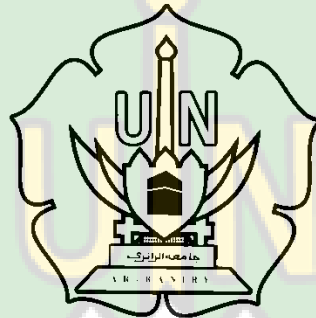


**THE ANALYSIS OF MORAL VALUE IN THE MOVIE
“FRONT OF THE CLASS”**

THESIS



Submitted by

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THESIS

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in Partial Fulfilment of the Requirements for Sarjana Degree S-1
on Teacher Education

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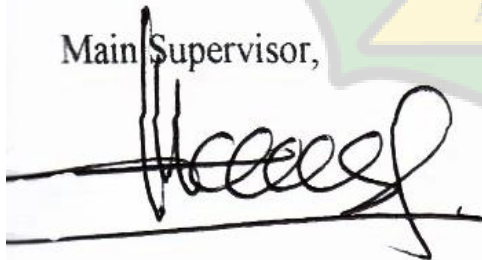
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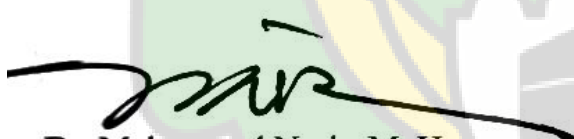
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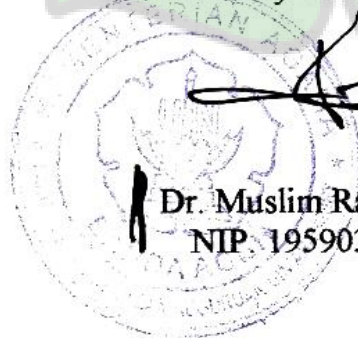
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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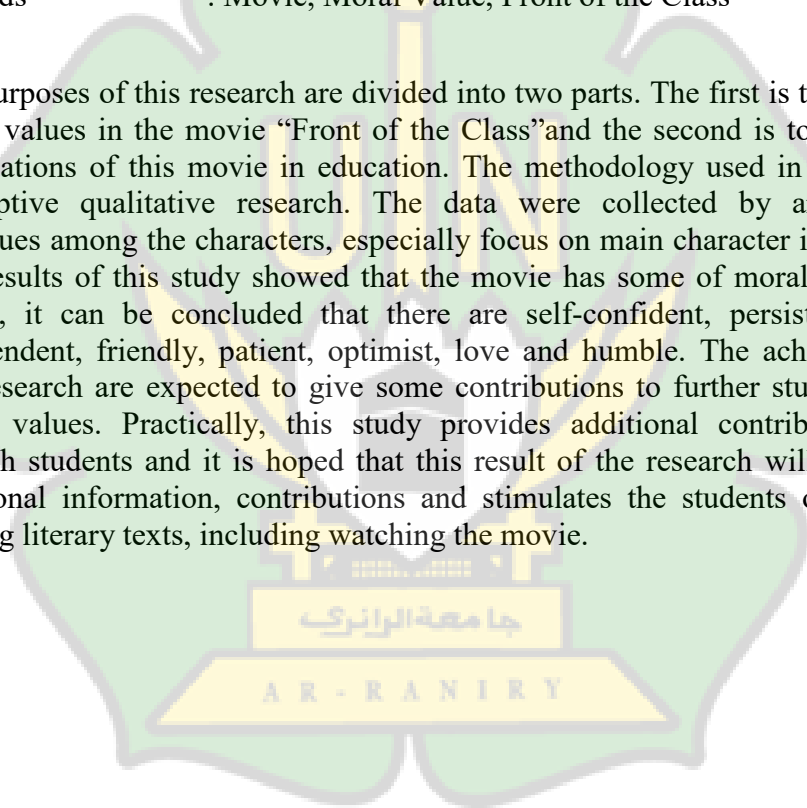
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ABSTRACT

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The purposes of this research are divided into two parts. The first is to analyze the moral values in the movie “Front of the Class” and the second is to uncover the implications of this movie in education. The methodology used in this study is descriptive qualitative research. The data were collected by analyzing the dialogues among the characters, especially focus on main character in this movie. The results of this study showed that the movie has some of moral value in the movie, it can be concluded that there are self-confident, persistent, serious, independent, friendly, patient, optimist, love and humble. The achievements of this research are expected to give some contributions to further study related to moral values. Practically, this study provides additional contribution to the English students and it is hoped that this result of the research will disseminate additional information, contributions and stimulates the students or readers in reading literary texts, including watching the movie.



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Finally, due to the shortcoming of this study and my limited ability, suggestions and comments are really welcome in order to reduce its weakness and improve the insight and my experience in writing. I hope this thesis will give valuable contribution for students and lecturers in Department of English Language Education of UIN Ar-Raniry Banda Aceh and the literature enthusiasts.

Banda Aceh, December 14th 2018

Farziah

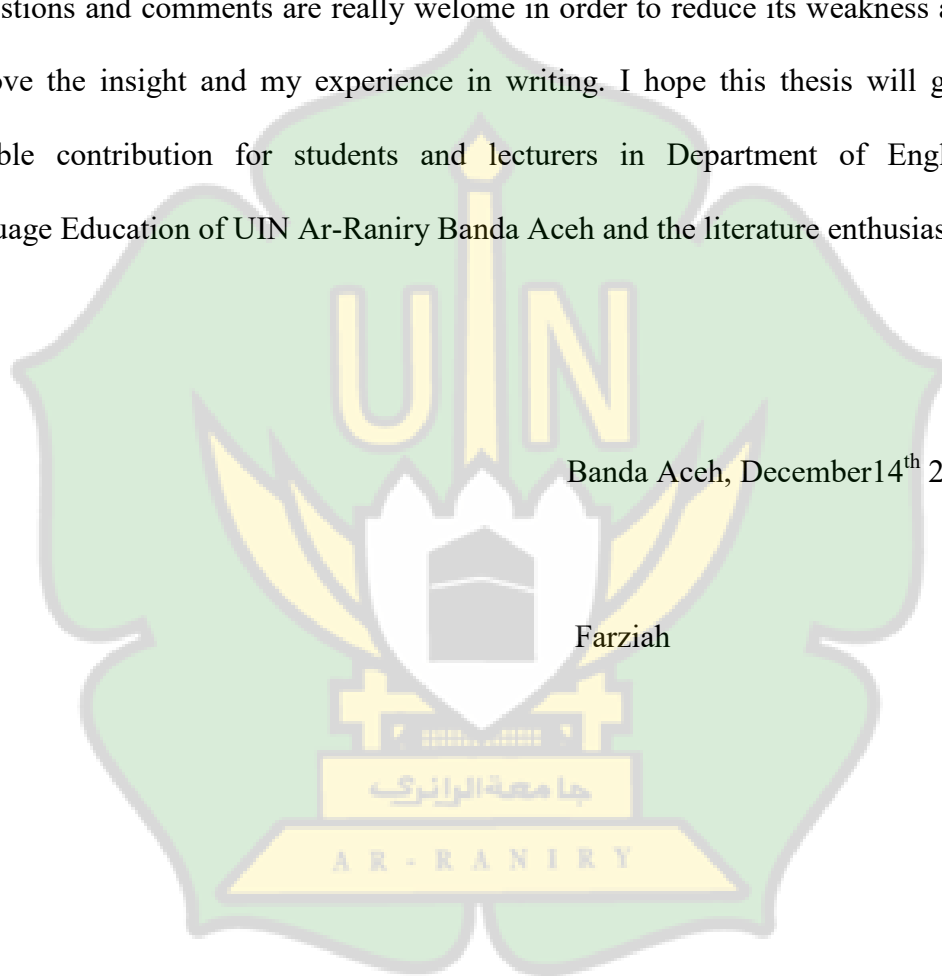


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CHAPTER I

INTRODUCTION

A. Research Background

Moral value is a very important thing in our life and it becomes a basic need of every human in the world. The importance of moral value is to improve the quality of human life. By having good moral value people can develop their own abilities. Moral is deciding good or bad considered behavior. A morality is sacrifice from little goodness to big goodness (Hazlitt, 2003). Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people (Hazlitt, 2003).

Literature is a way of expressing thoughts, ideas, and thoughts with the descriptions of experience. Psychological aspects that were targeted literary works are not only cognitive, but also affective. Cognitive aspect is also not confined to the mere thought, but more power sensitivity and power fantasies. A literary is creating awareness of vision, hearing, smelling, touching (Jakob, 1993).

Literary work produced by people is a medium to express ideas, feeling, or to describe someone or something. The people do not only enjoy exploring the story of literary works but also take messages that conveys in it because each of literary works often include many social values related to the values of the society in certain era including in the film. Film is to interpret and be a part of human experiences, it must express this deeper reality. It must find meaning and design in the fragment of life, the bits, and pieces of history that swirl around us. Film also responds and concerns to social problems because film

has significant influences to the society. Film is a story that has a similarity with drama. It is a playing work or a story telling in which the characters are represented by actor. Those films contain themes, values, norms or ideology exists in a society (Robert, 2000).

Most of the movie adapted from real story in the world and the other adapted from books or novel. Most of people use film or movie to entertain, criticize, advertisement, and education. Movie will give us a message such as moral, motivation, believing to God, science, etc. In the developing era, moral degradation happened because of the influences of bad culture like drink alcohol, act criminal, marriage by accident, kill their self, abortion and so on. Films with motivational themes are the best of all to be seen and be investigated by the writer. One of the inspiring Films is “Front of the Class” movie produced in 2008 which was belonged to drama movie and adapted from the book of real life story by Brad Cohen. Front of the Class movie tells about the disability of Brad Cohen who had Tourette Syndrom. He always produced silly noises. In the same time, Cohen had a high desire to be a teacher. It seemed almost impossible, because being a teacher Brad must explain the material to his student and his Tourette will disturb it. Here, Cohen faced internal and external conflicts. How Cohen faced his problem inspire us to never give up of reaching our desired job.

As a future teacher, the writer should show much knowledge to build students attitude and build their characteristics. For example, by explaining the moral value of film, she can tell her future students that life is never going to be easy; they need the strong willing and guts to achieve their dreams, encounter the

problems and try to solve it with critical thinking. Due to that condition, the writer analyzes the moral values in "Front of the Class" movie, the writer obtains that this research can help the readers to solve their problem and emphasize the importance of moral value. So, for such purpose, the writer interested in conducting a research entitled "The Analysis of moral value in the movie Front of the class".

B. Research Questions

In this research, the writer would like to focus on the following problems:

1. What are the moral values found in the "Front of the Class" movie?
2. What are the implications of the "Front of the Class" movie for education?

C. Research Objective

Based on those problem statements, the objectives of the study are:

1. To analyze the moral values in "Front of the Class" movie.
2. To uncover the implications in "Front of the Class" movie in educations.

D. Research Significance

1. Theoretically

The writer expects the result of the study can support the development of moral values that are found in the "Front of the Class" movie.

2. Methodologically

She hopes this result would provide information to the readers about how to study deeper about the moral values in movie.

3. Practically

The writer hopes that the result of the study can be used to:

- a. Develop literary study, particularly at UIN Ar-raniry who are interested in the literary research.
- b. Remind the importance of moral values and its implementation in daily activity.

E. Terminology

The writer gives some definitions of the key terms to clarify the terms which is used in this study.

1. Moral Value

William James Earle states that in contemporary English, the words *moral* and *ethical* derive from the Greek *ethos* means usage, character, personal disposition or tendency. *Morality* and *moral* derive from the Latin *mores*, meaning customs, manner, and character (Earle, 1999). As stated by *Oxford Advances Learner's Dictionary*, moral relates to the standard or principles of good behaviour (Hornby, 2010, p.959).

According to Sternberg (1994), morality is concern with good or right in people relationship with each other. It is to be specific about definitions of good (or bad) and right (or wrong), since the terms can be used in several different ways. Social relationship can be judged by standards such as efficiency or showing careful when makes judgements and decisions (Sternberg, 1994, p.938). Henry Hazlitt asserts that morality is an art to maximize happiness because by considering this matter it will be useful for our self and the other people (Hazlitt, 2003).

Moral values are the result of valuing process of comprehension implementing of God and humanity values in life. So, these values will guide human knowledge and creativity appropriately (Linda and Eyre, 1997).

Moral value has always been a perennial aim of education. Moral in education is whatever schools do to influence how students think, feel, and act regarding issues of right and wrong. The function of school, it has been believed that not only to make people smart but also to make them good. The return of moral education to the limelight is attributable to the fact that modern societies increasingly have to deal with disturbing trends both within schools, and in the wider society.

2. Education

Kaufman said that education may be viewed as a process for providing learners with (at least minimal) skill, knowledge, and attitudes so that they may live and produce in our society when they legally exit from our educational agencies. The “product” of education is no less than the achievement of these required minimal skills, knowledge and attitudes. The behavior and achievements of learners as they function as citizens determines whether the “product” has been achieved. (Kaufman, 1972)

There is a key set of values and virtues connected with education. For example: learning, thinking, integrity, honesty, growth and excellence. These values and virtual reflect the general goals and standards of behavior among educators and educational institutions. These values and virtues

define what is judged as important in the educational process and what types of character traits are seen as reflecting these values. Higher education, in numerous ways, attempts to *model* and *teach* those key character virtues which embody these central values. Beyond learning specific fact and skill, higher education highlights these virtues. And further, educator in variably encourage their students to pursue these values and develop these character virtues as well. (Lombardo, 2004)

3. Front of the Class Movie

Front of the class movie is a 2008 Hollywood film directed by peter Werner, the writer of the movie is Tom Rickman, *Front of the Class* movie is movie narrate about Brad, who had Tourette's syndrome before the illness was diagnosed. He would make strange noises, which upset his father and his teachers. They demanded that he stop, but he could not. Eventually, his parents divorced and his mother pursued finding out what Brad's problem was. When they found out it was Tourette's syndrome, she learned that it was incurable. One principal made a difference in Brad's life. This leads Brad to wanting to become a teacher. Years later, he is pursuing getting a job in Atlanta and faces one obstacle after another. He is highly qualified, but schools are scared by his Tourette's syndrome. Finally, one school gives him a chance, and he excels. Hallmark Hall of Fame excels in producing powerful dramas. *Front of the Class* is one of their best ever. It captivates the viewer, produces tears and laughter, and teaches important moral values. Brad's strong optimistic attitude is incredible.

CHAPTER II LITERATURE REVIEW

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

A. Moral

Moral is deciding good or bad considered behavior. A morality is sacrifice from little goodness to big goodness (Hazlitt, 2003). Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people (Hazlitt, 2003, p.109).

The opinion also clarified Sigelman (1995 p.330) into 3 components of morality:

1. An *Affective*, or emotional components, consisting of feeling (guilt concern for other feeling and so on) that surround right or wrong action and that motivate moral thoughts and actions.
2. A *cognitive* component, centering on the way we conceptualize right and wrong and make a decision about how to behave.
3. A *behavioral* component, reflecting how we actually behave when. For example, we experience the temptation to cheat or are called upon to help a needy person.

The moral in the literature is the message or lesson to be learned from the story or event. Moral is a term from the Latin language support, namely *mos* and in the plural *mores* which also means custom or way of life of a person by doing

good deeds (decency) and avoid evils (Ruslan, 2004, p.102). Moral concerns something that is good and bad in human change in their life. Hornby, (2011, p.285) also says moral values are values concerning principles of right and wrong and the standards of behavior. Moral in literary works usually reflects the views of the author's life, views on the values of truth.

B. Value

Values are closely related to attitude, value are our beliefs about how we should behave and about some final goal that may or may not be worth attaining. According to Richard (2001) values can be divided into two types: (1) Instrumental Values, which guide people's day to day behavior, and (2) Terminal values, final goals that are or are not worth attaining. Instrumental and terminal values are easier to distinguish; values that guide day to day behavior are similar to those that are learned in scouting organizations, loyalty, honesty, optimism, unity, self-respect, courage and helpfulness.

Meanwhile, values are any characteristic deemed important because of physiological, social, moral or aesthetic consideration, and then values can be clarified values as follows; values cultural, values hierarchy, value moral and spiritual, and value social (Carter 1959).

1. Values cultural: value being a function of interest, the value of the arts is cultural if one's interest is primarily in refining his taste and developing his power.

2. Value hierarchy of a ranking of values of objectives in education according to some principle or order in which the objectives are so arranged that below lead to and from a part of those above all taken together present the aims of philosophy of education under consideration.
3. Value moral and spiritual: those principle and standard, which is accepted by the individual and applied in human behavior, exact life and bring it into accord with approved levels of conduct; this principle, from the point of view of naturalist, approach universality in their concept and acceptance by all mankind.
4. Value social aspect of human interaction that is regarded as being worthy, important, or significant for the proper functioning of group life

Lombardo (2004) also explains that values are the ideals or standards that people use to direct their behavior, values are what people strive to realize in their lives. Value are the standard we use in making judgments about what is important in life and what is right or wrong in human behavior. We judge ourselves and other in terms of our values. We may not agree with another person's values, but everyone lives by values everyone makes judgments about what is important in life through their values. (Lombardo, 2004)

Moral value has always been a perennial aim of education. Moral in education is whatever schools do to influence how students think, feel, and act regarding issues of right and wrong. The function of school, it was believed, was not only to make people smart but also to make them good. The return of moral education to the limelight is attributable to the fact that modern societies

increasingly have to deal with disturbing trends both within schools, and in the wider society.

C. Moral Value

According to Armon (1993), moral values can be divided into five categories, the deontic, teleological, aretaic, intrinsic, and extrinsic (Armon, 1993, p.73). Moral values are the result of valuing process of comprehension implementing of God and humanity values in life. So, these values will guide human knowledge and creativity appropriately (Linda and Eyre, 1997).

Moral values are the result of valuing process of comprehension implementing of God and humanity values in life. So, these values will guide human knowledge and creativity appropriately (Linda and Eyre, 1997). According to Linda are Values divide into two groups:

1. Values of being

The value of being is a value that is within evolved humans beings in to the behavior and the way we treat others. It includes:

a. Honesty

Honesty toward others, institution, society, ourselves. Strength and confidence that comes from deep because there was nothing to hide (Linda, 1997, p.72)

b. Bravery

Dare to try things that are good although it is difficult. Who dared to oppose the current majority in the wrong direction, daring to say no to an

invitation to err. Courage to follow your heart well though marginalized and suffers for it. Dare to be friendly and welcoming (Linda, 1997, p.67)

c. Peace ability

Calm and patient attitude. The tendency to try to accept other people's opinions rather than denied and opposed it. Understand that the differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly, emotional control (Linda, 1997, p.64).

d. Confidence

Individuality; awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deed. Overcoming the tendency to blame others when experiencing difficulties. Believing in the ability of self (Linda, 1997, p.71).

e. Self-discipline and moderation

Self-discipline in the physical, mental, financial. Know the limits of time talking and eating. Know the limits in term of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self-discipline (Linda, 1997, p. 70). Self-discipline is an attitude that make up ourselves to not follow the desires of the heart that lead to the overturning of self worth or companies themselves, but to pursue anything that's good for us, and to pursuing healthy or positive desire in the corresponding levels.

f. Purity and pureness

Awareness to keep the value of chastity before and after marriage. Understanding the role of marriage and sexuality in it. Awareness about the consequences of long term (and extended) that can be caused by immoral sexual life (Linda, 1997, p.82)

g. Hard work

Hard work is the maximum effort to meet the needs of life in this world and hereafter accompanied by optimistic attitude. Everyone should work to meet the necessities of life in this world and hereafter.

2. Value of Giving

The value of giving is that values need to be practiced or provided which would then be accepted as a given. Values of giving include:

a. Loyalty and Trustworthy

Loyal to family, to work, to the State, to the school, and to organizations and other institutions are responsible to us. Ready to support, ready to serve, ready to help. And trusted in carrying out consistent promises. (Linda, 1997, p.101)

b. Respect

Respect for life, respect for property rights, respect for the parents, respect for elders, respect for nature, and respect for the beliefs and rights of others. Civilized and polite behavior. Respectful to yourself and avoid detraction to yourself. (Linda, 1997, p.112)

c. Love and Affection

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbor, who also love to hate us. And emphasizes the lifelong responsibility for saying to the family. (Linda,1997, p.124)

d. Sensitive and Not selfish

More care to others. Learn to feel the togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations. (Linda, 1997, p.136)

e. Humble and Caring

Humble and caring attitude is more commendable than the rough and tough attitude. The tendency to understand rather than of confrontation. Tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendship. Light weight hand to help. (Linda,1997, p.156)

f. Fair and Humane

Obedience to the law, fairness in the work and games. The view of the natural consequences and the law of cause and effect. appreciate the generous and for giving attitude and understand that revenge is futile. (Linda,1997, p.175)

Moral value has always been a perennial aim of education. Moral in education is whatever schools do to influence how students think, feel, and act regarding issues of right and wrong. The function of school, it was believed,

was not only to make people smart but also to make them good. The return of moral education to the limelight is attributable to the fact that modern societies increasingly have to deal with disturbing trends both within schools, and in the wider society

D. Theories of Literature Elements

Movie is the telling of stories which are real. Movie usually adapted from a novel, by producer to make a real character of actor and actress. The literary elements of novel and movie is almost same. There are:

1. Character

Character is a participant in the story, and is usually a person, but may be any personal, identity, or entity whose existence originates from a fictional work or performance. Character may be of several types:

- a. Point of view character : the character from whose perspective (theme) the audience experiences the story. This is the character that represents the point of view the audience will empathies, or at the very least, sympathies with. Therefore this is the main character.
- b. Protagonist : the driver of the action of the story and therefore responsible for achieving the stories Objective Story Goal (the surface journey). In western storytelling tradition the protagonist is usually the main character.
- c. Antagonist : the character that stands in opposition to the protagonist.
- d. Supporting character : a character that plays a part in the plot but is not major.

- e. Minor character : a character in a bit/ cameo part.

2. Plot

Plot or storyline is the rendering of the events and actions of a story. On micro level, plot consists of action and reaction, also referred to as stimulus and response. On a macro level, plot has a beginning, middle, and an ending. Plot refers to the series of events that give a story its meaning and effect. In most stories, these events arise out of conflict experienced by the main character. The conflict may come from something external, like a dragon or an overbearing mother, or it may stem from an internal issue, such as jealousy, loss of identity, or overconfidence. As the character makes choices and tries to resolve the problem, the story's action is shaped and plot is generated. In some stories, the author structures the entire plot chronologically, with the first event followed by the second, third and so on, like beads on a string.

The important elements of plot:

- a. Conflict : the basic tension, predicament, or challenge that propels a story's plot.
- b. Complications : plot events that plunge the protagonist further into conflict.
- c. Rising action : the part of a plot in which the drama intensifies, rising toward the climax.

- d. Climax : the plot's most dramatic and revealing moment, usually the turning point of the story.
- e. Resolution : the part of the plot after the climax, when the drama subsides and the conflict is resolved.

3. Setting

Setting the location and time of a story is its overall context where, when and in what circumstances the action occurs.

There are here kinds of setting:

- a. Setting as place : the physical environment where the story takes places. The description of the environment often points toward its importance.
- b. Setting as time : includes time in all of its dimensions. To determine the importance, ask, "What was going on at that time?"
- c. Setting as cultural context : setting also involves the social circumstances of the time and place. Consider historical events and social and political of the time.

4. Theme

Theme is the central idea or insight serving as a unifying element.

5. Point of view

Point of view is simply who is telling the story. Types of point of view:

- a. First Person Point of View

First person is used when the main character is telling the story.

This is the kind that uses the "I" narrator. As a reader, you can only

experience the story through this person's eyes. So you won't know anything about the people or events that this character hasn't personally experienced. First Person Peripheral: This is when the narrator is a supporting character in the story, not the main character. It still uses the "I" narrator but since the narrator is not the protagonist, there are events and scenes that will happen to the protagonist that the narrator will not have access to

b. Second Person Point of View:

Second person point of view is generally only used in instructional writing. It is told from the perspective of "you".

c. Third Person Point of View:

Third person point of view is used when your narrator is not a character in the story. Third person uses the "he/she/it" narrator and it is the most commonly used point of view in writing.

There are 3 main types of Third Person point of view:

- a. Third Person Limited: Limited means that the point of view is limited to only one character. This means that the narrator only knows what that character knows. With third person limited you can choose to view the action from right inside the character's head or from further away, where the narrator has more access to information outside the protagonist's view point.
- b. Third Person Multiple: This type is still in the "he/she/it" category, but now the narrator can follow multiple characters in the story. The challenge is making sure that the reader knows when you are switching from one

- c. Third Person Omniscient: This point of view still uses the "he/she/it" narration but now the narrator knows everything. The narrator isn't limited by what one character knows, sort of like the narrator is God. The narrator can know things that others don't, can make comments about what's happening, and can see inside the minds of other characters.

E. Synopsis of Front of the Class Movie

"Front of the Class" is a film that is based on a true story of Brad Cohen, he has Tourette syndrome, the film was played by Jimmy Wolk. Tourette syndrome itself is a neurological disorder and behavior (neurobehavioral disorder), characterized by the action of the unconscious, place quickly (brief involuntary actions), in the form of vocal and motor tics, but it is also accompanied by psychiatric disorders (psychiatric disturbances). Since childhood, Cohen was ridiculed by his friends, even his teacher was upset with Cohen's behavior caused by his Tourette syndrome, and his father also could not accept Brad because of his disease, just his mother who always supports Cohen.

Finally Cohen graduated and then he continues his school, but in his new school, new friends, new teachers, it did not change Cohen's fate, he is still discriminated by his classmates. One day, while teaching and learning activities take place, suddenly Cohen disturbs his classmate with the sounds that he was out caused by the influence of his Tourette's syndrome. The teacher was upset and finally asked Cohen to meet his headmaster; finally Cohen came to his headmaster. When he meets the headmaster, and asks Cohen like, what was your destination by schooling? But he did not answer his question, even he asked his headmaster for

apologize because he has disturbed his classmates. The head master explains that the school destination is to educate and use our knowledge to eliminate ignorance. The time there is orchestra event in his school. Actually Cohen does not want to come in this event, but he is instructed by the headmaster. Of course he refuses it because he doesn't want to disturb the event. But his head master stay asks him to come in the event. His guessing is correct, Cohen shout out strange sounds that disturb the event. Some of his friends ask him to keep silent. His friends also hint to him and see him of angrily. All of them are caused by Cohen's sounds. After the event, the headmaster step up stage.

When Cohen returns to his seat all attendance give applause to encourage him. This is starting of Cohen's intense to become a teacher. This story continues to his adult life. He finished his university study and then he proposes in some school for job vacancies. His dream is want to be a teacher. He was rejected by all school because his disease, Tourette syndrome, it is one reason why he was refused by the school. All condition that Cohen's got is not become problem for his motivation to get job as teacher. It is become problem for his motivation and reason to stay up his life well. He is not sad and he always tries by hard effort to become his dream come true, although he is hinted by everyone who doubts to him ability. Finally, his dream comes true. A headmaster gives a big chance to him. He is interview by all school components, include of headmaster, co-headmaster, staffs, and teachers. He can pass the interview after he told about his disease. Then he gets his dream job as a teacher. When he is teaching, his students are very get ready. Cohen enjoys his work well. Initially, his students hint

to him because his disease, but by hard effort to make conducive condition in his learning process, his effort is not useless. He makes his students enjoy when he is teaching in class. Finally he is regarded as the best teacher in his region. This movie is full of inspiration like simple styles, easy to be understood, and give many good figures for us. Some scenes that appeared in this movie is really touch viewer's heart. Even to almost people who guess disabled person is just become problems for other people. This movie's message is don't go down when you are getting many problems, because always there solution for your problem.

F. Previous Study

There are several research papers regarding to literary study of analyzing the moral value in movie. The writer would like to present other researches that have close relation with this study.

The First Research is the study conducted by Wulandari (2015). She is an alumny of English Department of IAIN Salatiga. She conducted the research under the title "A moral value in the Charlie and chocolate factory Movie". She used descriptive qualitative method in her research. The instrument of her research was the movie of Charlie and the Chocolate Factory. The data of this research was all the dialogues among the characters. She tried to find out the moral value were presented in the movie. The result of the research showed that there are some moral value in the movie, there are love, respectful, reliability of self, and loyalty and trustworthy.

The second was research from Anggraeni (2015), with graduating paper entitled The Analysis of moral value of the “Dangerous Minds” movie. In her research, she tried to analyze the moral value in the movie. The method used by the researcher was descriptive qualitative method. The data source of the research was the dialogues, it was taken from the movie ‘Dangerous Minds’. To analyze data, he used content analysis. Then, the result of the study showed that some of moral values in the movie. From the analysis, it can be concluded that there are love and affection, respectful, bravely, kind and friendly, sensitive and not selfish, honesty, hard work, patriotism, and responsibility.

Obviously, There were similarity and differences between this study and previous study. One of them, the previous study about the title of the movie. The similarity between this research and the previous study was focused moral value. In this research the writer took the data from “Front of the class” movie. Additionally, the data in previous study were collected by analyzing the dialogues among the characters, but in this study the writer focus on main character in this movie.

CHAPTER III

METHODOLOGY

This chapter consists of the explanation about methodology for this study. It justifies the description of research location, research design, technique of data collection, procedures of data collection, and technique of data analysis.

A. Research Method

The method used in this research is descriptive qualitative method, this research is in the domain of qualitative research. According to Meong (2009), qualitative research is a research of which the data is in the form of written or oral word is descriptive method. Descriptive is serving to describe or analogy something and it deals the meaning of thing and view of meaning is associate (Meong, 2009).

Qualitative research is not relying on evidence based on mathematical logic, the principle of numbers, or statistical methods. This study aims to maintain the shape and content of human behavior and analyze their quality.

Qualitative research always has descriptive quality, it means that the data which are analyzed and the data analysis result have the form of phenomena descriptive, not nominal form or coefficient about relationship among variable (Aminudin, 1999, p.22). It can be inferred that qualitative research is systematic application of the problems and the data here can be oral or written.

B. Research Object

The research object in this study is the moral values in *Front of the Class* movie that directed by Perter Werner

C. Data Collection

The sources of the data refer to the subject from which the data are obtained (Arikunto,1998). They are considered as the materials of the research because this research is literary study. The source of main data of this research was taken from the dialogue of *Front of the Class* movie. All verbal signs including the words, phrases, sentence used by the characters are the research data.

D. Technique of Data Collection

In this research, the writer uses material analysis as the way to collect the data. Documentation is a written or printed paper that bears the original, official or legal form of something and can be used to furnish decisive evidence or information Documentation in this case is the “**Front of the class**” movie. The data of the research were collected by doing the following steps. First, watching the movie twice or more is very important, second,identifying to find the data related to the study. The last is reporting selected data.

E. Method of Data Analysis

In analyzing the data, the writer uses descriptive analysis technique to analyze the moral values found in “**front of the class**” movie. Since the method used is descriptive qualitative, the researcher used textual analysis since the data are from the dialogues and words. Vanderstop and Johnston (2008) explained that textual

analysis is about the identification and interpretation of verbal signs. The writer will analyze them by watching and reading the transcript of the movie, then describing and presenting it descriptively.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter the writer would like to present the result of analysis moral value in Front of the Class movie and element of them.

A. Moral Value found in the “Front of the class” Movie

1. Self Confident

Individuality; awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deed. Overcoming the tendency to blame others when experiencing difficulties. Believing in the ability of self (Linda, 1997, p.71).

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

Data (A).

Performed at: 00:03:25-00:03:53

Police : Sir, have you been drinking?

Brad : No, no sir. I have a Tourette syndrome.

*Police : Take it easy, son. I'm gonna need you to sign. **So, what kind of job are you looking for?***

*Brad : **Teaching. I'm gonna be teacher. (aha. I have expertise in that field, but I never let it deter met***

Brad rides car speeding and the police asks him identity. Brad says strange voice because of Tourette syndrome. When the police ask his job, he says confidently

that he want to be a teacher. It show us that even though Brad has the weakness he still has high-self confidence to reach his dream and make it comes true.

2. Persistent

Dare to try things that are good although it is difficult. Who dared to oppose the current majority in the wrong direction, daring to say no to an invitation to err. Courage to follow your heart well though marginalized and suffers for it. Dare to be friendly and welcoming (Linda, 1997, p.67)

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

Data (B).

Performed at: 00:17:00-00:17:24

Brad : I don't care if they expel me. I hate that school.

Elle : well, it's that school or another school.

Brad : I hate all schools. Why are we going here?

Elle : To find some answers.

Brad : I can't go in the library. They'll throw me out. Please mom.

Elle : all right. Come here. Sit over here. Well, maybe we're just going down the wrong track.

Brad's mother, Ellen gets mad at the headmaster who makes Brad down by saying the silly noises which made by brad bother the other students. It makes her looks for the answer of Brad sickness. Those conversation above presents us that a mother will fight all the best for her son and not willing if her son is insulted by others people, it advice us to never give up on the condition and never let anyone make our family down.

3. Serious

Serious is a set of action that make you really work. In this case, Brad Cohen was really work to pursue his dream, finally he become a successful teacher.

The trait of having serious is presented in the following dialogue:

Data (C).

Performed at: 00:21:43-00:22:19

Principal : well, I see you only have your Bachelor's degree. Are you planning to get your master?

Brad : yes, sir. As soon as I can

Principal : we don't require for entry level... but if you're serious

Brad : I'm very serious. I want to make teaching my life. I...I make these noises because I have a Tourette syndrome. I'd like to tell you about it. It's a Neurological signals to my body, it's like sneeze, it's irrepressible.

Principal : there weeks, and ... to get off::

Brad : ok. Thanks very much.

Principal : Take care.

Context:

The moment of those dialogue happens when Brad is really serious to do what his passionate about. He really did everything seriously and with a whole of heart.

4. Wise and Righteous.

Wise make our problem is so easy. Because a person who has wise know what is going on and see deeper about something.

The trait of having wise and Righteous are presented in the following dialogue:

Data (D).

Performed at: 00:27:34-00:27:55

Girl : Don't look now. Ok, don't look now. There is this guy behind us, and I don't know what his problem is. Keep staring.

Brad : Ah. I actually get that look a lot. It's a look of envy. He is thinking "how can I make cool noises like that guy"

Girl : You have such a great attitude about your.

5. Independent

Independent means not influenced or controlled in any way by other people.

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

Data (E).

Performed at: 00:29:14-00:29:58

Norman : Dianne is wondering when you're gonna come by. Guess you have been pretty busy with the job-hunting. Any luck?

Brad : still Interviewing

Norman : How's that going? Are they giving you any trouble with your...

Brad : You can say the word, Dad. Tourette's some of them are, some of them aren't

Norman : How's your money holding out?

Brad : **I'm not asking you for money.**

Norman : I know that, you never ask me for anything.

Brad : No.

Norman : But if ever you do get short, you know you get a job with me

Brad : **I'm gonna teach, Dad. Ok? I can't let anything get in the way of that.**

Norman : Ok. I'm just saying there is nothing wrong with keeping your option upend. In case things don't work out. You know, there are other things besides teaching.

Brad : Not for me.

Context:

Those are dialogue between Brad and his Father. Even though Brad have no job yet and the money begins to run out, but does not want to give up on those condition, especially asks money to his Father. He stands up strongly and keep believe that he will get job as a teacher soon. He shows us that he is not a spoiled child. Brad introduces us to be an independent person and never rest hope to the others, because we have to believe that God put us to this earth to be an extra.

3. Friendly and be polite

Friendly means showing kindness to someone, as friend would behave. The trait of having polite is presented in the following dialogues:

Data (F).

Performed at: 00:32:00-00:34:30

Head master : Brad, are you deliberately noises to disrupt this recital?

Brad : No sir, I suffer from Tourette's syndrome, which resulted in a syndrome body movements and sounds that are not controlled.

Head master : But you can not learn to control those sounds!

Brad : Excuse me sir, can not be controlled this syndrome is a disease and if I'm depressed would make me worse, sir.

Head master : So what should we do so you can be healed?

Brad : The disease is incurable pack, but will be reduced if I'm not depressed.

*Head master : **So how we should behave to you?***

Brad : Treat me like a normal student who else, sir.

*Head master : **Well you can go back to your seat.***

From the dialog headmaster teaches us to be able to accept people without discrimination even though he was disable. It show about friendly and be polite.

6. Patient

Calm and patient attitude. The tendency to try to accept other people's opinions rather than denied and opposed it. Understand that the differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly, emotional control (Linda, 1997, p.64).

The trait of having patient is presented in the following monologue, dialogues

Data (G).

Performed at: 00:39:32-00:40:34

“So, I decided it wasn’t tourette’s. I just hadn’t found the right school yet. I’d keep barking and I wasn’t quitting until I found that principal. I made a map of every school where I hadn’t interviewed. If the principal wasn’t in. I’d give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn’t care. I needed a job. I wasn’t gonna stop until I had”

Context:

24 times Brad has been turned down from his interviews of his dream job. It is not a short times, he has to go here to catch the interviews until he runs out of time and money, but it has no result. But he still keep trying to apply the same job to be a teacher. It perfectly inspires us to always be patient on what we want, because there will be no awesome things come instantly.

7. Optimist and Courageous

Optimist is willing to things which are difficult (Hornby, 2010, p.169). It is the ability to stand up for what is right in difficult situations. The optimist to take the decision is very useful to face the problems (Siagian, 2003, p.112). It is not doubtful in facing the danger because givesthe strength to do the action which is considered right in front of thestrong opponent (Neuschel, 2008, p.82).

The trait of having optimist and courageous are presented in the following dialogues:

Data (H).

Performed at: 00:48:59-00:49:21

Norman : I guess you never heard from that school

Brad : No, not yet. They are still interviewing. I'm not worried.

Norma : Ok

Brad : What's that supposed to mean?

Norman : I just said "Ok"

Brad : I know what you mean. You don't think anybody would hire me, if they had a choice.

Norman : So you're a mind reader now?

Brad : You know what, Dad? This is gonna be my last day here.

Norman : why don't you wait and see if you got the job first?

*Brad : **I'm gonna get the job, Dad. I just have to stay focused.***

Norman : why can't you stay focused and realistic at the same time? What's wrong with that?

Context:

As Brad runs out time and money, he has an initiative to work in his father's building company while he waited for another interviews. But Norman's attitude makes him to be dare to state his courage to stay focus in hunting his dream job. From that moment, we get the valueable thing that sometimes we have to leave the job that make us uncomfortable and keep being optimist of desired job.

8. Love

Love is something special needed to live. Love to our God, love to ourselves, love to our family, friends and our people around us. Love to each other. We need a love as way of life. Because of the social nature of humans and the long

developmental period from birth to adulthood, the need for love is closely linked to the need for survival.

The trait of love is presented in the following dialogues:

Data (I)

Performed at: 00:08:43-00:09:00

Mother : They're not going to hold, hold the plane for you.

Father : Okay, all right. Give a hug.

Jeff : Good-bye, father!

Father : bye, J-man

Brad : I love you, Daddy.

Father : I love you too, son.

From the dialog above show that Cohen very loves his father and father too.

9. Humble

Humble and caring attitude is more commendable than the rough and tough attitude. The tendency to understand rather than of confrontation. Tenderness, especially on the younger or weaker. Capable of making new friends and maintain friendship. Light weight hand to help. (Linda,1997, p.156)

The trait of having humble is presented in the following dialogues

Data (J).

Performed at: 00:54:36-00:55:09

Brad : Yeah, mom. It's phenomenal, but you know, it took me so long to get here. I still have to remind myself that I'm just at the beginning.

Ellen : Honey. That is ... that is wonderful news, wonderful.

*Brad : yes Mom, it is absolutely wonderful, but you know. **They're going to give me a contract for a year, ok? I still have to prove to them that they've made the right choice.***

Ellen : Honey, listen. Just take a moment to enjoy this. Oh my god. Did you call your father? He's gonna be so proud of you.

B. Literary Element of the “*Front of the Class*” movie

1. Character and characterization

Character is a participant in the story, and is usually a person, but may be any personal, identity, or entity whose existence originates from a fictional work or performance. Character may be of several types:

Character are divided into two parts, they are major and minor characters.

a. Major character

The major character is the most important ones in terms of the plot. In this movie there are three major characters. There are:

1. Bradley Cohen

Bradley Cohen is the main character in this movie, Brad Cohen is a people who have severe Tourette syndrome but he is inspired to become a teacher. He hates the books, school and even he very hates to read books. Addition he is very difficult to pay more attention for his lesson in his school.

2. Brad's Mother

Brad's mother, She always supports Brad to achieve his dream.

3. Brad's father

Brad's father is looked very rough, but he cares toward his children's. He always gives advice to her children's to become good people.

b. Minor character

The minor character is a major proponent of character, not really sometimes involved in with the action at all. (Potter, 1967, p.21)

1. Jeffier

Jeffier is Brad young brother, he is humorist, kind and care.

2. Ron

Ron is Brad's home mate when he is mature. He is patience, and became Cohen's best friend. He also gives support to Cohen to get his dream come true.

3. Headmaster

Headmaster is person who gives inspiration to Brad to become teacher. He thing that everybody has weakness, but it is no hindrance for us to get our dream.

4. Diene

Diene is Brad's step mother.

5. Nancy

Nancy is Brad's girlfriend. She is patience, care and understanding. She is very cares to Cohen although he has syndrome. She always gives chance to Cohen to approve his dream till come true.

2. Plot

Plot or storyline is the rendering of the events and actions of a story. In micro level, plot consists of action and reaction, also referred to as stimulus and response. In macro level, plot has a beginning, middle, and an ending. Plot refers to the series of events that give a story its meaning and effect. In most stories, these events arise out of conflict experienced by the main character. The conflict may come from something external, like a dragon or an overbearing mother, or it may stem from an internal issue, such as jealousy, loss of identity, or overconfidence. As the character makes choices and tries to resolve the problem, the story's action is shaped and plot is generated. In some stories, the author structures the entire plot chronologically, with the first event followed by the second, third and so on, like beads on a string. However, many other stories are told with flashback techniques in which plot events from earlier times interrupt the story's "current" events.

The elements of plot are:

a. Exposition (introduction to situation)

Exposition is the presentation of the information necessary for the plot to get under way. It is the introduction to the characters, their relationship with one another, and the physical background in which they find themselves and so on. (Little, 1970, p.83). Exposition that provides background

information we need to make sense of the action. (Robert DiYani, 2004, p.43-44) In the “*Front of the Class*” movie, the exposition is about the introduction of Brad as graduation in Bradley University with “cum loud score”. But he has Tourette syndrome. It is disease which person shut out uncontrolled sound. He has dream to become a teacher, although he has this disease, he has strong spirit and motivation to get it. Finally, he can to be a teacher as his dream.

Police : Take it easy son. I just need you to sign this. So. What kind of jobs are you looking for?

Brad : Teaching, I'm going to be a teacher. (Performed at, 00:03:16-00:03:55)

b. Conflict

Conflict is the principal cause, that is resides in the conflict that is the basis of the plot. The term “is familiar”, it is the result of an opposition between at least two sides, just as it takes two to make an argument; it takes two opposing people or forces to produce the conflict basic to a plot. Without this opposition there is no conflict, and without a conflict there is no plot. The conflict may be overt and violent, or implicit and subdued, it may be visible in action, or it may take place entirely in a character, mind, it may exist in different and sometimes contrasting forms, and on different levels of meaning, but by definition it is inherent in the concept of plot. (Potter, 1967,p.25-26).

Conflict in this movie is when he applies for a job in some school; he does not get good respond from headmasters and staff. The headmaster

guesses him as abnormal person. So they refuse him till one day, there is a new teacher test is held. He takes part in it because there is no prohibition for person who has Tourette Syndrome.

Brad : Small likelihood that people exposed to Tourette syndrome

Headmaster : OK, listen up. They do not tell me that you will be handicapped. How do you expect to handle a wild group of students? with a disability like that?

Brad : Well. By teach them. By let them know it's okay to talk about it. Well, it was the worst interview I ever had. That he could see when he looked at me was my Tourette (Performedat, 00:36:35-00:37:00)

c. Climax

Climax is a major crisis or turning point in the whole action of plot. It is the point at which the fatal step is taken the essential decision made which result in the action concluding one way or the other. (Little, 1970, p.84) Climax in this movie is when Brad fell under pressure and psychology disturbing. He is refused by more than 20 schools and he feels frustration, and then he works in his father's office for a moment to make his mind relax down.

Brad : You know what, Dad? This will be my last day here?

Father : Well, why do not you wait while you get a job first?

Brad : I'm going to get a job, Dad. I just have to stay focused.

Father :Why can not you stay focused and realistic at the same time? What is wrong with that?

Brad : It's here. (Performed at, 00:49:06-00:49:20)

d. Resolution

Resolution is once a basic conflict in a narrative is activated, the opposing forces work against each other, developing the conflict until its resolution. Like all conflicts, it may be resolved in favor of the protagonist or the antagonist, or in a draw, or a temporary suspension of hostilities, but it is resolved somehow. The resolution is the end of the conflict in a particular plot. (Potter, 1967, p.26)

Resolution in this movie is when Brad given chance in school. This chance is used by him as good as powerful. He teach the children spritely. And they interest toward his teaching method. Finally, he becomes a reward of good teacher in Atlanta and become excellent motivator.

And, right after he left, I got a call from the school. The headmaster wanted me to come in his office Just like old times.

Headmaster : Quite busy, huh?

Cohen : But the kids somehow manage it, is not it?

Headmaster : yes, they do. Hilarie and I discussed you with the teacher. And, we talked about how proud we are teaching our children to never let anything hold them back in life. And, Hilarie says that if we are talking, we need to run the same direction. He was waiting to show your class. Welcome. second class is the class that was packed so we had to create a new class. (Performed at, 00:52:57-00:53:43)

3. Setting

Setting is obviously, the actions of the characters take place at some time, in some place, amid some things, these temporal and spatial surrounding is the setting. A setting can create an atmosphere that will help produce the particular quality and effect of the story. Setting is elements of fiction reveals the where and when occur of the events. It refers to time and place in which the event of plot. (Potter, 1967, p.27)

a. Setting of place

There are setting of places that we can find in the movie. The place where the story of *Front of the Class* take place as the following:

1. St. Luis

St. Luis is the place where Brad and his young brother were born and grow up by his family. They are Yahudism. (Performed at, 00:08:43-00:09:00)

2. School

The school is place where Brad and his friends study. In this school, he felt that he was refused by his society, but in this school he was inspired by his head master and has strong spirit too. (Performed at, 00:32:00-00:34:30)

3. Atlanta

Atlanta is the place where Brad lives when he is a mature person.

He lives with Ron together. (Performed at, 00:26:00-00:26:26)

4. His father's work place

In his father's work place, Brad spent his time while he has to be waited calling from school which is came by him. He is more close to his father in that place. (Performed at, 00:29:12-00:29:52)

5. Elementary School in suburban Atlanta

This is first time he is given chance by a school to teach. He is also given reward as good teacher who has Tourette Syndrome and become motivator. (Performed at, 01:16:06-01:16:21)

4. Point of view

Point of view refers to the perspective from which a story is told to identify the narrator. The writer often pretends, so to speak, to be someone else. He may allow himself to have more knowledge and more kinds of knowledge than he actually does or only certain kinds of knowledge, and sometimes he will pretend to be someone entirely different. Presenting what knowledge he allows himself as if it were transmuted by the personality and emotions of that person. (Potter, 1967, p.28).

Point of view in this movie is first point of view, because the writer takes part in the story and he tells about true story.

My name is Bradley Cohen. But when I was a kid, people called me by many names. My brother, Jeff, called me Dr. Bobo. My mother called me darling. And the kids at school? Well, they called me everything from sick and crazy I do

not have many real friends. But I did have a companion. I can barely remember those days. Sometimes, it's not a problem for me. Other times, it's a problem.

(Performed at, 00:00:30-00:00:50)

5. Theme

Theme is the point of story. Subject to talk, discussion and topic of the entire story that reveals. The theme is a subject of mind built most important to form the main idea, to show every character involved and provide direction so that the reader can understand the content of literary works he made. (Potter, 1967, p.90) The theme is its idea or point (formulated as a generalization). Theme is related to the other elements of fiction more as a consequence than as a parallel element that can be separately identified. To formulate a story's theme of a story derives from its details of character, plot, setting, structure, language, and point of view, any statement of theme is valid and valuable to the extent that it accounts for these details. (Robert Diyani, 2004, p.85) The theme in this film is disease is not a problem for us to achieve our dream because everything can be achieved with hard work.

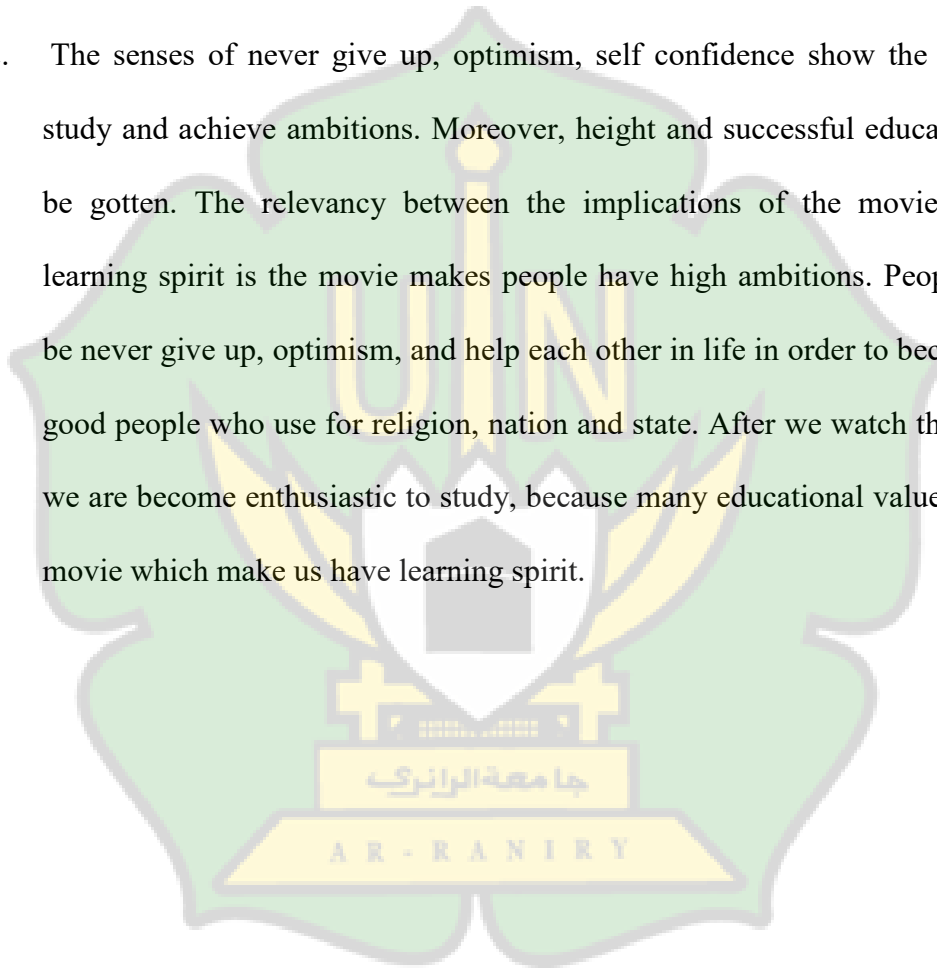
A. The Implication of the Front of the Class Movie in

The Implication of the Front of the Class Movie is as follows:

1. The major character Brad in this movie gives us an inspiration becoming enthusiastic to follow his ambition. Brad's ambition is to be a teacher, although he has Tourette syndrome. Brad is refused by many schools because of his disease. They doubt about his teaching abilities because it is impossible he

can teach with his disease, but he continue to try because he sure that he can. Finally his dream becomes real. So the attitude of this character must be followed in order to grow our learning spirit. He teaches that disease is not problem for us to achieve our dream. People can apply the attitude in our life when they have disease is not problem to get their dream.

2. The senses of never give up, optimism, self confidence show the spirit to study and achieve ambitions. Moreover, height and successful education can be gotten. The relevancy between the implications of the movie toward learning spirit is the movie makes people have high ambitions. People must be never give up, optimism, and help each other in life in order to become the good people who use for religion, nation and state. After we watch the movie we are become enthusiastic to study, because many educational values in this movie which make us have learning spirit.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer intends to present conclusion of this study and some suggestions which may be useful based on the findings as follow:

A. Conclusion

The writer focuses on the analysis moral value in the movie. Hence, the writer finds several conclusions from the analysis. First, the main character of *Front of the class* movie is Brad Cohen, who had Tourette Syndrome. Brad ambition became a teacher and Brad has been refused by many schools because his disease but still patient and never give up, he was really work to pursue his dream become a successful teacher, eventually Brad become an award winning teacher.

Second, the moral values presented on this movie there are High-self confident, persistent, serious, wise, independent, patient, optimist, and humble.

Thirdly, the relevancy between the implications of the movie toward learning spirit is the movie makes people have high ambitions. We must be never give up, and optimism in achieving our ambitions. The student can study about attitude behavior from major character that people can get everything when they study hard.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 13447/UN.08/FTK/KP.07.6/12/2018

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- nbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011, tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-573/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Dr. Muhammad AR, M.Ed Sebagai Pembimbing Pertama
2. Dr. Muhammad Nasir, M.Hum Sebagai Pembimbing Kedua


Untuk membimbing Skripsi :

Nama : Farziah
NIM : 140203069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Moral Value in the Movie "Front of the Class"

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Desember 2018

An. Rektor
Dekan,


Muslim Razali

AUTOBIOGRAPHY

1. Name : Farziah
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11. Educational Background
 - a. Elementary School : SDN 3 Meulaboh (2002-2008)
 - b. Junior High School : SMPN 3 Meulaboh (2008-2011)
 - c. Senior High School : SMAN 2 Meulaboh (2011-2014)
 - d. University : Education and Teacher Training Faculty of
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2019)

Banda Aceh, 5 January 2019
The Writer,

Farziah