CHARACTER BUILDING VALUES IN THE KINGSMAN THE SECRET SERVICE MOVIE

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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SALATIGA

2019
DECLARATION

BISMILLAHIRROHMANIRROHIM

Hereby the writer declares that this graduating paper is made by the writer himself, and it is not containing materials written and has been published by other people and other peoples’ idea except the information from the reference.

The writer is capable to account to his graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

Likewise, this declaration is made by the writer, he hopes that this declaration can be understood.

Salatiga, July 11th, 2019

The Writer

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The Attentive Counselor’s note

Muhammad Bilal

To Dean of Teacher Training and Education faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Muhammad Bilal graduating paper entitled CHARACTER BUILDING VALUES IN THE KINGSMAN THE SECRET SERVICE MOVIE, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

[Signature]

Noor Malihah, Ph.D.

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A GRADUATING PAPER

CHARACTER BUILDING VALUES IN THE KINGSMAN THE SECRET SERVICE MOVIE

Written By:
MUHAMMAD BILAL
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on July 10th, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Norwanto, S.Pd., M.Hum., Ph.D.
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Salatiga, July 20th 2019

Dean of Teacher Training and Education Faculty

M. Ag.
MOTTO

“Make of science as sword and attitude as framework”
(My great spiritual Teacher)

“The only thing we have to fear is fear itself”
( Franklin D Roosevelt )

“Think positive to create positive things”
DEDICATION

This graduating paper is dedicated to:

- My beloved parents Mr. Maksum and Mrs. Amini who always pray for me, You are my inspiration and my everything.
- My beloved brother and sister Nur Mauzul Jannah, Muhammad Nur Salim and Muhammad Syaifudin.
- The big family of Indonesian Moslem Students Movement (PMII) Salatiga, which give me many experience, relationship and make my life be colorful.
- My great spiritual teacher who always give me good advice and guidance until now.
- My best friends Muhammad Arfan Affandy, Muhammad Amin Agil Prasetyo, Alif Nurtanio and Ridha Ayu Wintari.
- My true friend Slamet Ariyanto.
- All of my friends who can not I call one by one, thank you so much.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,
Assalamu’alaikum Wr. Wb.

Allhamdulillahi rabbil’alamin, all praises be to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the write so the writer can finish the graduating paper. Bless and mercy are upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth. However, this paper will not finished without supports, advices, helps and encouraments from several people and institution. Hence, the writer would like to express special thanks to:

1. Prof. Dr. Zakiyuddin, M. Ag., the Rector of The State Institute of Islamic Studies (IAIN) of Salatiga.
2. Prof. Dr. Mansur, M. Ag., the Dean of Teacher Training and Education Faculty of The State Institute for Islamic Studies (IAIN) of Salatiga.
3. Norwanto, S.Pd., M.Hum., Ph.D., the Head of English Education Department.
4. Mrs. Noor Malihah, Ph.D. the counselor of this paper, who gives great attention, suggestion and guidance for this paper from beginning until the end.
5. My beloved mother and father, Mrs. Amini and Mr. Maksum thanks for everything.
7. All lecturers and staffs at IAIN Salatiga.


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Thanks for all support, advice, suggestion, and other helps that you all gives.

The writer hopes that this research will be usefull for everyone.

Salatiga, July 11\textsuperscript{th} 2019

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ABSTRACT


Keywords: Character Building Values and Movie.

Every movie has message which is conveyed toward the audience. The director covers it in a unique style, through the conversation and the actions of the characters. Movie as one of mass media is also used as media of education containing message that is very benefit for audience. Character Building Values are some parts of the messages of a movie.

This research aimed to find out Character Building values in the Kingsman the Secret Service movie. The method that used in this research is descriptive qualitative method, which focused on the textual data analysis. The researcher watched the movie and read the script to collect the data. The result of this research such as bravery, caring, manner, friendly, respect, lovely, team work, and responsible.
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CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of research, research problem, objective of the research, significance of the research, clarification of key terms, and organization of the research.

A. Background of the Research

Movie constitutes an innovative creation and a product that from a media. Movie contains education values, informations, and entertainment that meanings for the public. It can achieves the message that exist from the movie.

Movie is like other media, it can influence the people. In this time the people begin to choose good movies with good quality in visual and content. Many values can be found in plot of story from a movie such as moral values, education, culture, and character building values also.

Today, most people live by imitating the life style of their popular idea, covered fashion, style, even behavior. This phenomenon happens because they got inspired people from audiovisual media such as cinema, advertisement, song, video, movie, etc.

Imitation plays an important role in the learning of deviant as well as conforming behavior. The development of audiovisual technology and information media influences the lifestyle changing of society.
Kingsman The Secret Service movie is a movie that contains some character building values that can be a motivation and learning processes in behavior. In this movie, we can know and rethink about everything, such as destiny, dream, and friendship. Not only those, in this movie we can know about the problem that always interesting in our life is love and sacrifice. Therefore, the writer is interested to conduct a research about character building values that be found in this movie. Character building values are important part of life that it had oneself.

According to Cronbach (1977: 57) character is not accumulation of separate habits and ideas. Character is an aspect of the personality. Beliefs, feeling, and actions are linked; to change character is to reorganize the personality. Tiny lesson on principles of good conduct will not effective if they can not be integrated with the person’s system of beliefs about himself, about others, and about the good community.

Character, as mentioned by Cronbach, is not an entity which separate habits and ideas. Character is the aspect of behavior, feeling, and action which are interrelated one another so that if someone wants to change certain character, they need to reorganize their basic character elements.

Different from Cronbach, Lickona (1992: 37) sees character in three related elements; moral knowing, moral feeling, and moral action. Based on this three elements somebody is considered to have good character if know about good things (moral knowing), possess interest toward good things (moral feeling), and do good action (moral action). Those three elements will
lead somebody to have good habits in thinking, feeling, and action toward the God Almighty, their individual entity, others, environment, and nation.

Character is a special characteristic that inherent in a person, family, and a community. Character is a consistent and predictable shown by the tendency of behavior. The behavior does not stand alone, but integrated with the attitudes and values (Lapsley & Narvaez, 2006). Character development starts from the formation of attitudes based on certain values, such as religious values, culture, including the state ideology. A person’s character is not the result of an assessment of the attitude and behavior of oneself, but is a result of the judgement of others. Character is not born of noble rhetoric or mere good intentions, but the character was born of honesty and loyalty attached to moral values (Josephson, 2013). One can only say that he has a good character, but if the people in the community judge his bad character, that’s true character. So, in every context, a person’s character will be recorded and assessed by the environment (Gene, 2007).

Character based on Foester in Adisusilo (2012: 77) is something that qualified ones. Character become identity, distinctive feature, constant characteristic, that contend contingent experience that is always change. So, character is set of values that become habitual life and become constant characteristic inside the ones. For example work hard, never give up, honest, simple, and others. Within character, individual quality is measured. Whereas, the aim of character education is materialized essential unity of the subject with behaviorism and attitude/value of life that is possessed.
Character building is the effort to help soul development of the children in the matter of inner self and outer world. Character building education is the effort to sprout of and develop good values to the child based on the prevail moral (Damayanti: 2014). Goleman in Adisusilo (2012; 79) mention that character education is value education, that covers nine principles of value such as; responsibility, respect, fairness, courage, honestly, citizenship, self-discipline, caring, and perseverance. He also argues that if this nine principles of value can be internalize to the student, it can build good character. Based on his research, the success of individual life is 80% established by his character, and only 20% is established by his intellectual intelligent.

As long as the truth of Goleman argumentation about nine principles of value, through Indonesian nation, the values that give special character of Indonesia is taken from the values of Pancasila such as; religious, humanism, nationalism, democratic, and social justice. Poerwany (2013) argued that nation character building can be done by making student accustomed with moral values and make them habitual with nation character.

Here are the eighteen values of character as the substance to apply nation character building based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013): Religious, honesty, tolerance, discipline, work hard, creative, self-reliance, democratic, willingness, nation mentality, love motherland, bear mutual respect with
achievement, communicative, peaceful, reading, cares of natural surrounding, social cares, and responsible.

English is very important as a world language. Indonesian government support English as the main foreign language taught in the school. For this reason, the government should make use of EFL material as one way to preserve character building values.

Marten (2004) explained that there are three stages that need to be done in character education, namely the identification of values, values learning and provides and opportunity to apply that value.

Based on the explanation above, the researcher wants to conduct a research entitled “Character Building Values in the Kingsman the Secret Service movie”.

B. Research Question

Based on background of the research above, the research problem can be formulated as follow:

1. What are kinds character building values appear in the Kingsman the Secret Service movie?

2. How do character building values represented in conversation of Kingsman the Secret Service movie?
C. Research Focus

This research focuses on the conversations of the movie about the important of character building values that have to be had each person. Moreover, everyone can do good things through positive things.

Character building values that we can take and learn in daily life, in relation with a good or bad attitude of people.

D. The Objective of the Research

Based on the research question above, the objectives of this study is to describe what can character building values be found in the “Kingsman the Secret Service” movie.

E. The Significant of the Research

The significant of this research is aimed to the viewer, students, other researchers, and public. For the viewer, the result of the research can motivate the viewer to watch more the movie. So, the viewer know about the character building values in the movie. In addition, the viewer know about what to make movie more interesting.

Beside for the students, this study is aimed to make them a valuable lesson that students must be always respect to the teacher although the teacher is not as students want. This research is also aimed to tell the the students that whatever students’ attitude, the teachers will always give the best to their students.
Moreover, other researcher and public, this research can be inspiration, and also can be information to conduct study about character building values in other movie, so there will be many movies analyzed and many values got and applied.

F. Clarification of the Key Terms

In order to avoid misunderstanding and ambiguity of term which will be used, the researcher gives the definition of key terms, as follow:

1. Character Building

Character development starts from the formation of attitudes based on certain values, such as religious values, culture, including the state ideology. A person’s character is not the result of an assessment of the attitude and behavior of oneself, but is a result of the judgement of others. Character is not born of noble rhetoric or mere good intentions, but the character was born of honesty and loyalty attached to moral values (Josephson, 2013).

2. Value

Value is everything that suitable to be applied by the human (Drijarkara 1966: 38).

3. Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact
both an art form and medium of mass entertainment, and in the letter
capacity they have a significant impact in a sociological sense. In
addition, they have background rooted in science and technology
(Webster, 1973: 305).

A movie or motion picture includes photographs, diagrams, or pictures in a
series which projected in a screen by a projector for process in turning in a
screen that cause appearance in screen look natural movement (Sharon and

G. Organization of The Research

To make easier for the readers to understand the content of this paper,
the researcher divides this paper organization consist of five chapters:

Chapter I is introduction that contains background of the study,
research problems, research focus, the objective of the study, significant of the
study, clarification of key terms, and organization of the study.

Chapter II is review of related literature review. In this chapter, the
researcher divides into two parts; the first part which is consists of previous
research, and the second part which consist of theory that related to this study.

Chapter III is research methodology. This chapter deals with object of
the research, research types, data sources, the method of collecting data, and
the method of analyzing data.

Chapter IV is finding and discussion which consists of data analysis
and data explanation.
Chapter V is closing, which consist of conclusion and suggestion. The last parts are references and appendix.
CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher describes some theories that related to this research based on experts. Furthermore, the relevant research also written in this chapter.

A. Theoretical Framework

1. Character

   According to Cronbach (1977: 57) character is not accumulation of separate habits and ideas. Character is an aspect of the personality. Beliefs, feeling, and actions are linked; to change character is to reorganize the personality. Tiny lesson on principles of good conduct will not effective if they can not be integrated with the person’s system of beliefs about himself, about others, and about the good community.

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Character based on Foester in Adisusilo (2012: 77) is something that qualified ones. Character become identities, distinctive feature, constant characteristic, that contend contingent experience that is always change. So, character is set of values that become habitual life and become constant characteristic inside the ones. For example work hard, never give up, honest, simple, and others. Within character, individual quality is measured. Whereas, the aim of character education is materialized essential unity of the subject with behaviorism and attitude/value of life that is possessed.

Foester also said that there are four characteristics of character education. First, the regularity of interior where every action is measured base on values. Value becomes normative foundation of actions. Second, coherence that gives braveness makes the one holding the firmly in principle. Coherence is the foundation that build believes each others.

Without coherence, credibility will destroy. Third, autonomy, it means someone internalize the values from the outer become self value by making free decision without compulsion. Fourth, dependability and loyalty. Dependability is someone capacity to face what they regard as good. Loyalty is the foundation for respecting to the chosen commitment.
2. Character Building

Character building is the effort to help soul development of the children in the matter of inner self and outer world. Character building education is the effort to sprout of and develop good values to the child based on the prevailing moral (Damayanti, 2014). Goleman in Adisusilo (2012, 79) mention that character education is value education, that covers nine principles of value such as; responsibility, respect, fairness, courage, honestly, citizenship, self discipline, caring, and perseverance. He also argues that if this nine principles of value can be internalize to the student, it can build good character. Based on his research, the success of individual life is 80% established by his character, and only 20% is established by his intellectual intelligent. The same result of the research is also cited by the research that is done by Hardvard University of US (Muslich, 2011).

3. Values

Value is an important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable. Values have major influence on a person’s behavior and attitude and serve as broad guidelines in all situations.
According to Edwards (1967: 229-230) the uses of value and valuation are various and conflicting even among philosophers, but they may perhaps be sorted out as follows:

a. “Value” (in the singular) is sometimes used as an abstract noun in a narrower sense to cover only that to which such terms as “good,” “desirable,” or “worthwhile” are properly applied and in a wider sense to cover, in addition, all kinds of rightness, obligation, virtue, beauty, truth, and holiness. “Value” is also used like “temperature” to cover the whole range of a scale—plus, minus, or indifferent; what is on the plus side is then called positive value and what is on the minus side, negative value.

b. “Value” is often used to refer to what is valued, judge to have value, though to be good, or desire. Such phrases are also used to refer to what people think is right or obligatory and even to whatever they believe to be true. Behind this widespread usage lies the covert assumption that nothing really has objective value, that “value” means being valued and “good” means being though good. But the term “value” is also used to mean.

c. Dewey always distinguishes two senses of “to value.” It means either to prize, like, esteem, cherish, or hold dear; or to appraise, estimates, evaluates, or valuate.

Bertens (2005: 139) states that value is something fun and exciting that we look for or simply it is something delighting and something good. According to
Schwartz (1973: 3) the main features of the conception of basic values implicit in the writings in many theorists and researchers as follows:

a. Values are beliefs. But they are beliefs tied inextricably to emotion, not objectives, cold ideas.

b. Values are motivational construct. They refer to the desirable goals people strive to attain.

c. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

d. Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.

e. Values are ordered by importance relative to one another. People’s values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

Based on the definition above, human life always associates with values, and values must be instituted. The best way to realize it is by educational effort. Value is unlimited. It is very difficult to find values limits because values is always related to human activities which is very complex. Despites, the effort to formulate it has been done and must be appreciated. Values can be defined as abstract concepts in human self. It is about something belief is good or right, and bad or wrong.
In the value education process, educational steps are more specified to reach
more specific purpose as stated by APEID committee (Asia and the Pasific
Programmer of Education Innovation for Development) that value education is
specified to: a) applying values to learners, b) producing an attitude reflects
desirable values, and c) guiding a consistence act with that values (Mulyana,

4. Values of Character Building

Values education will help the student realize, experience, and
put it in an integral manner to their life (Damayanti, 2014). Values
education covered character, values, norm, and morals. Character is
the result of inner character. Inner character based on moral (Muslich,
2011). As the God creation that have right of free, in moral human
have freedom to choose the value and norm become an orientation of
act and behave to their life together with others. So, it is very clear the
correlation between character, values, norm and moral. The value
taken is higher value, glorious, noble, holy, and honest. The norm
taken gets close to the God. Moral gives direction, consideration, and
demand to act responsibility as well as value, the chosen norm.
Furthermore, learning character is also learning value, norm, and
moral.

Inculcation approach is an approach that give emphasize in social
values to the student. Based on this approach, the aim of values education
is received of social values by student and the change of social values that is not suitable with social values they want (Superka, 1976). Other approach that often be used is values analysis approach. These approaches gives emphasize in the development of student skill to think logic, by analyze the problem that correlate with social values. There are two main goals of moral education based on this approach. First, help the student to use the skill of thinking logic and scientism found to analyze social problems that correlate with moral values. Second, help student use rational and analytical process of thinking in concluding the concept about their values. Based on this approach, there are six step of values analysis that needs to be attended in character education process.

Table: Step of values analysis

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<th>Problem solving assignment</th>
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<td>Identify and explain the value</td>
<td>Reducing the different understanding about value</td>
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<tr>
<td>Collecting the correlate fact</td>
<td>Reducing the different of correlate fact</td>
</tr>
<tr>
<td>Examine the truth of the correlate fact</td>
<td>Reducing the different of the truth of correlate fact</td>
</tr>
<tr>
<td>Explain the correlation between some fact</td>
<td>Reducing the different of correlation between some fact</td>
</tr>
<tr>
<td>Concluding temporary the</td>
<td>Reducing the different</td>
</tr>
<tr>
<td>Examine the moral principle that is used in making divide</td>
<td>Reducing the different in examining moral principle that is received</td>
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Hill in Muslich (2012) assumes that character determines someone’s private thoughts and someone’s action done. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Based on that statement, as in Character counts! Coalition (a project of the Joseph institute of Ethics), there are six pillars of character. The six pillar of character can be mentioned below:

a. Trustworthiness  
b. Fairness  
c. Caring  
d. Respect  
e. Citizenship  
f. Responsibility  

Goleman in Adisusilo (2012: 79) mention that character education is value education, that covers nine principles of value such as; responsibility, respect, fairness, courage, honesty, citizenship, self discipline, caring, and perseverance. He also argues that if this nine principles of value can be internalize to the student, it can build good
character. Based on his research, the success of individual life is 80% established by his character, and only 20% is established by his intellectual intelligent.

As long as the truth of Goleman argumentation about nine principles of value, through Indonesian nation, the values that give special character of Indonesia is taken from the values of Pancasila such as; religious, humanism, nationalism, democratic, and social justice. Poerwati (2013) argued that nation character building can be done by making student accustomed with moral values and make them habitual with nation character. In case of emphasizing character education, PusatKurikulum on *PengembangandanPendidikanBudaya&KarakterBangsa: PedomanSekolah* year 2009 identified eighteen values that sources from religion, Pancasila, culture, and the goal of national education (Puskurbuk, 2011). The eighteen character values are mentioned below:

a. Religious
b. Honesty
c. Tolerance
d. Discipline
e. Work hard
f. Creative
g. Self-reliance
h. Democratic
There are 18 (eighteen) values that is developed in character education based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013). The eighteen character values can be explained below:

1. Religious

Religious is act and attitude in doing religion theory of each person’s belief, tolerance with other religion devotion, and life together with other people religion.

2. Honesty

Act that is based on efforts for making her/his self become believable person on words, act, and work.

3. Tolerance
Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person.

4. Discipline
The act, that indicating acts orderly and faithful to the several certainties and rules.

5. Work hard
Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible.

6. Creative
Think and doing something to produce manner and new result from something they had posed.

7. Self-reliance
Act and attitude that is not dependent on other person in finishing assignments.

8. Democratic
Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.

9. Willingness
Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.

10. Nation mentality
Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.
11. Love motherland

Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of the nation.

12. Respect to the achievement

Act and attitude that push his self to produce something that useful to the society and he also admit other person’s success.

13. Communicative/friendship

Act that show happy talking, communicate, and work together with others.

14. Peaceful

Attitude, words, and act that make others feel interest and save of his come.

15. Fond of reading

Habitual of giving times to read several literature that give good deeds for his self.

16. Cares of environment

Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened.

17. Social cares

Act and attitude that always want to give helps to others and society that need some help.

18. Responsible
Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God

5. Movie as Media of Education

A Movie or motion picture includes Photographs, diagrams, or pictures in a series which projected in a screen by a projector for process in turning in a screen that cause appearance in screen look natural movement (Sharon and Weldon, 1977: 93).

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology (Webster, 1973: 305).

Movies are one of media to affect people mind in this time. They affect masses in childhood and youth (Spring, 2005: 351). Besides, according to Cambridge Dictionary, film is “a series of moving pictures, usually shown in a cinema or on television and often telling a story.”

In addition, movies, also known as films, are a type of visual communication which uses moving picture and sound to tell stories or inform (help people to learn). People in every part of the world watch movies as a type of entertainment, away to have fun. For some people,
fun movies can mean movies that make them laugh, while for others it can mean movies that make them cry, or feel afraid.

Education is the first and foremost rights of every human being. Without education we are incomplete and our lives are useless. Education helps us to set a goal and go ahead by working on that throughout the life. It improves our knowledge, skill, confidence level and personality. It empowers us intellectually to interact with others in our life.

The term “education” refers to the broad function of preserving and improving the life of the group through bringing new members into its shared concern. Education is thus a far broader process than that which occurs in schools. It is an essential society activity by which communities continue to exist. In complex communities this function is specialized and institutionalized in formal education, but there is always the education outside the school with which the formal process is related (Noor, 1988: 4).

Education should be thought of as the process of man’s reciprocal adjustment to nature, to his followers, and to the ultimate nature of the cosmos. It is the organized development and equipment of all the powers of a human being, moral, intellectual, and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as their final end (John, 1978: 371). There are five kinds of educational factors as following:

1. The objective factor
Education cannot be called education if does not have a goal to achieve the child’s goodness (Barnadib, 1976, 37).

2. The educator factor

Educators are people who've grown up because he/she had to take a child to maturity. The essence of education is lie in the authority of educators and authority relationships between educators and learners (Barnadib, 1976, 38).

3. The learner factor

Learner in general is everyone who receives the influence of a person or group of people who carry out educational activities. Children must be educated because in essence the children are moral beings. Without education they will not reach the level of decency. Children according to their properties can be educated and have the talent and disposition to be educated (Barnadib, 1976, 39).

4. The media factor

In educational activities, to achieve the educational goals need to use education tools. Educational tool is an acts or situations that are held deliberately to achieve educational goals. Forms of the educational tools such as: a) order, prohibition; b) encouragement, barriers; c) advice, suggestions; d) reward, punishment; e) providing the opportunity, closing the opportunity (Barnadib, 1976: 39-40).
5. The milieu (environment) factor

Milieu (environment) factor is everything that exists in the circumference of children. Some expert educators split milieu into three parts, those are family environment, school environment, and society. The third environment with one another should not be separated (Barnadib, 1976: 40-41).

In education, we know the term media of education. Media of education are tools, methods, and techniques used in order to further streamline communication and interaction between teachers and studentsin the process of education and teaching (Hamalik, 1977: 23). The use of teaching aids should be used as best as possible so can improve the teaching and learning process.

Technological developments are increasingly unbridled influence into aspects of life. In education resulted in various changes toward development in an effort to adapt to the development and progress of these technologies. Reform efforts in education is more emphasis toward learning process. Is required tools of learning which is natured of audio-visual, such as pictures, slides, models, tapes, films, radio, and television. The use of audio-visual tool is aimed at improving the effectiveness and efficiency of the learning process, so expect the children were able to develop their power of reason (Darwanto, 2007: 101).
One of media of education is movie. Movie is a good media for assist in the learning process, because with the movie students can observe closely and through observation will give a deep impression. In choosing movies for classroom study, teachers need to consider how well the movie will help students meet the outcomes, but they must also consider the quality of the movie, appeal and appropriateness for students, community standards, copyright concerns, cost and availability.

The purpose of value of motion picture for educator is following (Hamalik, 1977: 103):

1. Motion picture is good media to complete basis experiences for class to reading, discussion, construction, and other learning activities. Motion picture is as replacement part, but students will had a share in, because it will identified in character of the movie.

2. Motion picture gives provide better that is unrestricted on intellectual abilities. Every child is no matter how much ability they will get benefit of it.

3. Containing many profit of education side, there are to getting attention of children.

4. Overcoming limitations in distance and time. With using movie, things that too small, too slow, can watched with eyes.
5. Movie will show a subject with attitude. Movie can demonstrate many things that will not happen directly, for example falling a-bomb in Hiroshima.

B. PREVIOUS STUDY

There are some relevant studies that can be used to support this research as follows:

The first study is written by Fauzi (2015), the result of this study shows that there are sixteen character building values that contain on this movie. They are, honesty, bravery, peace ability, self-reliance, self-discipline, loyalty, respecting others, love and affection, enthusiasm, sacrificing each other, sincerity, strong belief, sorry and apologize, optimism, responsibility, and perseverance.

The second study is conducted by Sari (2014), she found that there are seventeen values of character building that contain in the novel of Negeri 5 Menara by A. Fuadi translated by Angie Kilbane. They are religious, honest, tolerant, disciplinary, hard-working, creative, self-standing, democratic, curious, nationalistic, patriotic, appreciative, friendly, peaceable, well-reading, unyielding, and socially responsible.

The third study is written by Ibnu Sina Irvany Setiawan from English Department of Educational Faculty State Institute of Islamic Studies (STAIN) SALATIGA” (2014) who studied about An Analysis on Moral Values as Seen in “Rise of The Guardians” Movie. He shows many
moral values that found in this movie such as bravery, love and affection, peace loving, perseverance, sacrificing for other.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter the researcher present of type of research, data source, data collecting, data analysis, validity and reliability and synopsis of movie.

A. Type of Research

The researcher used the qualitative research to explain the content of this graduating paper. According to Moloeng (2002: 3), qualitative research is a research of which data in the form of written or oral word are descriptively analyzed, which does not include any calculation or numeration. Ary (2006: 22) argues that qualitative research in contrast focuses on understanding social phenomena from the perspective of human participants in the study.

In qualitative research, the participant aims to locate information rich individuals or cases (Johnson and Christenes, 2008). So, the subject of the study in this research is character building values in the Kingsman The Sectret Service movie.

B. Data Source

Data source is subject where data got. Researcher need to consider the sources on which to base and confirm their research and findings. The researcher has a choice primary data and secondary data. In addition, the researcher can use of both, which is termed triangulation or dual
methodology. According to Lofland (1984: 47) as quoted by Moloeng (2011: 157) explains that the main data sources in qualitative research is words and actions, the other is additional data such as documents and others. The writer uses documentation method that was taken from primary and secondary data, those are:

a. Primary Data Sources

   It is a source of data related to the object of the research. The primary data source is essential derived from script of the *Kingsman the Secret Service* movie.

b. Secondary Data Source

   Data sources supports and completes the primary data sources. This data are taken from any kind of literary books and sources, deal with underlying theories of literary work and articles.

C. Collecting of Data

   The most common sources of data collection in qualitative research are interview, observation, and review of document (Creswell, 2009b; Locke, Silverman, & Spirduso, 2010; Marshall & Rossman, 1999). Creswell (2003) place the data-collecting procedures into four categories: observation, interview, document, and audiovisual materials. In this research, the method of collect data that applied is documentation.

   In this research, there are several steps to collect the data. Firstly, the researcher watched *Kingsman The Secret Service* movie until understand and
get the meaning of the movie. Secondly, the researcher tried to find the character building values from this movie. The last, the researcher analysis the data that have been collected and make a conclusion from this research.

D. Data Analysis

Data analysis is important step in a part of the research, because it aims to examine the validity and reability of data collective. In this research, the researcher use content analysis method. In analyzing the data, the procedures used are as follows:

1. Watching the *Kingsman the Secret Service* movie more to understand it.
2. Reading and learning all sentences from the movie script.
3. Selecting the relevant data.
4. Identifying the intrinsic elements from the movie and then analyze the character building values of the movie.
5. Making conclusion based on data analysis.

E. Validity and Reliability

This part explains about trustworthiness of the inquiry’s finding in qualitative research. In this case, the researcher has an obligation to represent the realities of the research as accurately as possible and must provide assurances in the report that the obligation was met. Some selected techniques possibly to be applied in this research and which are popularly used for qualitative research is triangulation technique. Triangulation is well known
strategy to shore up the internal validity of a study. Dealing with Denzin’s (1978), Merriam (2009, p.215) proposes four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging finding.

Thus, to get the validity of data analysis, the researcher used multiple theories. In this case, the researcher used more than one theory in analyzing data to find the aspect of character building values in the kingsman the secret service movie. After got the data analysis, the researcher decided the conclusion whether character building values in the kingsman the secret service movie.

F. Synopsis of the Movie

British secret agent Harry Hart (Colin Firth) is part of an elite spy organization known as the Kingsman. The film opens on a mission in the Middle East where Harry and his colleagues are interrogating a suspect. The lack of cooperation causes Harry to open fire with the hopes of persuading the suspect to talk.

What he doesn’t know is that the suspect is armed with a bomb. Prior to detonation, one of the probationary agents dives on the suspect, subsequently saving the lives of his team. Hart blame himself for the mishap and upon returning home to England, he visits the family of his fallen comrade. The wife is obviously distraught and not exactly thrilled to see him. Her young son is also present but does not fully understand what is happening.
Harry gives the young man Gary, or Eggsy (Taron Egerton) as he prefers to be known, a medal that belonged to his father. There is a number on the back as well as a coded message that they can use whenever they need help.

Fast forward 17 years. A university professor is kidnapped and the kingsman are on the case. They stage a rescue attempt that is interrupted by billionaire Richmond Valentine (Samuel L. Jackson) and his assistant Gazelle (Sofia Boutella). Now these are two truly unique individuals. Valentine is a cross between Jay Z, Mike Tyson and Bill Gates. Ha has the rapper’s old wardrobe, the boxer’s voice, and the bank account of the internet mogul. His assistant is a double amputee with two bladed prosthetic legs.

When Gazelle uses her blades to cut the agent in half- and I mean right down the middle- I was instantly captivated. Valentine then gives a glimpse into his character and his devious plan.

Now if you are keeping track, the Kingsman have already lost two of their finest men. This of course causes the organization some concern and a meeting is called by Arthur, the leader of the Kingsman. All remaining agents must provide a recruit they deem worthy of becoming part of the service.

From there we enter a South London neighborhood and find a grown up Eggsy living with his mother, infant half-sister, and his stepfather. The new man in his mother’s life is a real piece of work. He is controlling, abusive, and a downright loser. Eggsy has shown flashes of brilliance growing up but is currently unemployed and running the streets.
While in a pub Eggsy has a run in with some of his stepfather’s henchmen. Eggsy appears to diffuse the situation by avoiding the confrontation and leaving the bar with his friends. However, when they get outside, they learn Eggsy has picked the pockets of one of the thugs. They steal his car and take off for a joyride through the streets of London.

Things go awry and Eggsy ends up in a police station. Facing some real time, he exercises his right to a phone call. The medal he was given is around his neck and he decides to call in the favor promised to him as a young boy. Within minutes he is released with no charges. Both surprised and intrigued, Eggsy leaves the station. Harry confronts him outside and explains that he is responsible for his release. More importantly, he lets him know he is a tailor and a friend of his late father.

The two head to a pub – like proper Englishmen – to talk over a pint of Guinness. Their conversation is interrupted by the thugs from the other night. Visibly upset, they look to settle the score with Eggsy. Harry attempts to calm the gentlemen but is greeted with complete disrespect.

“Manner make men.” Everything that follows those words is outright carnage. Harry literally cleans the bar with the ruffians, leaving a wide-eyed Eggsy to ponder. Before leaving, Harry swears Eggsy to secrecy.

Eggsy return home and is grilled by his stepfather for info on the man who pummeled his crew. Despite being smacked repeatedly, he gives up nothing. Instead a warning is issued to the stepfather, using a device Harry
placed on Eggsy in order to monitor him. Harry advises Eggsy to meet him at the tailor shop they discussed at the pub.

Once there, Harry makes the offer of a lifetime. A chance to become an official member of the Kingsman. With nothing to lose, Eggsy accepts and thus begins an incredible journey.

Eggsy’s recruitment process gives a lot of insight into what the Kingsman are made of. They refer to it as “the most dangerous job interview,” and they were absolutely right. Making it into the organization is nearly impossible.

There is so much more but I can not give you everything. What I can say is this is the one of the best spy films I have ever seen. There are also loads of bonus features that pull you deeper into the world of espionage. They reveal everything from the comic book origins to the costumes and set design. They spared no expense in the making of this film and the hard work definitely paid off.

One of the best scenes in the film is a fight that takes place in a church. If you’re like me, you’re wondering how “fight” and “church” are in the same sentence. The bonus features show an in-depth look at how the scene was accomplished. Needless to say it is must-see moment.

This movie has the classic feel of a Bond film with a touch of contemporary flavor. Bold action sequences and witting make it a truly enjoyable experience. This one delivers on every level.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter is the main part of the whole research. In this research, researcher presents findings of the study and the discussion simultaneously. The findings of the study are very important, not only to show the object being researched but also as the data presentation.

A. Finding

After doing review the movie and the script, the researcher found some of character building values that appear in the movie, they are:

1. Bravery
   It refer to voluntary (not coerced) action in the face or dangerous circumstance. This strength involves judgement; the brave person must have an understanding of the risks and consequences involved in acting.

2. Social Caring
   Act and attitude that always want to give helps to others and society that need some help.

3. Manner

4. Friendship
   Act that show happy talking, communicate, and work together with others.

5. Respect
Act and attitude that push his self to produce something that useful to the society and he also admit other person’s success.

6. Lovely
7. Team work
8. Responsible

Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God.

B. Discussion

1. Bravery

The four operatives, tying a terrorist to a chair. The first operative performs a swift body check, then remove his gas mask. This is Jack Lincoln, 32, handsome, calm and assured.

Another man removes his mask. Late 20s, black, good-looking. His code name is Merlin. He Nods respectfully to Jack.

A second follows suit. Early 20s, white, well-groomed, oozing aristocratic confidence. He will come to be known as Lancelot.

It takes a nudge from Merlin to prompt the third to remove his mask. This is Lee, 22, rugged face, army haircut and strong London accent. He looks to Jack, apologetic.

“Lee: sorry, sir.”

Jack draws a gun and addresses his captive in perfect Arabic.
“Jack: we know there’s a second attack planned today. I need the location. It’ll take five shots to take you beyond repair, so I suggest you answer quickly.”

Still no response, Jack shoots him both legs. The terrorist screams and slumps forward.

“Jack: that’s two. You don’t want to find out where I’ll pit the third.”

Jack aims for the terrorist’s groin. The terrorist sits up. He is smiling. Between his teeth he holds: a grenade pin.

“Lee: Grenade!!”

It detonates. Lee and the terrorist are killed instantly. Jack, Lancelot and Merlin are blown back by the force, but thanks to Lee, they’re alive. They pick themselves up.

“Jack: Oh. I missed it. How did I miss it?”

“Merlin: Time was of the essence, sir. Could have happened to any one of us.”

“Jack: If it had been one of the trainees, it would have been forgivable.”

Jack glances regretfully at Lee. Then gathers himself.

“Jack: where does this leave us, Merlin?”

“Merlin: Lee was the stronger candidate, sir. As I believe he just made evident. But Hugo’s test performances have been flawless.”
Merlin indicates Lancelot. Jack extends his hand to him.

“Jack: welcome to Huntsman.” (time 00:01:47 – 00:02:54)

2. Caring

The front room of a small but neatly-kept flat. On the wall is a large framed shopping-mall portrait: Lee in army uniform with his wife, Michele, 20s, and their little son, Egssy, 4.

“Jack: We very much regret that your husband’s bravery can’t be publicly celebrated. I hope you understand.”

On the floor, Eggsy plays with pokemon cards, desperately trying to ignore the conversation, determined not to cry.

“Michele: How can I if you won’t tell me anything? I didn’t even know he wasn’t with his squad—“

Now we see Jack and Michele, sitting close by. Jack holds out a beautiful medal. She takes it, studies it.

“Jack: I’m so sorry I can’t say more, but I’d like to present you with this. It’s a Guinevere cross. Very rare, and to those who know what it is, very highly respected.

(Michele hands it back)

I know it’s not much comfort. But—see on the back here?

That’s my number. As a more concrete gesture of gratitude, I’d like to offer... let’s call it a favour.”

“Michele: what do you mean?”
“Jack: The nature of it is your choice. Just tell the operator
“oxfords not brogues,” then I’ll know it’s you.

“Michele: Sorry, what? Who the hell are you?”

“Jack: Someone well- placed to help. But I’m afraid I can offer
only one favour. So you may want to save it for an emergency.”

Jack holds the medal out to her again. She just stares.

"Michele: I don’t need your help. I need my husband back."

She gets up, walks to the door and opens it. Jack stands. He looks at
Eggsy, who stares doggedly at his cards. Jack lays the medal on the
pokemon cards. Eggsy picks it up.

“Jack: what’s your name, young man?"

“Little Eggsy: Eggsy.”

“Jack: Take care of that, Eggsy. And take good care of your
mother too.” (time 00:03:01 – 00:04:54)

3. Manner

Eggsy’s so worked up that he hasn’t even noticed that the six gang boys
have come in. and they are looking right at him.

“First gang boy: What are you doing here? You taking the piss?”

Eggsy leaps up. Jack doesn’t move. Eggsy tugs his sleeve.

“Jack: some more examples of young men who simply need a
silver suppository?”
“Eggsy: No, there are exceptions. Come on.”

Jack watches apathetically as the gang walk towards them.

“Jack: Nonsense, we haven’t finished our drinks.”

The barman watches too, anxious. He is not going to intervene. The gang reach Eggsy and Jack’s table.

“First gang boy: I told Dean what you done. He said that makes you fair game. He don’t give a shit what your mum says.”

“Jack: Listen, boys. I’ve had a really frustrating day. Whatever your beef with Eggsy is – and I’m sure it’s well-founded – I’d appreciate it enormously if you could just leave us in peace until I’ve finished this lovely pint of Guinness.”

The boys exchange incredulous looks.

“Second gang boy: better get out the way, granddad, or you’re gonna get hurt and all.”

“Eggsy: He ain’t joking. You should go.”

A beat. Then Jack gets up, retrieves his umbrella and heads for the door.

“First gang boy: You want another rent boy, they’re on the corner of Smith Street!”

The gang all laugh. Jack doesn’t react, keeps walking. He reaches the door… and bolts it shut. He turn back around to face them.

“Jack: Manners maketh the man. Do you know what the means?

(off the stunned silence)
Then let me teach you a lesson.”

Eggsy watches, staggered, as Jack approaches first gang boy.

“Jack: Well? Are we going to stand around all day or are we going to fight?” (time 00:19:34 – 00:21:24)

4. Friendly

A tall attractive Danish blonde, Amelia, 23, gets there first and starts passing out the bags to the first four in line: Ulrich (macho, German), Kenji (slim, Japanese), Anton (Eurotrashy, Italian) and Saba (tough-looking, Ethiopian).

At the back of the line, Roxy shakes Eggsy’s hand.

“Roxy: Roxanne. But call me Roxy.”

“Eggsy: I’m Eggsy.”

“Roxy: Eggy?”

“Eggsy: No, Eggsy.”

Charlie, standing close by, done with his task, overhears.

“Charlie: Where did they dig you up?”

“Roxy: You know we’re not allowed to discuss who proposed us.”

The boy in the line ahead of Roxy has been eves-dropping. This is Henri – 21, French, handsome, well-bred. He is pegged Charlie as the alpha male, and is keen to forge an alliance.

"Henri: No need to bite his head off. Charlie’s only making conversation. That’s right, Charlie, no?"
Two more boys – Rufus (rugged, blonde, South African) and Ajit (good-looking, Indian) – join the group. They’ve already got their bags. Rufus has two and hands one to Henri.

“Henri: Thank you. Guys, this is ‘Eggsy’. This is Rufus and Ajit. So, Eggsy, are you Oxford or Cambridge?"

Rufus and Ajit stifle a laugh. Charlie smirks, too.

“Eggsy: Neither.”

“Charlie: Harvard?”

The others grin. These four are really bonding now.

“Rufus: Wait, I think we may have met... Did you serve me at the McDonalds in Gatwick airport?”

“Eggsy: No. but if I had, I’d’ve given you an extra helping of secret sauce.”

He mimes wanking onto a burger. There is a silence.

“Charlie: Definitely Harvard,"

Henri, Rufus and Ajit explode into sycophantic laughter and head for the table with their bags.

“Roxy: Just ignore them.”

Amelia approaches, carrying the last three body bags. She hands one each to Roxy and Eggsy.

“Roxy: Thanks. Amelia, isn’t it? Amelia, Eggy.”
“Amelia: Hey Eggy. Don’t take any notice or those guys.”

“Roxy: That’s what I told him.” (time 00:30:14 – 00:31:08)

5. Respect

“Merlin: Congratulations to all of you on completing your first test. And in particular, to Charlie ... and Eggsy. Who it seems has some experience with two-way mirrors.

(off Charlie’s proud grin)

I’d wipe that smirk off your if I were you, and show some respect. Not everybody passed.”

Eggsy follows his gaze, and reacts in dismay. Amelia is still in the dorm, lying in a corner. Motionless.

“Merlin: Training begins tomorrow, which I will have nothing to do with. Watching people train is boring. When you see me, it means there’s a test. Your real dormitory is across the hell. Get some sleep.” (time 00:31:17 – 00:32:15)

6. Lovely

An expensively furnished living-room. Two children in expensive clothes squeal with delight as a clown wearing make-up and a carnival mask finishes an elaborate balloon lion. We may or may not recognize the clown immediately as Jack.
He passes it to the smaller child, who bounces happily, and then talks gently to the other child in Russian.

“Jack: What animal would you like?”

“Child: Penguin!”

“Jack: Penguin! My favorite!”

“Smaller child: Lion is my favorite! Nanny, look!”

We pull further back to see a young Russian Nanny sitting nearby. She doesn’t look happy. She stares at:

Jack’s belt. The handle of a gun is clearly visible.

“Jack: Shall we show Daddy? Hold it up to my little camera, he can see it.”

He points to a flower in his lapel. The children giggle.

“Child: That’s not a camera, silly.” (time 00:36:07 – 00:36:40)

7. Team Work

The recruits (in jumpsuits) follow Merlin past an ASSAULT COURSB, to a row of KENNELS containing PUPPIES of all breeds.

“Merlin: As some of you learned last night, team work is paramount at huntsman. But I need you all to learn that. Before we do the assault course, you’re each going to pick a puppy.” (time 00:38:50 – 00:39:38)

He gestures to them to approach the pens.

8. Responsible
We follow Eggsy down the row of eager puppy faces. A tiny pug cocks its head.

“Merlin: From here on in., wherever you go, your dog goes. You will care for it. You will train it. Your dog is responsibility at all times. Choose your puppy.”


“Eggsy: A poodle?”


(looking at his dog)

A pug?”

“Eggsy: It’s a bulldog, innit?

(off her head-shake)

It’ll get bigger, though, won’t it?

(another head-shake)

Shit.”

“Merlin: Attention!”

Everyone stands to attention, dogs running around their feet.

“Merlin: The last candidate to complete the course goes home.

Go!” (time 00:50:35 – 00:51:24)
CHAPTER V
CLOSURE

A. Conclusion

Many expert interpret about defining character, such as Lickona (1992: 37) sees character in three related elements; moral knowing, moral feeling, and moral action. Based on this three elements somebody is considered to have good character if know about good things (moral knowing), possess interest toward good things (moral feeling), and do good action (moral action). Those three elements will lead somebody to have good habits in thinking, feeling, and action toward the god almighty, their individual entity, others, environment, and nation.

Based on previous chapter the researcher found eight character building values that appear in the movie, they are:

1. Bravery
2. Social Caring
   Act and attitude that always want to give helps to others and society that need some help.
3. Manner
4. Friendship
   Act that show happy talking, communicate, and work together with others.
5. Respect
Act and attitude that push his self to produce something that useful to the society and he also admit other person’s success.

6. Lovely
7. Team work
8. Responsible

B. Suggestion

For all the explanation above, the researcher gives suggestions for the reader, they are:

1. Watching movie is interesting. It entertains for viewer and shows some messages in the role of teaching attitude and behavior are very important to be applied in daily life. We have to be a wisdom audience.

2. A literary work, such as a movie can be one of source for us to get character building values, so that we can take them as our study.

3. It is be better for us to learn and teach character building values for children early.

4. Take positive educations from what are reading, hearing, looking, and doing in our life.
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APPENDIX

MARK MILLAR  DAVE GIBBONS  MATTHEW VAUGHN

Kingsman
THE SECRET SERVICE
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Muhammad Bilal
NIM : 113 12 084
Dosen Pembimbing : Noor Malihah, Ph.D

Judul Skripsi pada surat penunjukan pembimbing skripsi :
Character Building Values in the "Kingsman the Secret Service" Movie

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Dosen Pembimbing,

Noor Malihah, Ph.D
NIP: 197711282006042002

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dan Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name: Muhammad Bilal
Student Number: 113-12-084
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