

**AN ANALYSIS OF CHARACTER VALUES IN THE PRINCESS DIARIES  
(2001) MOVIE : THE STUDY OF MAIN CHARACTER**



**UNDERGRADUATE THESIS**

**Presented as a Partial Fulfillment for the Requirement of the “Sarjana”  
Degree in English Education Study Program**

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**2024**

# APPROVAL

## APPROVAL

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MOVIE : THE STUDY OF MAIN CHARACTER

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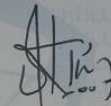
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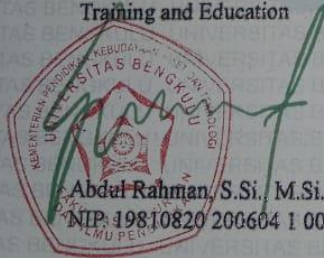
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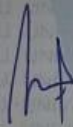
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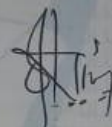
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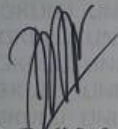
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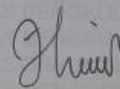
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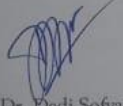
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## MOTTO

- ✚ *Fa'inna ma'al-'usri yusra, Inna ma'al-'usri yusra (Al-Insyirah 5-6).*
- ✚ *If plan A doesn't work, the alphabethas 25 more letters (Claire Cook).*

## DEDICATION

Alhamdulillahirobbil ‘alamin, praise for Allah SWT for all the blessing and grace to enable me to complete this thesis. My greatest sincere appreciation is for my beloved parents, my beloved sister and brother, and also my Big Family. Thank you for all the support, prayer, love, and patience, that are everything for me.

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Furthermore, the researcher believes that this research still not perfect, and the researcher hopes that the readers can make similar research in the future even better.

Bengkulu, Agustus 2024

## ABSTRACT

Anggraini, Serin Afrillia. 2024. **An Analysis Of Character Values In The Princess Diaries (2001) Movie : The Study Of Main Character .**

Undergraduate Thesis. English Education Study Program Of Language and Arts Department. Faculty of Teacher Training And Education. University of Bengkulu. Supervisor Mei Hardiah, S.S., M.A. and Co. Supervisor Kasmaini, S.S., M.Pd.

In Education, movies can be used as learning media since movies usually contain values in life such as social values, education values, and cultural values. Based on this fact, this research analyzed the character values in The Princess Diaries (2001) movie: the study of main character. The objective of this study is to find out the character values in The Princess Diaries (2001) movie and describe the character values represented in the movie. This study used the values proposal by Kemendiknas (2010). The method is descriptive qualitative. The subject of this study used the subtitle in The Princess Diaries (2001) movie. The result found that there are 15 values in The Princess Diaries (2001) movie include honesty, tolerance, creative, curiosity, appreciation, communicative/friendly, social care, discipline, work hard, independent, care about environment, responsible, love of peace, patriotism, and nationalism. Based on the results of data analysis, it was found appreciation is the most dominant value of the main character in The Princess Diaries (2001) movie.

**Key Words:** *Character Values, The Princess Diaries, Main Character.*

## ABSTRAK

Anggraini, Serin Afrillia. 2024. **Analisis Nilai Karakter dalam Film The Princess Diaries (2001): Studi Tentang Tokoh Utama**. Skripsi. Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni. Fakultas keguruan dan ilmu pendidikan. Universitas Bengkulu. Pembimbing I Mei Hardiah, S.S., M.A. dan Pembimbing II Kasmaini, S.S., M.Pd.

Dalam bidang Pendidikan, film dapat digunakan sebagai media pembelajaran karena film biasanya mengandung nilai-nilai dalam kehidupan seperti nilai sosial, nilai pendidikan, dan nilai budaya. Berdasarkan fakta tersebut, penelitian ini menganalisis nilai-nilai karakter dalam film *The Princess Diaries (2001)*: studi tentang tokoh utama. Tujuan dari penelitian ini adalah untuk mengetahui nilai-nilai karakter dalam film *The Princess Diaries (2001)* dan mendeskripsikan nilai-nilai karakter yang direpresentasikan dalam film tersebut. Penelitian ini menggunakan usulan nilai-nilai Kemendiknas (2010). Metode yang digunakan adalah deskriptif kualitatif. Subyek penelitian ini menggunakan subtitle pada film *The Princess Diaries (2001)*. Hasil penelitian menunjukkan bahwa terdapat 15 nilai dalam film *The Princess Diaries (2001)* yang meliputi kejujuran, toleransi, kreatif, rasa ingin tahu, penghargaan, komunikatif/bersahabat, peduli sosial, disiplin, kerja keras, mandiri, peduli lingkungan, bertanggung jawab, cinta damai, patriotisme, dan nasionalisme. Berdasarkan hasil analisis data ditemukan apresiasi merupakan nilai paling dominan yang dimiliki tokoh utama dalam film *The Princess Diaries (2001)*.

**Kata Kunci:** *Nilai Karakter, The Princess Diaries, Tokoh Utama.*

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of The Research**

The multifaceted challenges faced by the Indonesian nation are intrinsically linked to societal character and values. When criticisms arise regarding national character, educational institutions, particularly schools, bear a significant responsibility in addressing these issues (Rozi & Sunarsi, 2020). Spectrum of human behaviors pertaining to one's relationship with God Almighty, self-conduct, interactions with others, environmental stewardship, and national identity is the definition of character. These behaviors show through considerations, states of mind, sentiments, words, and activities adjusted with devout standards, laws, conduct, culture, and traditions. In essence, character represents the psychological traits that distinguish one individual from another (Sufriadi et al., 2019).

This emphasis aligns with Law No. 20 of 2003 Article 3 concerning the National Instruction Framework which sets that national instruction points to create capacities whereas fashioning honorable national characters conducive to progressing civilization. The positive impacts of robust character development extend beyond social behavior; there are notable correlations with improved academic performance as well (Lapsley & Woodbury, 2016 ).

Society regards educational institutions not only as venues for developing scientific knowledge but also as platforms for cultivating individuals of virtuous character, behavior, and manners. The development of character in students within these institutions-across basic, secondary, and higher education

levels is heavily influenced by the curriculum, teaching staff, facilities and infrastructure, and leadership (Ma'rifataini, 2017). In addition to direct role modeling by educators, character education may be facilitated through various media channels such as movies.

Movie serves as an effective audiovisual medium in the educational process (Ridwan, 2018). It can play a significant role in shaping a child's character indirectly; after viewing a movie, children often imitate the words or actions depicted. By translating literature into screen adaptations (ecranization), movies can inspire students to adopt behaviors and develop qualities reflected by characters they see on screen (Farida Nugrahani, 2019).

Characters are abilities from within the human body that play a role in responding or solving a problem. Character is something that exists in a person and is related to a person's moral values, attitudes, and behavior that appear as a reflection that someone has certain characteristics or characters (Kemko Kesra, 2010). According to Adi, S. S. (2013), the factors for character values include care, responsibility in an activity, and justice in dealing with a matter or problem. Attitudes of caring values can be done through events that encourage helpful attitudes and participation. Second, the value of responsibility is carried out in a case related to the responsibility of a problem. The value of justice can be explained as the behavior or attitude of consideration in treating others based on actions or events.

Character values is improvisation of character and habit of someone. Character had built by teacher and families at home before the children go to



school. Character values can be learned by a movie. Movie is the media to delivering messages to audience (Wenny Safira Arrasy,2021).

Although many movies have been rigorously examined for their valuable lessons and alignment with character values, "The Princess Diaries (2001)" still presents research opportunities due to existing gaps in its scholarly exploration. The Princess Diaries (2001) is a movie about a young girl whose name is Mia. She lives with her mother and has grown up in American. Her father is a king of Genovia but he had passed away. Amelia or Mia grown up in ordinary family, because her mother is not from a kingdom like her father. One day, her grandmother, a Queen in Genovia invited Mia to be a Princess.

Mia lives in renovated firehouse with her mother and pet cat, Fat Louie. She has a part-time job at the Falcon Sports Center for rock climbing and attends Grove High School with her best friend, Lily Moscovitz and her brother, Michael. Mia also frequently bullied and humiliated by popular girl and cheerleader at the school. Although Mia has struggled, she was happy and content with her life and simply wished to get through high school with minimum amount of attention and embarrassment as possible.

Through the film, Mia struggles to balance her normal life with her princess responsibilities, making many mistakes and causing rifts between her and her friends, but she eventually manages to overcome these challenges once she discovers her father her father's letter to her, encouraging her to accept her heritage and go to the ball Clarisse has planned for her. She accepts the title as the next heir of Genovia.

So this research is important as a gap filler in research. This study aims to make the movie *The Princess Diaries* (2001) a medium for conveying messages of morality to students in the learning process by analyzing character values. So the researcher raised the title: "*An Analysis of Character values in The Princess Diaries (2001) Movie.*"

## **1.2 Formulation of the Research**

Based on the over foundation, the analyst can define the issue in this consider, as takes after: "What are the character values found in *The Princess Diaries* (2001) movie : the study of main character?"

## **1.3 Objective of the Research**

From the foundation and detailing of the issue, the targets and employments of the inquire about are as takes after: "The character values in *The Princess Diaries* (2001) movie."

## **1.4 Benefits of the Research**

The benefits in this research are:

### **1. Theoretical Benefits**

To get observational information prove around the investigation of character values within *The Princess Diaries* (2001) motion picture which can be valuable for creating science, and student academics within the field of elaborate think about.

### **2. Practical Benefits**

By conducting this research, it is hoped that it will become learning and experience for researchers, especially regarding the analysis of character values which can be done through movie. In addition, it can be used as initial study information for other researchers who wish to conduct research in the same field.

### **1.5 Limitation of the Research**

Regarding the movie script for *The Princess Diaries (2001) movie*, the researcher must limit the analysis. Therefore, the researcher focuses the analysis on the Character values adopted from Kemendiknas (2010). There are many movies that have been launched, but the researcher chose *The Princess Diaries (2001)* as the movie with the highest rating in movie scripts with Eighteen Character values.

The researcher choose this topic of the research because *The Princess Diaries (2001) movie* have character that reflect character values that can be applied in real life. The researcher hope that this research can help examine other movies based on character values analysis. The researcher sure that there are many moral values we can get from the movie, especially to build national character.

### **1.6 The Significance of the Research**

The meaning of this research is to develop the contribution of character values in a foreign movie that can be watched by movie lovers in Indonesia, especially in *The Princess Diaries (2001) movie* which has been watched by 9.2

billion viewers including students in Indonesia. Therefore, this research can provide information about the character values found in the main characters of The Princess Diaries (2001) movie.

Practically, it is hoped that this research will be able to help readers or students to understand the character values found in the main characters in The Princess Diaries (2001) movie. Besides, this research can be used as a reference for other research. In addition, hopefully this study can be an inspiration for readers to carry out other studies on character values.

### **1.7 Definition of Key Terms**

To avoid misunderstanding, the key terms of the research are defined:

#### **1. Character values**

Character values is a character development process that involves a person's values, attitudes and personality. Through life experiences, social interactions and self-introspection, a person can build a strong and positive character. This process begins with awareness of important values, such as integrity, empathy, honesty and hard work. Understanding these values helps individuals make the right decisions and act in accordance with their principles.

Apart from that, facing challenges and difficulties in life also forms character. When a person faces obstacles, he or she can develop mental resilience, determination, and the ability to adapt. These experiences teach a person about patience, a sense of responsibility, and the ability to overcome problems.

## 2. The Princess Diaries 2001 Movie

The Princess Diaries is a 2001 American teen romantic comedy movie directed by Gary Marshall. Based on a novel by Meg Cabot bearing the same name, it centres on Mia Thermopolis (Anne Hathaway), a young San Francisco girl who discovers and has to come to terms with the fact that she is a princess and the heir to the throne of a European monarchy called Genovia.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Review**

##### **2.1.1. Movie**

###### **a. Definition**

Movie is the most longstanding medium in the realm of electronic media. It has successfully conveyed live images, creating an illusion of reality on a grand screen. Established as a pivotal form of mass communication, movie remains highly cherished even today. Over the past 70 years, it has deeply embedded itself into society's diverse and expansive fabric (Liliweri, 1991: 153).

As an audio-visual medium universally enjoyed by individuals across various age groups and social strata, movie possesses unparalleled strength and capability to reach numerous social segments. Experts assert that this broad appeal endows movies with significant potential to influence audiences profoundly. Movies can wield both positive and negative impacts through their messaging; they are potent enough to shape or alter audience perceptions and behaviors.

As highlighted by Dominick and cited by Elvinaro in "Mass Communication: An Introduction," the economic implications further underscore its influence: The movie industry is a profitable venture—often akin to a money-making machine that sometimes prioritizes financial gain over adherence to artistic principles" (2007: 143).

The movie industry is an industry that will never end. As a mass media, movie is used as a medium that reflects reality, or even shapes reality. According to Dominick quoted by Elvinaro in a book entitled Mass Communication An Introduction to saying that: The movie industry is a profitable business, sometimes a money machine that often, for the sake of money, goes outside the artistic rules of movie itself (2007: 143).

**b. The function of Movie**

Audiences primarily engage with movies for entertainment purposes. Nevertheless, cinema also plays an informative, educational, and even persuasive role. National movies hold significant potential as educational tools for the younger generation, particularly in terms of nation and character values. The educational aspects can be effectively realized if national moviemakers produce historically accurate documentaries or balance real-life narratives with objectivity.

**c. Types of Movie**

Movies are grouped into story movies, news movies, documentaries and cartoons (Effendy, 2003: 210)

1) Story Movies

Story movie is a typically showcased in theaters featuring well-known actors and distributed commercially. These stories may be purely fictional or based on true events with creative modifications to enhance artistic appeal and maintain audience interest.

## 2) Newsreel

Newsreels document factual events that have actually occurred. Given their newsworthiness, these movies are required to present content containing significant news value—importance and interest being key criteria.

## 3) Documentary movie

According to Robert Flaherty's definition (1992) documentary movies offer a creative treatment of actuality, distinguishing them from newsreels which merely record reality without interpretation.

## 4) Cartoon movie

Animated movies are predominantly created for children's consumption. Iconic characters such as Donald Duck, Snow White, and Mickey Mouse brought to life by American artists are widely recognized figures within this genre.

### **d. Movie Intrinsic Elements**

Intrinsic elements are inherent components of a literary work. As such, movies also encompass intrinsic elements, making them an essential subject for analysis akin to other types of literature. To critically evaluate any literary work, including movie, it is crucial to comprehend these core elements. For researchers aiming to analyze a movie, the following intrinsic elements should be considered:

1. Plot: The arrangement of events that constitute the story's entirety.
2. Character: Characters within the narrative who possess distinct identities shaped by their appearances, dialogues, actions, names and potentially their thoughts (Gill 127).



3. Setting: The setting where the characters' actions take place.
4. Point of View: The narrative perspective from which the story is conveyed
5. Theme: The central theme or main idea of the story.

### **2.1. 2. Character values**

In examining character values within this context, several key aspects will be elucidated: definitions of character and character education; processes involved in character formation; objectives of character education; implementation strategies within educational institutions; and the significance of educators specializing in character instruction.

#### **a. Definition of Character and Character Education**

Hasan Alwi (2002) defines character as psychological traits or moral behavior that distinguish individuals from one another. In parallel, Coon (in Zubaedi, 2011: 8) describes character as a subjective evaluation of a person's personality based on attributes deemed socially acceptable or unacceptable. Character development shapes motivation through dignified methods and processes encompassing ethical concerns and behaviors grounded in cognitive understanding as well as emotional responses and actions aligned with moral values (Jamal Ma'mur Asmani, 2011: 27).

Character may be a mental characteristic that characterizes an individual or group, enveloping the values of human behavior in connection to God All-powerful, oneself, individual human creatures, the

environment, and nationality. This can be reflected in considerations, demeanors, sentiments, words, and activities established in devout standards, laws, conduct, culture, and traditions. In this context, character can be perceived as synonymous with morals; thus a nation with character is fundamentally a nation with strong moral values. Conversely, a lack of character indicates an absence or deficiency of morality and ethical standards.

From this perspective, we emphasize that character denotes behaviors aligned with divine principles and societal norms across various contexts personal conduct towards oneself and others as well as interactions within one's environment and national community. Such behaviors constitute what we term 'noble characters.'

Zubaedi (2011: 15) Character Education speaks to a ponder exertion to realize ideals equitably great qualities alluring not fair for people but moreover for society at expansive. The process of imparting character education isn't accidental but rather entails conscious planning. Thus understood comprehensively from its foundational basis—character education endeavors earnestly to comprehend ethical values profoundly while guiding their cultivation both on an individual level as well among all members constituting society collectively.

Character instruction is exceptionally well executed, particularly for understudies. With character instruction that's connected efficiently and persistently, understudies will gotten to be candidly cleverly. This enthusiastic insights is an critical arrangement in preparing students for

the long, run since a individual will more effectively and effectively confront all sorts of life's challenges, counting challenges to succeed scholastically. In expansion, character instruction is the key to person victory. So, character instruction is exceptionally critical for instructors to impact understudy character. The teacher helps shape the character of students by setting an example, how to speak or convey good material, tolerance, and other related matters.

In arrangement with the objectives laid out in Permendiknas Number 22 of 2006 concerning Content Standards, Civics instruction points to create understudies into individuals who can emphatically and fairly shape themselves concurring to the characteristics of Indonesian society. This empowers them to coexist harmoniously with other countries.

The core components of Civics citizenship knowledge, citizenship skills, and civic character—underscore one of its primary missions: character education. Character education within Civics encompasses all elements necessary for fostering intelligent, skilled, and ethically-sound citizens as envisioned by the 1945 Constitution. Specifically, this mission focuses on cultivating intelligence through substantive civic knowledge; proficiency through citizenship skills (civic skills) and moral integrity via civic dispositions (civic character).

These three facets aim to instill qualities in students that will later be reflected in their societal conduct, nation-building efforts, and state

affairs. The ultimate goal is to nurture a civil society empowered by principled citizens whose character is rooted in the values inherent within Indonesian culture.

**b. Character values Process**

The process of character education is recognized as a deliberate **and systematic endeavor, rather than an incidental one. Accordingly,** character education represents a genuine effort to comprehend, cultivate, and nurture ethical values both for oneself and for society at large (Saptono, 2011: 23).

Developing character education in individuals is essential. This form of education manifests through activities designed to inculcate core values because humans are inherently capable of learning and embodying these fundamental principles critical to human existence. Character education aims to holistically develop individuals who are articulate, adept at using symbols and signs informed by factual knowledge; creative; appreciative of aesthetics; supported by a well-rounded and disciplined life.

A pivotal component in the formation of character is the mind. The mind serves as the originator of all endeavors—it houses programs formed from life experiences that subsequently create belief systems shaping thought patterns that influence behavior. According to Doni Koesoema (2010: 80), key considerations in shaping children's character include fostering habits of polite behavior, cleanliness awareness, neatness, orderliness, honesty, and discipline.

In summary, it can be concluded that the essence of character values lies in parental efforts aimed at influencing their children's disposition effectively. Parents help shape children's character by setting an example, how to speak or convey something good, tolerance, and other related matters.

**c. Character Education Objectives**

According to Dharma Kesuma (2011: 9-11), the objective of character education is to facilitate the reinforcement and development of certain values, ensuring their manifestation in children's behavior. This premise suggests that academic proficiency serves as a medium to achieve the goal of cultivating and refining character. It involves correcting student behaviors inconsistent with the values upheld by the school, effectively transforming negative behaviors into positive ones.

Furthermore, it emphasizes building harmonious connections with families and communities to share responsibility for character education. Consequently, this implies that character education within schools should be integrated with familial educational processes.

This perspective aligns with national education aims in Law Number 20 of 2003 concerning the National Education System, which aims at developing Indonesian human character. Nevertheless, there remains a gap between its intended implementation and actual practice. In summary, national education encompasses more than mere academic instruction; it fundamentally represents character education.

### **2.1. 3. Character Values**

Values encompass qualities or entities that hold significance and utility within human society. They are intertwined with both cognitive (knowledge-based) and affective (emotion-based) aspects (Najib, 2016:47). Values can be regarded as norms that establish a predetermined and psychologically embraced standard within individuals. They provide a framework for distinguishing between right and wrong, guiding behavior within one's immediate surroundings (Abdul Majid, 2015: 23).

The concept of values can be understood as the accepted standards of behavior within a particular community, influencing individuals to uphold virtues such as honesty and simplicity (Sanjaya, in Noor Yanti 2016: 02). On the other hand, character can be seen as a manifestation of an individual's unique traits, encompassing their thoughts, attitudes, and actions (Barnawi, 2012: 20). Apart from these, character values can be said to be an idea or concept that is used as a guide or benchmark in behavior for each individual (Solichin, 2015: 47).

Based on the definitions above, it can be said that esteem may be a conviction in making a choice to form one's life better. By applying the rules or standards that apply in an region as a reference to get distant better;a much better;a higher;a stronger;an improved a stronger life.

Kemendiknas (2010) explains that there are 18 (eighteen) character values that help in developing the character education process. The eighteen character values are described in the table1.

**Table 1. Character Values**

<b>No</b>	<b>Character values</b>	<b>Description</b>
1.	Religious	Attitudes in carry out worship obligations as religious people according to their respective religions, respect the implementation of worship of other religions, and live in harmony with other religions
2.	Honesty	The attitudes of making oneself trustworthy in doing work and always telling based on the truth
3.	Tolerance	The actions that respecting differences in religion, ethnicity, other people's opinions, attitudes and behavior of others.
4.	Discipline	The actions that show obedient dan orderly to applicable regulations, obedient in behavior, orderly in appearance, and managing the time.
5.	Work hard	Actions that show orderly and diligent attitude and behavior in carrying out an activity
6.	Creative	Thinking and doing something to produce a new way or result from something you already have
7.	Independent	Attitudes that does not depend on others in completing a job
8.	Democratic	Support the value of citizenship rights and obligations in behaving, thinking, and acting.

9.	Curiosity	Attitudes and actions that always want to know more than what has been seen, heard, and learned.
10.	Nationalism	Support and participate in the interests of the nation and state in the way of acting, thinking and having broad views as citizens.
11.	Patriotism	Way of thinking, attitudes, and acts that show; loyalty, cares, and high appreciation to the language, environment, social, culture, economy, and politic of the nation.
12.	Appreciation	Attitudes and actions that value every result of hard work, share success with others, and respect the success of others.
13.	Communicative/ friendly	Attitudes and actions to develop themselves in adapting to others and communicative in circle friends
14.	Love of Peace	Attitudes and actions that encourages to calm in respect of the opinions or actions of others.
15.	Reading Interest	Habitual of giving or filling time to read something useful from various sources of knowledge.
16.	Care about the environment	Actions that always tries to preserve, protect, and repair the environment.
17.	Social care	Act and attitude that always participate to helping other people
18.	Responsible	Attitude and actions of a person to carry out



		something job and obligations that had to be done
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Based on the Ministry of National Education (Kemendiknas), the character-building values are very influential in the formation of the personality and morals. The character values can be obtained through communication activities that supports the development of these values to become moral individuals based on the ideology of Pancasila.

## **2.2 Previous of Study**

There are previous related studies that are used as references. The first research was from Berliani et al (2019) on his thesis "Analysis of Character Value Application in Junior High School". The methods used in this study were content analysis and description. Descriptive content analysis method was used for data analysis. Triangulation method was used to verify and test the validity of the data. Based on the results of the study, the following conclusions were drawn: There are some character values that are applicable to secondary schools: (1) religion, (2) caring, (3) discipline, (4) integrity, (5) critical thinking, (6) independence, (7) nationalism.

The second previous research was from Nurhana et al (2022) was entitled "The Analysis Of Character values Values Found In Aladdin 2019 Movie". The result was movies present different types of stories that contain life values such as social values, educational values, and cultural values. One of the movies available is the 2019 movie Aladdin 2019, which is based on the original 1992 animated movie. The 2019 movie Aladdin was directed by Guy Richie and the screenplay

was written by John August and Guy Richie. The purpose of this study is to find out the values of characterization in the 2019 movie Aladdin and describe the values of characterization portrayed in the movie. This study used the statements of the Ministry of National Education (2010) and the theories of Peterson and Seligman (2004) and the perception theory of Mcelmeel (2002). The researcher used descriptive qualitative research. The subjects of this study used subtitles in the 2019 movie Aladdin. The researchers found nine character values in the 2019 Aladdin movie, including social care, responsibility, creativity, independence, patriotism, appreciation, sociability/friendliness, peace-loving, and interest in reading. According to the data analysis results, peace-loving is the most dominant character value in the 2019 Aladdin movie.

The third previous research is from Afrizal Mukhtarom (2022) on his thesis "The Values Of Character values Found In Novel 'This Earth Of Mankind' As Educational Media". This research aims to find out Character education aims to develop students' potential by teaching them general attitudes, beliefs and behaviors that are essential to becoming responsible and good citizens. This study attempts to use the character values values in Pramoedya Ananta Toer's novel Earth of Humanity as a medium for the character values education process of students. These values are taken from dialogues and monologues. In order to analyze the data in this study, discourse analysis consisting of representational data, reductive data and interpretive data was used. The results of the analysis showed that the values embodied in the novel are: (1) love of reading; (2) curiosity; (3) forgiveness; (4) love of writing; (5) kindness; (6) hard work; (7)

religion; (8) attitude; (9) integrity; (10) honesty; (11) responsibility; (12) patriotism; (13) discipline; (14) independence; (15) tolerance.

The fourth previous research was from Nurhayya et al (2022) was entitled “Values in Student Teacher’s Lesson Plans: A Content Analysis”. The purpose of this study was to examine the character-building values in the lesson plans of trainee teachers through content analysis. Five lesson plans prepared by 15 trainee teachers were analyzed by the Ministry of Education and Culture based on character-building values. The results showed that five character-building values were incorporated in the lesson plans of trainee teachers, such as piety, diligence, responsibility, teamwork, and communication skills. The most common character-building value was communication skills, while religiosity was the least common.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research is a descriptive qualitative research, namely research that describes or gives an overview of the object under study as a direct source and research instrument itself. Researcher has so many roles. Researcher could be an organizer, agent of information collection and investigation of information and inevitably be the composing of inquire about reports.

In qualitative research, the approach used is a phenomenological approach. the approach utilized could be a phenomenological approach. The phenomenological approach may be a subjective inquire about convention established in brain research and logic. Phenomenological centers on human life encounters (human science).

#### **3.2 Data Collection**

##### **3.2.1 Data and Data source**

The data in this research is the form of Mia Thermopolis dialogues in the scripts of *The Princess Diaries (2001)* movie. The data of the study were the character building in *The Princess Diaries (2001)* movie script. The subject of this study used the subtitle in *The Princess Diaries (2001)* movie.

### 3.2.2 Data Collection Method

There are some steps that the researcher collects the data. First, the researcher searched in Google the full movie scripts of the movies. Second, the researcher watched the movie then read the script of their conversation. Third, the researcher selected what building characteristic data in *The Princess Diaries (2001)* movie script. Characters in *The Princess Diaries (2001)* movie script; Mia Thermopolis, Queen Clarisse, Joe, Helen Thermopolis, Lana Thomas, Josh Bryant, Lily.

### 3.3 Data Analysis

Data analysis is a preparation process in research such as stages, data search to analysis. Stored data such as sample data, transcripts, and images (Creswell, 2007). Data analysis aims to find and extract information through data collection. In this research, the researcher uses the content analysis method. This research will be analyzed in the following steps :

- 1) pay attention to each dialogue of characters in each scene. The researcher focused on dialogue that is presented in the movie to find the educational values;
- 2) analyzed the dialogues, the data which was collected analyzed by the researcher;
- 3) classify them according to its categories based on character values values;
- 4) describing how the character values values found is presented in the movie. After the data verified, the researcher described and explained the types of character values values by using the types of character values values based on Kemendiknas (2010);
- 5) making the conclusion about the character values values in the movie.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter presents the answer to the research question. This chapter is divided into two parts: the first part is the result of the data analysis, and the second part is discussion. The discussion of this research is based on the result of the research and some theories related to the research.

#### **4.1 RESULT**

This study analyzed the types of character values contained in the *The Princess Diaries* (2001) movie. The results of the analysis using character formation based on the Ministry of National Education/Kemendiknas (2010) in classifying types of character formation, data obtained that the type that occurs most often in *The Princess Diaries* (2001) movie is appreciation which appears 5 times; honesty and communicative/friendly which appears 4 times; curiosity which appears 3 times; tolerance, creative, social care which appears 2 times; discipline, work hard, independent, responsible, love of peace, patriotism, care about the environment and nationalism only appear once in the movie.

After analyzing the data and classifying the data in the character values based Kemendiknas(2010), there are 15 characters appeared from 18 types of character building. Based on the data classification in the character values in the part of finding before, it can be discussed:

**Table 2. Result**

<b>No.</b>	<b>Character Values</b>	<b>Result</b>
1.	Honesty	4 times
2.	Tolerance	2 times
3.	Creative	2 times
4.	Curiosity	3 times
5.	Apperciation	5 times
6.	Communicative / Friendly	4 times
7.	Social Care	2 times
8.	Discipline	1 time
9.	Work Hard	1 time
10.	Independent	1 time
11.	Care about Environment	1 time
12.	Responsible	1 time
13.	Love of Peace	1 time
14.	Patriotism	1 time
15.	Nationalism	1 time
	<b>Total Data</b>	<b>30 times</b>

#### **4.1.1 Honesty**

The researcher has found 4 characters of honesty. Honesty is the attitudes of making oneself trustworthy in doing work and always telling based on the truth (Kemendiknas, 2010). The honest character of Mia can be seen from the dialogue as follow :

Dialogue 1 (14.49 → 14.53 minutes)

- Queen Clarisse : “Since your father died, you are the natural heir to the throne of Genovia. That's our law. I'm royal by marriage. You are royal by blood. You can rule.”
- Mia Thermopolis : “Rule? Oh, no. Oh, no. No, no, no. Now you have really got the wrong girl. I never lead anybody-- not at Brownies, not at Camp Fire Girls. **Queen Clarisse, my expectation in life... is to be invisible, and I'm good at it.**”
- Queen Clarisse : “Amelia, I had other expectations also.”

The dialogue was between Mia and Queen Clarisse, as they talk, the honest character of Mia can be seen from the dialogue. The dialogue above shows that it is a reflection of Mia Thermopolis who is telling the truth for the good of all. The dialogue explains that Mia is not ready to become a princess because she feels there is no leadership spirit in her. So she refused and better tell the truth to Queen Clarisse, his grandmother.

Dialogue 2 ( 15.34 → 15.45 Minutes)

- Queen Clarisse : “Given time, I think you'll find the palace a pleasant place to live.”
- Mia Thermopolis : “live in Genovia?”
- Queen Clarisse : “it's a wonderful country really.”
- Mia Thermopolis : “Rewind and freeze. I'm no princess. **I'm still waiting for normal body parts to arrive. I refuse to move to, and rule, a country.**”

The dialogue was between Mia and Queen Clarisse, as they talk, the honest character of Mia can be seen from the dialogue. The dialogue above shows that at that time Queen Clarisse said that Mia was her granddaughter who would inherit the throne of her kingdom, but Mia refused on the grounds that she was just an ordinary person who was still



waiting for normal body parts to arrive. She cannot move and rule a country. She said this with complete honesty because she thought she really couldn't do that.

#### Dialogue 3 ( 22.10 → 22.26 Minutes)

Queen Clarisse : “I speak for the entire Genovian parliament and the royal family.”  
Helen : “...and I speak to this family.”  
Mia : “Excuse me, **I don't have a family with either one of you. Because you ignored me for 15 years and you lied to me.**”  
Thermopolis

The dialogue was between Mia, her mother and Queen Clarisse, as they talk, the honest character of Mia can be seen from the dialogue. The dialogue above shows that Mia feels cheated all this time. Her integrity as a person who upholds honesty, but when she is treated like that, she is a little irritated and says something impolite. This shows Mia's honest character but is underestimated in this case.

#### Dialogue 4 (52.40 → 52.50 Minutes)

Mia Thermopolis : “Joe...”  
Joe : “Yes Miss Mia?”  
Mia Thermopolis : “**I don't want to run my own country. I just want to pass tenth grade.**”

The dialogue was between Mia and Joe, as they talk, the honest character of Mia can be seen from the dialogue. The dialogue above shows that Mia tell the truth about her feeling that she told that she dont like to go from her country. She want to stay until her pass in ten grade. From the

dialogue, it show us Mia always telling her feeling based on her heart and what she feels.

#### 4.1.2 Tolerance

The researcher has found 2 character of tolerance. Tolerance is the actions that respecting differences in religion, ethnicity, other people's opinions, attitudes and behavior of others (Kemendiknas, 2010). The tolerance character of Mia can be seen from the dialogue as follow :

Dialogue 1 (26.00 → 26.20 minutes)

- Lily : “I thought you were geting over that. It’s been two months.”
- Mia Thermopolis : “I know, **but after all, he was my dad.**”
- Lily : “Biologically,yes, but you never met the man. Just a nice card and gift on your birthday for 15 years.”
- Mia Thermopolis : “Be fair, they were beautiful presents. Remember the Faberge merry-go-round? That was nice. And he paid for my school tuition.”
- Lily : “I guess so.”

The dialogue was between Mia and Lily, as they talk, the tolerance character of Mia can be seen from the dialogue. The dialogue above shows that Mia understands that her father figure is never visible but still gives her beautiful gifts on her special day. Mia still thinks her father is good no matter what other people think.

Dialogue 2 (00.30.58 → 00.31.30 minutes)

- Mia Thermopolis : “Did it ever ocur to you that if you dated one of my teachers, it would give the other kids license to mock me for the rest of my life?”
- Helen : “You are right, I didn’t and I am sorry. Its just that

Patrick...Mr.O'connell, he's such a nice man, a real gentleman, and I haven't met one of those in a long time."  
 Mia Thermopolis : **"OK. It's fine."**  
 Helen : "I can't do anything right any more, can I?"

The dialogue was between Mia and her mother, as they talk, the tolerance character of Mia can be seen from the dialogue. The dialogue above shows that Mia's mother likes the teacher at her school. Even though Mia was little worried, she tried to understand her own mother's happiness and she tries to accept it.

#### 4.1.3 Creative

The researcher has found 2 character of creative. Creative is Thinking and doing something to produce a new way or result from something you already have (Kemendiknas, 2010). The creative character of Mia can be seen from the dialogue as follow :

Dialogue 1 (32.26 → 32.35 minutes)

Mia Thermopolis : "Hey, Joe. **I'm turning the backseat into a dressing room**, so I can change into a proper outfit for Madame, OK?"  
 Joe : "Yes, well don't forget the shoes."  
 Mia Thermopolis : "Thanks."

The dialogue was between Mia and Joe, as they talk, the creative character of Mia can be seen from the dialogue. The dialogue above shows that Mia turned the backseat into dressing room. Mia did this idea so she could change clothes easily. It's because her grandmother wanted her to dress well for princess class.

Dialogue 2 (00.59.54 → 1.00.10 minutes)

Queen Clarisse : “send my apologies. Cancel everything today. I'm being shown San Francisco by a true San Franciscan. Tell Joseph I'll need the car.”  
Mia Thermopolis : **“Wait. I want to show you, my baby.”**

The dialogue was between Mia and queen clarisse, as they talk, the creative character of Mia can be seen from the dialogue. The dialogue above shows that mia think to make a new journey in san fransico. In that situation and dialogue mia show her creative character through mia said the car as a baby. From it, we can know mia can make a new experienced with her grandmother.

#### 4.1.4 Curiosity

The researcher has found 3 character of curiosity. Curiosity is Attitudes and actions that always want to know more than what has been seen, heard, and learned (Kemendiknas, 2010). The curiosity character of Mia can be seen from the dialogue as follow :

Dialogue 1 (12.05 → 12.08 minutes)

Queen Clarisse : “CharIotte, would you check on tea in the garden? Please, sit.”  
Mia Thermopolis : **“So, my mom said you wanted to talk to me about something. Shoot.”**  
Queen Clarisse : “Oh, before I "shoot"... I have something I want to give you.”

The dialogue was between Mia and Queen Clarisse, as they talk, the curios character of Mia can be seen from the dialogue. The dialogue above

shows that Mia is curious about Queen Clarisse's invitation, she spontaneously asked this without fear, showing great curiosity.

Dialogue 2 (14.19 → 14.21 minutes)

- Queen Clarisse : “Nevertheless, you are the princess. And I am Queen Clarisse Renaldi.”  
Mia Thermopolis : “**Why would you pick me to be your princess?**”  
Queen Clarisse : “Since your father died, you are the natural heir...”

The dialogue was between Mia and Queen Clarisse, as they talk, the curious character of Mia can be seen from the dialogue. The dialogue above shows that Mia's curiosity is a little unacceptable, giving rise to an excessive reaction.

Dialogue 3 (01.01.46 → 01.01.47 minutes)

- Mia Thermopolis : “So...**did my father always want to be a prince?**”  
Queen Clarisse : “Oh, yes. Except once, about years ago he seriously considered renouncing his title. Because he met a lovely artist who showed him wonderful things about how life could be, how he could be.”

The dialogue was between Mia and Queen Clarisse, as they talk, the curious character of Mia can be seen from the dialogue. The dialogue above shows Mia's curiosity about the past of her father who was a king.

#### 4.1.5 Appreciation

The researcher has found 5 characters of appreciation. Appreciation is attitudes and actions that value every result of hard work, share success with others, and respect the success of others (Kemendiknas, 2010). The appreciation character of Mia can be seen from the dialogue as follow :

Dialogue 1 (07.02 → 07.03 minutes)

Vivian : “Another huge tip from Mrs. Hersh.”  
Mia Thermopolis : “I got one from Mrs. Taubman. **We're doing aII right today.**”

The dialogue was between Mia and Vivian, as they talk, the appreciation character of Mia can be seen from the dialogue. The dialogue above shows that Mia expressed appreciation for her co-workers who achieved tip from customers at work and she appreciate that.

Dialogue 2 (11.28 → 11.29 minutes)

Queen Clarisse : “Amelia, I’m so glad you could come.”  
Mia Thermopolis : “Hi. **You've got a great place**”.  
Queen Clarisse : “Thank you.”

The dialogue was between Mia and Queen Clarisse, as they talk, the appreciation character of Mia can be seen from the dialogue. The dialogue above shows that Mia appreciates Queen Clarisse, her grandmother, for her magnificent residence.

Dialogue 3 (01.05.53 → 01.06.25 minutes)

- Queen Clarisse : “Now, Mia, I know you don’t want to go all the way downtown, but...”
- Police 1 : “That won’t really be necessary. No one got hurt, did they?”
- Police 2 : “We’re insured.”
- Police 1 : “Chivalry ain’t dead, you know...”
- Queen Clarisse : “Noble Arthur, how very kind.”
- Police 1 : “Do you need a lift home?”
- Queen Clarisse : “That would be very helpful. Come along, Mia. Good bye, trolley people.”
- Mia : “**You were awesome! You are the coolest queen ever!**”
- Thermopolis
- Queen Clarisse : “All in a day's work.”

The dialogue was between Mia, Queen Clarisse, and two policemen. As they talk, the appreciation character of Mia can be seen from the dialogue. The dialogue above shows that Mia admires the attitude exhibited by her grandmother, and she appreciates it with admiration. For everything that has happened, Mia is amazed at the Queen Clarisse who remains calm in making decisions.

Dialogue 4 (01.30.11 → 01.31.00 minutes)

- Queen Clarisse : “I’ve been thinking about it a great deal. The truth is, I think you’d make a very fine princess. You know, people think princesses are supposed to wear tiaras. Marry the prince, always look pretty and live happily ever after but it’s so much more than that. It’s a real job.”
- Mia Thermopolis : “**You are an extraordinary person, Grandma.** But I don't think I'm meant to do this. I would be so afraid that I would disappoint the people of Genovia and I couldn't bear to disappoint you again.”
- Queen Clarisse : “Well, as I said, I have faith in you.”

The dialogue was between Mia and Queen Clarisse, as they talk, the appreciation character of Mia can be seen from the dialogue. The dialogue

above shows that for the umpteenth time, Mia gives her grandmother, Queen Clarisse, appreciation for Queen Clarisse's behavior and words.

Dialogue 5 (01.16.52 → 01.17.08)

Mia : "I am sorry, I can't talk. I've go to get my clothes."  
Thermopolis  
Anna : "We've your clothes. You'll be a lot warmer."  
Mia : "You guys want to help me?"  
Thermopolis  
Lana : "Yeah, you know, Josh is such an idiot. We'll gonna make sure no one bothers you."  
Mia : "**Thank you, that's really nice of you.** That's so great of  
Thermopolis you. Thank you so much."

The dialogue was between Mia and her friends, as they talk, the appreciation character of Mia can be seen from the dialogue. The dialogue above shows that Mia expressed gratitude many times, showing her appreciation for friends who wanted to help her in difficulties.

#### 4.1.6 Communicative / Friendly

The researcher has found 4 characters of communicative / friendly. Communicative/friendly was Attitudes and actions to develop themselves in adapting to others and communicative in circle friends (Kemendiknas, 2010). The communicative/friendly character of Mia can be seen from the dialogue as follow:

Dialogue 1 (11.08 → 11.09 minutes)

CharIotte : "Hello, Amelia. I'm CharIotte, from the  
Genovian attache corps".  
Mia Thermopolis : "**Hi. It's nice to meet you.** Um, where am I?"  
CharIotte : "The Genovian Consulate."



The dialogue was between Mia and Charlotte, as they talk, the communicative/friendly character of Mia can be seen from the dialogue. The dialogue above shows that Mia Thermopolis is communicative/friendly, who can greet the surrounding environment.

Dialogue 2 (22.15 → 22.25 minutes)

Mia Thermopolis : **“Good morning, Mr. Robotusen.”**  
Queen Clarisse : “Who is this gentleman?”  
Mia Thermopolis : “My neighbor, but you wouldn’t want to meet him. He doesn’t have very nice manners.”  
Queen Clarisse : “Good morning. There’s someone I want you to meet.”  
Mia Thermopolis : “OK.”

The dialogue was between Mia and Queen Clarisse, as they talk, the communicative/friendly character of Mia can be seen from the dialogue. The dialogue above shows that Mia always greets her neighbors at every opportunity, even though they don’t get a response. This shows Mia’s communicative/friendly character towards people around her residential area.

Dialogue 3 (22.31 → 22.35 minutes)

Mia Thermopolis : “You raise limousines, too?”  
Queen Clarisse : “No.”  
Queen Clarisse : “Amilia This is Joseph.”  
Mia Thermopolis : **“Hi, nice to meet you.”**

The dialogue was between Mia and Queen Clarisse, as they talk, the communicative/friendly character of Mia can be seen from the dialogue. The dialogue above shows that Queen Clarisse introduce Joseph

to Mia, and she is greet Joseph cherfully. That’s situation illustrates Mia’s character communicative and adapting to others.

Dialogue 4 (9.03 → 9.07 minutes)

Mia Thermopolis : **“Do you want to be in front?”**  
Friend : “Thanks.”  
Mia Thermopolis : “No problem.”

The dialogue was between Mia and Queen Clarisse, as they talk, the communicative/friendly character of Mia can be seen from the dialogue. The dialogue above shows that Mia invited her friend to take her position at the front. Her friend seemed normal with friendly character of Mia.

#### 4.1.7 Social Care

The researcher has found 2 characters of social care. Social care is act and attitude that always participate to helping other people (Kemendiknas, 2010). The social care character of Mia can be seen from the dialogue as follow :

Dialogue 1 (01.43.13 → 01.43.25 minutes)

Mia Thermopolis : “...is think about myself.  
And how Iame is that when there are billion other  
people on the planet.....”  
Queen Clarisse : “Ahem.”  
Mia Thermopolis : **“Ooh. Sorry. I'm going too fast. But then I thought if I  
cared about the other billion out there instead of just  
me that's probably a much better use of my time. See,  
if I were Princess of Genovia...”**

The dialogue was between Mia and Queen Clarisse, as they talk, the social care character of Mia can be seen from the dialogue. The dialogue above shows that Mia has a social spirit who cares about society

at her speech on her appointment as a princess. It's show that Mia has grown into a teenager who is ready to carry out her mandates as Princess of Genovia, at a very young age.

Dialogue 2 (12.23 → 12.39 minutes)

Queen Clarisse : "It's Genovian Crest. It was mine when i was young.  
And that was my great grandmother's."  
Mia Thermopolis : **"I'll keep this safe. I'll take good care of it."**

The dialogue was between Mia and Queen Clarisse, as they talk, the social care character of Mia can be seen from the dialogue. The dialogue above shows that Mia's action tries to protect legacy her mother's grandmother.

#### **4.1.8 Discipline**

The researcher found 1 character of discipline. Discipline is the action that shows obedience and orderly to applicable regulation, obedient in behavior, orderly in appearance, and managing time. The discipline character of Mia can be seen from the dialogue as follows:

Dialogue (36.10 → 36.20 minutes)

Mia Thermopolis : "Sorry, sorry, sorry"  
Lily : "Mia are you ready? Let's go"  
Mia Thermopolis : **"Sorry, I can't do it today. I've got a grandma's things. I'll call you. Ok? Bye"**

The dialogue was between Mia and Lily, as they talk, the social care character of Mia can be seen from the dialogue. The dialogue above shows that Lily want to doing domething with Mia, but Mia unaccepted that because she has a obligation to attend Princess Class.

#### **4.1.9 Work Hard**

The researcher found 1 character of work hard. Work hard is an action that shows an orderly and diligent attitude and behavior in carrying out an activity.

The work hard character of Mia can be seen from the dialogue as follows:

Dialogue ( 34.40 → 34.57 minutes)

Joe : “Try again. One more spin, very quick. Pull away.  
Thats it good. Good attitude. Spin in.”  
Mia Thermopolis : **“I did it?”**  
Joe : “Yes.”  
Mia Thermopolis : “I spin without hurting anyone.”

The dialogue was between Mia and Joe, as they talk, the work hard character of Mia can be seen from the dialogue. The dialogue above shows that in the Princess Class there are dancing lessons but Mia made any mistakes and she tried again until she could “spin” correctly.

#### **4.1.10 Independent**

The researcher found 1 character of Independent. Independent is an attitude that does not depend on others to complete the job. The independent character of Mia can be seen from the dialogue as follows:

Dialogue (32.46 → 33.05 minutes)

Joe : “All right, Closing. Going Up. You All right?”  
Mia Thermopolis : **“I’m fine.”**  
Joe : “Going down.”

The dialogue was between Mia and Joe, as they talk, the work hard character of Mia can be seen from the dialogue. The dialogue above shows that Mia pushed aside her worries because she didn’t want to make things worse. She felt that she was able to do it all himself and never showing her tears, although she is only want to be a normal people.

#### **4.1.11 Care about the Environment**

The researcher has found 1 value of Care about the Environment. Care about the environment is actions that always tries to preserve, protect, and repair the environment. The character's care about the environment of Mia can be seen from the dialogue as follows:

Dialogue (51.01 → 51.12 minutes)

Helen : “You can get out of this whole thing right now.”  
Queen Clarisse : “your mother right Amilia. it has bargain.”  
Mia Thermopolis : **“Alright. I Will think about it and let you know soon.”**

The dialogue was between Mia and her teacher, as they talk, the social care about the environment character of Mia can be seen from the dialogue. The dialogue above shows that Queen Clarisse asks Mia to become Princess of Genovia to succeed her father’s throne. Mia is willing to do this in order to continue the family throne and for the benefit of the people.

#### 4.1.12 Responsible

The researcher has found 1 character value of Responsible. Responsible character is the attitude and actions of a person to carry out something job and obligations that had to be done. The character responsible for Mia can be seen from the dialogue as follows:

Dialogue (9.09 → 9.15 minutes)

- Lily : “you sure you can't help me with my spotted owl petition?”  
Mia Thermopolis : **“I told you, I'm meeting my grandmother after school.”**

The dialogue was between Mia and her friend, as they talk, the responsible character of Mia can be seen from the dialogue. The dialogue above shows that Mia and her friend want to doing something but she can't do that because has other obligations that must be completed first.

#### 4.1.13 Love of Peace

The researcher has found 1 character value of Love of peace. The character of love of peace is attitudes and actions that encourage to calm in respect of the opinions or actions of others. The character's love of peace for Mia can be seen from the dialogue as follows:

Dialogue ( 8.25 → 8.38 minutes)

- Helen : “She said your father hoped that you two would meet someday.”  
Mia Thermopolis : **“All right, I'll... I'll go.”**

The dialogue was between Mia and her mother , as they talk, the love of peace character of Mia can be seen from the dialogue. The dialogue above shows that when Mia and her mother were talking about the past of her mother's divorce from father, her mother also said that the father's mother wanted to meet her. She initially didn't want to meet, but she still thought about her family so she agreed to meet her biological grandmother.

#### **4.1.14 Patriotism**

The researcher has found 1 character of patriotism. The character patriotism is way of thinking, attitudes, and acts that show; loyalty, cares, and high appreciation to the language, environment, social, culture, economy, and politic of the nation (Kemendiknas, 2010). The character's patriotism for Mia can be seen from the dialogue as follows:

Dialogue (01.43.20 → 01.43.25 minutes)

Mia Thermopolis : “**Then I realized** how many stupid times a day I use the word. In fact, probably all I ever do is think about myself. If I cared about the other seven billion out there, instead of just me. That's probably a much better heard and just maybe those thoughts could be turned into action.”

Mia's speech above illustrates how she shows concern for the people and nation. Mia said that she would act like a leader who would love his people. In the other word, Mia will be the Princess of Genovia who is wise in leading.

#### 4.1.15 Nationalism

The researcher has found 1 character of nationalism. The character nationalism is Support and participate in the interests of the nation and state in the way of acting, thinking and having broad views as citizens (Kemendiknas, 2010). The character's nationalism for Mia can be seen from the dialogue as follows:

Dialogue 01.50.13 → 01.50.25 minutes)

Mia Thermopolis : “we’ll land in few hours and **I’ll meet the parliament and people before beginning my royal duties.**”

During a plane trip, Mia, who had been appointed as a princess, wrote in her diary. It was written there that in a few hours she would start her career as a leader, Princess of Genovia.



## 4.2 DISCUSSION

From the data presented in the result, the result of character values in the princess diaries (2001) movie. Furthermore, The purpose of this research is to determine the character values contained in the main character. Data collection was carried out by analyzing subtitle of The Princess Diaries (2001) movie. This research found 15 types of character values in The Princess Diaries (2001) movie. From the data, the character values are honesty, tolerance, creative, curiosity, appreciation, communicative/friendly, social care, discipline, work hard, independent, care about the environment, responsible, love of peace, patriotism, and Nasionalism. Each of found in the dialogue of the character.

In this movie the total data is 30 times. First character values is honesty, in this movie honesty appears in 4 times, Tolerance in 2 times, creative appears in 2 times, curiosity appears in 3 times, apperciation appears in 5 time, communicative appears in 4 times, social care apperas in 2 times, disicipline appears in 1 time, work hard appears in 1 times, independent apperas in 1 times, care about the environment appears in 1 times, responsible appears in 1 times, love and peace appears in 1 time, patriotism, appears in 1 time, nasionalism appears in 1 time. From all data, honesty, apperciation, communcative/freindly, and curiosity appears most often in this movie. However, the other character just appears in one or two in this movie.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 CONCLUSION**

Based on the discussion above, it can be concluded that researchers have found 9 character building values out of 18 character values based on the Ministry of National Education (2010). The character building values contained in the Princess Diaries (2001) movie include, (1) honesty, (2) tolerance, (3) creative, (4) curiosity, (5) appreciation, (6) communicative/friendly, (7) social care, (8) discipline, (9) work hard, (10) independent, (11) care about environment, (12) responsible, (13) love of peace, (14) patriotism, and (15) nationalism. It can be explained that appreciation which appears 5 times; honesty and communicative/friendly which appears 4 times; curiosity which appears 3 times; tolerance, creative, social care and care about the environment which appears 2 times; meanwhile other types such as discipline, work hard, independent, responsible, love of peace, patriotism and nationalism only appear once in the movie. Based on the results of data analysis, it was found that appreciation is the most dominant character building in the Princess Diaries (2001) movie because this type appears 5 times in The Princess Diaries (2001) movie script.

#### **5.2 SUGGESTION**

This research focuses on the character building used in the film The Princess Diaries (2001). Researchers feel that the results of this research are still

not perfect. Despite the shortcomings of this research, researchers believe that this research has the potential to be developed further in the future. The researcher suggests that further research can improve this research by including various theories related to character building, so that this theory can provide a more comprehensive understanding of films that have similar story variations as a potential source of analysis.

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