
NIK. 2019.092.264

NB:
Lembar revisi tidak boleh menggunakan tulisan tangan
kecuali tanda tangan Dosen Pembimbing dan Penguji.

THESIS PROPOSAL
AN ANALYSIS MORAL VALUE IN SUNCOAST FILM

Written and Submitted by

AGNES AGUNG

Has been approved on the thesis proposal

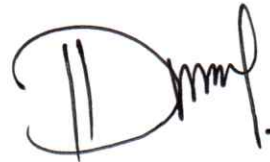
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