Educational Values in *Finding Dory* Movie Script and Teaching Speaking Application

Ismawati Ike Nugraeni [a], Titi Rokhayati [b], Liska Erliana Puspita Dewi [c]

[a,b,c] Universitas Muhammadiyah Purworejo, Indonesia

nugraeni.ike@umpwr.ac.id [a], trokhyati@umpwr.ac.id [b], liska.erliana@gmail.com [c]

Abstract

This research aimed to analyze types of educational value found in *Finding Dory* movie script and its application in teaching speaking for vocational high school students. This research was a qualitative research. The instrument of the research was the researchers. The object of the research was movie entitled *Finding Dory*. The data were taken from the dialogues performed by the characters in the movie. In analyzing data, the researchers took some steps such as: watching the movie and downloading the movie script, taking the utterances, and transcribing the data. There were some procedures in analyzing the data. They were describing the data into dialogue form, describing the context, and analyzing the types of educational value. The result of this research showed that *Finding Dory* movie script contained 175 data of educational value. There were: honesty 7.43%, brave 5.14%, peace 4%, confidence and potential 26.29%, self-discipline and moderation 11.43%, purity 2.29%, loyalty and trustworthiness 5.71%, respect 12%, love and affection 6.85%, unselfish 6.29%, kind and friendly 12%, and fair and humanist 0.57%. Confidence and potential were the most dominant types of educational value that often found in *Finding Dory* movie script. Educational value found in *Finding Dory* movie script could be applied in teaching speaking in asking and giving opinion at the eleventh grade of student of vocational high school.

Keywords: *Educational Value, Movie Script, Teaching Speaking.*

INTRODUCTION

Language is the most important thing for everyone to communicate with the others. Language can be used people to speak and understood by others who know that language (Fromkin et,al., quoted by Utami(Umi Ulfa Utami, 2019)). They usual express it either spoken or written forms. Sometimes some people use spoken forms to convey their ideas with make an movie, or videos. It is commonly called literature.
Literature is a medium through which a person can convey his or her ideas or protest against different norms of society. Literature is a term used to describe written and sometimes spoken material. Now on, development of audiovisual technology and information media are changes the society lifestyle. Such as radio, television, VCD, DVD, etc. It not only as a media which have a function to get information but also as an entertainment media. It can influence people's lifestyle, re-creative and consumptive society, because the presentation are make to entertainment only.

In this era one of media that we can find in every home is a television. As one of the most attractive programs, movie should not only be for entertainment, but it also gives education as its function. Movie is "a series of moving pictures recorded with sound that tells a story, shown at the cinema/movie theater" (Hornby, 2010).

Education can explain as educational experiences which take place in all circle and human lasting live time. Not all students can catch the educational value from the movie. So, to improve the students ability, teacher should help their students to catch the education. Educational values can influence people's behavior in daily life. Besides, it can creategood characters of human beings. Hence, it cannot be denied that educational values are very meaningful since theybring advantages for people. In the school environment, it is proper for teacher to build students attitude and characterization.

The objective of this study describes about the educational values of Finding Dory Movie. The movie is a sequel to 2003's Finding Nemo. The movie focuses on the amnesiac fish Dory, who journeys to be reunited with her parents. The researchers hope that this research can help to the reader in solving their problem and the researchers would like to emphasize the importance of education. From the reason above, the researchers have high interest to conduct the study entitled "An Analysis of Educational Value in *Finding Dory* Movie Script and Its Application in Teaching Speaking for Vocational High School Students".

METHODS

Research design in this research is descriptive qualitative method. According to (Cresswell, 2012) qualitative research is an inquiry approach which is useful for exploring and understanding a central phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participant in the forms of words or images, and analyses the information for description and themes. It means collecting, analyzing, and interpreting the primary data and supporting data in as much detail as possible to draw a conclusion.The researchers use this method because the researchers analyze the data and then describes the finding as to answer the research questions. In concluding this research, the researchers intent to analyze and describe the types of educational value found in movie script entitled *Finding Dory*, and to describe the application of educational value in movie script entitled *Finding Dory* in teaching speaking for vocational high school students. the researchers use the primary data that comes from *Finding Dory* movie and the script of the movie.The researchers used book and journal as the secondary data. They are book and journal of literature theory, value, and education.

Marshall and Rossman in (Sugiyono, 2012) stated that the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review. In this research, the researchers use documentation method to collect the data. The researchers do the following steps: Watching the movie of *Finding Dory* by Stanton and Victoria Strouse, downloading the script of the movie from the internet, reading the articles related to this study to get a complete and well understanding of educational values of the movie script, collecting the educational value from the characters' conversation in *Finding Dory* movie script, the researchers recorded the data into data sheet. After collecting the data, the researchers take some steps in analyzing them. According to Sugiyono in Djamal (Djamal, 2015), the data analysis is the process of search and arranges data systematically. The steps are as follows: taking the data from *Finding Dory* movie script, classifying the data into the types of educational value, counting the data of educational value, applying the educational value in teaching speaking, drawing conclusion and suggestion.

RESULT AND DISCUSSION

In conducting the research, the researchers take theories which are used as a foundation to run the research in sequence. Those theories are related to educational value in teaching speaking. The details of the literature are as follows:

a) Literature

Rees in Norhaiii (Norhaiii, 2014) defines literature as permanent expression in words of some thoughts or feelings in ideas about life and the world. Literature also express emotions, passion, and experiences of the authors.

In English, there are two classifications: Informative literature and imaginative literature. Sehandi(Sehandi, 2014) divides the definition of literature into two, namely literature as a literary and literary work as a literary science. First definition, literature is the work of art writers in the form of prose in the form of short stories and novels, poetry, and drama in the form of drama script or staging drama. Second definition, literature is a science that studies literary works in the form of prose, poetry, and drama. Abidin (2013) states that literary learning is a series of activities conducted by students to discover the meaning and knowledge contained in the literary work. Risdianto(F, 2011), of literature the first is defined that informative literature tells us about facts, explanations, history, real 'great' life figure, and so on.While Bauer in Risdianto(F, 2011) stated that imaginative literature offers pleasure and usually tries to deliver a perspectives, mood, feeling or experience.

b) **Education**

According to Mudyaharjo in Hidayat (Hidayat, Ara, Drs, M. Pd. Machali, Imam, 2010), education is all life situations that affect individual growth. Indeed education in general can be understood in two sense: unlimited to broadly-and narrowly-limited. In extensive meaning education can be identified as the following characteristics such as: Lifelong education. It means that each human being has responsibility and right to find and get education, no matter how old they are; Education happened in all human live level. It means that education is not processed in education itself only, but it is also processed in economy, law, healthy, technology and so on; Education happened in anywhere and anytime; The prime object of education is human cultivation in their live. (Suhartono, Suparlan. Ph. D, 2009).

c) **Value**

Values are concepts, a mental formulation formulated from human behavior (Mustari, 2011)). Value as to consider being of great worth or importance, or standards or principles considered valuable or important in life. While the first meaning denotes value in physical terms, the second meaning pertains to our behavioral patterns.

According to (Lakshmi & Paul, 2018) there are two types of values :Innate values are the internal values developed from one own mind and feelings. Examples include love, care, empathy, honesty, hate etc, Acquired values are the external values developed from one's own experiences or influences by the immediate environment for eg: convenience, status, ambition, power, one's mode of dress, cultural customs, traditions, habits and tendencies.

d) **Educational Value**

Ryan in (Almerico, 2014) found that teaching and learning process emphasizing character development helped improve students' academic achievement and communication skills thus encouraging a tougher sense of independence and self-confidence. It is necessary to claim that teaching is values-laden (Brady(Brady, 2011)). In one sense teachers are inevitably social and moral educators and whatever institutional restraints exist within a school, teachers are faced with taking positions on a variety of social and emotional issues, and are therefore developing values that are informed by these challenges. Educational value also can define a something or limitation of anything that educate someone directed to maturation, which have good or bad character, so it can useful for human live that can reach from educational process.

According to (Elmubarok, 2008), educational values are divided into two groups they are values is being and values of giving. The values of being is a value that is within evolved human beings into the behavior and theway we treat others. The educational value that can be grouped to values of being can be stated as: honesty, brave, peace, confidence and potential, self-discipline and moderation, purity.The values of giving is that values need to be practiced orprovided which would then be accepted as a given. Values of giving include:Loyalty and Trustworthiness, respect, love and affection, unselfish, kind and friendly, fair and humanist.

e) **Movie**

Pranajaya quoted by Aoudah(*Journal a Study of Social Values In*, 2016) states that movie is flavors work of art that becomes one with the advantages of technological. Technology has vital role in produce a movie.

There are several type of movie or film as follows (http://www.bizymoms.com/entertainment/film-genres.html accessed on June 7th 2020) : action, adventure, comedies, crime and gangster films, drama films, historical/epics films, horror, musicals or dance films, war films, western, animation, thrillers, sci-fi.

f) Teaching Speaking

Watching movie and TV programs in a foreign language can also be used as a learning technique.The researchers use movie because the researchers believe that students will be interest to watching movie than hear their teacher explanation more about material, beside that movie has advantages in teaching learning as follows: Visual images stimulate student's perception directly, while written words can do this indirectly. Movies are more sensory experience than reading-besides verbal language, there is also color, movement, and sound. Class was liveler and the students were more interested in following the lesson carefully, contrary to the other class were reading was presented through graded readers only. Movies draw students' attention and captured their interest. Unquestionable. (Ismaili(Ismaili, 2013))

g) Previous Study

The first is the thesis of (Mitayani, 2010), entitled "*Educational Values in the Finding Nemo movie*". In this study, she find out the educational values in this movie and also find out the way educational value presented in the movie. The similarity between this thesis and the previous study is on the X variable that is the educational value. While the difference of two researcherss is the movie as the main source of the analysis.

The second thesis conducted by Budiati(Budiati, 2018). A student of English Education Department in Muhammadiyah University of Purworejo, entitled "*An Analysis Of Educational Value In Ferdinand Movie Script And Its Application In Teaching Reading*". The similarity between the thesis and this research focus on analyzing the kinds of educational values related the character of the movie. The difference of two researchers is the movie as the main source of the analysis and the application of the research.

The third thesis is written by Rizkiyah(Rizkiyah, 2017). She is a student of English Education Department in Muhammadiyah University of Purworejo that write a thesis entitled "*The Analysis Of Floating Maxim In The Movie Big Friendly Giant And Its Application In Teching Speaking For Senior High School.*" The similarity between the thesis and this research focus on the same application in teaching speaking and the material asking and giving opinion, and also use movie as object of the analysis but different in title of movie. The difference of two researchers is located on X variable. The researchers analyze the educational value while the previous study analyze floating maxim.

In this research, the researchers analyzed the educational value that found in the *Finding Dory* movie script. The researchers use the type of educational values that stated by (Elmubarok, 2008) to analyze the movie. The following is the table of data analysis of each type of educational value found in the *Finding Dory* movie script.

Table 1. Number and Precentage of Educational Value

Types of Educational Value	Name of Educational Value	Number	Precentage
Values is Being	Honesty	13	7.43%
	Brave	9	5.14%
	Peace	7	4%
	Confidence and Potential	46	26.29%
	Self-Discipline and Moderation	20	11.43%
	Purity	4	2.29%
Values of Giving	Loyalty and Trustworthiness	10	5.71%
	Respect	21	12%
	Love and Affection	12	6.85%
	Unselfish	11	6.29%
	Kind and Friendly	21	12%
	Fair and Humanist	1	0.57%
	Total	175	100%

From the data above, the researchers concluded that there are 175 data of educational values found in *Finding Dory* movie script. There are: honesty 7.43%, brave 5.14%, peace 4%, confidence and potential 26.29%, self-discipline and moderation 11.43%, purity 2.29%, loyalty and trustworthiness 5.71%, respect 12%, love and affection 6.85%, unselfish 6.29%, kind and friendly 12%, and fair and humanist 0.57%. Confidence and potential is the most dominant types of educational value that often found in *Finding Dory* movie script.

Discussion

The researchers provide the result of analysis finding the types of educational value found in *Finding Dory* movie script and the application in teaching speaking. In this part, the researchers explain the result of the data analysis. The researchers conduct this research by using movie that becomes the primary data in collecting data, namely *Finding Dory* movie. Besides, the researchers downloaded its English transcript from internet. There are two types of educational value in this movie. These are values is being and values of giving.

In this research the researchers proposed to apply *Finding Dory* movie to teach speaking with the subject about asking and giving opinion. The researchers use this material because the students can ask and give response to each other about what scenes that contain educational value based on the movie. To make the learning interesting, teacher uses movie as media. Teacher uses movie to show the educational value from the scenes of the movie so that the students can mention the educational value of the movie with asking and giving opinion.

Here, the researchers presented more explanation about the educational value in *Finding Dory* movie. Values is Being found in finding dory movie such as honesty, brave, peace, confidence and potential, self-discipline and moderation, and purity.

a)   Honesty

Honesty is a human attitude when be faced with something or phenomenon and tell the information without change the information. Honesty is one of manner in people who has braveness to say or give an appropriate information, act and reality. The characteristic of honesty tells the truth when a question is asked, says what he/she thinks and believes to be right, even when his/her friends disagree.

00.07.56 ➔ 00.08.19

'"Marlin'": Anyway, I would say the scariest moment of the trip was the four sharks.

'"Nemo'": Wait, I thought there were three sharks?

'"Marlin'": No, no. There were defiantly four.

'"Nemo'": But last time you told it, there were three.

'"Marlin'": Son, which one of us traveled across the entire ocean?

'"Dory'": **Nemo did. Obviously we had to cross the ocean to find him so, ha, you know. He went first.**

'"Marlin'": I guess that's true, isn't it.

From the dialogue above, honesty appears when Dory says, "**Nemo did. Obviously we had to cross the ocean to find him so, ha, you know. He went first.**" This utterence shows honesty by Dory to Marlin about the first sequel of *Finding Dory* that Marlin and Dory had to find Nemo. Marlin asked which one between him and Nemo traveled across the entire ocean. And Dory answered Nemo because in the first sequel Dory and Marlin had to find Nemo that lost in the ocean.

b) Brave

Brave is an attitude which appear from human that can be a dare to try things that others think difficult and danger. Brave also can be defined as one of action to struggle and maintain something which is believed as something good and right even though face a danger or difficulty.Brave can apply to oppose the flow is moving towards one, courage to say no, courage to provide, courage to admit the mistake and courage to require apologize.

01.01.31 ➔ 01.01.53

'"Dory: '"My family! Come on, let's go! Excuse me.**

'"Marlin: '"Dory, wait a minute!

'"Dory: '"I'm coming, Mommy! I'm coming, Daddy! Whoo-hoo! Almost home. Almost home. I'm almost home.**

'"Marlin: '"I think I'm getting the hang of this! Oh! I hear footsteps.

Dory, Marlin, and Nemo are find Dory's parents at the quarantine, where the health fish stay for a while. Dory feels excited because finally she will meet her parents for so long. From the dialogue above, Dory's utterance **"My family! Come on, let's go! Excuse me."** That dialogue indicate educational value of brave because Dory ask her friends to jump from glass box into another glass box without think of the risk. The other educational value of brave appears when Dory says **'"I'm coming, Mommy! I'm coming, Daddy! Whoo-hoo! Almost home. Almost home. I'm almost home."** Dory is saying that utterance while jumping from glass box into another glass box to find her parents without think of any risk.

c) Peace

Peace is a harmony in human natural live where there is no enmities or conflicts. Peace can be interpreted as a calm and patient attitude. This attitude tendency to try accept other people's opinions rather than deny and oppose against it.

00.38.12➔00.38.29

'''Hank: '''It seems like a lot of trouble just to find some more fish. If I had short-term memory loss...I'd just swim off into the blue and forget everything.

'''Dory: '''Well I don't want to do that. I want my family.

'''Hank: '''**Not me, kid. I don't want anyone to worry about. You're lucky. No memories. No problems.**

'''Dory: '''**Huh. No memories. No problems.**

Peace shown when Hank thinks he can feel free and peace when he can forget everything. He says '''**Not me, kid. I don't want anyone to worry about. You're lucky. No memories. No problems."** This utterance shows that he will less worry when there is anything can not be remember because when someone does not has memory, he does not has problem. While, dory utterance "**Huh. No memories. No problems."** Indicates she starts a little bit agree with Hank's statement and imagine that she is worryless during remember nothing.

d)   Confidence and Potential

Confidence also be one of manner to believe to the ability. Characteristic of confidences are believed in themselves. They definitely know their strengths and have accepted their weakness. They are very sociable. Confident people know how to endear themselves to others and how to take compliments and criticisms gracefully.

00.21.38➔00.22.29

'''Dory:''' Marlin? Nemo? Hello? Hello? Can you help me?

'''Sick Fish: '''Me help you?

'''Dory: '''Huh? What's happening? Help?

'''Male Aquarist 2: '''Looks like we're done here.

'''Female Aquarist 2: '''Dude, cut it out. You're a scientist. We talked about this.

'''Male Aquarist 2:''' Oh, come on. It's funny.

'''Dory:''' **Oh boy. Okay. This is... I'll be fine, I just need to find a way out and... If I could just... get a hold of yourself, get a hold of yourself. You'll be fine, everything's fine, think positively.**

Dory is separate from Marlin and Nemo. She is panic when someone takes her to the quarantine because she has to find her parents and also her friends. Dory utterance **"Oh boy. Okay. This is... I'll be fine, I just need to find a way out and... If I could just... get a hold of yourself, get a hold of yourself. You'll be fine, everything's fine, think positively."** shows that Dory believe of herself that everything will be fine as long as she can find a way out if she try to do something.

e)   Self-discipline and Moderation

Self-discipline is an attitude which provide by human get from their habits. Discipline can be defined as a human consistency and consequences level to a commitment or agreement which have relation with the purpose that will be reach. Self discipline can be applied when we know the limits in terms of strength of body and mind.

00.06.59➔00.07.25

'''Dory''': Klaus, Klaus, the pinata's dripping. (Snores) Hand me the ratchet wrench, I can fix it. Ow! Hey Marlin, phew, hey guys, I was just- OwOwowowowowow!

'''Marlin''': **Dory! It's not time to get up yet, you have to go back to bed.**

Dory was delirious while sleeping then she went to the place where Nemo and Marlin slept. The educational value of discipline shows when Marlin says **"Dory! It's not time to get up yet, you have to go back to bed."** It shows that Marlin has self-discipline about time to get up for himself and other.

f)   Purity

Purity is the condition or quality of being pure; freedom from anything that database , contaminate, pollutes etc. Example of purity is the virtue of a young girl with strong values.

00.01.07   00.01.21

'"Charlie:'" Ahoy there! Do you wanna play hide and seek?

'"Young Dory:'" Okay.

'"Charlie'": We'll hide, and you count and come find us!

'"Young Dory'": **Okay, daddy.**

'"Charlie'": No, no. Not daddy, I'm the nice fish that wants to be your friend, okay?

'"Young Dory'": **Okay, daddy.**

Based on the dialogue above, the educational value of purity appears when Young Dory says **"Okay, daddy."** It shows the educational value of purity because Young Dory still call her Daddy with the real name although they are want to play hide and seek and Charlie pretends to be her friends. It indicates that Young Dory still pure and do not know about pretending to be another fish. While, the other utterance Dory repeat the dialogue **"Okay, daddy."** It shows Dory still do not understand about what Charlie means and do not yet contaminate with the outside world.

CONCLUSION

After analyzing the movie, the researchers would like to conclude based on the problem statement. The researchers draw some conclusions as follows: from the data above, the researchers concluded that there are 175 data of educational values found in *Finding Dory* movie script. There are: honesty 7.43%, brave 5.14%, peace 4%, confidence and potential 26.29%, self-discipline and moderation 11.43%, purity 2.29%, loyalty and trustworthiness 5.71%, respect 12%, love and affection 6.85%, unselfish 6.29%, kind and friendly 12%, and fair and humanist 0.57%. Confidence and potential are the most dominant types of educational value that often found in *Finding Dory* movie script. Educational value can be applied in teaching speaking in vocational high school. The application of analysis of educational value used in asking and giving opinion based on the movie at the eleventh grade of student of vocational high school.

Based on the result of the data analysis and the conclusion, the researchers give some suggestions for the teacher, the students, and the next researchers. The suggestions of this research are as follows: The researchers suggest this research can be used for English teacher to understand about educational value. It can be the reference for the teacher to teach speaking in teaching English. The researchers suggest this research giving more knowledge for the students who wants to learn English, especially about educational value in the movie script. Students also can apply the example of educational value in their daily activity. The researchers suggest the other researchers explores more about educational value using any other English literature and the researchers hopes this research may become reference for the next researchers.

REFERENCES

Almerico, G. M. (2014). Building character through literacy with children's literature. *Research in Higher Education Journal*, *26*.

Brady, L. (2011). *Teacher Values and Relationship : Factors in Values Education*. *36*(2).

Budiati, A. (2018). *An Analysis Of Educational Value In Ferdinand Movie Script And Its Application In Teaching Reading*.

Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

Djamal, M. (2015). *Paradigma Penelitian Kualitatif*.

Elmubarok, Z. (2008). *Membumikan Pendidikan Nilai*.

F, R. (2011). *Introduction to Literature*.

Hidayat, Ara, Drs, M. Pd. Machali, Imam, M. P. (2010). *Pengelolaan Pendidikan Konsep, Prinsip Dan Aplikasi Dalam Mengelola Sekolah Dan Madrasah*.

Hornby, A. S. (2010). *Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press*.

Ismaili, M. (2013). *The effectiveness of Using Movies in the EFL Classroom A Study Conducted at South East European University*. *2*, 128.

Journal a study of social values in. (2016).

Lakshmi, V. V., & Paul, M. M. (2018). *VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS AND ROLE OF*. *September*.

Mitayani, Y. (2010). *Educational Values in the Finding Nemo movie*.

Mustari, M. (2011). *Nilai karakter refleksi untuk pendidikan karakter*.

Norhaiii, M. (2014). *Introduction to Literature. Program Pensiswazahan Guru*.

Rizkiyah. (2017). *The Analysis Of Floating Maxim In The Movie Big Friendly Giant And Its Application In Teching Speaking For Senior High School*.

Sehandi, Y. (2014). *Mengenal 25 teori sastra*.

Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.

Suhartono, Suparlan. Ph. D, M. E. (2009). *Filsafat Pendidikan*.

Umi Ulfa Utami. (2019). *An analysis of Educational Values in Novel "Sang Pemimpi" By Andrea Hirata That Published in 2006*.