

**CHARACTER EDUCATION VALUES
IN *THE MIRACLE WORKER* MOVIE**

THESIS

submitted to State Institute of Islamic Studies of Jember
in partial fulfilment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



By:
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IAIN JEMBER

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2020**

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Has been approved by advisor



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has been examined and approved as the requirements to obtain
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English Education Department

Day : Thursday
Date : 26 November 2020

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Dean of Faculty of Tarbiyah and Teacher Training



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MOTTO

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ ۚ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

Meaning: “And (remember)when Luqman said to his son when he was advising him: “O my son! Join not in worship others with Allah. Verily joining others in worship with Allah is a great Zulm (wrong) indeed.”¹ (Q.S. Luqman: 13).



¹Muhammad Taqi-ud-Din Al-Hillali and Muhammad Muhsin Khan, *The Nobel Qur'an*. (Medina: Dar-us Salam Publications, 1996), 550.

DEDICATION

This thesis is dedicated to:

My Family

Especially

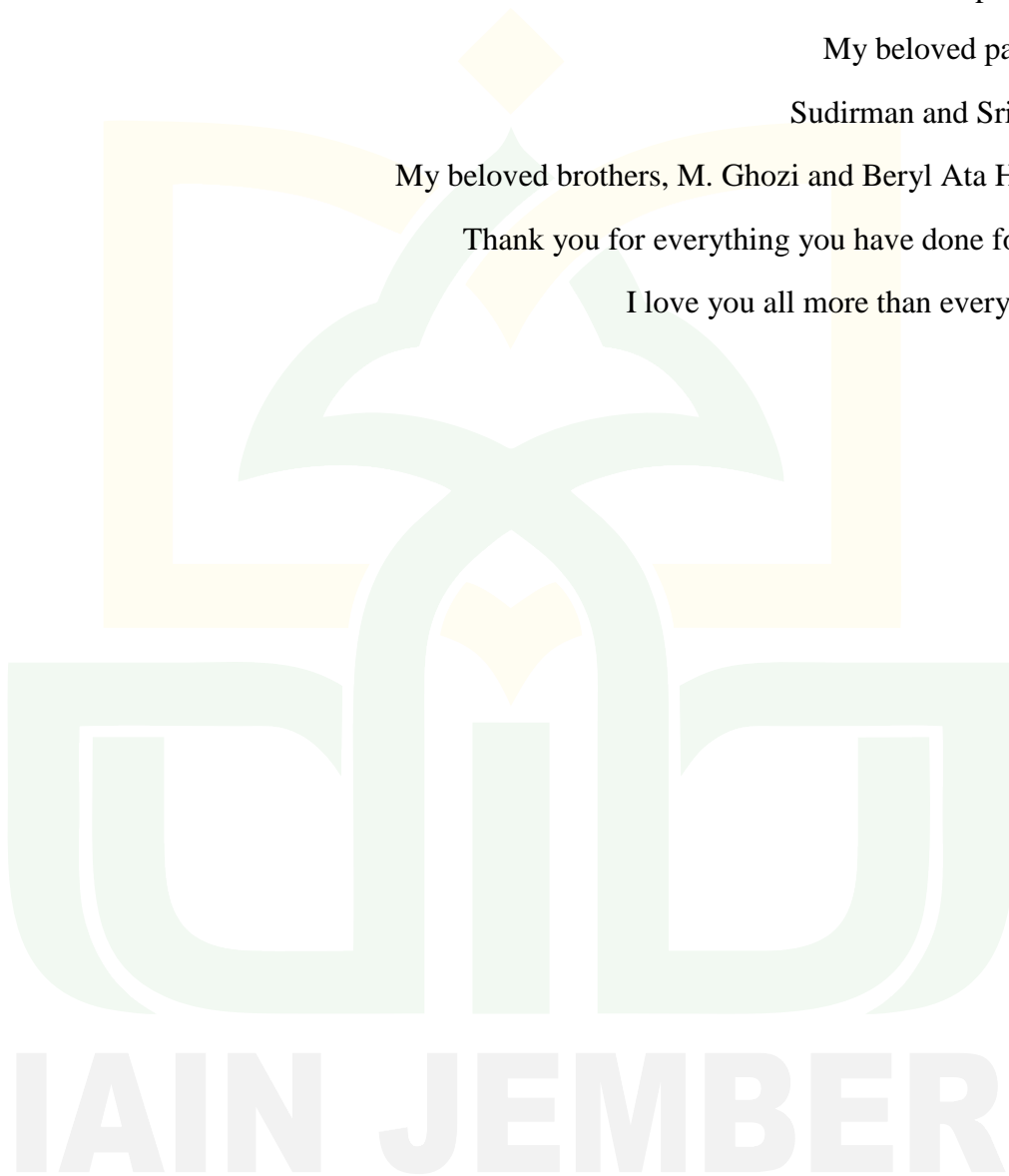
My beloved parents

Sudirman and Sri Yati

My beloved brothers, M. Khozi and Beryl Ata H.Z.A

Thank you for everything you have done for me

I love you all more than everything



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The writer would like to express his gratitude and appreciation to the honourable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

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The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 26th of November 2020

The writer



ABSTRACT

Uswatun Khasanah, 2020: *Character Education Values in The Miracle Worker Movie*.

In this study, the studies have been conducted to analyse the character education values used by the main character in *The Miracle Worker* movie. Movie was one important things in teaching and learning process. The aims of this study were to emphasize the character education building. Hence, it was important to know whether the movie represented character education values or not.

There were two research questions in this research, they were: 1) What are the types of character education values are used in *The Miracle Worker* movie?, and 2) How are character education values are presented in *The Miracle Worker* movie?.

The research objectives of this research were: 1) To investigate the types of character education values in *The Miracle Worker* movie. 2) To describe how character education values are presented in *The Miracle Worker* movie.

To answer the research questions, this research used qualitative method as the approach in analysing the main character's utterances in *The Miracle Worker* movie. The data were in the form of main character's utterances which contain character education values. The data source was *The Miracle Worker* movie. Document analysis was used in collecting the data. The trustworthiness was attained by using credibility through of triangulation: by investigator. Researcher used *Permendikbud* theory, example; religious, nationalist, independent, mutual assistance, and integrity.

After analysing the data, the finding showed that all of the main character's utterances in Enrichment Passage applied all the types of character education values. Further, there were five types of character education values found in *The Miracle Worker* movie. Those were: Religious, Nationalist, Independent, Mutual Assistance, and Integrity. Independent was the most dominant character education value, which was represented nine (9) times out of 17. The second was Nationalist, which was represented four (4) times out of 17. The third was Integrity, which was represented twice (2) out of 17. The last were Religious and Mutual Assistance, which represented once (1) out of 17.

Keywords: *Character education values and the miracle worker movie*

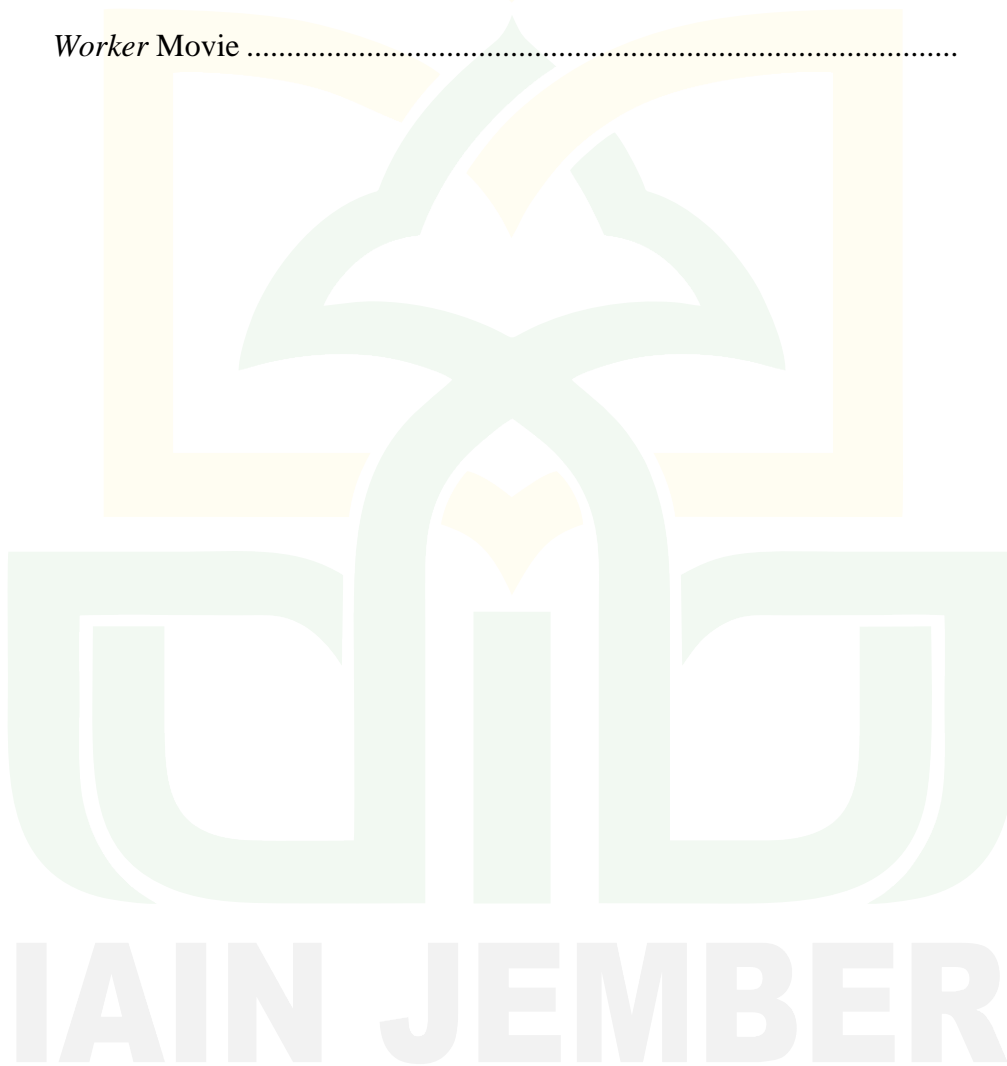
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CHAPTER I

INTRODUCTION

A. Research Background

At the beginning of this research, it discuss about education of building character. Education needs for every human being in the world. The important role of education is to improve the quality of human life. One effort to improve the human's quality in Indonesia is national character building.

Based on UU RI Number 20, Year 2003 about National Education System (Sisdiknas) Chapter II Article 3 which is stated: "The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to Almighty God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizens, are democratic and responsible".²

Based on the functions and objectives of national education, it is clear that education must be carried out systematically in order to achieve that goal. This is related to character education which is now indeed the main issue of education. In addition to being part of the moral establishment process of nation's child, this character education is also expected to be the main foundation in improving the degree and dignity of the Indonesian people.

²Sekretariat Negara RI, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Ratna Megawangi says “character education is an effort to educate children to be able to make wise decisions and practice it in everyday life, so that they can make a positive contribution to their environment.³ Making decisions wisely and practicing it in life every day is understood as values, that is something that is useful and beneficial to humans as a reference for behavior.

According to *Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Number 20 Year 2018 Article 2 verse (1)* which is stated: “PPK is implemented by applying values of Pancasila in character education which are religious values, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalist, patriotic, appreciative, communicative, social care, and responsible. All those character education values are implemented of five main character education values which are interrelated one with another”.⁴

Five main character values are religious, nationalist, independent, mutual assistance and integrity.⁵ From the main character education values that were explain above, there were sub-values consist of religious, tolerant, environmental care, peace loving, appreciative, patriotic, nationalist, discipline, hardworking, creative, independent, curious, reading interest,

³ Ratna Megawangi, *Pendidikan Karakter: Solusi yang Tepat untuk Membangun Bangsa*, (Bogor: Indonesia Heritage Foundation, 2004), 95.

⁴ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018 Pasal 2 ayat 1, tentang Penguatan Pendidikan Karakter Pada Satuan Formal.

⁵ Sekretariat TIM PPK Kemendikbud, *KONSEP DAN PEDOMAN PENGUATAN PENDIDIKAN KARAKTER*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 8-9.

friendly/communicative, social care, honest, and responsible.⁶ Process of planting values is not only through formal and non-formal education. It along with the development of science and technology, the planting of educational values can be carried out through other educational media, an mass media, print and electronic. From electronic media includes visual, audio and audio visual media. As with the variety of models and presentation of information media, it is undeniable that all play an important role as a medium for education.⁷

Today a term film edutainment appears, which is the term for films that provide entertainment to the audience while containing educations element. Films have various roles, besides entertainment facilities, films also can be function as a learning media.⁸ However, certainly not all films can be a medium of education and learning resources. Films that can become educational media are those contain the values of stories that educate humanity as a whole.

There are many movies that show about character education value, one of it is *The Miracle Worker* movie. This movie tells the story of learning about the children who have physical disorder namely Helen. She had had physical disorder since she was born and now she has been 8 years old. Hence, for 8 years old Helen can't speak, see, and hear. Helen's life is unlike any other

⁶ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018 Pasal 2 ayat 1, tentang Penguatan Pendidikan Karakter Pada Satuan Formal.

⁷ F. Rene Van de Carr and March Lehrer, *Cara Baru Mendidik Anak Sejak dalam Kandungan*, (Bandung: Kaifa, 2004), 1.

⁸ Nursyamsi, 2012, "Film Sebagai Media Pembelajaran", <https://neozonk.wordpress.com/2012/09/17/film-sebagai-media-pembelajaran/>. (16th May 2019).

child. Therefore, Helen's father sends a letter to a university asking to send teacher for Helen. The university asks someone to come to Keller's family become Helen's teacher. She is Annie Sullivan. Annie is a woman who has good character to be exemplified by others.

The researcher is interested in conducting the study about character education values. This research aimed to find out the main character's utterances indicated character education values in the movie entitled *The Miracle Worker*. The researcher analyzed the religious values that is taken from peace loving of the main character. The nationalist values are taken from appreciative and discipline. The independent values are taken from hardworking, creative, independent, curious, and reading interest. The mutual assistance that is taken from social care. The integrity that is taken from responsible.

Based on the explanation above, the researcher focus on main character's utterances on the movie script entitle *The Miracle Worker* movie, and the analysis focus on using of religious, nationalist, independent, mutual assistance, and integrity while Annie teach Helen in *The Miracle Worker* movie.

B. Research Questions

Based on the background above, the researcher formulated the following:

1. What are the types of character education values in *The Miracle Worker* movie?

2. How are character education values presented in *The Miracle Worker* movie?

C. Research Objectives

Based on the research question above, the objective of this study are:

1. To investigate the types of character education values in *The Miracle Worker* movie.
2. To describe how character education values are presented *The Miracle Worker* movie.

D. Research Significances

This result of the research are expected to give some contribution for:

1. Theoretical Benefit

Theoretically, this research hopefully can add the body of knowledge about character education values consisting in movie as the teaching media.

2. Practical Benefits

- a. For the teachers

This research encourages the teachers to improve the teaching ability in order to develop the student's attitude based on the character values provided by Education Ministry.

- b. For the researcher

The researcher can get additional knowledge and experience from this research. It is helpfully to understand about how to builds character and apply the character education in teaching learning process.

c. For other researchers

The result of this research is expected the other researchers can get additional information about how to use character education values to apply in daily life and also in teaching learning process.

E. Definition of Key Terms

This research was focused on the main values and sub-values of character education are used in *The Miracle Worker* movie. In this section, the researcher has two definition of key terms were used to clarify the meaning of the terms. They were:

1. Character Education Values

Character education values is all of values which is launched by the government. Those are religious, nationalist, independent, mutual assistance, and integrity.

2. Movie

Movie is a media presentation that is audio visual in order to convey a message to the audience. Movie also can be learning media because movie is one of the technical manifestations of the story method contains interesting and educational stories. Therefore, the researcher examines this movie to find what values are contained in *The Miracle Worker* movie, especially in character education values.

F. Research Methods

1. Research Design

In this research, the researcher used qualitative method. “Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data”.⁹ Furthermore, Lodico stated that in reporting the data, qualitative research explains in a narrative form.¹⁰ It meant the data in this research was analysis and described in the form of description and identification or analysis of text. So, the result of this study was provided in the form of description.

The type of this research used content analysis. Content or document analysis is a research method applied to written or visual material for the purpose of identifying specified characteristics of the material.¹¹ According to Ary “The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical composition, public record tapes, movie or other type of document”.¹² The researcher analyzed the types of character education values in the utterances of the main character used in *The Miracle Worker* movie as document that can be analyzed in this thesis.

⁹ Donal Ary, et.al., *Introduction to research in Education, 8th edition*, (Belmont, USA: Wadsworth, 2010), 29.

¹⁰ Marguerite G Lodico, Dean T Spaulding and Katherine N. Voegtle, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Francisco: Jossey-Bass, 2010), 143.

¹¹ Donal Ary, et.al., *Introduction to research in Education, 8th edition*, 30.

¹² Ibid, 457.

2. Data and Source of Data

According to Moleong, primary data in qualitative research have form as words and acts. Moreover of that is an addition data such as document and the others.¹³ The data in this thesis taken from the movie script *The Miracle Worker* movie that downloading on the internet. The data of this research are in the form of dialogue that produced by one main character in the movie. One main character in this movie is “Annie Sullivan”. Also, to complete the necessary, the researcher used certain books and journal of character education values to gain some information related to this research.

3. Data Collection Technique

In collecting the data, the researcher used document analysis. According to Ary, “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television pro-grams, advertisements, musical compositions, or any of a host of other types of documents. He also states that in educational research, analyzed types of errors in students’ writings is one of the purposes of document analysis”.¹⁴ Furthermore, Descombe that stated “document can be obtained from the

¹³ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), 157.

¹⁴ Donal Ary, et.al., *Introduction to research in Education*, 8th edition, 457.

internet such as website pages, home pages, or email and they can be treated like online document”.¹⁵

In this research, there were some steps used by the researcher in collecting the data. Firstly, researcher finds and downloads the movie and the suitable text script on the internet. After that, the researcher watching the movie repeatedly and carefully, to understand and finding any important details from main character utterance while reading and observing the dialogue from the script at the same time. The next step was selecting the main character’s utterance which indicates of the character education values in the movie. Then, the researcher identify these utterances that are relevant to this research.

4. Data Analysis Technique

In this study, the researcher use content analysis. The material of content analysis may be public records, textbook, letters, films, tapes, diaries, themes, reports, or other documents.¹⁶ The data will be analyzed by some steps below:¹⁷

a. Familiarizing and Organizing

1) Familiarizing

In this step, the researcher must be immersed in the data. So, in order to make the researcher familiar with the data, the researcher views and reviews videotapes from the movie. The

¹⁵ Descombe, *The Good Research Guide: for small scale social research project*, (New York: Open University Press, 2007), 230.

¹⁶ Donal Ary, *An Introduction to research*, 29.

¹⁷ Ibid, 482.

researcher also reads the script of movie to understand about the main character's utterance.

2) Organizing

Next step, the researcher tries to make a note from the dialogue of the main character's utterances to makes easier the researcher to analyze. In this research, the researcher watches the movie entitled *The Miracle Worker*, in order to know how many indicating the main character's utterance in *The Miracle Worker* movie. The researcher also can know about the character education values from the main character's utterance who play in the movie through the utterance which relates to the context and situation in the movie.

b. Coding and Reducing

1) Coding

In this step, the researcher read again all the data that have been organized. Then researcher gave the code to every data that would be analyzed. The researcher had three kinds of the code. They were; the code for main values, the code for sub-values, and the number of each data.

- a) The code for main values, as follows; Religious (R), Nationalist (N), Independent (In), Mutual Assistant (MA), Integrity (I).

- b) The code for sub-values, as follows; Peace loving (PL), Appreciative (App), Discipline (Dis), Hardworking (Hw), Creative (Cre), Independent (Ind), Curious (Cu), Reading interest (RI), Social care (SC), Responsible (Res).
- c) The number of each data.

The example of the coding; R/PL/Data 1. R means the utterance in the movie used Religious main value. PL means the utterance in the movie used Peace loving sub-value. Data 1 means the number of the data.

2) Reducing

This step, the researcher shorts the data by looking for the main character's utterance in the script of movie that indicated of character education values. Afterward, the researcher gave a sign to the data in the script movie.

c. Interpreting and Representing

1) Interpreting

In this step, the researcher interpret the data that were gotten from the main character's utterance in the script of movie.

2) Representing

Next, the researcher represented finding and the result of analysis by using descriptive explanation.

5. Data Validity

Validation is the process of collecting and analyzing evidence to support such inferences.¹⁸ Qualitative validity is an examination of the accuracy of the results of research by applying certain procedures.¹⁹ According to Creswell & Miller, validity is one of the strengths of qualitative research and is based on determining whether the findings can be accurate from the point of view of researchers, participants or readers.²⁰ In this study, the researcher uses triangulation to measure the validity of the data.

Triangulation is a technique of checking the validity of data that used something else outside the data to check or compare data.²¹ There were four types of triangulation based on Denzin in Litosseliti, such as data triangulation, methodological triangulation, theoretical triangulation and investigator triangulation.²²

This research was used by investigator triangulation. Silverman in Cohen et.al, he states that investigator triangulation is this type engages more than one observer, data are discovered independently by more than one observer.²³ Meanwhile, investigator triangulation refers to the use of

¹⁸ Jack R. Freenkel & Norman E. Wallen, *How to design and Evaluate Research in Education*, (New York: McGraw-Hill, 2006), 151.

¹⁹ John Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*, (Yogyakarta: Pustaka Belajar, 2016), 269.

²⁰ Ibid, 269.

²¹ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2017), 175

²² Lia Litosseliti, *Research Methods in Linguistic*, (London: Continuum Internasional Publishing Group, 2010), 34.

²³ Louis Cohen, Lawrance Manion and Keith Morrison, *Research Methods in Education 6th Edition*, (New York: Routledge, 2007), 142.

more than one observes (participants) in research setting.²⁴ To collecting, analyzing and interpreting the data, the researcher invited two expert researchers that consist of the researcher's advisor and one of lecture in English Department. They check the data, analysis and give the result of the data in order to assure this research are valid, credible, and defensible.

G. Structure of the Report

There were four chapters in this research and each chapter had several sub chapters having relevance to each other. Generally, a research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgement, abstract, table of content, list of tables and list of appendixes.

The second part is core part included four chapters, they are:

1. **Chapter I** discussed about introduction of the thesis which consists of research background, research question, research objective, research significances, definition of key terms, research methodology and research of the report.
2. **Chapter II** discussed about literature review which consists of previous research and theoretical framework.

²⁴ Louis Cohen, et,al., *Research Methods in Education 6th Edition*, 143.

3. **Chapter III** discussed about findings and discussion. The data in this study is about character education values are represented in The Miracle Worker movie.
4. **Chapter VI** discussed about Conclusion and Suggestion of this study.

The third was final part including references, statement of authenticity of writing and appendixes consisting of research matrix, statement validator, biography of researcher, research journal, research instrument, data sheet of results analysis, and script of movie.



CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

In this section, the researcher will list some research result that related with the researcher's study, such as:

1. Misbachul Anam Irvani in thesis entitled "Character Educational Values in "The Ron Clark Story" movie".² The result from this research aims to analyze the character educational values of the actors' utterances that can be found in "The Ron Clark Story" movie directed by Randa Haines. This research is based on the 18 character educational values stated by Educational Minister of Indonesia (*KEMENDIKNAS*), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curious, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsibility.

There are two differences between Misbachul's research with the researcher's study. First, his research focused on analysing the actors' utterances. The next difference is about the movie. While, the researcher's study focused on analysing one main character. The similarities are to analysing character education values in the movie.

² Misbachul Anam Irvani, "Character Educational Values in "The Ron Clark Story" movie", (Thesis, State Islamic Institute of Tulungagung, Tulungagung, 2015).

2. Rohmah Hidayati conducted a thesis entitled “Analysis of Character Education Values in the English textbook “Bahasa Inggris SMA/SMK””.³

The result from this research that about analyzed what kinds of character education values were available in English textbook “Bahasa Inggris SMA/SMK” for tenth grade semester 2 of senior high school.

The difference between her research with the researcher’s study is the object of the research. The data of this research was collected from the English textbook “Bahasa Inggris SMA/SMK. While, the data of the writer’s study was collected from The Miracle Worker movie. The similarities is to analysing character education values.

3. Maria Simanjuntak, Tiur Asi Siburian, Daulat Saragi in journal entitled “An analysis of Character Education Values in non-fiction novel “Habibie dan Ainun” created by Bacharuddin Jusuf Habibie and its advantages as literature reading for senior high school in Medan, Indonesia”.⁴ This study aims to determine the character education values in the novel Habibie dan Ainun by Bacharudin Jusuf Habibie and its advantages as a literature reading material in senior high school. Based on the research results that were conducted, there are 18 values of character education based on the National Education System. The character education values include: character values relating to God, character values relating to self is honest,

³ Rohmah Hidayati, “Analysis of Character Education Values in the English textbook “Bahasa Inggris SMA/SMK”, (Thesis, Jember University, 2018).

⁴ Maria Simanjuntak, Tiur Asi Siburian, Daulat Saragi, “An analysis of Character Education Values in non-fiction novel “Habibie dan Ainun” created by Bacharuddin Jusuf Habibie and its advantages as literature reading for senior high school in Medan, Indonesia”, *British Journal of Education*, 11 (October, 2017), 29-49.

disciplined, independent, creative, curiosity, love reading, responsible, and hard working. Character value relating to others, character values relating to environment includes: tolerance, and love of the homeland.

The difference between this research with researcher's study is they analyzed about non-fiction novel, but the researcher's is about The Miracle Worker movie. The similarities were both studies integrated analysis of education character values.

4. Kerim Gundogdu, Urtac Ustundag, Mehmet Altin, Muhammed Eken, Okan Yolcu in journal entitled "Teachers' Views on Character/Values Education in Schools".⁵ This study aims to depict the character/values education in schools through teacher views. According to the results of the research; the meanings of character/values education are moral development, social benefit, honesty, personality development, love-respect for teachers.

The difference between this research with researcher's study is they focus on the meaning and effectiveness of character/values education of students and to extent the character/values education at school. The similarities were both studies integrated to research the education of character values.

⁵ Kerim Gundogdu, Urtac Ustundag, Mehmet Altin, Muhammed Eken, Okan Yolcu in journal entitled "Teachers' Views on Character/Values Education in Schools", International Journal of Phsyco-Educational Sciences, 3 (December 2019), 14-28.

Table 2.1
The Similarities and Differences of
Previous Research and This Researcher

No. 1	Research Title 2	Similarities 3	Differences 4
1.	Misbachul Anam Irvani, entitled "Character Educational Values in "The Ron Clark Story" movie".	<ul style="list-style-type: none"> • Both researcher analyzed character education values • Both researcher taken the data from the script or subtitle of the movie • Both researcher used descriptive qualitative. 	<ul style="list-style-type: none"> • Previous research focused on analyzed the actors' utterances while this thesis focused on analyzed the main character utterance • Previous research used The Ron Clark Story movie while this research used The Miracle Worker movie.
2.	Rohmah Hidayati, entitled "Analysis of Character Education Values in the English textbook "Bahasa Inggris SMA/SMK".	<ul style="list-style-type: none"> • Both researcher analyzed character education values • Both researcher used content analysis. 	<ul style="list-style-type: none"> • The previous research analyzed English textbook "Bahasa Inggris SMA/SMK" while this research analyzed movie script or subtitle.
3.	Maria Simanjuntak, Tiur Asi Siburian, Daulat Saragi, entitled "An analysis of Character Education Values in non-fiction novel "Habibie dan Ainun" created by Bacharuddin Jusuf Habibie and its advantages as literature reading for senior high school in Medan, Indonesia".	<ul style="list-style-type: none"> • Both researcher analyzed character education values • Both researcher used content analysis. 	<ul style="list-style-type: none"> • The previous research analyzed non-fiction novel while this research analyzed the movie script or subtitle.

1	2	3	4
4.	Kerim Gundogdu, Urtac Ustundag, Mehmet Altin, Muhammed Eken, Okan Yolcu in journal entitled "Teachers' Views on Character/Values Education in Schools".	<ul style="list-style-type: none"> Both researcher focus on the education of character values. 	<ul style="list-style-type: none"> The previous research apply at the school while this research analyzed the movie The previous research used quantitative and qualitative while this research only used qualitative.

Data source: Processed from previous study

From the previous research above, there were relevancies between the research to the researcher. In addition, the four previous researchers wrote their thesis related to the character education values on their own ways through movie, novel, text book and school, whether it was the method, data source or the theories they used. Therefore, this research focused on analyzing the application types of character education values that performed by the main character's utterances in The Miracle Worker movie on *Permendikbud* theory.

B. Theoretical Framework

1. Character Education Values

a. Definition of character education

In order to comprehend the meaning of character education it should be understood the definition of both "education" and "character". According to UU RI 20/2003 chapter 1 section 1 point 1:

“Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him/her, society, nation and state”.⁶ From the definition, it can be understood that education is efforts with full consciousness and planned to guide students to bring change in the direction a more positive.

Character is special characteristic that inherent in a person, family, and a community. Character is consistent and predictable shown by the tendency of behavior. The behavior does not stand alone, but integrated with the attitudes and values. Character development starts from the formation of attitudes based on certain values, such as religious values, culture, including the state ideology.⁷ While, according to Suyanto in Muhaimin’s book, character is a way of thinking and behaving that individuals characterizes to live and work together, both within the scope of family, community, and nation. Individual with good character is who can make decisions and take responsibility for the consequences of the decisions he/she makes.⁸

Character education is an education system with invest values accordance with the nation’s culture and knowledge aspects, attitude,

⁶ Sekretariat Negara RI, Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Sisdiknas).

⁷ Rahmi Fahmy, *Measuring Student Perceptions to Personal Characters Building in Education: An Indonesian Case in Implementing New Curriculum in High School*, 852.

⁸ Akhmad Muhaimin Azzet, *Urgensi Pendidikan Karakter di Indonesia*, (Jogjakarta: Ar-Ruzz Media, 2011), 16.

and action, good toward The Almighty God either for themselves, the communities and the nation.⁹ Character education is a deliberate effort to develop a god based on core virtues that are objective for both individuals and society.¹⁰

National Education Ministry stated that the aim of character education is improving the quality of implementation and outcomes of education in forming students' character or moral as a whole, integrated, and balanced.¹¹ According to Hamid, trough character education values, the students are able to develop and implement their knowledge independently, in addition they are supposed to be able to analyze and internalize character values and noble moral to be implemented in daily life.¹²

In addition, the aims of character education to develop the values that shape the character of the, included:¹³

- 1) To develop students' potential to be a good-hearted man, good thoughts, and behave well.
- 2) Build a nation of character Pancasila.

⁹ Rifki Afandi, *Integrasi Pendidikan Karakter Dalam Pembelajaran IPS di Sekolah Dasar*, 1 (Desember 2011), 85-98.

¹⁰ Saptono, *Dimensi-dimensi Pendidikan Karakter*, (Salatiga: Erlangga Group, 2011), 23.

¹¹ Fajar Soniawan, "Character Education Analysis of 2013 Curriculum English Textbook Entitled "Bahasa Inggris" for Eleventh Graders of Senior High School", *Jurnal Ilmiah Mahasiswa Unesa*, 01, (2012), 2.

¹² Abdullah Hamid, *Pendidikan karakter Berbasis Pesantren*, (Surabaya, IMTIYAS, 2017), 27.

¹³ Kemendiknas, *Panduan Pelaksanaan Pendidikan Karakter*, (Pusat Kurikulum dan Perbukuan, 2011), 7.

- 3) Developing the potential for citizens to have an attitude of confidence, proud of their state and nation as well as the love of mankind.

From the several exposure above, it can be concluded that character education is deliberate and planned efforts to develop behavioral values based on the religion value, culture and ideology of the state so that a good personality can be formed towards The Almighty God, environment, nation and also for yourself.

b. The values of character education

Character education has a purpose and mission to sustain the development of Indonesian character in general and the success of education in schools. Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share.¹⁴ According to Winarno and Pramoedya, the original character of the Indonesian nation was: accepting, fearful, feudal, oppressive, corrupt, and illogical. In the world of education, these character values are weak and thus become a reality in the life of the Indonesian people. These values have existed since the Indonesian people were still colonized by foreign nations for hundreds years ago. The character finally crystallized in Indonesian society. Even when this nation has become independent, the character

¹⁴ Charlie Abourjili, *Character Education Informational Handbook & Guide II*. (North Carolina: Character Education,2006), 2.

is still attached. This condition is then behind the birth of character education by the Ministry of Education and Culture.¹⁵

The Government launches 18 character education values. All the character education values are stated in the “*Peraturan Menteri Pendidikan dan Kebudayaan*” Number 20 year 2018 at article 2 verse 1 about “*Penguatan Pendidikan Karakter*”, those character education values are¹⁶: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hardworking, (6) creative, (7) independent, (8) democratic, (9) inquisitive, (10) nationalistic, (11) patriotic, (12) appreciative, (13) friendly/communicative, (14) peace loving, (15) reading interest, (16) environment care, (17) social care, and (18) responsible. Those would be explained in the description below:¹⁷

1) Religious

Attitudes and submissive behavior in carrying out the teaching of their religion, tolerant to other religions worship practice, and live with other religions in a harmony situation.

2) Honest

Behavior based on an effort to make him/herself as someone who can always be trusted in him/her words, actions, and employment.

¹⁵ Winarno Surakhmad, *Pendidikan Karakter dalam Metode Aktif, Inovatif, & Kreatif*, (Jakarta: Erlangga Group, 2012), 4-5.

¹⁶ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018, tentang Penguatan Pendidikan Karakter Pada Satuan Formal.

¹⁷ Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa*, (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), 9-10.

3) Tolerant

Attitudes and actions respect the differences of religion, race, ethnicity, opinions, opinion, attitudes, and actions of others, who are different from themselves.

4) Discipline

Action indicates orderly and obedient behavior on various rules and regulation.

5) Hardworking

A tenacious behavior in overcoming difficulties in learning and also in completing learning tasks as well as possible.

6) Creative

Thinking and doing something to create or discover a new ways or new results of something that has been owned.

7) Independent

Attitudes and behaviors which is not easy to depend on other people in completing the tasks.

8) Democratic

A way of thinking, behaving and acting, views the same rights and obligations of him/her and others.

9) Inquisitive

Attitudes and actions that are always try to know or discover more in depth and larger from something he/she learned, seen, and heard.

10) Nationalistic

A way of thinking, acting and knowing that puts national interest higher than personal or group interest.

11) Patriotic

A way of thinking and doing that show faithfulness, care, and respect for the national language, environmental physical, social, cultural, economic, and political nation.

12) Appreciative

Attitudes and actions encourage him/her to produce something useful for society, and recognize, and respect other people's successes.

13) Friendly/communicative

Actions showed pleasure in speaking, interacting, and cooperating with other people.

14) Peace-loving

Attitudes, words, and actions that cause other people feel happy and safe over the presence of him/her.

15) Reading Interest

The habit to provide time for reading various materials to learn insights that give him/her the benefit.

16) Environment Care

Attitudes and actions which seek to prevent damage in the natural environment and to develop efforts to repair the environmental damage that has occurred.

17) Social Care

Attitudes and actions which always want to help other people and communities in need.

18) Responsible

Attitudes and behavior of a person to carry out the duties and obligations he/she should do, to her/himself, the society, the environment (natural, social and cultural), the nation and God.

Then the verse 2 of “*Permendikbud*” stated that all of character education values in the verse 1 are realization of five main values which are interrelated. The 5 main values are religious, nationalist, independent, mutual assistance, and integrity.¹⁸

1) Religious

Religious character value reflect faith in God the One who is manifested in the behavior of carrying out the teachings religion and beliefs held, respecting religious differences, uphold tolerant attitudes towards the implementation of religious worship and other faiths, living in harmony and peace with followers of other religions.

¹⁸ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep Penguatan Pendidikan Karakter* Cetakan kedua, (Jakarta: Kemendikbud, 2017), 8-9.

According to Retno Listyarti, Religious value is a value to reconnect a tradition, system which arrange manner of belief and worship to God with the norm which has relation with social intercourse and human with her/his environment.¹⁹

Religious sub-values are: peace, tolerance, respect religious differences and beliefs, firm stand, confidence, work the same between adherents of religion and beliefs, bullied against and violence, friendship, sincerity, do not force the will, love the environment, protecting the small and outcasts.

2) Nationalist

Nationalist character value is a way to thinking, behaving, and doing something. That shows loyalty, care and respect in language, physical environment, social, cultural, economic, and national politics, placing the higher interest of the nation and state than self and group interest.

Nationalist sub-values are: appreciation of the nation's own culture, maintain the nation's cultural richness, willing to sacrifice, superior, and achievers, love the motherland, protect the environment, obey the law, discipline, respect for cultural, ethnic and religious diversity.

¹⁹ Retno Listyarti, *Pendidikan Karakter dalam Metode Aktif, Inovatif, dan Kreatif*, (Jakarta: Erlangga, 2012), 5.

3) Independent

Independent character value is an attitude and behavior do not depend on other people and use all your energy, mind, time to realize the hopes, dreams and goals.

Independent sub-values are: work ethic (hardworking), tough hardiness, fighting spirit, professional, creative, courage, and being lifelong learner.

Independent person is a person who is able to think and to function independently, does not need other person's help, does not refuse the risk and does not only worry about the problem but also able to solve it.²⁰

4) Mutual Assistance

Mutual Assistance character value reflects the act of respect the spirit of cooperation and work together to solve the problem together, establish communication and friendship, provide assistance / help people who are in need.

Mutual Assistance values are: respect, cooperation, inclusive, commitment to joint decisions, deliberation, consensus, help others, solidarity, empathy, anti-discrimination, anti-violence, and attitude volunteerism.

²⁰ Mohammad Mustari, *Nilai Karakter: Refleksi untuk Pendidikan*, (Jakarta:Rajawali Pers, 2014), 78.

5) Integrity

Integrity character value is a basis of value. This value is a purpose of character education value. This character value is an efforts to make him/ herself always can be trusted in words, actions, and work, has a commitment and loyalty for human values and morals (moral integrity).

The character of integrity includes the attitude of responsibility as a citizen the state, actively involved in social life, through consistency in action and words based on truth.

Integrity sub-values include honesty, love for truth, loyalty, moral commitment, anti-corruption, justice, responsibility, example, and respect the dignity of individuals (especially people with disabilities).

2. The Implementation of Character Education Building in Teaching Learning Process

The important character education is implemented early, especially in the school environment. Character education is already included in the curriculum of national education developed in competence as school teaching materials. Competence is basically a picture about what a person should be able to do against a job, in the form of activities, behavior and results should be able to show or show. One can do (be able to do) a job,

when that is concerned has the ability in knowledge, attitude and skills accordingly with the field of work.²¹

Core competence is a new element in education not owned by previous curricula. Core competence may be defined as a quality that a student must achieve through the active learning process. In another sense it also states that core competence is the level of ability to achieve the complex standards of graduate that a student must have at any level of class or program.²²

Through core competencies, horizontal synchronization of various competencies basic inter lessons in the same class can be maintained. Besides the vertical synchronization of various basic competencies in the subjects the same class in different classes can be maintained. The formulation of core competencies uses the following notation: 1) Core Competency-1 (KI-1) for the core competence of spiritual attitudes; 2) Core-2 Competencies (KI-2) for the core competencies of social attitudes; 3) Core-3 Competencies (KI-3) for core knowledge competencies; and 4) Core-4 Competencies (KI-4) for core competency skills.²³

Core competence is used as a limit of ability that must be done and owned by each student at the time of learning. To make operation easier, core competencies in the realm of attitudes are broken down in two. First,

²¹ Fauzan, *Kurikulum dan Pembelajaran*, (Tangerang Selatan: GP Press, 2017), 25.

²² Andi Prastowo, *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu Implementasi Kurikulum 2013 untuk SD/MI*, (Jakarta: Kencana, 2017), 119.

²³ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 36 Tahun 2018, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah.

spiritual attitudes related to goals national education to form students who believe and be righteous. Second, social attitudes related to educational goals to form students who have noble, independent, democratic, and responsible.²⁴

In addition to preparing competencies, we have to prepare media for learning process. There are many media that can be used in teaching learning process, one of them is a movie.

3. Movie

a. Definition of movie

Movie is images in a frame which projected through the projector lens mechanically so that the screen shows that the image is alive. Movie move quickly and alternately so as to provide continuous visuals.²⁵

Movie was produced by recording the picture or photographic images cameras, and some by creating images by animation techniques and visual effect, and also some music. According to Mariam Webster dictionary, movie was a recording of moving images that told a story and that people watch on a screen or television.²⁶ Meanwhile Klarer stated that movie or films, and particularly video tapes, are like novels, which in theory can be repeatedly read, or viewed. Klarer also stated that the visualization in movie has the action that not left merely to the

²⁴ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Rosdakarya, 2015), 119.

²⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2014), 50.

²⁶ Merriam Webster, "Definition of Movie", <https://www.merriam-webster.com/dictionary/movie> (27th August 2019).

imagination of a reader, but rather comes to life in the performance, independent of the audience.²⁷

Movie is the one least likely to arouse concern as a form. It comes with all the necessary status to take its place alongside traditionally canonized books as part of art rather than commerce. In the 1960 and 1970 movie was respectable end of the media spectrum. English teachers seem to have liked movie because of its artistic seriousness which in turn meant that it was worth studying; pupils also liked this rather out of the ordinary treat so different from most of their lessons in school.²⁸

b. Synopsis of *The Miracle Worker* movie

The Title	: THE MIRACLE WORKER
Date of release movie	: 12 th of November, 2000
Country of the movie	: USA
Use of Language in the Movie	: English
Play director	: Nadia Tass
Co-written	: William Gibson and Monte Merrick
Actor/ Actress	: Alison Elliott, Hallie Katie Eisenberg, Lucas Black, Kate Greenhouse, David Strathairn
Genre	: Drama
Music direction	: William Goldstein

²⁷ Mario Klarer, *an Introduction to Literary Studies*. (USA: Routledge, 2004), 57.

²⁸ Andrew Goodwyn, *English Teaching and Media Education*, (USA: Open University Press, 1992), 34.

Cinematography : David Parker

Presented : Walt Disney

Helen Keller an only child from the couple Captain Arthur H. Keller and Kate Keller who live in physical limitations. She became a woman who was deaf and blind because of the disease that had attacked her since childhood. Because of all the limitations, she became a child who is rude and easily emotional, often she makes chaos and commotion.

She then brought in a teacher, Annie Mansfield Sullivan. In the first teaching, Annie taught Helen about sign language. Annie gave an object to Helen and explained what it was through sign language by hand. One day, Anne gave Helen a doll, and the doll was taken back by Annie. Then Annie explained that the object was a doll using sign language by hand. Anne also taught her in understanding other objects, such as flowers. Annie touched the flower to Helen's hand, and explained that it was a flower. Anne Sullivan also recognized Helen for water, by spraying Helen's hand with water and explaining that it was water by giving the hand movements that Helen touched. Thus, Helen can understand what each sign is taught.

Then, Annie taught Helen about manners. One day, Helen did not understand how to eat, she took food empty-handed without a spoon and ate standing. Finally, Anne also educated Helen hard, but Helen did not accept Annie's treatment. So, then she splashed Anne

with water, and Anne responded by splashing water. Helen slapped Annie's cheek, then Annie responded by slapping Helen on the cheek.

Now after that incident, Annie asked Helen's parents to separate Helen in a room for a few weeks so that Helen's parents would not spoil her so that Helen's development would progress. Finally Helen and Annie lived together in the room next to the Keller family home, which is an empty house where it is the place of the gardeners belonging to the Keller family. With Annie's teaching, within a few days, Helen experienced increasingly advanced development. She also understood the object she was holding and explained what it was.



CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher described the finding and discussion about character education values was found from utterances who uttered by the main character in *The Miracle Worker* movie. The first section was finding, including the result data analysis of character education values based on the utterances who uttered by the main character in *The Miracle Worker* movie. The second section was discussion that described interpretative data analysis according to the finding that related to research focus.

A. Finding

1. The types of character education values in *The Miracle Worker* movie.

The result of data analysis found in *The Miracle Worker* movie that uttered by the main character about character education values proposed by Indonesian government. After analyzing the data based on the theory, the researcher found ten (10) indicators of character education values are realized by the main character in *The Miracle Worker* movie. Based on the analysis, there are seventeen (17) utterances that included in character education values proposed by Indonesian government. The following table showed the types of character education values found in *The Miracle Worker* movie after being analyzed:

Table 3.1**The Types of Character Education Values Used in *The Miracle Worker* Movie**

No.	Five main values	Indicators of character education values	Frequency
1.	Religious	Religious	-
		Tolerant	-
		Environmental care	-
		Peace loving	1
	Sub- Total		1
2.	Nationalist	Appreciative	3
		Patriotic	-
		Nationalist	-
		Discipline	1
	Sub- Total		4
3.	Independent	Hardworking	2
		Creative	4
		Independent	1
		Curious	1
		Reading Interest	1
	Sub- Total		9
4.	Mutual Assistance	Friendly/communicative	-
		Social care	1
		Democracy	-
	Sub- Total		1
5.	Integrity	Honest	-
		Responsible	2
	Sub- Total		2
Total		17	

Source: The Researcher's analysis in 2019

Based on the table, shown the data analyzed the types of character education values are realized by main character in *The Miracle Worker* movie. From the table, the types of main values are used in *The Miracle Worker* movie are religious, nationalist, independent, mutual assistance, and integrity. The indicators of character education values are religious, tolerant, environmental care, peace-loving, appreciative, patriotic, nationalist,

disciplined, hardworking creative, independent, curious, reading interest, friendly/communicative, social care, democracy, honest, responsible. Based on the data analyzing, there are seventeen (17) utterances found in *The Miracle Worker* movie that uttered by the main character. The dominant character values found was independent value. It was independent value applied in 9 times out of 17 utterances. The sub-values of independent were; hardworking represented twice, creative represented four (4) times, independent represented once (1), curious represented once (1), and reading interest also represented once (1). Followed by nationalist value, it occurs 4 times out of 17 utterances. The sub-values of nationalist were; appreciative represented three (3) times, and discipline represented once (1). Followed by integrity value, it occurs twice out of 17 utterances. The sub-values of integrity was; responsible represented twice (2). Religious and mutual assistance value are the least character values applied by main character, it was once out of 17 utterances. The sub-values of religious was; peace-loving represented once (1). Meanwhile, the sub-value of mutual assistance was; social care represented once (1).

2. How character education values are presented *The Miracle Worker* movie.

1) Religious

This value was the first type of character education values that was represented one indicator. It was peace-loving value.

a. Peace loving

This indicator was the only one used in this value. The datum was represented once. The data analysis explained below:

(R/PL/Datum 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the morning

Place : In the garden house

Dialogue:

Mrs. Catherine : Miss Annie, please take good care of her.

Miss Annie : *I will.*

Interpretation:

This dialogue delivered by Miss Annie and Mrs. Catherine. The incident occurred in the morning and took place at the garden house. At that time Captain Arthur and Mrs. Catherine have already delivered Helen to the garden house. When Captain Arthur and Mrs. Catherine will leave the place, Kate told Annie to always keep Helen. Miss Annie answer, "*I will*" to tell that Miss Annie agree with Mrs. Catherine's request and execute to take care of Helen. From Miss Annie's utterance refers to peace-loving value because Miss Annie's answer convinced Mrs. Catherine that Miss Annie kept Helen when Helen didn't stay together with Helen parents. Miss Annie made Mrs.

Catherine feel happy and safe over about Helen while Miss Annie answer “*I will*” to make peaceful the parents.

2) Nationalist

In this value, the researcher used two indicators to represent this value. Those were appreciative and discipline.

a. Appreciative

This indicator was the first that used in this value. It was represented three times. The data analysis explained below:

(N/App/Data 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Helen

Time : In the afternoon

Place : In the room

Dialogue:

Miss Annie : *Very good, Helen. Very good.*

Good first lesson. Very well done.

Interpretation:

This dialogue delivered by Miss Annie and Helen. It happened in the room when Miss Annie teach Helen. At that time Miss Annie was told the item that was played by Helen was a doll. Miss Annie also teach the word “DOLL” used hand sign language and Helen can imitate that Miss Annie taught. Miss Annie was happy to saw Helen's

response. Miss Annie said, “*Very good, Helen. Very good. Good first lesson. Very well done.*”. From Miss Annie’s utterance refers to appreciative value because Miss Annie emphasized the word “*very*” by repeated three times to show that Miss Annie was so excited with Helen’s progress because Helen can imitate what did Miss Annie’s taught. The first lesson given by Miss Annie to Helen can be followed well while Miss Annie’s utterance “*Very good, Helen. Very good. Good first lesson. Very well done*” to appreciate Helen’s achievement and holding Helen’s shoulder.

(N/App/Data 2)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the morning

Place : In the terrace

Dialogue:

Miss Annie : *Helen... ate from her own plate with a spoon all by herself... and she folded her napkin.*

Interpretation:

This dialogue happened in the terrace. At that time Mrs. Catherine was talked with the servant while carried the child, suddenly Helen came out of the house with a scared face and hid behind the flower vase. Mrs. Catherine saw the daughter who was frightened,

directly Mrs. Catherine gave the child to the servant and approached Helen. Helen also hold the mother's hand and immediately hugs the mother. Suddenly Miss Annie came out of the house who look very tired, and Miss Annie said, "*Helen... ate from her own plate with a spoon all by herself... and she folded her napkin*". From Miss Annie's utterance refers to appreciative value. Miss Annie appreciate Helen's attitude because Helen was apply the lesson that already Miss Annie teach. Miss Annie very proud of Helen's success. Furthermore Miss Annie told Mrs. Catherine if Miss Annie has managed to provide something useful, besides Miss Annie's utterance "*Helen... ate from her own plate with a spoon all by herself... and she folded her napkin*" that Miss Annie appreciate Helen although Mrs. Catherine could not see it directly.

(N/App/Data 3)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the morning

Place : In the garden house

Dialogue:

Miss Annie : *Ooh, such a lady.*

She'd rather starve than eat without a spoon.

Mrs. Catherine: You have taught her so much in a week and a half.

Interpretation:

This dialogue happened in the morning and took place at the garden house. At that time Kate came to Miss Annie and Helen who were in front of the garden house. Helen was sitting on the grass while sewn cloth and Miss Annie was prepare breakfast for Helen on the table. Miss Annie told Mrs. Catherine who just came to them that they did breakfast. Helen smell the soup that Miss Annie poured on the plate, Helen immediately stand up and walked to the table behind her and sits on a chair. After Helen sat down, Helen was look for a spoon next to the plate with her hand groping the table in front of her. Helen didn't find anything that Helen was look for and Helen lowered the hand from the table. Miss Annie who saw Helen's behavior, Miss Annie said to Mrs. Catherine, "*Ooh, such a lady. She'd rather starve than eat without a spoon*". From Miss Annie's utterance refers to appreciative value because Miss Annie praised that Helen was a good lady while Miss Annie's utterance "*Ooh, such a lady. She'd rather starve than eat without a spoon*" to appreciate Helen's achievement. Miss Annie told Mrs. Catherine that Helen has made progress. Helen was apply the lesson that already Miss Annie teach. Helen has done a good thing that Helen already use a spoon. Therefore before Helen ate,

Helen looked for a spoon beside the plate. Miss Annie was very proud of Helen's success.

b. Discipline

This indicator was the second represented in this value. This indicator also represented once. The data analysis explained below:

(N/Dis/Datum 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the morning

Place : In the garden house

Dialogue:

Mrs. Catherine : Oh, she wants me.

Miss Annie : *She can have you back in 2 weeks.*

Interpretation:

This dialogue delivered by Miss Annie and Mrs. Catherine. It happened in the garden house. At that time in the morning Captain Arthur and Mrs. Catherine accompany Helen to the garden house using a rickshaw delivered by their assistant. Miss Annie was already waiting for their arrival. When they arrived at the garden house, Miss Annie told to Captain Arthur and Mrs. Catherine to bring Helen into the garden house. When they were inside, Helen directly surround the garden house. She was curious about the place, because garden house

is a new place for her. When Helen surround the garden house, Helen found a doll. Helen immediately looked for her mother by rubbing the hand to the cheek to tell the doll. Mrs. Catherine saw that Helen was looking for her, she would immediately approach Helen. But Miss Annie forbid it while Miss Annie said, “*She can have you back in 2 weeks*”. From Miss Annie’s utterance refers to discipline value because Miss Annie has a disciplined character. Miss Annie complied the terms and regulations which have been agreed upon. When Helen was looking for Helen’s mother, Mrs. Catherine immediately approached Helen. But Miss Annie didn’t allow Mrs. Catherine to meet Helen by extend Miss Annie’s hand in front of Mrs. Catherine while Miss Annie answer “*She can have you back in 2 weeks*” to keep their promise, because Miss Annie and Mrs. Catherine had made a deal that no one could see Helen for 2 weeks except Miss Annie.

3) Independent

It was represented nine times. The indicators are hardworking, creative, independent, curious, and reading interest.

a. Hardworking

This indicator was the first that used in this value. It was represented twice. The data analysis explained below:

(In/HW/Data 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Captain Arthur and Mrs. Catherine

Time : In the morning

Place : In the dining table

Dialogue:

Mrs. Catherine : Letting Helen have her own way. It's really such a small thing.

Miss Annie : Small? *It's seems you've all decided it's easier to feel sorry for Helen than to teach her how to behave.*

Captain Arthur : Well, I've not seen that you've taught her anything yet, Miss Sullivan.

Miss Annie : Quite right, Captain. Well observed.
I'll start right now if you'll leave the room.

Interpretation:

This dialogue happened in the morning at the dining table. At that time Miss Annie, Captain Arthur, Mrs. Catherine, James, Aunt Evelyn, and Helen were at the dining table. While, James lead a prayer for breakfast. Helen walked beside James and took the food that was available on the plate with her bare hand. Helen kept walked around the dining table while occasionally taking the food. Arriving beside Miss Annie, Helen would take more food, but Miss Annie wouldn't allow that to happen. Helen also insisted on taking her food, and again she didn't allow it by holding Helen's hand. Helen was angry because

his wishes were not complied. Seeing the treatment of Miss Annie, Mrs. Catherine asked her to release Helen's hand, and she answer, "*It's seems you've all decided it's easier to feel sorry for Helen than to teach her how to behave*". From her utterance refers to hardworking value because Miss Annie didn't allow Helen to eat used Helen's hand.

Miss Annie would teach Helen to eat the right way, even though there were obstacles which became a debate with Helen's parents. Miss Annie was also underestimated by Helen's father, and she said, "*I'll start right now if you'll leave the room*". From the utterance, therefore Miss Annie asked peoples that at the dining table to come out and leave her and Helen only. Because she wanted to focus on telling Helen the things use to eat and would teach Helen how to eat the right way.

(In/HW/Data 2)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Percy

Time : In the night

Place : In the garden house

Dialogue:

Miss Annie : *Try again. Try again.*

Interpretation:

This dialogue happened in the night and took place at the garden house. At that time Helen was under the bed starting this afternoon. She hid under the bed because she was angry, she was looking for her mother but could not find. Miss Annie waits for Helen to come out but Helen still falls in the bed. Annie finally woke up Percy who was sleeping and asked Percy persuade Helen to come out from under the bed. But Helen still won't, Miss Annie said to Percy, "*Try again. Try again*". From Miss Annie's utterance refers to hardworking value because Miss Annie was a very workhorse person. Whatever obstacles that Miss Annie deal, she must be able to overcome them. Miss Annie kept asked Percy to persuade Helen by pulling Helen's hand while Miss Annie's utterance "*Try again. Try again*" to come out Helen from under the bed. From Miss Annie's hard work and Percy's helps, finally Helen took a stimulus from her and Percy.

b. Creative

This indicator was the second used by independent value. This indicator was represented four times. It was the most represented in this value. The data analysis explained below:

(In/Cre/Data 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Kate and James

Time : In the afternoon

Place : In the rickshaw

Dialogue:

James : Can you teach her to sit still, Miss Sullivan?

Miss Annie : *I'd have to teach her language first.*

Mrs. Catherine : Language?

Miss Annie : If she doesn't know word, how could she know why you want her to sit still?

Interpretation:

This dialogue consisted of Miss Annie, Mrs. Catherine and James. It happened in the rickshaw when Miss Annie was picked by Mrs. Catherine and James. At that time, Miss Annie was on the train going to Keller's family house. On the other hand, Mrs. Catherine and James are also on their way to the station to pick up Miss Annie, they use a rickshaw delivered by their assistant. After meet up with Miss Annie, they returned to their home using a rickshaw. Prevented on the trip, Miss Annie, Mrs. Catherine and James talked about Helen's condition. In the middle of their conversation, James asked the question to Miss Annie. James question is how Miss Annie can teach Helen to sit?, and Miss Annie answer, "*I'd have to teach her language first*". From Miss Annie's utterance refers to creative value. Miss Annie has creative way to teach children who are blind and deaf. It

was teach about language because Helen has physical disorder. That way would taught by Miss Annie to Helen.

(In/Cre/Data 2)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : James

Time : In the afternoon

Place : In the room

Dialogue:

James : So what was that? Some sort of game?

Miss Annie : *It's an alphabet for the deaf.*

Each letter has a sign.

D.. O.. L.. L.. Doll.

First, she will learn to intimate.

Interpretation:

This dialogue delivered by Miss Annie and James. It happened in the room. At that time after Miss Annie met with Helen, they unpacked a bag that carried by Miss Annie in the room. Helen took out Miss Annie's belonging from the bag. On the other hand, James instructed his servants to put the things in the room. Amid the bustle of Miss Annie and Helen, James asked the items being held by Helen to Miss Annie. Miss Annie answer, "*It's an alphabet for the deaf. Each letter has a sign. D.. O.. L.. L.. Doll. First, she will learn to intimate*".

From her utterance refers to creative value because Miss Annie has a creative way to teach Helen. Miss Annie gave the first item, the doll to be learned by Helen. Miss Annie taught Helen the words with hand sign. Miss Annie want Helen imitate Miss Annie to learn the hand sign of “DOOL”, because each letter from “DOOL” was the first alphabet to teach for people who are deaf and blind.

(In/Cre/Data 3)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : James

Time : In the afternoon

Place : In the room

Dialogue:

James : I think she wants her doll back.

Miss Annie : *She can have it back when spells it.*

James : She has no idea what words even are. How can she spell them?

Miss Annie : *If the fingers learn the letters now, then maybe someday her brain will learn that they have a meaning.*

Interpretation:

This dialogue delivered by Miss Annie and James. It happened in the room when Miss Annie teach Helen. At that time James was still

inside the room. He asked Miss Annie some things about Helen's teaching that would be given by her. Miss Annie and James still keep talking, and suddenly Miss Annie take the doll is being held by Helen. Helen is angry, and James said to Miss Annie maybe Helen want the doll back. Miss Annie said, "*She can have it back when spells it*".

From her utterance refers to creative value. When Helen want the doll back, she didn't give the doll to Helen easily. She gave the doll to Helen, in order Helen can think and attempted how to get the doll back. Miss Annie also said, "*If the fingers learn the letters now, then maybe someday her brain will learn that they have a meaning*". From the utterance, she teach Helen to be able how to spell the word doll with a hand sign. Imitate her, if Helen can spell the words first, someday she able to understand and comprehend the words that have been learned. The way that used by Miss Annie for Helen, so that Helen could more quickly understand and comprehend the meaning of these words.

(In/Cre/Data 4)

Context of situation

Speaker	: Miss Annie Sullivan
Hearer	: Captain Arthur and Mrs. Catherine
Time	: In the night
Place	: At the garden house

Dialogue:

Miss Annie : I believe I can only make progress with Helen,
if I have complete charge of her.

Mrs. Catherine : But you already have that.

Miss Annie : No. I mean day and night.
She must depend on me.

Captain Arthur : For what?

Miss Annie : *For everything! Her food, her clothes, her
play time, her sweets.*

*All for these things are tools that I can use to
reach her.*

Interpretation:

This dialogue delivered by Miss Annie, Captain Arthur, and Mrs. Catherine. The incident occurred in the night and took place at the garden house. At that time after Miss Annie explained many things about Helen's future teaching to Helen's parents, she also asked the small house in the middle of Captain Arthur's garden. Because earlier in the afternoon she walked around Keller house and she found the garden house. She thought that the house could be used for Helen's teaching. She also invited Captain Arthur and Mrs. Catherine to come to the garden house. They were walking after Miss Annie who was carrying a small lamp for lighting. When they arrived at the garden house, Miss Annie directly explained to Helen's parents to make the

house as a place for Helen's studies. She also explained would stay with Helen in a day and night. Captain Arthur asks to Miss Annie for what she want stay with Helen in the house. Miss Annie answer Captain Arthur's question, Miss Annie said, "*For everything! Her food, her clothes, her play time, her sweets. All for these things are tools that I can use to reach her.*" From her utterance refers to creative value because Miss Annie has a creative way to teach Helen. Miss Annie want stay in a day and night in the garden house with Helen only. Miss Annie want Helen depend on her for everything Helen's need. Miss Annie want focus to teach Helen in order she can make a progress of Helen. Miss Annie didn't want to be disturbed in Helen's study, include Helen's parents. Because, the way are tools that she can use to reach Helen's progress.

c. Independent

This indicator was the third used this value. It was represented once. The data analysis explained below:

(In/Ind/Datum 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Captain Arthur

Time : In the morning

Place : On the roof

Dialogue:

Captain Arthur : Miss Sullivan!

Miss Annie : Yes, Captain Keller?

Captain Arthur : I hope this is not a sample of what we can expect of you.

Come out and sit on my shoulder.

Miss Annie : *I'm perfectly capable of going down a ladder by myself.*

Captain Arthur : Do as I say, Miss Sullivan.

Interpretation:

This dialogue happened on the roof. It delivered by Miss Annie and Captain Arthur. At that time Miss Annie is locked in a room. She could not get out of the room and everyone could not open the door because the key of the room was taken and hidden by Helen. Therefore, Captain Arthur ordered James to get the ladder. James took the ladder helped by his servant and placed it right in front of Miss Annie's windows. Captain Arthur climbed the ladder. Arriving in front of Annie's windows, Captain Arthur called Miss Annie and asked her to accept his help. Captain Arthur told Miss Annie to come out of the room and sit on his shoulder. But Miss Annie refused Captain Arthur's help, Miss Annie said, "*I'm perfectly capable of going down a ladder by myself*". From her utterance refers to independent value because Miss Annie has independent character while Miss Annie answer "*I'm perfectly capable of going down a ladder by myself*" doesn't want to

make difficult for others. Miss Annie want to come down from the roof by herself. Therefore Miss Annie refused Captain Arthur's help.

d. Curious

This indicator was the fourth represented in this value. It was also represented once. The data analysis explained below:

(In/Cu/Datum 1)

Context of situation

Speaker : Miss Annie Sullivan
 Hearer : Captain Arthur, Mrs. Catherine and James
 Time : In the afternoon
 Place : In the yard

Dialogue:

Captain Arthur : Welcome to Ivy Green, Miss Annie.

I trust you had a good journey.

Miss Annie : I had several. Thank you.

Where's Helen?

Interpretation:

This dialogue happened in front of Keller's family house. At that time Miss Annie, Mrs. Catherine and James had just arrived at Keller's house. Miss Annie's arrival was immediately welcomed by Captain Arthur with a happy greeting. Miss Annie answered with pleasure. She had just arrived at the Keller's house, Miss Annie immediately asked of Helen's existence. Miss Annie said, "*Where's*

Helen?”. From her utterance it refers to curious value. Miss Annie want quickly meet with Helen. Miss Annie want to know about Helen’s condition. Miss Annie’s utterance “*Where’s Helen?*” to know Helen’s response first met with Miss Annie was the way how Miss Annie would teach Helen going forward.

e. Reading Interest

This indicator was the last represented in this value. It was also represented once. The data analysis explained below:

(In/RI/Datum 1)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the afternoon

Place : In the room

Dialogue:

Mrs. Catherine : What are you reading?

Miss Annie : *Dr. Howe’s account of his patient Laura*

Bridgman.

She was deaf, blind, and mute from the age of 2.

Interpretation:

This dialogue delivered by Miss Annie and Mrs. Catherine. It happened in the room. At that time Miss Annie was sitting in the chair.

Suddenly Mrs. Catherine entered the room and asked what Miss Annie was read. Miss Annie's answer, "*Dr. Howe's account of his patient Laura Bridgman. She was deaf, blind, and mute from the age of 2*". From her utterance refers to reading interest value. Miss Annie took the time to read mainly about the Dr. Howe's account. Because the account contains about the condition of Dr. Howe's patient namely is Laura Bridgman. Laura Bridgman was child who has a physical disorder that were deaf, blind, and mute. Miss Annie read Dr. Howe's article, she can get knowledge that she has not gotten before to be used or applied to her student about how to teach children who have physical disorder like Laura Bridgman.

4) Mutual Assistance

From the finding, this value was represented one indicator. It was social care value.

a. Social Care

This indicator was the only one represented by this value. The data was represented once. The data analysis explained below:

(MA/SC/Datum 1)

Context of situation

Speaker	: Miss Annie Sullivan
Hearer	: Captain Arthur and Mrs. Catherine
Time	: In the night
Place	: In the garden house

Dialogue:

Mrs. Catherine : How long would you keep her?

Miss Annie : *As long as it takes. I know this is the way!*

Interpretation:

This dialogue delivered by Miss Annie and Mrs. Catherine. It happened in the garden house. At that time after Miss Annie explained about the teaching would be given to Helen, Mrs. Catherine was worried about her daughter. Mrs. Catherine asked Miss Annie how long the teaching would took and Miss Annie answered, "*As long as it takes. I know this is the way!*". From the utterance refers to social care value. Miss Annie help Keller family. Miss Annie help Helen to be better child who could understand about everything. Miss Annie answer "*As long as it takes. I know this is the way!*" to convince Mrs. Catherine because Miss Annie know the way to teach Helen, therefore Miss Annie need a long time to produce it all.

5) Integrity

This value was the last represented in this research. This value has one indicator. It was responsible.

a. Responsible

This indicator was the only one used in this value. This indicator was represented twice. The data analysis explained below:

(I/Res/Data 1)**Context of situation**

Speaker : Miss Annie Sullivan

Hearer : Mrs. Catherine

Time : In the morning

Place : In the garden house

Dialogue:

Miss Annie : Ooh, such a lady.

She'd rather starve than eat without a spoon.

Mrs. Catherine: You have taught her so much in a week and a half.

Miss Annie : *It's not enough. Obedience is not enough.*

She knows so many words. If only she knew what they meant.

Interpretation:

This dialogue happened in the morning and took place at the garden house. At that time Mrs. Catherine came to Miss Annie and Helen who were in front of the garden house. Helen was sitting on the grass while sewing cloth and Miss Annie was preparing breakfast for Helen on the table. When Miss Annie poured the soup on a plate, Helen immediately stand up and walk to the table behind her and sit on a chair, because she smells the soup. After Helen sat down, she was looking for a spoon next to the plate with her hand groping the table in front of her. Helen didn't find anything that she was looking for and

she lowered her hand from the table. Miss Annie told to Mrs. Catherine if she praised Helen's behavior, because Helen has changed to be a child who can understand the meaning of words. Mrs. Catherine also praise Miss Annie that Helen's change behavior was also because of her hardworking and her responsibility. Miss Annie answer Mrs. Catherine statement, Miss Annie said, "*It's not enough. Obedience is not enough*". From her utterance refers to responsible value. Miss Annie feel Helen's change behavior Miss Annie felt Helen's behavior was not enough that Helen did not continue the study. Miss Annie would responsible of Helen's future development. Miss Annie would continue to teach Helen about the words and the meaning of those words.

(I/Res/Data 2)

Context of situation

Speaker : Miss Annie Sullivan

Hearer : Captain Arthur

Time : In the morning

Place : In the dining table

Dialogue:

Captain Arthur : I don't see that we need to send her from the table.

Miss Annie : *Let me hold Helen to what she's learned, and she will go on learning.*

Interpretation:

This dialogue happened in the dining table. It delivered by Miss Annie and Captain Arthur. At that time Miss Annie and Keller's family are having breakfast. When James leads the prayer, Miss Annie confirms napkin around Helen's neck but Helen threw it away. Miss Annie confirmed the napkin again, and this was repeated several times. Helen suddenly eats food that has been prepared by her mother on a plate, but Miss Annie forbids it. Miss Annie does not allow Helen to do that by telling through a hand sign. Helen was angry because what she want was forbidden by Miss Annie and she flushed Miss Annie's face with the water in the teapot. Miss Annie immediately carrying Helen and bring the teapot out of the dining room. When Miss Annie was at the door and going to open it, Captain Arthur stands up from his seat and asked Miss Annie what she will do. Miss Annie answer is, *"Let me hold Helen to what she's learned, and she will go on learning"*. From her utterance refers to responsible value. Miss Annie see Helen's behavior returning to the way it used to be, like eating with her hands. Helen was no longer did the things that Miss Annie has taught such as eating using a spoon and using a napkin. Miss Annie feels Helen testing her parents because she just assembled again with her family like before. Miss Annie won't let that happened, because Miss Annie wants Helen didn't forget what she has learned. Miss

Annie wants Helen still does the things that have been taught by her and Helen still learn so on until she understands the use of all things.

B. Discussion

This section is discussed on the finding has been explained before. There is one important point according to character education values. From the research finding above, the researcher found several types character education values from the main character's utterance used in *The Miracle Worker* movie and to interpret the character education values in *The Miracle Worker* movie. It consisted of religious, nationalist, independent, mutual assistant, and integrity that will be explained below:

Based on the finding, the most dominant was Independent value. It was represented nine (9) times used by the main character in *The Miracle Worker* movie. It consisted of twice utterances of hardworking, four utterances of creative, once utterance of independent, once utterance of curious, and once utterance of reading interest. As like *Kemendikbud* explanation, creative is thinking and doing something to create or discover a new ways or new results of something that has been owned.²⁹ From the explanation above, it means this character value emphasized in *The Miracle Worker* movie, because in this case the main character's utterance used something create to teach the student. As like while the teacher introduced about the language first to the student whom has physical disorder, which is the teacher introduced the word by using hand sign before she continued to build the character.

²⁹ Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan*, 9-10.

In addition the data above, there are nine data included in the independent value. Those are In/HW/Data 1, In/HW/Data 2, In/Cre/Data 1, In/Cre/Data 2, In/Cre/Data 3, In/Cre/Data 4, In/Ind/Datum 1, In/Cu/Datum 1, and In/RI/Datum 1. The data above included in independent values because the main character's utterance shown attitudes and behaviors do not depend on others and can use idea and energy to produce something.³⁰

The second dominant was Nationalist value. It was represented four times. There were two sub-values in nationalist value used in *The Miracle Worker* movie. It consisted of appreciative and discipline. There are three (3) times for appreciative and once for discipline. As like *Kemendikbud* explanation, appreciative is attitudes and actions encourage him/her to produce something useful for society, and recognize, and respect other people's successes.³¹ It means this sub-value was emphasized in this value, because in this case the main character's utterance appreciate the student's achievement. As like the teacher appreciate when the student had been able to ate by own plate and spoons.

In addition, there are four data included in the nationalist value. Those are N/App/Data 1, N/App/Data 2, N/App/Data 3, and N/Dis/Datum 1. The data above included in nationalist values because the main character's utterance shown the way of thinking and acting that can respect the other people's success and comply with the rules and regulations.

³⁰ Kementerian Pendidikan, *KONSEP PENGUATAN*, 9.

³¹ Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan*, 9-10.

The third dominant was Integrity value. It was represented twice for responsible value. As like *Kemendikbud* explanation, responsible is attitudes and behavior of a person to carry out the duties and obligations he/she should do, to her/himself, the society, the environment (natural, social and cultural), the nation and God.³² This character value was not too emphasized in this movie. In this case, the main character's utterance showed about to carry out the assignment. As like the teacher remains responsible for the student even though the student forgot what has been taught, but the teacher continued to teach the student. It was appropriate with the theoretical framework stated by *Kemendikbud*, Integrity value is an attitude and behavior that has a sense of responsibility.³³

In addition, there are two data included in the integrity value. Those are I/Res/Data 1 and I/Res/Data 2. The data above included in the integrity value because the main character's utterance shows attitude and behavior to carry out the duties and obligations.

The fourth was Religious value. It means, this character value was not to be emphasized in this movie. The author applied religious value only once on the script, that were peace loving. As like *Kemendikbud* explanation, peace loving is attitudes, words, and actions that cause other people feel happy and safe over the presence of him/her.³⁴ In this case, the main character's utterance shown that the teacher makes other people feel peaceful of herself. As like the teacher assured that the teacher take care of the student.

³² Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan*, 9-10.

³³ Kementerian Pendidikan, *KONSEP PENGUATAN*, 9.

³⁴ Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan*, 9-10.

In addition, there is one datum included in the religious value. That is R/PL/Datum 1. The data above included in the religious value because the main character shown the way how to living in harmony and peace with other religions.³⁵

The last dominant was Mutual Assistant value. It was represented once in *The Miracle Worker* movie that were social care. It means, this character value was not to be emphasized. As like *Kemendikbud* explanation, social care is attitudes and actions which always want to help other people and communities in need.³⁶ In this case, the main character's utterance showed about helping people in need. As like the teacher always want to help the student order to be a better children like understand about everything. It was appropriate with the theoretical framework stated by *Kemendikbud*, Mutual Assistance character value reflects the act to provide help people who are in need.³⁷

In addition, there is one datum included in the mutual assistance value. That is MA/SC/Datum 1. The data above included in the mutual assistance value because the main character shown the way to help people who need.

Therefore, all data are the religious, nationalist, independent, mutual assistant, and integrity. The utterances used by the main character's utterance in *The Miracle Worker* movie were seventeen (17) utterances that consist of one (1) utterance of religious character value, four (4) utterances of nationalist character value, nine (9) utterances of independent character value, one (1)

³⁵ Kementerian Pendidikan, *KONSEP PENGUATAN*, 9.

³⁶ Kementerian Pendidikan Nasional. *Bahan Pelatihan Penguatan*, 9-10.

³⁷ Kementerian Pendidikan, *KONSEP PENGUATAN*, 9.

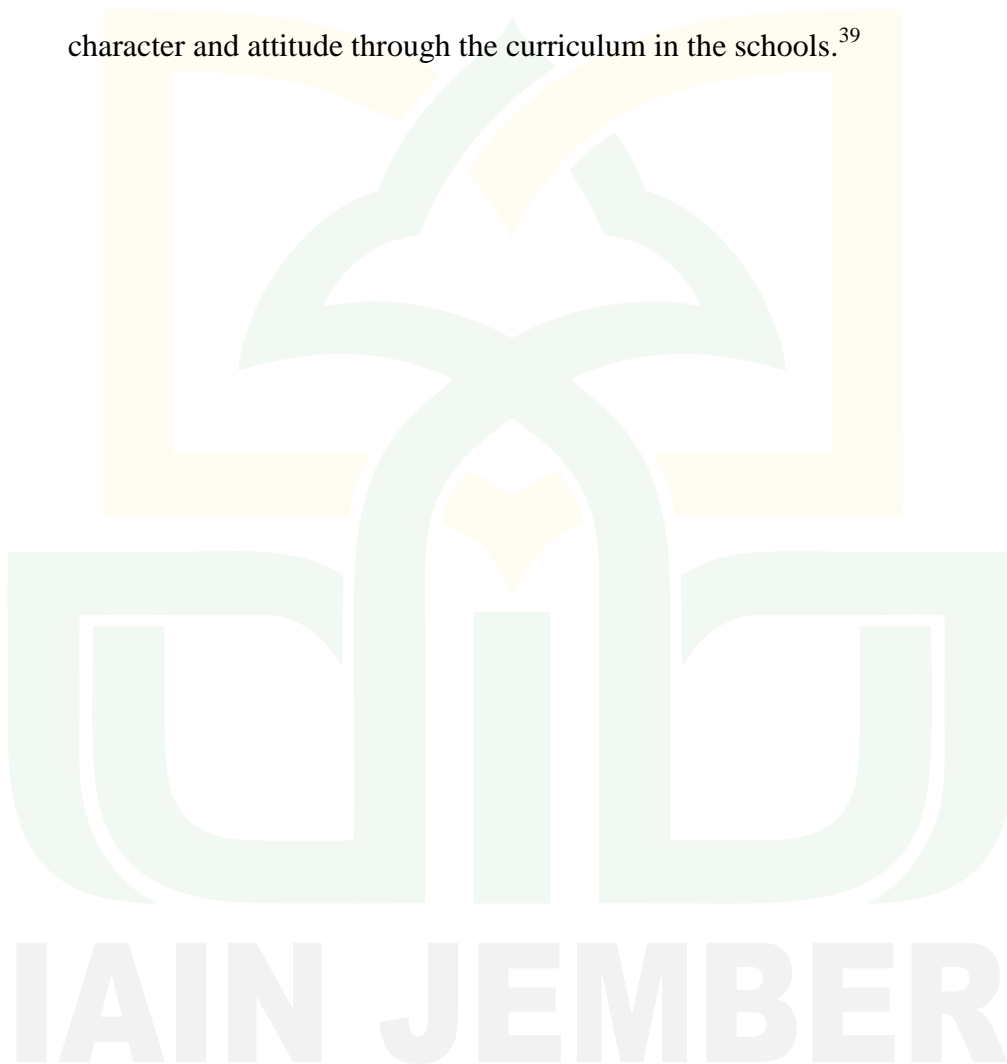
utterance of mutual assistant character value, two (2) utterances of integrity character value. Furthermore, the most dominant types of character education values used in the movie are independent value.

From the statement above, not only in *The Miracle Worker* movie, the character education values are good too in applying in daily life. Character education was an educational process that seeks to instill positive character values in students at school. Moreover, education was basically a conscious effort to develop student's potential optimally. Educate and build character that was forming a child's personality to become a good human being, a good citizen and citizen, so that they can anticipate the symptoms of moral crisis and play a role in the development of the younger generation.

The teacher is a teacher, guide, director and student who develop potential and character. As stated in the Law of the Republic of Indonesia Number 14, Year 2005 about Teacher and Lecturer Chapter I Article 1 verse 1 stated: *"The teacher is a professional educator whose main task is to educate, teach, guide, direct, train, assess, and evaluate students to fit the national education goals, starting from early childhood education through formal education, education, to secondary education."*³⁸ In teaching and learning activities teachers must be able to transform not only deliver material to develop student intellectuality, but teachers must also be able to arouse student learning motivation while inserting character education values that are related to daily life.

³⁸ *Sekretariat Negara RI*, Undang-undang Nomor 14 tahun 2005 Tentang Guru dan Dosen.

Therefore, character education values is important in learning process. National Education Ministry stated that the aim of character education is improving the quality of implementation and outcomes of education in forming student's character or moral as a whole, integrated, and balanced. Character education is beneficial for the students to develop their positive character and attitude through the curriculum in the schools.³⁹



³⁹ Fajar Soniawan, "Character Education Analysis of 2013 Curriculum English Textbook Entitled "Bahasa Inggris" for Eleventh Graders of Senior High School", *Jurnal Ilmiah Mahasiswa Unesa*, 01, (2012), 2.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

The last chapter involved of the conclusion which could be described from the analysis in the previous chapter. This chapter contains the final summary regarding of the analysis of the Character Education Values used by *The Miracle Worker* movie.

A. Conclusion

Based on the result of data analysed in previous chapter, the conclusion would be drawn as follow:

There are five character education values were performed by the main character in *The Miracle Worker* movie. Which are described by *Kemendikbud*, those character education values are Religious, Nationalist, Independent, Mutual Assistance, and Integrity. The dominant of character education values in this data analysis used by *The Miracle Worker* movie was Independent value. Those value was represented 9 times. The second followed by Nationalist value, it was represented 4 times. The third was Integrity value, it was represented twice. And the last are Religious and Mutual Assistance, it were represented once.

From the data above, it means this movie was applied character education that is used by the main character in the utterances. It seems from the movie, in applying the character education values the teacher success make the student to be a good person although the student has physical disorder. Therefore, character education values in movie appropriate with

Kemendikbud rules. It was important especially for teacher in teaching learning to build students character that is forming a child personality to become a good human being.

B. Suggestions

After drawing conclusion, the researcher would like to deliver some suggestions directing to other researchers who are interested in conducting research in the same field, the English teachers, and the students.

1. For other researchers, the researcher suggests them to investigate more specific of character education values and in deeper, further and better technique more than this research. They also can use this research as reference in doing related research in another object.
2. For English Teacher, it is expected for teacher who teaches especially English to apply character education values to the students in teaching and learning process. Because, the function of character education values is very necessary to support the student's in learning process in the school. Therefore, the teachers can increase their teaching and can be more creative in their teaching activity. Thus, character education values should be taught and delivered to students.

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MATRIX OF RESEARCH

Title	Variable	Indicator	Research Method	Research Problem
Character Education Values in <i>The Miracle Worker</i> Movie	Theory of the Character Education Values by Indonesian Government	Character Education Values: Religious Nationalist Independent Mutual Assistance Integrity	<p>Research Design : Qualitative Research</p> <p>Research Data : The main character's utterances in <i>The Miracle Worker</i> Movie</p> <p>Data Collection : Document Analysis</p> <p>Data Analysis : Content Analysis based on Donald Ary, et.al</p>	<ol style="list-style-type: none"> 1. What are the types of character education values in <i>The Miracle Worker</i> movie? 2. How are character education values presented in <i>The Miracle Worker</i> movie?

Research Journal

“Collected the Data Analysis”

No	Things to do	Time	Notes
1.	Watching the movie	August 26 th 2019	<ul style="list-style-type: none"> Observed The Miracle Worker movie carefully until Completed. Researcher to see the movie is up to ten times for three days.
2.	Reading the script	September 2 nd 2019	<ul style="list-style-type: none"> In addition to see the movie, researcher also saw script the movie in order to clear and helped while reading the conversation in The Miracle Worker movie.
3.	Identifying and classifying the data	September 16 th 2019	<ul style="list-style-type: none"> Identifying the main character's utterances from the movie based on types of Character Education Values by Indonesia Government theory. Classifying the data after being identified.
4.	Counting the data	October 29 th 2019	<ul style="list-style-type: none"> Counting the chosen data. How much the data character education values in The Miracle Worker movie that would be analysed. There were 17 data conversation based identifying and classifying the data.
5.	Analysing the data	November 4 th 2019	<ul style="list-style-type: none"> Analysing of the data in the main character's utterances in The Miracle Worker movie based on type of Character Education Values by Indonesia Governmenttheory. Interpreting the data how the type of Character Education Values.
6.	Representing the data	January 23 th 2020	<ul style="list-style-type: none"> The researcher representing the finding of analysis in the sheet of analysis. Describing the sheet of analysis.

7.	Validating the data	February 19 th 2020	<ul style="list-style-type: none"> • The researcher asks the advisor to check data. • The researcher asks one of the English lecturer to check the data and the analysis.
8.	Concluding	March 10 th 2020	<ul style="list-style-type: none"> • The researcher concluded the data based on the results of data analysis.



Research Instrument

“Data coding of Analysis”

Form Coding Character Education Values	Form Coding Sub-Values	Data
Religious : R	<ul style="list-style-type: none"> • Religious (R) • Tolerant (T) • Environmental care (EC) • Peace loving (PL) 	
Nationalist : N	<ul style="list-style-type: none"> • Appreciative (App) • Patriotic (Pa) • Nationalist (Na) • Discipline (Dis) 	
Independent : In	<ul style="list-style-type: none"> • Hardworking (HW) • Creative (Cre) • Independent (Ind) • Curious (Cu) • Reading Interest (RI) 	
Mutual Assistant : MA	<ul style="list-style-type: none"> • Friendly/communicative (FC) • Social Care (SC) • Democracy (De) 	
Integrity : I	<ul style="list-style-type: none"> • Honest (Ho) • Responsible (Res) 	

The following is the example of coding: **R/PL/Data 1**

The coding means R is the main character used Religious value in the movie. PL means the main character used Peace loving sub-value in the movie. The last Data 1 means the data number one (1) in the peace loving.

Data Sheets of Result analysis

“Types of Character Education Values based on Indonesian Government
in *The Miracle Worker* Movie”

No	Utterance	Time	Type of Character Education Values	Sub- Values
1.	<i>I'd have to teach her language first.</i>	00:11:23-00:11:25	Independent	Creative
2.	<i>Where's Helen?</i>	00:12:24-00:12:25	Independent	Curious
3.	<i>It's an alphabet for the deaf. Each letter has a sign. D.. O.. L.. L.. Doll. First, she will learn to intimate.</i>	00:16:19-00:16:34	Independent	Creative
4.	<i>She can have it back when spells it.</i>	00:16:51-00:16:53	Independent	Creative
5.	<i>If the fingers learn the letters now, then maybe someday her brain will learn that they have a meaning.</i>	00:16:57-00:17:01	Independent	Creative
6.	<i>Very good, Helen. Very good. Good first lesson. Very well done.</i>	00:18:43-00:18:48	Nationalist	Appreciative
7.	<i>I'm perfectly capable of going down a ladder by myself.</i>	00:21:42-00:21:45	Independent	Independent
8.	<i>It's seems you've decided it's easier to feel sorry for Helen than to teach her how to behave.</i>	00:28:43-00:28:49	Independent	Hardworking
9.	<i>I'll start right now if you'll leave the room.</i>	00:28:53-00:28:56	Independent	Hardworking
10.	<i>Helen... ate from her own plate with a spoon all by herself... and she folded her napkin.</i>	00:37:15-00:37:25	Nationalist	Appreciative
11.	<i>Dr. Howe's account of his patient Laura Bridgman. She was deaf, blind, and mute from the age of 2.</i>	00:38:11-00:38:18	Independent	Reading Interest
12.	<i>For everything! Her food, her clothes, her play time,</i>	00:43:06-00:43:24	Independent	Creative

	<i>her sweets. All for these things are tools that I can use to reach her.</i>			
13.	<i>As long as it takes. I know this is the way!</i>	00:43:38-00:43:41	Mutual Assistant	Social Care
14.	<i>She can have you back in 2 weeks.</i>	00:47:43-00:47:45	Nationalist	Discipline
15.	<i>I will.</i>	00:47:54-00:47:55	Religious	Peace loving
16.	<i>Try again. Try again.</i>	00:49:52-00:49:54	Independent	Hardworking
17.	<i>Ooh, such a lady. She'd rather starve than eat without a spoon.</i>	00:56:36-00:56:40	Nationalist	Appreciative
18.	<i>It's not enough. Obedience is not enough.</i>	00:56:44-00:56:47	Integrity	Responsible
19.	<i>Let me hold Helen to what she's learned, and she will go on learning.</i>	01:18:00-01:18:04	Integrity	Responsible



(N/App/Data 3)

(00:56:36-00:56:37) **Ooh, such a lady.**

(00:56:38-00:56:40) **She'd rather starve than eat without a spoon.**

(00:56:41-00:56:43) You have taught her so much in a week and a half.

.....

.....

(I/Res/Data 1)

(00:56:36-00:56:37) Ooh, such a lady.

(00:56:38-00:56:40) She'd rather starve than eat without a spoon.

(00:56:41-00:56:43) You have taught her so much in a week and a half.

(00:56:44-00:56:45) **It's not enough.**

(00:56:46-00:56:47) **Obedience is not enough.**

(00:56:48-00:56:50) She knows so many words.

(00:56:51-00:56:52) If only she knew what they meant.

.....

.....

(I/Res/Data 2)

(01:17:57-01:17:59) I don't see that we need to send her from the table.

(01:18:00-01:18:03) **Let me hold Helen to what she's learned, and she will go on learning.**

.....

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Hereby declares that the content of the thesis entitled **“Character Education Values in The Miracle Worker movie”** is the result of my research / work, except in the part referred by the source.

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