



An Analysis of Moral Values in Encanto Movie Script

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Abstract

This research aimed to discover moral values presented in the Encanto movie script based on Hartmann's theory and to identify the most dominant moral value of each group. The research method was a qualitative descriptive study. The data source was from the Encanto movie script by Charise Castro Smith and Jared Bush. The SPEAKING model (setting and scene, participant, end, act of sequence, key, instrumental, norm, and genre) by Dell Hymes was used as the data analysis to analyze conversation in the Encanto movie script. The findings showed 16 data on moral values divided into three groups of moral values. The first group was wisdom, courage, and self-control. The second group was brotherly love, trust and faith. The third group was radiant virtue. Moral values in this research provided relevant implications for other researchers in analyzing moral values through literary works, especially movie scripts.

Keywords: *moral values; movie scripts; the SPEAKING model; qualitative descriptive study*

Introduction

A movie script is a written document that contains detailed characters, dialogues, scenes or actions, and settings of a movie. It was a written file or printed document of movie conversations and dialogues (Latifi 2014). It was impossible to create a movie without scripts. Movies and scripts are inseparable. In scripts, they explained detailed actions, events, plots, characterizations, and dialogues that occurred in the scenes and movies showed the actual performance of the character through acting. Movie scripts were created before production, but during the shooting process to produce a movie, some elements might be changed including storylines and the main character (Alten 2017).

A movie script was a creative long text (Pu et al., 2020). It is a written document of a film, play, or movie. It contained written plots, characters, characterization, settings, and dialogues of a story. Movie script focused on describing plots, characters, and settings through written sentences. Movie script has been used in fields such as entertainment as the work instruction of creating a movie. There are many reasons for EFL students to learn the language. One of the reasons is to understand the various cultures from a language to understand the large distance to others and to enhance an individual's ability to respect the variety of humans (Kim 2020).

Movie scripts have various genres, such as horror, romance, friendship, war, etc. Based on these genres, the authors always tried to innovate by creating a more interesting storyline. Golpaldas explained how the marketplace factors acquire and maintain ideal status, that focuses on noticing various media and the adaptation in various environments of social life (Kerrigan 2018). By focusing on noticing various media and adapting to various environments of social life, the movie script will be more interesting for a production.

The story presented in a movie script always provides moral value for EFL students. Moral values are positive actions and behaviors shown by the characters in the movie. EFL students could get moral values, and they could try to apply the moral values that they got from the movie script to society or teaching students. The implementation of morality is a part of every human being. Moral values are also a part of the inward needs of a human being (Zabidi et al., 2020).

Generally, moral values in literature were messages and advice from the artists to readers to do good deeds and build good character. The goal was to the improvement of people's comprehensive and cohesive behavior (Darmi et al., 2022). A movie script could become material to gain knowledge, learn languages, know other cultures, solve problems, and get moral values. According to Phelan (2013), narrative ethics theory examined connections between moral values and storytelling area. Moral values were seen as essential components of stories that could be explicitly or implicitly shown. Moral values and movie scripts as parts of literature work were linked to sociocultural and communal life. Life depicted in literature and social reality made up the majority of life.

Moral values are the standards of social values that exist in a society of good and bad actions and behavior. Generally, moral values are recognized as good and bad deeds (Andani 2020). In moral values, good and bad deeds are forms of principles that show actions and behavior as the standard of good and bad deeds for people. Moral values founded through a movie script. EFL students often find some difficulties in learning the English language because the culture is quite different from their culture. Books or stories were good media for learning English

with all the aspects of society, but movie scripts were better.

There are some previous research on the analysis of moral values related to Encanto movie. The first study was conducted by Fahlevi et al., (2022). This study aimed to identify characteristics and moral values in the Encanto movie. Moral values in the movie were 11 and 7 main characters with their characteristics and backgrounds. The second study was done by Permata et al., (2022). The purpose of this study was to identify moral messages in the Encanto movie. The moral messages found in the movie were to be a confident person to express ideas and the parents should give the right direction to the children not only press them. The third study was conducted by Sari et al., (2022). The purpose of this study was to analyze the characters' educational values in the Encanto movie. Character educational values found in the movie were honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciation of achievement, communication, love of peace, care about society, and responsibility.

In this research, the researcher used the SPEAKING model by Hymes (1974) as the theory to analyze moral values through the Encanto movie script. SPEAKING model by Hymes (1974) was an ethnography of communication to study how individuals use languages for communication. Hymes maintained that rather than concentrating only on the grammatical structure of communication, its cultural and situational context should be examined. His concept, which was sometimes called the "ethnography of communication," expanded the field of linguistic study to take social and cultural aspects. The Speaking Model highlighted the interaction between language, culture, and social structure by combining these elements to offer a thorough framework for examining communication in its situational and cultural context.

There were eight factors to describe speech events through communication. First was setting and scene. These terms describe the social and physical environment in which communication occurs. The physical surroundings, the time of day, the characters' social positions and relationships, and the location are all examples of this. Second was participants. Participants were individuals or groups who took part in the communication event were referred to as participants. Third was ends. These terms describe the objectives or results that participants hoped to accomplish through dialogue. Fourth was act of sequence.

This described the arrangement and timing of speech actions in a communication event. Fifth was key. The tone, style, or atmosphere of the communication event was referred to as the key. Sixth was instrumentalities. Language varieties, dialects, registers, gestures, facial expressions, and other forms of expression were examples of linguistic and non-linguistic resources used in communication. Seventh was norms of interaction and interpretation. Norms of interaction were referred to the culturally particular codes and customs that regulate the way people communicate. Last was genre. A conversation, interview, storytelling, or ritual speech were examples of the different types or categories of

communication events that fall under this category.

According to previous research, a lot of researchers have created research related to moral values in the Encanto movie but there is no research on the analysis of the types of moral values presented in the Encanto movie script using moral value theory proposed by Hartmann (2002), and most of the research used adapted theories of moral values from Indonesian experts. They also did not provide clear explanation of how they interpreted the scenes in the movie as moral values and did not provide theories as they used in analysing the scenes in the movie. Whereas in this research, the researcher used theory of moral values proposed by Hartmann (2002) because this theory explained types of moral values specifically and it was compatible with the purposes of this research.

The researcher used the SPEAKING model proposed by Hymes (2012) to analyze the moral values presented in the movie script and connected them with moral value theory proposed by Hartmann (2002). The researcher provided theory of how movie script could show moral values and theory to analyse moral values through movie script. The researcher also elaborated the finding moral values in brief explanations in order to simplify readers in comprehending explanations.

The main purpose of this research was to answer two research questions as what types of moral values are presented in the Encanto movie script based on Hartmann's theory and what is the most dominant moral value of each type in the Encanto movie script. The scope of this research focused on analyzing moral values presented in the Encanto movie script and answered the research questions about The researcher collected data on moral values based on the theory of moral values proposed by Hartmann (2002). Then, the moral values were grouped according to their types to find the most dominant type of moral value in the Encanto movie script. The findings of this research provided types of moral values based on Hartmann (2002) and the most dominant moral value of each type. The researcher used qualitative descriptive study as the method of this research and qualitative data analysis as the method to analyze the data. The researcher wished that this research be useful for EFL students as a medium to learn the types of moral values and to apply them in society or to students.

Method

Research Design

The researcher used the qualitative descriptive study as the research design to analyze moral values in the Encanto movie script. The qualitative descriptive study was used to investigate moral values in the Encanto movie script. Qualitative research relates to the scientific method to create comprehension of human experiences and actions including social progress (Mackey & Gass 2022). It was

used to analyze the situations and feelings of the characters, analyze sentences, and dialogues in the Encanto movie script. A descriptive study was used to define the character and its relation with the other phenomena, circumstances, and occasions noticed by the researcher (Thyer 2019). The data in this research were qualitative and required in-depth analysis and interpretation to define the moral values.

Subject of the Research

The transcript of the Encanto movie as the data source to analyze moral values in the Encanto movie script. The transcript was written by Charise Castro Smith and Jared Bush. It was published on November 1st, 2021. It contained all texts, dialogues, and written expressions of all characters in the Encanto movie script.

Technique of Data Collection

The researcher used content analysis as the technique of data collection. Krippendorff (2004) stated that content analysis is a grounded theory, preliminary in process, presumed in intent. It analyzed the content information from texts, pictures, and expressions that could be read, seen, and defined for their definitions. In this research, the researcher collected the data based on the Encanto movie script. Krippendorff (2004) also stated that content analysis was not only a research design that analyzed definitions but it was a powerful and modest design. The researcher selected and specified the dialogues based on the indicators of each moral value proposed by Hartmann (2002). Table 1 below presented the indicators of moral values.

Table 1. Each type of moral values based on Hartmann's theory in 2002 and its indicator

Moral Value	Indicator
First Group	First Group
1. Justice	1. Humble, decreasing ego, and equality in every aspect
2. Wisdom	2. Deal with difficult situations, self-reflection, view strengths and weaknesses
3. Courage	3. Brave in defending honesty and truth
4. Self-control	4. Decision making, risk seeking, and preference
5. The Aristotelian Virtues	5. Criticism and lying or conversing in a mean
Second Group	Second Group
1. Brotherly Love	1. Love not just in words but through deeds, genuine, and sincere
2. Truthfulness and Uprightness	2. Honesty, respect others, fairness, and integrity
3. Trustworthiness and Fidelity	3. Keep promises, loyal, purity, and responsibility
4. Trust and Faith	4. Beliefs in hope, reliability, and consistency
5. Modesty, Humility, and Aloofness	5. Accepting praise, sharing credit, helping others, apologizing, forgiving, independent behavior, and avoidance of social events
6. The Values of Social Intercourse	6. Reciprocity, fairness, and rationality
Thrid Group	Third Group

1. Love of The Remote	1. Concerning people's situation, caring for others, and sacrificing oneself
2. Radiant Virtue	2. Empathy, generosity, and kind
3. Personality	3. Expressiveness and authenticity
4. Personal Love	4. Affectionate behavior, communication, and commitment

Data Analysis

The SPEAKING model from Hymes (1974) as the technique of data analysis and connected them with theory of moral value from Hartmann (2002). Therefore, the researcher analyzed the data by using three flows of activity of qualitative data analysis from Miles and Huberman (1994)). Figure 1 below presented the three flows of this method.

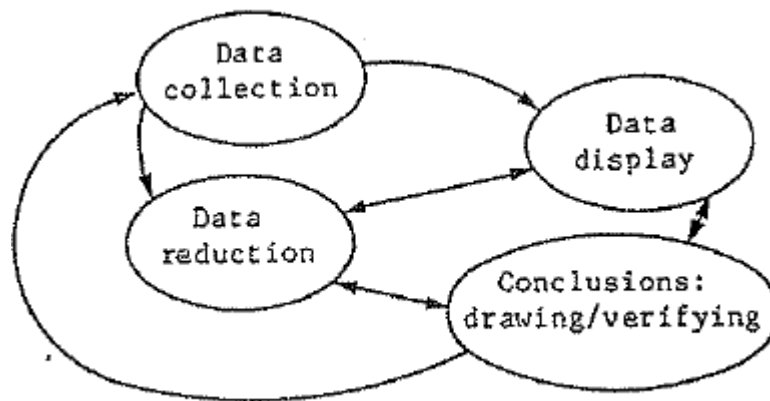


Figure 1. *Three flows activities proposed by Miles and Huberman (1994).*

Data reduction referred to the process of selecting, summarizing, and converting data from the Encanto movie script. The researcher read the entire Encanto movie script and organized the data display based on the indicator of moral values from Hartmann (2002) into table of documents. Then the conclusion and verification marked the accuracy and the originality of moral values founded in the Encanto movie script and classified them based on moral value theory form Hartmann (2002).

Results

Types of Moral Values in the Encanto Movie Script based on Hartmann's theory

The researcher explored and analyzed the dialogues in the Encanto movie script to find moral values based on Hartmann's theory. Based on the collected data, the researcher found 6 moral values of the first group, 8 moral values of the second group, and 2 moral values of the third group.

The first group

- The first group referred to the compability of society rules that became the consideration of a person to behave and act. It consisted of wisdom, courage, and self-control. Wisdom was the virtue of the soul and it was the highest part of virtue. It was wider than justice because it does not have any references (Hartmann 2002). The indicators of this moral value were dealing with difficult situations, self-reflecting, viewing strengths and weaknesses. The data as follow:

➤ ABUELA ALMA: "But in our darkest moment. We were given a miracle." (Page 1)

This statement showed wisdom. The setting occurred in Madrigals' house. The participants were Abuela Alma and Mirabel. The end was Abuela Alma told Mirabel about the story of how did she get the miracle from the magic candle. The act sequence was Abuela Alma talked about the story of she, her husband, their babies, and other people who was chased by marauders, then her husband sacrificed himself to protect them and Abuela Alma considered it as the moment when she could survived and given a miracle. The key manner was informative. The instrumental was written and informal situation. The norm was behind darkest time, there will be a light that will wait. The genre was a story tell.

- Courage was the act to deal with problems and make decisions for kindness even though it was hard to do. According to Lopez & Synder (2003), courage was the interpretation of an individual's views and values in dealing with conflicts and rejections for the proper. The indicator of this moral value was brave in defending honesty and truth. The data as follow:

➤ ABUELA ALMA: "Mirabel, I know you want to help. But tonight must go perfectly. The whole town relies on our family, on our gifts. So the best way for some of us to help is to step aside, let the rest of the family do what they do best. Okay?" (Page 17)

This statement showed courage. The setting occurred in the second floor of Madrigal's house and it was afternoon. The participants were Mirabel and Abuela Alma. The end was Abuela Alma suggested Mirabel to not participate in the decoration and step aside. The act sequence was Abuela Alma told Mirabel to not to participate in preparing decoration and anything else and let others to did it because Abuela Alma wanted everything to be perfect. The key manner was persuasive. The instrumental was written and informal situation. The norm was sometimes people have to be harsh to others to make boudaries. The genre was conversation.

- Self-control meant mastering oneself (Hartmann 2002). Self-control was the act of being able to control and manage the activity and reaction. The indicators of this moral value were decision making, risk seeking, and preference. The data as follow:

➤ MIRABEL: "Well, "us," I can't just talk about myself I'm only part of the amazing Madrigals." (Page 4)

The statement showed self-control. The setting occurred in Casa Madrigal and it was afternoon. The participants were Juancho, Mirabel, and kids. The end was Mirabel did not answer them because she did not want to talk about herself. The act sequence was Juancho and kids asked Mirabel about her gift, but she answered that she could not talk about herself because she was only the part of Madrigals. The key manner was entertainment. The instrumental was written and informal situation. The norm was the best way to answer personal question was to refer yourself as a part of family without being too open about yourself. The genre was conversation.

The second group

- The second group referred to the the social approval and be controlled by the approval of other people as good deeds. It was consisted of brotherly love, trust and faith. Brotherly love was the virtues of courage and humility for sinners. It regarded with the individual itself and for its sake heedless its authorizations, merits, or fairness (Hartmann 2002). The indicators of this moral value were love not just in words but through deeds, genuine, and sincere. The data as follow:

➤ ABUELA ALMA: "You are a wonder, Mirabel Madrigal. Whatever gift awaits, will be just as special as you." (Page 3)

The statement showed brotherly love. The setting occurred in Casa Madrigal and it was evening. The participants were young Mirabel and Abuela Alma. The end was Abuela Alma convinced Mirabel would be special whatever her gift would be. The act sequence was Mirabel asked Abuela Alma about her awaited gift. She convinced Mirabel that she was a wonder and whatever her gift would be, she always be special. The key manner was persuasive. The instrumental was written and informal situation. The norm was being kind and always viewed the good side of a personality. The genre was conversation.

- Both trust and faith demanded moral courage. They were always followed by a specific promise of people (Hartmann 2002). The indicators of this moral value were keep promises, loyal, purity, and responsibility. The data as follow:

➤ MIRABEL: "Oh, and that's my mom Julieta, here's her deal. Whoa, the truth is, she can heal you with a meal. Whoa, her recipes are remedies for real. If you're impressed, imagine how I feel. (gets kissed by Julieta) Mom?!" (Page 7)

The statement showed trust and faith. The setting occurred in Casa Madrigals and it was afternoon. The participants were Mirabel and Julieta. The end was Mirabel told that her mother, Julieta could heal people with a meal. The act sequence was Mirabel convinced that her mother, Julieta could heal someone through a meal with recipes. The key manner was informative. The instrumental was written and informal situation. The norm was praising people

for their ability could bring confidence. The genre was conversation.

The third group

- The third group was a special moral value based on Hartmann's theory in 2002. It meant that the action of a person to another person was internally controlled by the person itself. This moral value consisted of radiant virtue. Radiant virtue was the virtues related to spiritual kinds and personal characteristics. It was the personal life of spiritual fullness as the value to increase spiritual perception. The indicators of this moral value were empathy, generosity, and kind. The data as follow:
 - ABUELA ALMA: "The miracle grew and our house, our casita itself, came alive to shelter us."
 - ABUELA ALMA: "When my children came of age, the miracle blessed each with a magic gift to help us. And when their children came of age." (Page 2)

The statements showed radiant virtue. The setting occurred in Colombian cloud forest and it was afternoon. The participants were Abuela Alma and Mirabel. The end was Abuela Alma told Mirabel about her past and the magic candle. The act sequence was Abuela Alma's past was tough, she lost her husband and took care of her babies all alone, but fortunately a miracle came to her. The candle she hold became a magic candle and her children were given gifts and blessed their lives. The key manner was informative. The instrumental was written and informal situation. The norm was behind tough trouble, there would be way out that would bring happiness. The genre was conversation.

Discussion

This research was significant to find moral values in the Encanto movie script by Charise Castro Smith and Jared Bush. It was published on November 1st, 2021. According to Hartmann (2002), there were three types of moral values, such as the first group (justice, wisdom, courage, self-control, and the Aristotelian virtue), the second group (brotherly love, trustworthiness and fidelity, trust and faith, modesty, humility and aloofness, and the value of social intercourse), and the third group (love of the remote, radiant virtue, and personality).

The results of this research confirmed that there were 16 data of moral values. Results in findings shown 6 data of moral values of the first group consisted of 1 data of wisdom, 4 data of courage, and 1 data of self-control, 8 data of moral values for the second group consisted of 4 data of brotherly love and 4 data of trust and faith, and 2 data of moral values for the third group consisted of 2 data of radiant virtue. The most dominant moral value of the first group was courage with 4 data. The most dominant moral value of the second group was brotherly love and self-control both with 4 data. The most dominant moral value of the third group was radiant virtue with 2 data.

This research revealed that the movie script could show moral values through written conversation of characters. Narrative ethics theory proposed by Phelan (2013) examined connections between moral values and storytelling area including literary work as movie script. This theory proved that moral values could be founded in movie script through characters' conversation. Conversation in the movie script showed speech events that could be interpreted according to the situational and contextual in the script. Therefore, the researcher used SPEAKING model by Hymes (1974), which consisted of eight aspects to analyze and found the purpose of speech events. With this model, the researcher could analyze and found the purpose of conversations of characters in *Encanto* movie script and grouped them into types of moral values from Hartmann (2002).

Fahlevi et al., (2022) conducted research on characteristics and moral values from *Encanto* movie as enhancing strategy in character building. In this research, they did not use expert theories to analyze and support their analysis of moral values and they connected the moral values and characteristics as the strategy to enhance students' character building. This research focused more on the movie but it did not give enough information about detailed description of the scene and how they interpreted the scenes as moral values. Permata et al., (2022) also conducted research on moral message in *Encanto* movie.

In this research, they did not explain in detail about how they analyzed and found moral message in *Encanto* movie and what was their theory to analyze moral values. Sari et al., (2022) conducted research on character educational values in *Encanto* movie. In this research, they related the character educational values from a movie to the Merdeka curriculum to strengthen the profile of Pancasila students. They used expert theory but they did not explain and use theory on how they took the dialogues of characters as the character educational values.

In this research, the researcher used expert theory of moral values, theory to analyze moral values through movie script, and theory of how movie script could show moral values. The researcher collected data of the movie script theory of moral value from Hartmann (2002) and analyzed them using SPEAKING model by Hymes (1974). The collected data in form of dialogues of characters and the description of situational and contextual from the script. This could be long or short data collection, but the longer data collection could provide more information about situational and contextual in the dialogue because it showed through written script. The findings in this research still valid to answer research questions because the researcher collected data in correct order and analyzed them with expert theory to find purposes of the data and grouped them into the correct types of moral values.

The finding moral values in the Encanto movie script revolved between individual identity, family relation, generational trauma, and the dangers of unrealistic expectations, particularly in a cultural context that values communal and familial harmony. These frames fit perfectly to the theory of moral values proposed by Hartmann (2002) whereas other similar movie scripts often have complexities of individual and not deep as moral values founded in the Encanto movie script.

Aside to discover moral values, the researcher also founded several aspects of real-life situations in the Encanto movie script. The first was family dynamics. The way the Encanto movie script depicted family dynamics was based on actual family structures and dynamics. The second was pressure to conform. The main character, Mirabel, felt pressure to live up to the standards set by her community and family. The third aspect was social status and inequality. The script discussed social status and inequality in the community. The fourth was generational disagreements. The Encanto script depicted generational disputes, especially between Abuela Alma and her grandchildren, between the elder and younger family members. The fifth was community relationships. The script illustrated the value of a strong sense of community among the residents of Encanto and their interconnectedness. The sixth was identity and self-discovery.

Mirabel's path of self-acceptance and self-discovery was similar to what people actually go through while figuring out who they were and where they fit in the world. The seventh was cultural representation. The Encanto features dance, music, and folklore to honor Colombian customs and culture. The eighth was themes of hope and resilience. The characters in Encanto movie script exhibited hope, tenacity, and resilience in the face of obstacles and disappointments. This gave readers a message of inspiration and hope by reflecting how human beings may triumph over misfortune and find strength throughout trying times. The Encanto movie script was a wonderful story that takes place in a fanciful universe, yet its themes, characters, and conflicts were relevant to everyday situations and social relationships, making it effective and approachable to viewers of all ages.

Conclusion

The purpose of this research was to answer two research questions in the background. The researcher could answer the first and second question. The answer for first question is there are three types of moral values presented in Encanto movie script based on Hartmann's theory. The first type consisted of wisdom, courage, and self-control. The second type consisted of brotherly love and trust and faith. Then, the third type consisted of radiant virtue. The answer for second question is the most dominant moral value of the first type is courage with 4 data, the second type is brotherly love and self-control both with 4 data, and the third type is radiant virtue with 2 data.

The Encanto movie script provided moral values through dialogues of characters. The researcher used table of data collection based on theory of moral values and their indicators from Hartmann (2002) to collect data. The researcher used SPEAKING model by Hymes (1974) to analyze collected data and grouped them into the types of moral values. This research expected to contribute to the development of research in analyzing moral values through literary works, especially from movie scripts, provide information to the development and comprehension of the moral values of EFL students of the English Education Study Program to conduct research on moral values through movies scripts, and provide information and help other researchers to study moral values through movie script and EFL teachers to apply moral values through learning instruction.

Suggestion

EFL educators often incorporate moral values into language instruction to help students not only develop their language skills but also engage with important social and ethical concepts. By integrating moral values into lessons, teachers can create a more holistic learning experience that fosters critical thinking, empathy, and global awareness. Here are how EFL educators can use moral values in their language instruction. First is using literature and stories with moral themes. Stories, novels, and fairy tales are often rich with moral lessons. EFL educators can use literature that contains ethical dilemmas, character growth, and moral choices to engage students in discussions about values.

By reading stories with strong moral themes, students can improve reading comprehension while also reflecting on the moral lessons. After reading, students could discuss the choices characters made, debate different viewpoints, or write reflections on what they would do in a similar situation. Second is **integrating moral values into writing assignments**. Writing assignments that encourage students to reflect on moral values help them practice writing skills while exploring ethical issues.

These tasks can foster personal growth and allow students to express their thoughts and feelings about what is right or wrong in various contexts. After brainstorming, students could write persuasive essays, opinion articles, or even creative stories that focus on moral dilemmas, helping them practice both language and moral reasoning. The last is **encouraging moral reflection through media**. Media such as movies, TV shows, or news clips often depict moral struggles and ethical decisions. Teachers can use these to engage students in discussions or activities that combine language learning with ethical reflection. Teachers can assign students to watch a short video or listen to a podcast that explores a moral issue. Then, students can summarize the content, discuss the ethical lessons, or express their opinions in writing.

By integrating moral values into EFL instruction, educators not only teach language but also help students become more empathetic, thoughtful, and socially conscious individuals. Whether through literature, debate, role-plays, or cultural discussions, teachers can use language learning as a means to explore universal moral themes and encourage students to think critically about the world around them. This approach creates a classroom environment where language acquisition is connected to broader ethical questions, enriching students' educational experience and personal growth.

In conducted this research, the researcher found two limitations. First, the movie script was too long and it took more time to collect data. The longer movie script, the longer time to read and collect data. The researcher used Encanto movie script as the object research and it consisted of 100 pages. Second, the movie script just a written document and it could be confused to interpret the meaning of dialogues. Because movie script just the written version of movie animation, the researcher should used correct theory to interpret the dialogues because the interpretation could be too broad.

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