AN ANALYSIS OF EDUCATIONAL VALUE USED IN THE MOVIE
“THE ANTHEM OF THE HEART”

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of
Teacher Training and Education Faculty of State Institute for Islamic Studies
(IAIN) of Salatiga

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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) of SALATIGA
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2019
STATEMENT OF ORIGINALITY AND PUBLICATION

WILINGNESS

For myself who get a signature below:

Name:        : Rivki Nurmawan
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Faculty:      : Teacher Training and Education Faculty
Program:      : English Education Department

The researcher fully declares that this graduating paper was made by the writer himself, and it is not contained the materials written or has been published by other people’s ideas. The materials and ideas from the other in this graduating paper were cited scientifically. The writer be pleased this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, September 02\textsuperscript{nd} 2019

The Researcher,

Rivki Nurmawan

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Assalamu'alaikum Wr. Wb

After reading and correcting Rivki Nurmawan graduating paper entitled "ANALYSIS OF EDUCATIONAL VALUE USED IN THE MOVIE "THE ANTHEM OF THE HEART"", I have decided and would like to propose that if this paper is accepted by the Dean of Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor

[Signature]

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MOTTO

There’s no **shame** in falling down! True shame is to not **stand** up again!

(Midorima Shintarou)

As long as you have **Allah** you have no reason to lose hope or give up.
DEDICATION

This graduating paper is dedicate to:

1. My God the Almighty.
2. My dearest mother and father, who teach me to love Allah SWT and knowledge, thank for your sacrifices.
3. My dearest Laili Mariana, who always gave me spirit and time to accompany me when looking for the book in library or finish this research.
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6. My friends all members of TBI 2015 Good Luck for you guys.
7. My beloved FFF Squad and RGS Squad (RGS×piekabare, RGS×DanDin, RGS×Fafajar, RGS×PaulUzi, RGS×Hann, RGS×Alfahawk, RGS×KhapKun, RGS×Rozial, RGS×BeNgEp, RGS×JAWILaku, RGS×Khonguan, RGS×Lutfikh, ZhangTaoFang, DeweWani, HibaPutraP, K***BapakKau)
8. All of my beloved people who cannot be mentioned one by one.
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_Bismillahirrahmanirrahim_,

In the name of Allah, the most gracious and merciful, the lord of universe and space. Thanks to Allah, because of Him the researcher is able to complete the graduating paper as one of the requirements for the degree of Sarjana Pendidikan in English Department of State Institute for Islamic studies.

This graduation paper would not be finished without support, pray, suggestions, and guidance from several people and institution. Therefore, the researcher would like to express special thanks to:

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Salatiga, September 02nd, 2019

The researcher

Rivki Nurmawan

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ABSTRACT


The aims of this research are to know the educational value, to know what are the literature element, and to know how to integrate the educational value from “The Antem of The Heart” movie.

The methodology of this study was qualitative research especially descriptive study. The techniques of collecting data by watching the movie “The Anthem of The Heart” and find some important event of the movie also using library research to get the information about the educational value from this movie and documentation.

The result of the study show that the dominant of the educational value according to Indonesian Law No.20 of 2003 and the educational value from literature sight. According to Indonesian Law No.20 of 2003 the educational value shown 10 from the 18 such as friendship, appreciating achievement, discipline, democracy, hard work, responsibility, sociality, creativity, curiosity, and independent. The total of data found is 33 data as follows friendship 11 data 33,33%, appreciating achievement 3 data 9,09%, discipline 3 data 9,09%, democracy 3 data 9,09%, hard work 3 data 9,09%, responsibility 3 data 9,09%, sociality 3 data 9,09%, creativity 2 data 6,06%, curiosity 1 data 3,03%, and Independent 1 data 3,03%. From literature sight there are 4 educational value such as social value, moral value, cultural value, religion value and found 33 data as following social value 26 data 78,78%, moral value 6 data 18,18%, cultural value 1 data 3,03%, religion value 0 data. The literary element is the character from the movie is played majority is Jun Naruse, Takumi Sakagami, Daiki Tazaki, Natsuki Nido, Kazuki Josima. The Setting of the movie is mostly take place in the school area. The setting of the time is Naruse’s daily life. The plot of the movie is the forward plot. The point of view in this story is using third person. For the integrate of the educational value this movie can be the learning media in the classroom and giving the explanation about how important the friendship.

Keywords: Educational Value, Movie, The Anthem of The Heart
# TABLE OF CONTENTS

| TITLE | i |
| DECLARATION | ii |
| ATTENTIVE COUNSELOR’S NOT | iii |
| CERTIFICATION PAGE | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGE | vii |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLE | xii |

## CHAPTER I INTRODUCTION

A. Background of the Study ................................................. 1  
B. Statements of the Problem ............................................. 3  
C. Objective of the Study ................................................ 3  
D. Benefits of the Study ................................................... 3  
E. Definition of Keyword .................................................. 4  
F. Review of Related Literature ........................................ 8  
G. Research Methodology .................................................. 9  
H. The Outline of The Graduating Paper ............................... 10

## CHAPTER II THEORITICAL FRAMEWORK

A. Education ........................................................................ 12  
B. Value ............................................................................... 13  
C. Educational Value .......................................................... 14  
   a. Religious Value .......................................................... 14  
   b. Moral Value .............................................................. 14  
   c. Cultural Value ........................................................... 15  
   d. Social Value .............................................................. 15
D. Media .................................................................................................................. 15
E. Movie .................................................................................................................. 17
F. The Anthem of The Heart .................................................................................... 18
G. Relation Between Movie and Education ............................................................ 21
H. Review of Previews Study .................................................................................. 22

CHAPTER III RESEARCH METHODOLOGY

A. Type of Research .................................................................................................. 24
B. Time of Research .................................................................................................. 27
C. Data Collecting Method ....................................................................................... 27
D. Data Analysis ........................................................................................................ 28
E. Technique of Data Verification ............................................................................. 28

CHAPTER IV RESEARCH FINDINGS

A. Data Presentation .................................................................................................. 29
   a. The Intrinsic Elements of The Anthem of The Heart ..................................... 29
   b. Educational Values found in The Anthem of The Heart Movie ................. 36
   c. The Most Dominant Educational Value in The Anthem of The Heart Movie ................................................................. 58
B. Data Analysis ........................................................................................................ 58
   a. Classification of Educational Value ............................................................... 58
   b. Integrated the Educational Value to the Daily Education Activity .......... 87

CHAPTER V CLOSURE

A. Conclusion .......................................................................................................... 78
B. Suggestion ........................................................................................................... 88

BIBLIOGRAPHY ...................................................................................................... 90

APPENDIX

CURRICULUM VITAE

Lembar Konsultasi Skripsi

SATUAN KREDIT KEGIATAN (SKK)
LIST OF TABLE

Table 3.1 Social Situation ................................................................. 26
Table 3.2 Scope of Qualitative Research ............................................. 26
Table 4.1 Educational Value found in The Anthem of The Heart Movie .......... 31
Table 4.2 Educational Value from Law No. 20 of 2003 Presentation .......... 74
Table 4.3 Educational Value from Literature Sight Presentation .......... 75
CHAPTER I

INTRODUCTION

A. Background of Study

Human is the social creature, human basically can not life alone. They life in group since primordial era and develop every aspect in human life, so human need something that need to be connecting the communication to send the mean to each other and it is a language. The language is appeared by the acquisition. All human language are acquired. Human have to be at least exposed to a particular language over some length of time, preferably when very long before they can acquire that language (Taylor, 1976:5). From here the language was discover, every region had the different language. Along with the development of era, human used the language not only for communicate to each other but it can used to deliver the feeling and the value that the human want to deliver in any shape. For example with the poem, music artwork, sculpture, or painting.

In this modern era there are many way to deliver the mean to each other, such as the parents want to tell the story to their children about the history of Malin Kundang or the wayang puppet show that often the old people do which is had the aim for their children do not argue with their parents, respect with the adult people, etc. However along with the time running. We can get the value of the language from the literature of poem, story, novel, and etc. Human has
develope various writing system to for this shortcoming. Written language or whistle language, is secondary to oral language-writing is based upon spoken language (Taylor, 1976: 23). Moreover the development of technology was affected the development of literature and now can be seen is movie. Movie is an artworks from a collection of pictures and interconnected which finally become a motion.

From this movie the people who make this only to entertain and some of them made for their children as educational media to learn each value from the story. Movie had their own attractiveness to deliver the message, it has the artistic elements and relation to a perceiver, the people who watches the scene, reads the novel, listens to the piece of music, or views the film (Bordwell, Thompson, 1986:4), Such as Laskar Pelangi or Kartini movie which had the moral value itself.

Majority of the people just enjoy the entertainment but the value is forgotten. For the viewer less than the high school grade sometime they are difficult to catch the value of the movies that the movie maker want to give. That’s become the reason why

The researcher want to analyze the educational value. The reason why the writer want to analyze the educational value of “The Anthem of the Heart” movie because this movie is different with the other of the japan movie. The
Anthem of The Heart has the good animation production and fresh story. Because this movie is very unique story and give the learning of the friendship and the important to convey or express every emotion to each other.

From the explanation above, the writer decides the title of this study is An Analysis of Educational Value Used in the Movie “The Anthem of The Heart” Movie.

B. Statement of the Problem

As the explanation above, the writer formulate some problem as follows:

1. What are the educational value in the movie “The Anthem of The Heart”?  
2. What are the intrinsic element of the “The Anthem of The Heart” movie?  
3. How to integrate the educational value in the “The Anthem of The Heart” to the daily education activity?

C. Objective of The Study

As the formulation of the problem above, this research has aims as the following:

1. To know the educational value from “The Anthem of The Heart”.  
2. To know what are the intrinsic element of “The Anthem of The Heart”.  
3. To know how to integrate the educational value from “The Anthem of The Heart” to the daily education activity.

D. Benefits of The Study

1. Theoretically
The result of this study is expected to be beneficial and can contribute to the development of value education in literature.

2. Practically

The writers hope that the result of the study can be used to:

a. For IAIN Salatiga, it is as a requirement to graduate from the institution and as a proof that the researcher is a well qualified candidate teacher.

b. For student in IAIN Salatiga, it can develop of literary study, particular students of who are interested in the literary research.

c. For the reader is to remind reader the importance of educational value in our life. Also it can be a reference for the next research.

d. For the researcher it can be the media to motivate and give spirit to reach our dreams.

E. Definition of Keyword

In order to make the title can be understood easily, the writer tries to give the definition and explanation of the term used. As follows:

1. Education

Education is aware and planned effort to create an atmosphere of learning and the learning process that learners are ectively developing their own potentials to have the spiritual power of religion, self control personality, intelligence, noble character, as well as the necessary skills of
themselves, society the nation and country. (Article 1 Goverment Regulation of Republic Indonesia No.20 2003).

2. Value

Value is standard of behavior, beauty, fair, reality (Frankel, 2018). The value can used in many aspects such as scoring or become the conclusion of something happen.

3. Educational Values

Educational value is the value and learning that we can get from the story or in the daily life and from other media. In the narrower sense, education become in practice idential with schooling, i.e formal instruction under controlled condition. (Syam, 1998:5-6). Not only in daily life, so the educational value can we get from the movie too. The development of the moral and character building on the student , however, not coming from the school (Larry P.Nucci , Darcia Narvaez, 2014:34). So we can conclude that educational values is something important which people think or to do relating to or concerned with education.

4. Media

According to Prasetyo (2015:272) media is refres to anything that carries information from the teacher to the students. The media will helps
the teacher and get easier way to teach and covey or deliver the material. Not only the teacher, the student will get the benefit to. The student can be more motivated, getting full of comprehension related to the core of material of lesson.

5. The Anthem of The Heart

The Anthem of The Heart is the Japan Drama Animation (Anime) Movie directed by Tatsuyuki Nagai, produced by A-1 Picture, and written by Mari Okada. This movie had their japanese title named Kokoro ga Sakebitagatterunda (心が叫びたがってるんだ。) Release at 19 September 2015.

Long ago, the young girl Jun Narase dreamed of one day attending a ball at the glamorous castle on the hill. After once seeing her father driving out of that castle, she returned home to excitedly tell her mother, not realizing she'd just described her father's infidelity. And so her family falls apart, and after her father tells her it was all her fault, she falls into despair until a strange egg tells her she can save herself from further heartbreak, and maybe even find her prince on a hill. All it would take is to forever seal away her dangerous voice.

Anthem of the Heart is also significantly buoyed by its aesthetic strengths. The character designs are very expressive, and though the animation does not have quite as much personality as you might hope in a
feature film, it's well up to the task of conveying Jun's personality almost entirely through body language. Jun's movements act as a consistent counterpoint to her silence, demonstrating the passionate and almost hyperactively emotional girl hidden by the egg's curse.

The direction and art direction are also strong. The film's backgrounds are lovely, and the compositions vary between close-up shots of characters in inner turmoil and mid-distance shots stranding them in either the corner or bare center of the frame. The lighting amplifies this effect, making strong contrasts of light and shadow that characters continuously navigate in thematically in relevant ways. And there are even some nice picture-book flourishes employed to depict Jun's fairytale story.

The music is perhaps the film's greatest strength, appropriate for a movie about the power of music to convey emotional truth. A combination of classical and stage musical tracks make up the soundtrack for the class play, and the background music is populated with lovely ballads and folk songs. Most of the film's standout sequences involve extended musical interludes, letting the characters' actions do the talking as the soundtrack hammers the emotions home.

There are definitely some points where the film stumbles. While normally the execution is relatively graceful, the characters sometimes overtell their feelings, meaning that some sequences in the last act feeling like characters announcing their motivations in a way that doesn't jibe with
the people they'd been until then. Additionally, the final conflicts hinge on a couple of the patented adolescent drama-makers that most of the film avoids, old creaky tricks like one character overhearing another's maybe-confession. The film has to stretch a little to justify its dramatic structure, and the route the narrative will take can pretty much be guessed within the first fifteen minutes.

6. Movie

Movie is a type of visual communication which use moving pictures and sound to tell the stories, drama or to inform the viewer. Also can be known Movie is motions pictures as a form of entertainment or an art (Hornby, 1987: 234).

F. Review of Related Literature

In this study, the writer takes two kinds of researches as a comparison in this research.

1. The first research is from Siti Aisah “An Analysis of Educational Values of “Nim’s Island” Movie” description on Education Value as seen in “NIM’s Island” written by. In her research, she found Students can study about attitude behavior from major character specially Nim Rusoe that people can get everything when they have extraordinary effort, The sense of never give up, optimism, self-confidence are very important to achieve ambitions.

2. The second is from Umi Maratussolikah “Educational Values In “The Karate Kid” Movie” the educational value in “Karate Kids” movie. In her
research, the implication of this movie in education are the movie has many values can apply for the student and the ways to get their attitude, never give up spirit in their life.

Based on the previous study above, the writer is interested to do a research about An Analysis Of Educational Value Used In The Movie “The Anthem Of The Heart” Movie.

G. Research Methodology

In analyzing the “The Anthe of The Heart” movie the writer takes a certain procedures as following:

1. Research Object

   The main data source is quotes of “The Anthem of The Heart” movie related with educational values directed by Tatsuyuki Nagai.

2. Data source

   Data source is divided to primary and secondary source.

   a. Primary

   It is a source of original data and basis of research. The primary source taken from the “The Anthem of The Heart” movie.

   b. Secondary
It is a data source that used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books of literature theories, value and education. Finding the material from internet as the other data source.

3. Type of research

Research is studying the findings with explore, examine, and identify the things that have been there to know what is and is not there (Arikunto, 2010). In this study the researcher will use the descriptive qualitative method.

4. Technique data collection

The writer will watching the “The Anthem of The Heart” movie to collect the data and try to find some important event of the movie in this study. The writer also using library research to get more information about educational values from this movie.

5. Data analysis

In data analysis, the writer tries to analyze the movie in order to know and the message written by author. The technique of the data analysis in this study is descriptive. In conducting analysis, the writer uses some tips as following:

b. Extracting the education values from the movie.

c. Concluding based on data analysis.

H. The Outline of The Graduating Paper

This study will organize into five chapters as explained. Chapter one as the introduction, containing background of study, statements of problem, objectives of the study, benefit of the study, definition of the keyword, review of related literature, research methodology, the outline of graduating paper. Chapter two is theoretical framework of “The Anthem of The Hearts” movie, it contain the definition of education, value, educational values, media, movie, the anthem of the heart and relation between movie and education, rivew of previous study. Chapter three presents research methodology. It consists of type of research, time of research, data and data sources, data collecting method, data analysis, and technique of data verification. Chapter four present the data analysis which has been collected. It deals with data presentation of educational values, data analysis. Chapter five is closure. It contain conclusion and suggestion. The last part is references, appendixes.
CHAPTER II
THEORITICAL FRAMEWORK

In this chapter, the writer will discuss the theories necessary to analyze the education values of “The Anthem of The Heart” movie.

A. Education

SA. Bratanta defining the education is the effort which held by directly or indirectly to help the student’s develope and reach the maturity (Ahmadi & Uhbiyati, 1991;144). According to National Education Standards of Republic Indonesia Government Regulation No. 19 of 2005 Article 4 says that the purpose of education is:

“National Education Standard is for guarantee the quality of National Education in order to educate the life of the nation and to create the character and national civilization of dignity”. The communication ability includes listening, speaking, reading, and writing. The purpose of learning the foreign language in the school is for developing the communication ability in speaking or by written. The reading skill is the one of the standard skill in English language that must be reached in all of the education level since elementary school. Through the reading skill the student expected to be able to read and understand the text with the adequate speed. Education progress is the process of the speleologist’s development, with purpose. The purpose of the
development with naturally is the maturity. This potential will realized the natural and social precondition of human is possible such as, health, food, safety is relative according to human needs (Ghufron, 2017;6).

B. Value

Value is the message or impression which can give the additional knowledge, education, and something meaningful. For example, if the certain figure is doing something of kindness or madness, they will get the consequence in form of kindness and madness too. Value is important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. (http://www.businessdictionary.com/definition/values.html, accessed on 19 August 2019 retrieved 10.32).

Values relate to the norms of a culture, but they are more global and abstract than norms. Norms provide rules for behavior in specific situations, while values identify what should be judged as good or evil. While norms are standards, patterns, rules and guides of expected behavior, values are abstract concepts of what is important and worthwhile. Flying the national flag on a holiday is a norm, but it reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors to manifest respect at a funeral. Different cultures reflect values differently and different emphasis. Over the
last three decades, traditional-age college students have shown an increased interest in personal well-being and a decreased interest in the welfare of others. Values seemed to have changed, affecting the beliefs, and attitudes of the students (http://en.wikipedia.org/wiki/Value_(personal_and_cultural), accessed on 15 August retrieved 15.22).

C. Educational Value

Educational value is the value or learning that we can get from the story or any something happened in the daily life or from other media. In the narrower sense, education become in practice identical with schooling, i.e. formal instruction under controlled condition. (Syam, 1998:5-6). Not only in daily life, so the educational value can we got from the movie too. The development of the moral and character building on the student, however, not coming from the school (Larry P.Nucci , Darcia Narvaez, 2014:34). There is some extricate value, the value which included in the story is the one of the important thing in the literature. This value will be get to the viewer as the sum of the script in the movie. The educational value such as.

a. Religion Value

The religion value is the value that can be interpreted as a learning which included in the literature or movie and has the connection with the religion learning.

b. Moral Value
Moral value is the value which contained in the story and there are connection with the morality or applicable ethics in society. The moral value in the story usually is showed with the behavior and the speaking with good words which has been played by the character. Every social connection is containing morality as though the horizontal connection (each other) or vertical connection (with God), (Ghufron, 2017:6).

c. Cultural Value

The Cultural Value is the aspects which regarded with the behavior, tradition, customs, the cultural value also give the message about the cultural preservation.

d. Social Value

The social value is the aspect which can be obtained from the character interaction with others, environment and people around the character.

There is some of the support educational value according to Indonesian Law No. 20 of 2003, there are 18 educational values that can be found while learning something, they are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiousity, national spirit, patriotism, appreciating achievement, friendly, love peace, like to read, environmental care, sociality, responsibility.
D. Media

Media is the tools which can help something to made the purpose can be reached with more easily. So that, the tools to improve the teacher activity is named with education media. Education media is the tools or things which can help the teacher to achieve the education purpose. Media is a communication channel tools or can be mean as a communication channel between the teacher to the students in a learning (Hamid, 2011: 149). According to Smaldino (2007:10-12), media is a means of communication and source of information. He also said if the media has six basic of media wich used in learning and instruction, such as:

a. Text

Text is alphanumeric character that may be displayed in any format such as book, poster, chalk board, computer screen, and so on.

b. Audio

Audio include everything that you can hear such as person’s voice, music, mechanical sound (running car engine), noise, and so on

c. Visual

Visual is regulary use to promote learning. It is include diagram in a poster, drawing is chalkboard, photograph, graphics in a book, cartoons, and so on.
d. Motion Media

Motion media is a media that show motion include videotape, animation, and so on.

e. Manipulative (Object)

Manipulative media are three dimensional and can be touch and handle by students.

f. People

People here may be teacher, students, and so on.

According to Hamid, (2011:151), to made the education media effective. So, it need good criteria such as:

a. Media or education tools must be interesting for the students, so they can focused theirself to the message which the media will given.

b. Media or education tools must develop the interesting of the students so that the student can follow the material which given by the media.

E. Movie

According to Merriam-Webster(2017), Video is a movie, television show, event, etc. That has been recorded into a VCD (Videocassette), DVD, etc. So it can be watched on a television or computer screen. In the Indonesian dictionary, Movie can be interpreted the thin membrane which made from celluloid for negative image place (that will make portrait), or for positive image place (that will made for cinema). While the meaning of the movie in wide is the display
which produced in particular for show in the cinema. This meaning is different with the meaning of the movie on television.

Movie is a type of visual communication which use moving pictures and sound to tell the stories, drama or to inform the viewer. Also can be known Movie is motions pictures as a form of entertainment or an art (Hornby, 1987: 234). Basically the movie is an audio visual tools which made the people interesting. Because, it is showing the scene which feel alive and look like reality some of them giving the interesting between voice, color management, costume, and a beautiful panorama. The message of the movie which has the fight scene or something violence if it is be consumed with the people too much, it will made worry to the parents trough their children. It is appear by the believe if the bad content from the movie will affect the moral, psychology, and social harm, especially to the young generation and create the anti-social effect. There are some of the intrinsic element that build the story more better. Such as:

1. Character

According to Abrams (1981,20), is the people that play in the narative art, drama wich has the reader or viewer has the moral quality about everything what they do.

2. Setting
The Setting is the place, time or the social environment where the event took place.

3. Plot

Plot is the important fiction element. Plot is the sequence of the event in the story, but every event only connected with the cause and effect, the one event with other event is happen because the other events.

F. The Anthem of The Heart

The Anthem of The Heart is the Japan Drama Animation (Anime) Movie directed by Tatsuyuki Nagai, produced by A-1 Picture, and written by Mari Okada. This movie had their Japanese title named Kokoro ga Sakebitagatterunda (心が叫びたがってるんだ。) September Release at 19th, 2015

The story focused on a chatterbox girl, Jun Naruse. One day she sees her father come out from one love hotel with another woman and tells her mother, resulting in her parents' divorce. Her father blames her, saddening Jun. While she is crying, a fairy egg appears and seals her words so she won't hurt people again.

When Jun is in high school, as the result of the "curse", Jun is unable to speak. Her homeroom teacher, Kazuki Jōshima, signs her up to Charity Committee members along with three other people: Takumi Sakagami, Natsuki Nitō, and Daiki Tasaki. Going to the committee room to properly reject
becoming a committee member, Jun hears Takumi singing and is captivated. She then tells Takumi of her past and requests him to turn her words into a song, thinking that the curse won't apply if she's singing.

Though she can not speak, Jun learns she is able to sing. The school decide to do a musical based on her experience in the form of a fairy tale. While discussing the musical, Daiki has a falling out with his teammates that is stopped by Jun, who consequently has another stomachache for talking, but this improves her relationship with Takumi, Natsuki, and Daiki. Misunderstanding Takumi's concern for Jun as a sign that he is falling in love with her, Natsuki tells Takumi that she will cheer them on despite her own feelings for Takumi.

The next day, Daiki makes said to his teammates. As they spend time together preparing for the musical, Jun starts to develop feelings for Takumi, while Daiki starts to develop feelings for Jun. Daiki asks Takumi regarding his relationship with Natsuki, having heard rumours that both of them were dating during middle school, but Takumi denies this since Natsuki had told her classmates then that they were not dating when she was asked. At the night before the musical, Takumi asks Natsuki about the boy she's dating currently, leading Natsuki to finally reveal that the boy she's referring to is none other than Takumi himself, before she accuses him of falling in love with Jun. Takumi reveals that while he is concerned about Jun, he is not in love with her and he has always regretted not trying to convey his feelings for Natsuki during
middle school even when he was aware of her feelings for him at that time. Unbeknownst to them, Jun overhears their conversation. Heartbroken, she runs away and meets the fairy egg, who reveals that she has worsened the curse by trying to convey her feelings for Takumi. Jun doesn't show up on the day of the musical, leaving Natsuki to fill her role while Takumi frantically goes searching for her.

Takumi finds Jun at the love hotel that has been shut down. To his surprise, she is able to talk normally. Jun angrily lashes out at Takumi as he tells her that the reason she is unable to convey her words is not because of the fairy egg's curse but because of Jun's own fear. Wanting to hear her voice once more, Takumi allows Jun to lash out all of her anger and frustration until she is satisfied. Jun confesses her feelings for Takumi, but it is revealed that Takumi is still in love with Natsuki, to which Jun replies that she knew. Takumi then expresses his gratitude for Jun because before he met her, he was unable to say what he truly felt properly and only went along with everyone else. This convinces Jun to perform in the musical. Jun and Takumi arrives just in time before the final scene, allowing Jun to sing and convey her feelings to her mother who finally understands what she had been through. As the musical ends, Jun realises that the fairy egg was actually nothing but an imagination that she created to have someone she could blame for her condition, and now she decides to open up her heart, coming to terms with her past. As the movie ends,
Takumi and Natsuki reconciles their relationship, while Daiki finally confesses his feelings to Jun.

**G. Relation Between Movie and Education**

After we realize from the potential of the movie as the media which can deliver the message/impression of the education effectively and it can influence the person behavior then it was made the educational movie production. If we heard the word of “Movie”, so the scene, dialogue, event, conflict, figure, character, and setting is the point that made in our mind. Movie is the media of the story telling, or doing expression. Movie is the art which can giving an experience for the people whom enjoy it. According to Harmer (2001:282), there are some advantages why the video can add a special meaning to the learning experience:

a. Seeing language-in-use, the students do not just hear the language but they can also see it. They can know the general meaning and moods that are convey through expressions, gesture, and other visual clues.

b. Motivation, most students increase their interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Conceptually from the communication studies, educational movie is the impression that purposed to change the people behavior through it’s from cognitive, affective, as well psychomotric, and not profit oriented. The
education is the collection of the theories, that because of them it will close with the knowledge. However, the scientific theory had one purpose, it is the disclosure of reality, while in the educational theory had the more obvious purpose it is the guiding behavior (Durkheim, 1990:2).

(Ahmad & Uhbiyati, 1991:144-145) in choosing the educational tools which will be used need to consider some aspect such as:

1. The purpose which will be achieve with it.
2. Who will be used it.
3. Which tools that already and can be used.
4. To whom the tools will used.

H. Review of Previews Study

In this study, the writer takes two kinds of researches as a comparison in this research.

3. The first research is from Siti Aisah “An Analysis of Educational Values of “Nim’S Island” Movie description on Education Value as seen in “NIM’s Island” written by. In her research, she found Students can study about attitude behavior from major character specially Nim Rusoe that people can get everything when they have extraordinary effort, The sense of never give up, optimism, self-confidence are very important to achieve ambitions.

4. The second is from Umi Maratussolikah “Educational Values In “The Karate Kid” Movie” the educational value in “Karate Kids” movie. In her
research, the implication of this movie in education are the movie has many values can apply for the student and the ways to get their attitude, never give up spirit in their life.

The reason why the writer want to analyze the educational value of “The Anthem of the Heart” movie, because this movie is very unique story and give the learning of the friendship and the important to convey or express every emotion to each other. In this research will give the intrinsic element from the movie. So, the research will defferent from the previous research and give the detail information in this movie. Based on the previous study above, the writer is interested to do a research about An Analysis of Educational Value Used in the Movie “The Anthem of the Heart”. 
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer want to describe the research methodology. It consists of research design, data and data sources, data collecting method, technique of data verification and data analysis.

A. Type of Research

The research methodology defined as a way or method to prepare to complete the research to reach the goal of the research. In this study the writer use the descriptive qualitative research to describe the education value that appear in the “The Anthem of The Heart” movie.

According to Bogdan & Biklen (1998:28), qualitative research is Descriptive “The data collected is in the form of word or pictures rather than numbers”. Processing the data taken from various sources, transcript movie, article, etc. The qualitative research is the research which mean to understanding the phenomenon about something that what is experienced by the research subject for example behaviour, preception, motivation, or other action holistically, and in a way of description in shape of language to one natural particular context with make use of every kind of natural method. (Moleong, 2011:6)

In general, the research using the qualitative method has the characteristic following Kriyantono (2009:57-58):
a. Intensive, the researcher participation in a field setting for a long time, the researcher is the main instrument in research.

b. The recorded need more carefully between what happen to the note in the field and other type from the proof documentary evidence.

c. An analysis of field data.

d. Report the result including with the detail description, quotes, and every comments.

e. There is no single reality, every priset create the reality as the group of the research process. The reality will be regarded as dynamic and as the social product construction.

f. Subjective and only inside the priset reference. Preset as the media to dig the data intrepretation.

g. Reality is the holistic and can’t be break apart.

h. Preset produce the unique explanation about the situation that happen and the individual.

i. More in the depth then the breadth.

j. The research procedure: empirical-rational and not structured.

k. The connection between the theory, concept, and data: the data will show or create the new theory.

Sugiyono (2010:137-138) said the qualitative research performed on the certain social situation from the single social situation, until a complex society.
The social situation will performed on the picture 8.1, and scope of the research will be pictured on the 8.2 picture.

The essence of the social situation is: Actor, that doing the Activity in the certain location or place.

<table>
<thead>
<tr>
<th>SCOPE OF RESEARCH</th>
<th>SOCIAL UNITS STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACRO</td>
<td>Complex Society</td>
</tr>
<tr>
<td></td>
<td>Multiple Comunities</td>
</tr>
<tr>
<td></td>
<td>A Single Community Study</td>
</tr>
<tr>
<td></td>
<td>Multiple Social Institutions</td>
</tr>
<tr>
<td></td>
<td>A Single Social Institutions</td>
</tr>
<tr>
<td></td>
<td>Multiple Social Situations</td>
</tr>
<tr>
<td></td>
<td>Single Social Situations</td>
</tr>
</tbody>
</table>

Table 3.2. Scope of Qualitative Research
1. Data and Data Source

Data is the important thing in this research. What the mean of the data source in the research is where the writer find the subject (Arikunto, 2010: 172). The data in this research is formed by document. Document is the record of event that happen what has passed. The document can be formed as article, or any monumental creation and person (Sugiyono, 2010:82). To gain the data there are source and can be divided to two kinds, primary and secondary data. The primary data for the analysis is taken from the “The Anthem of The Heart Movie”. While the secondary data was derive from another sources, such as books, internet, and other materials that can support the primary data. The writer will used the dialog transcript (subtitles) from the “The Anthem of The Heart” movieto support the primary data. Because the “The Anthem of The Heart” movie is different with the real action of that movie.

B. Time of the Research

The research will start at August 27th, 2019 until September 2st, 2019. 1 week for the research.

C. Data Collecting Method

Data collecting method is the way of the writer collecting the data to find the correct and good information. There are some technic to gather the data
which can used by the writer. The writer can use one of the most data that usually can be combined from the one method to other method. It’s depend on the problem (Kriyantono, 2009:6). In this study the writer using the documentary technique ad the technique to collect the data. By using the document or the evidence list the writer will discover the description of data from the primary and secondary data which are relevant with the writer.

**D. Data Analysis**

In data analysis the writer uses some method to analyze the data. According to Bogdan (1998:145) the data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that the researcher accumulate to increase her own understanding of them and to enable her to present what she has discover to other.

**E. Data Analysis**

In technique of data verification the writer will using credibility and dependability. In dependability researcher used audit trail where researcher provides the complete data from transcript movie then audited by others, such as article and movie itself.
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the result of the data analysis based on the problems of the study mentioned previously. It is divided into two parts that were analyzed. The first part is data presentation and the second is finding research. Both of the parts consist of the educational value appearing in that movie.

A. Data Presentation

a. The Intrinsic elements of the The Anthem of The Heart Movie

In this study the writer wants to describe the intrinsic element from the movie. The intrinsic element such as:

1. Character

The character in this movie is played by:

- **Name:** Jun Naruse

- **Name:** Takumi Sakagami
  - Characteristic: Protagonist, Friendly, Love Helping People, Creative.

- **Name:** Natsuki Nito
  - Characteristic: Protagonist, Friendly, Kind.

- **Name:** Daiki Tazaki
  - Characteristic: Protagonist, Discipline, Underestimated, Bossing.

- **Name:** Kazuki Joshima
  - Characteristic: Protagonist, Creative.

- **Name:** Izumi Naruse
  - Characteristic: Protagonist, lover.
2. Setting

The setting of the movie is mostly take place in the school area.

Naruse’s School

00:08:26 – 00:12:10, 01:00:55 – 01:04:46, 01:46:34 – 01:54:32
<table>
<thead>
<tr>
<th>Location</th>
<th>Time Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTM Research Club</td>
<td>00:12:15 – 00:13:36</td>
</tr>
<tr>
<td>Baseball Yard</td>
<td>00:13:47- 00:14:53</td>
</tr>
<tr>
<td>Teacher Room</td>
<td>00:15:49 – 00:19:00</td>
</tr>
<tr>
<td>Music room</td>
<td>00:22:31 – 00:22:37</td>
</tr>
<tr>
<td>Naruse’s House</td>
<td>00:39:22 – 00:40:44</td>
</tr>
<tr>
<td>Takumi’s House</td>
<td>00:20:04 – 00:21:24</td>
</tr>
<tr>
<td>Castle (Love Hotel)</td>
<td>01:35:52 – 01:42:18</td>
</tr>
<tr>
<td>Temple</td>
<td>00:26:47 – 00:29:02</td>
</tr>
</tbody>
</table>
3. Plot

The plot of the movie is the forward plot because the director connect the event and conflict is forwardly. But there is the flashback at the beginning of the story to tell why Naruse can’t speak. The story begin with the child Naruse is very like speaking until her father blames her because she look him with another girl and divorce with his wife. Then make Jun sad and blame herself at near of the temple. She meet the Egg that can speak and made the agreement to cannot speaking so she can’t hurt people heart again until she meet the prince to made her can speaking again. A few years later she is high school, she still cannot speaking if she speaking her stomach will sick. Her homeroom teacher, Kazuki Jōshima, signs her up to Charity Committee members along with three other people: Takumi Sakagami, Natsuki Nitō, and Daiki Tasaki. Jun and of the member at the beginning is refuse the sign but there is no people that want to be the Charity Committee except that four student. When in the near temple Jun and Takumi discuss what the
show will present. Jun said if she cannot sing if she do it her stomach will sick and Takumi had the idea if she sing maybe her stomach when Jun in the house, she try to sing and finally her stomach. The complication of the story is when Jun think maybe Takumi is her prince that will help her to speaking again. When the training for the musical end, all of the student clean the hall and when Takumi and Natsuki walking in the school corridor to the classroom they discuss about their relationship at junior high school.

Jun hear that discuss and she broken heart, she run away from school to somewhere and at the show time all the class is shocked when know Jun not coming and sad if Jun betrayed all the class. But Daiki ask for class to apologize Jun, He know if she is broken heart and ask Takumi to looking for Jun and made her back again. The Resolution is when finally Takumi found Jun in the Castle and convincing Jun if the stomachache is the illusion and the Egg to. The debate is so tense up until Jun agreed with Takumi if every emotion need to be express to each other. Finally Jun want to back and continue the musical and she can speaking again.

4. **Point of View**

In this movie the director used the third person point of view as the main character.
5. Synopsis

The story focused on a chatterbox girl, Jun Naruse. One day she sees her father come out from one love hotel with another woman and tells her mother, resulting in her parents’ divorce. Her father blames her, saddening Jun. While she is crying, a fairy egg appears and seals her words so she won't hurt people again.

When Jun is in high school, as the result of the "curse", Jun is unable to speak. Her homeroom teacher, Kazuki Jōshima, signs her up to Charity Committee members along with three other people: Takumi Sakagami, Natsuki Nitō, and Daiki Tasaki. Going to the committee room to properly reject becoming a committee member, Jun hears Takumi singing and is captivated. She then tells Takumi of her past and requests him to turn her words into a song, thinking that the curse won't apply if she's singing.

Though she can not speak, Jun learns she is able to sing. The school decide to do a musical based on her experience in the form of a fairy tale. While discussing the musical, Daiki has a falling out with his teammates that is stopped by Jun, who consequently has another stomachache for talking, but this improves her relationship with Takumi, Natsuki, and Daiki. Misunderstanding Takumi’s concern for Jun as a
sign that he is falling in love with her, Natsuki tells Takumi that she will cheer them on despite her own feelings for Takumi.

The next day, Daiki makes said to his teammates. As they spend time together preparing for the musical, Jun starts to develop feelings for Takumi, while Daiki starts to develop feelings for Jun. Daiki asks Takumi regarding his relationship with Natsuki, having heard rumors that both of them were dating during middle school, but Takumi denies this since Natsuki had told her classmates then that they were not dating when she was asked. At the night before the musical, Takumi asks Natsuki about the boy she's dating currently, leading Natsuki to finally reveal that the boy she's referring to is none other than Takumi himself, before she accuses him of falling in love with Jun. Takumi reveals that while he is concerned about Jun, he is not in love with her and he has always regretted not trying to convey his feelings for Natsuki during middle school even when he was aware of her feelings for him at that time. Unbeknownst to them, Jun overhears their conversation. Heartbroken, she runs away and meets the fairy egg, who reveals that she has worsened the curse by trying to convey her feelings for Takumi. Jun doesn't show up on the day of the musical, leaving Natsuki to fill her role while Takumi frantically goes searching for her.
Takumi finds Jun at the love hotel that has been shut down. To his surprise, she is able to talk normally. Jun angrily lashes out at Takumi as he tells her that the reason she is unable to convey her words is not because of the fairy egg's curse but because of Jun's own fear. Wanting to hear her voice once more, Takumi allows Jun to lash out all of her anger and frustration until she is satisfied. Jun confesses her feelings for Takumi, but it is revealed that Takumi is still in love with Natsuki, to which Jun replies that she knew. Takumi then expresses his gratitude for Jun because before he met her, he was unable to say what he truly felt properly and only went along with everyone else. This convinces Jun to perform in the musical. Jun and Takumi arrives just in time before the final scene, allowing Jun to sing and convey her feelings to her mother who finally understands what she had been through. As the musical ends, Jun realises that the fairy egg was actually nothing but an imagination that she created to have someone she could blame for her condition, and now she decides to open up her heart, coming to terms with her past. As the movie ends, Takumi and Natsuki reconciles their relationship, while Daiki finally confesses his feelings to Jun.

b. Educational values found in The Anthem of The Heart movie.
In this study the writer divides research finding into two parts. There are data presentation and the findings of research. The data presentation which the writer should be shown the data of educational values found in The Anthem of The Heart movie and the dominant of educational value appearing in that movie. The sequence of data presentation appropriate to the sequence of educational value that explain previously.

As stated by Indonesian Law No. 20 of 2003, there are 18 educational values that can be found while learning something, they are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, patriotism, appreciating achievement, friendly, love peace, like to read, environmental care, sociality, responsibility. The first data presentation shown educational values that found in The Anthem of The Heart movie can be on the table.

Table of Educational Value found in The Anthem of The Heart Movie.

<table>
<thead>
<tr>
<th>NO</th>
<th>Educational Value</th>
<th>Data Presentation</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1  | Discipline        | 1.1 42:17-42:30   | -Takumi’s Grand Father:  
  Where’s Takumi?  
-Takumi’s Grand Mother:  
  Out shopping, I asked him to go get some light bulbs. |
### Takumi’s Grand Father:
At this hour? Stop asking Takumi to do everything!

### Takumi’s Grand Mother:
I was in the middle of something-

### Yamaji
What are you doing? Not showing up at practice, Taking some girl out...

### Natsuki Nito
You’re wrong about that! We’re here to discuss the Community Outreach event...

### Yamaji
Outreach?

### Daiki
Just spit it out, Yamaji

### Yamaji
<table>
<thead>
<tr>
<th>1.3</th>
<th>59:29</th>
<th>In form of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Hard Work</td>
<td>2.1 01:03:55-01:01:04:42</td>
</tr>
<tr>
<td>2.2</td>
<td>01:15:45-01:17:00</td>
<td>-Takumi</td>
</tr>
</tbody>
</table>

- **Daiki**
  
  What do you mean, "You're our ace now?"

- **Yamaji**
  
  All you ever do is throw your weight around!
  
  You’re an eyesore! I wish you disappeared from my sight!

- **Takumi**
  
  Sorry about this, Naruse.
  
  Something just hit me, see.
  
  About that last song... Oh, hey, I'm all for the happy ending! But when I started thinking how great the
atmosphere of the original ending was.

Let's see...

Happy... Happy...
The song we heard the other day in class It actually fits pretty well, I guess. In this musical I saw years ago, there was a number where they sang two different songs at once. And I remembered how amazing it was, listening to Aizawa and the others talking.

(While playing piano)

2.3 01:35:07-01:44:27

-Takumi

Naruse? You....,

-Naruse

It's already started, hasn't it? No, there's still time!
Because they're somehow getting by for now. It's hopeless. I can't sing anymore. Because my prince doesn't exist anymore.

-Takumi

Naruse...!!

-Naruse

Don’t come near me! Don’t make me shout!. My stomach will start hurting again, don’t you see? Thought I could do it if I sang... But it didn't work out! Talking. My heart talking. It didn't work, after all! It was just like the Egg said! Because I spoke up, I became unhappy!

-Takumi
There was never any egg, and you know it!

-Naruse

Yes, there is!

-Takumi

There isn't!

-Naruse

There is!

-Takumi

Isn't!

-Naruse

I need him to exist, or I'd be lost! I've ruined the play. I've ruined my family. If my being a chatterbox wasn't to blame... What am I supposed to blame it all on? What am I supposed to do? I wish it would just burn up! Me, My soul, All my chattering, too!
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Takumi</td>
<td>Naruse</td>
<td>Takumi</td>
<td>Naruse</td>
</tr>
<tr>
<td>Thanks to you, I think I realized all kinds of things!</td>
<td>Me, too. It's all thanks to you, Sakagami. It's thanks to you, to Nito, to Tasaki, to everyone! But I...</td>
<td>Let's go. They're all waiting. For you. They're waiting!</td>
<td>When I talk, I get a stomachache. When I talk, I get a stomachache I think that must be the curse.</td>
</tr>
</tbody>
</table>

3 Creativity 3.1 28:27-28:48 30:00 | Naruse |

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Creativity</td>
<td>3.1</td>
<td>28:27-28:48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30:00</td>
</tr>
</tbody>
</table>
- Naruse
  I think that must be the curse.
  Thank you very much. I feel a lot better now.

- Takumi
  Is that right?

- Naruse
  Okay, I'm gonna head home now. What you said today, do you really believe that?

- Takumi
  Do you think you can convey your feelings better through song? Are you talking about...

- Naruse
  You're asking if it's better?

- Takumi
  Well, singing, or music... I think by nature, it was
always meant to convey something. So Naruse, if there's something you want to say... don’t you think you should try singing? Maybe singing doesn't count for the curse.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>43:01-44:06</td>
<td>45:44</td>
<td>In form of action</td>
</tr>
<tr>
<td>4</td>
<td>Independent</td>
<td>4.1</td>
<td>29:13-29:20</td>
</tr>
<tr>
<td>5</td>
<td>Curiosity</td>
<td>5.1</td>
<td>44:24</td>
</tr>
<tr>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td>6.1</td>
<td>33:27-33:58</td>
</tr>
<tr>
<td></td>
<td>Appreciating achievement</td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Come on!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Takumi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You did you just...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Naruse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;i&gt;I can handle it!&lt;/i&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;i&gt;Although I have anxieties, I’m sure... that... I can...&lt;/i&gt; (singing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Natsuki</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Naruse? Wait! Naruse!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Classmate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What was that, Wow. Cool</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>That was Naruse? Was that a musical?</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>In form of action</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In form of action</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Friendship</td>
<td>7.1</td>
<td>47:05-47:12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Takumi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>So be sure to finish that story, okay? Turn what you really want to say into a story.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Scene</td>
<td>Character</td>
<td>Dialogue</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>7.2</td>
<td>48:51-48:59</td>
<td><strong>Aizawa</strong></td>
<td>Sorry, Naruse! For doing this without telling you. Does that mean you don’t mind? Thank God.</td>
</tr>
<tr>
<td>7.3</td>
<td>51:56-52:39</td>
<td><strong>Naruse</strong></td>
<td>Cut it... Cut it out!</td>
</tr>
<tr>
<td>7.4</td>
<td>54:03-54:28</td>
<td><strong>Takumi</strong></td>
<td>Uh... Naruse - Jun - is a cheerful kid. She's not a chatterbox, but... well... She talks a lot inside her soul! The reason she got sick today... was because she pushed herself too hard for our friend. So... I don’t know... I know I keep saying I don’t know, but... I just want to say that Naruse is always really...</td>
</tr>
<tr>
<td>7.5 58:21-59:28</td>
<td>She's doing her best!</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ikkun</strong></td>
<td>Huh? Dai! We have practice in the gym...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daiki</strong></td>
<td>I'm sorry about everything till now!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ikkun</strong></td>
<td>Wha- -</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daiki</strong></td>
<td>The game, my injury... that's all on me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ikkun</strong></td>
<td>Hold up, Dai! It's not all on you...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daiki</strong></td>
<td>I know. But the thing is, I've got to do this or we'll never get anywhere. Even though I'm such a bonehead, I was thinking I...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
was the only one carrying the load. Bossing you all around, saying it's for the sake of the team. But the truth is, I was shoving it all on you, Yamaji, and the other guys as much as I could......

<table>
<thead>
<tr>
<th>7.6</th>
<th>01:00:25-01:00:39</th>
<th>-Daiki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naruse..., Sorry I trashed you the other day! If you don’t mind, let me help make this thing happen. Is that a no?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| -Natsuki |
| T-Tasaki. |

| -Naruse |
| Of course! Thank you very much! |

| 7.7 | 01:05:09-01:05:30 | -Takumi |
Still, the prince is such a crucial role. And I'm the one who has to play him?

-Daiki

At least you’re a human!

I'm an egg. An egg! Not that it's your fault, Naruse.

-Natsuki

What's wrong with that? I bet you'll look cute! Lucky you. You’re in the chorus and one of the criminals, right?

-Takumi

What choice do we have?

We told them we'd do everything we could as committee members. And of course, all the main characters
Still, that was pretty awesome, huh? Both Aizawa and Iwaki really know their music and Sakagami looked so cool, playing the piano. The people in our class all have their talents and skills. So do you, Naruse. Well, I guess I wasn't paying any attention till now.

<table>
<thead>
<tr>
<th>7.9 01:21:17</th>
<th>In form of action</th>
</tr>
</thead>
</table>

- **Classmate**

Is Naruse here? We looked for her off the school gro- -

- **Other Classmate**

What were you thinking? At a crucial time like this! Hey, Dai... But we don’t know if that's the reason, unless Naruse
### Daiki

Let me ask for your cooperation, too! I just want you to give Naruse the slightest chance.

Please! I promise to do my very best, too! And I'll dance enough for both Natsuki and me!

### Takumi

An egg?

**Old People**

Hey, kid! Kid! Pick 'em up! Pick 'em up!

I'm home.

**Takumi’s Grandpa**

Welcome back.

**Takumi**

That car... What are you doing?
<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3</td>
<td>01:10:30-01:10:45</td>
<td>In form of action</td>
</tr>
<tr>
<td>9</td>
<td>Democracy</td>
<td>9.1 31:18-31:34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.2 46:53-47:03</td>
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</tbody>
</table>

Yeah, I think these brakes are history.

- Takumi

Then use mine.

- Takumi’s Grandpa

But don’t you need yours to get to school?

- Takumi

It's fine. I can just walk.

You need to get to the hospital, right, Gramps?

We should talk to Nito about this tomorrow. That we want to put on a musical for the Community Outreach event. So be sure to finish that story, okay?
Takumi

True... At first, I didn't really care either, to be honest. But, if even one of us is ready to go all-in, it'd be cool to ride on their coattails and pull out all the stops to get it done.

Natsuki

Me, too. We don’t have much time, and it might be a lot of work, but as committee members, we'll do everything we can! So why not?

Classmate

If we do something, the more extravagant, the better!
Besides, this looks kind of interesting!

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>01:21:27</td>
</tr>
<tr>
<td></td>
<td>in form of action</td>
</tr>
<tr>
<td>10.3</td>
<td>01:29:38-01:59:18</td>
</tr>
<tr>
<td></td>
<td>-Takumi</td>
</tr>
</tbody>
</table>

But I... Even so... She was so frantic. Even though her stomach hurts her when she talks, she ignored it so she could push on. And since I saw that... I want her to get up on that stage, no matter what! Well, sure. We know how hard Naruse was working, too. So I want you to let me go look for her.

c. The Most Dominant Education Value in The Anthem of The Heart Movie
In this part, the writer shows the most dominant educational value that found in The Anthem of The Heart Movie. The most dominant educational value can know from how much sentences or action that shown in the table above.

From the table above, shown the most dominant education value is friendship and sociality or can we conclude in social value. In the table we can know there are eleven data included in the movie.

B. Data Analysis

In this part, the writer show the educational value that found in this movie and analyzed it.in here, the bold word is represent the educational value. The educational value will use 10 from 18 discipline, hard work, creativity, independent, curiosity, appreciating achievement, friendship, sociality, democracy, responsibility educational value from the by Indonesian Law No. 20 of 2003 and will classified in 4 educational value Religion, Moral, Cultural, Social Value. The 10 educational value that found in the dialogue and presented here. Discipline, hard work, creativity, independent, curiosity, appreciating achievement, friendship, sociality, democracy, responsibility.

a. Classification of Educational Value

1. Discipline

Data 1.1

Takumi’s Grand Father : Where's Takumi?
Takumi’s Grand Mother: Out shopping, I asked him to go get some light bulbs. The one in the bathroom went out.

Takumi’s Grand Father: At this hour? Stop asking Takumi to do everything!

Takumi’s Grand Mother: I was in the middle of something-

Time: 42:17-42:30

Educational value: Moral value

Place: Takumi’s Grandfather House

Analysis: Takumi’s grandfather won’t let Takumi’s to out when Night so he warn to his wife to not really push him to do something.

Data1.2

Yamaji: What are you doing? Not showing up at practice, taking some girl out...

Natsuki Nito: You’re wrong about that! We're here to discuss the Community Outreach event...

Yamaji: Outreach?
Daiki : Just spit it out, Yamaji

Yamaji : When the new team hasn't even gelled yet, you really are laid-back.

Daiki : What do you mean, "You’re our ace now?"

Yamaji : All you ever do is throw your weight around! You’re an eyesore! I wish you disappeared from my sight!

Time: 51:11-51-48

Place: Cafe

Educational Value: Social Value

Analysis: Yamaji was angry to the Daiki who didn’t join to the baseball club practice even though he is injured instead he went to cafe, which actually he was discussing for the event of Community Outreach.

Data1.3
Time: 59:29

Educational value: Social Value

Place: School, Baseball Field

Analysis: yamaji still practice even tough the weather is raining.

2. Hard Work

Data2.1
Data2.2

Takumi: Sorry about this, Naruse. Something just hit me, see. About that last song... Oh, hey, I'm all for the happy ending! But when I started thinking how great the atmosphere of the original ending was.

Let's see... Happy... Happy...

The song we heard the other day in class it actually fits pretty well, I guess. In this musical I saw years ago, there was a number where they sang two different songs at once. And I remembered how amazing it was, listening to Aizawa and the others talking. (While playing piano)

Time: 01:15:45-01:17:00

Place: School, Art Classroom
Educational Value: Social Value

Analysis: Takumi want to change the background music of the drama musical because many of the member doesn’t agree with the happy song when the act is sad. So Takumi has an idea to mix and match the two song becoming one.

Data2.3

Takumi : Naruse? You....,

Naruse : It's already started, hasn’t it? No, there's still time! Because they're somehow getting by for now. It’s hopeless. I can't sing anymore. Because my prince doesn't exist anymore.

Takumi : Naruse...!!

Naruse : Don’t come near me! Don’t make me shout! My stomach will start hurting again, don’t you see? Thought I could do it if I sang... But it didn't work out! Talking. My heart talking. It didn't work, after all! It was just like the Egg said! Because I spoke up, I became unhappy

Takumi : There was never any egg, and you know it!
Naruse : Yes, there is!

Takumi : There isn't!

Naruse : There is!

Takumi : Isn't!

Naruse : I need him to exist, or I'd be lost! I've ruined the play. I've ruined my family. If my being a chatterbox wasn't to blame... What am I supposed to blame it all on? What am I supposed to do? I wish it would just burn up! Me, my soul, all my chattering, too!

.......... 

Takumi : Thanks to you, I think I realized all kinds of things!

Naruse : Me, too. It's all thanks to you, Sakagami. It's thanks to you, to Nito, to Tasaki, to everyone! But I...

Takumi : Let's go. They're all waiting. For you. They're waiting!
Time: 01:35:07-01:44:27

Place: Castle (Abandoned Love Hotel)

Educational Value: Social

Analysis: Takumi convinces Naruse if the egg just her imagination, he also told to Naruse that she would revealed the emotion in her heart. Also pick up Naruse to go back to school and continue the musical drama.

3. Creativity

Data 3.1

Naruse : When I talk, I get a stomachache. When I talk, I get a stomachache I think that must be the curse.

Takumi : Are you sure you’re okay?

Naruse : I think that must be the curse. Thank you very much. I feel a lot better now.

Takumi : Is that right?

Naruse : Okay, I'm going to head home now. What you said today, do you really believe that?
Takumi: Do you think you can convey your feelings better through song? Are you talking about...

Naruse: You're asking if it's better.

Takumi: Well, singing, or music... I think by nature, it was always meant to convey something. So Naruse, if there's something you want to say...
don’t you think you should try singing?
Maybe singing doesn’t count for the curse.

Time: 28:27-28:48, 30:00

Place: Temple

Educational Value: Social Value

Analysis: Takumi has an idea to make Naruse able to speak, by singing. Because, the curse of Naruse is that she can’t speak, maybe singing is not counted. At the 30:00 she try to sing and finally her stomachache is not happen.

Data 3.2
Time: 43:01-44:06, 45:44

Place: On the way Takumi’s House, Takumi’s Father Room

Educational Value: Social Value

Analysis: Naruse make the story of the musical drama based on her story and asking Takumi to change the Naruse’s script into the song. At 45:44 Takumi try to sang the script which made by Naruse while choosing a suitable song for background music.

4. Independent

Data 4.1
Time: 29:13-29:20

Place: Narumi’s House

Educational Value: -

Analysis: Naruse’s mother works into the night. So, she usually

Doing the house work alone.

5. Curiosity

Data 5.1

Naruse : This is all I have so far, and I haven't come up with the

ending yet

Takumi : <i>What she really wants to say, huh?</i>

Time: 44:24

Place: Takumi’s House
Educational Value: Social Value

Analysis: Naruse explaining to Takumi if the script she made is based on her life, but she doesn’t know what will happen in the end of the story which made Takumi curious how the story ended.

6. Appreciating Achievement

Data 6.1

Mishima : Come on!

Takumi : You did you just...

Naruse : <i>I can handle it!</i> <i>Although I have anxieties, I’m sure... that... I can...</i> (singing and run)

Natsuki : Naruse? Wait! Naruse!

Classmate : What was that, Wow. Cool

That was Naruse? Was that a musical?

Time: 33:27-33:58

Place: Classroom

Educational Value: Social Value
Analysis: when Misima and Takumi almost fought in class. Suddenly Naruse sang. But, the lyric of his song were words she want to said “I can handle it! Although I have anxieties, I'm sure... that... I can...” but suddenly she shy and run into toilet. Her classmate was surprised and appreciate her voice.

**Data 6.2**

![Image of students in a classroom](image.png)

Time: 46:15-46:25

Place: Takumi’s Father Room

Educational Value:

Analysis: Naruse Appreciate the Takumi’s song.

**Data 6.3**

69
Analysis: Her Classmate is really appreciate her performance on the stage and they all so happy because she want to go back to school.

7. Friendship

Data 7.1

Takumi: So be sure to finish that story, okay? Turn what you really want to say into a story.

Time: 47:05-47:12
Place: At the Bus Stop
Educational Value: Social Value

Analysis: Takumi motivated Naruse to keep continuing write the script and he want Naruse to fill his emotion into the script.

Data 7.2

Aizawa : Sorry, Naruse! For doing this without telling you. Does that mean you don’t mind?

Naruse : (nodded)

Aizawa : Thank God.


Place: Aizawa Basecamp

Educational Value: Social Value

Analysis: Aizawa feel bad to Naruse about record his voice without her permission.

Data 7.3

When Daiki and Yamaji want to fight in cafe

Naruse : Cut it... Cut it out!
Time: 51:56-52:39

Place: Cafe

Educational Value: Moral Value

Analysis: as a friend Naruse won’t look his friend fight eachother. It’s tell us if we had any problem we can solve it with cold head.

Data 7.4

Takumi : Uh... Naruse - Jun - is a cheerful kid. She's not a chatterbox, but... well... She talks a lot inside her soul! **The reason she got sick today... was because she pushed herself too hard for our friend.** So... I don’t know... I know I keep saying I don’t know, but... I just want to say that Naruse is always really... She's doing her best!

Time: 54:03-54:28

Place: Hospital

Educational Value: Social Value
Annalysis: Takumi try to convince Naruse’s Mother if she not as like as her mother imagined. The role of the parents really dominant in here, the parents need more care to their children.

Data 7.5

Ikkun : Huh? Dai! We have practice in the gym...

Daiki : I'm sorry about everything till now!

Ikkun : Wha- -

Daiki : The game, my injury... that's all on me.

Ikkun : Hold up, Dai! It's not all on you...

Daiki : I know. But the thing is, I've got to do this or we'll never get anywhere. Even though I'm such a bonehead, I was thinking I was the only one carrying the load. Bossing you all around, saying it's for the sake of the team. But the truth is, I was shoving it all on you, Yamaji, and the other guys as much as I could......

Time: 58:21-59:28
Place: Baseball Field

Educational Value: Social Education

Annalysis: Daiki ask to apologize with his friend in the baseball club about what he did till now. He really regret if he treating his friend especially his baseball club member. He also promise if he will go back soon after the injury is healed and join the team to National cup.

Data 7.6

Daiki : Naruse..., Sorry I trashed you the other day! If you don’t mind, let me help make this thing happen. Is that a no?

Natsuki : T-Tasaki.

Naruse : “Of course! Thank you very much!” (type on phone)

Time: 01:00:25-01:00:39

Place: Teacher room, Art room

Educational Value: Social Education
Annalysis: Daiki asking for apologize with what his saying at the class before And he want to give his free time to help the committee.

**Data 7.7**

Takumi : Still, the prince is such a crucial role. And I'm the one who has to play him?

Daiki : At least you're a human! I'm an egg. An egg!
(Seeing Naruse) Not that it's your fault, Naruse.

Natsuki : What's wrong with that? I bet you'll look cute! Lucky you. You’re in the chorus and one of the criminals, right?

Takumi : What choice do we have? We told them we'd do everything we could as committee members. And of course, all the main characters

Time: 01:05:09-01:05:30

Place: School Roof

Educational Value: Social Value
Annalysis: Daiki supporting Takumi keep spirit.

**Data 7.8**

Daiki : Still, that was pretty awesome, huh? Both Aizawa and Iwaki really know their music and Sakagami looked so cool, playing the piano. The people in our class all have their talents and skills. So do you, Naruse. Well, I guess I wasn't paying any attention till now.

Time: 01:13:05-01:13:30

Place: Road

Educational Value: Social Value

Annalysis: Daiki is amazed with his friend’s skill. He never realize if many potential to his classmate.

**Data 7.9**
Time: 01:21:17

Place: School Hall

Educational Value: Social Value

Analysis: Ikkun help his class after practice and inviting his friend from baseball club to help clean the school hall.

Data 7.10

Classmate: Is Naruse here? We looked for her off the school gro-

Other Classmate: What were you thinking? At a crucial time like this! Hey, Dai... But we don’t know if that's the reason, unless Naruse
Data 7.11

Daiki: Let me ask for your cooperation, too! I just want you to give Naruse the slightest chance. Please! I promise to do my very best, too! And I'll dance enough for both Natsuki and me!

Time: 01:31:13-01:31:33

Place: School Hall, Back Stage

Educational Value: Social Value

Analysis: Daiki want to ask to his friend to giving Naruse the chance and perform again on the stage.

8. Sociality

Data 8.1
Takumi: An egg?

Old People: Hey, kid! Kid! Pick 'em up! Pick 'em up!

Takumi: (Takumi stop his bicycle and put the eggs and help the Old People)

Time: 07:31-08:16

Place: Village, Road

Educational Value: Moral Value

Analysis: Takumi help the old people to put the rolling eggs, and hang it to the temple.

Data 8.2'

Takumi: I'm home.

Takumi’s Grandpa: Welcome back.

Takumi: That car... What are you doing?

Takumi’s Grandpa: Yeah, I think these brakes are history.

Takumi: Then use mine.

Takumi’s Grandpa: But don’t you need yours to get to school?
Takumi: It's fine. I can just walk. You need to get to the hospital, right, Gramps?

Time: 19:36-19:54

Place: Takumi’s House Hall

Educational Value: Moral Value

Analysis: Takumi borrowing bicycle to his Grandpa to go to hospitals.

Data 8.3

Time: 01:10:30-01:01:10:45

Place: Takumi’s House

Educational Value: Moral Value

Analysis: Naruse helping the Takumi’s Grandma to serve the snack for Takumi’s friend which editing music in his house.
9. Democracy

Data 9.1

Time: 31:18-31:34
Place: Classroom
Educational Value: Social Value
Analysis: as the chair of the committee, Takumi wanted to consult to choose what they wanted to show on the stage.

Data 9.2

Takumi :We should talk to Nito about this tomorrow. That we want to put on a musical for the Community Outreach event. So be sure to finish that story, okay?

Time: 46:53-47:03
Place: at Bus Stop

Educational Value: Social Value

Analysis: Takumi didn’t want to decide the plan by himself. He need the solution from other committee.

**Data 9.3**

Time: 49:29-50:23

Place: cafe

Educational Value: Social Value

Analysis: As the committee of the Community Outreach Naruse, Daiki, Takumi, and Natsume need to discuss the script and planning together.
10. Responsibility

Data 10.1

Takumi: True... At first, I didn't really care either, to be honest. **But, If even one of us is ready to go all-in, it'd be cool to ride on their coattails and pull out all the stops to get it done.**

Natsuki: Me, too. We don’t have much time, and it might be a lot of work, but as committee members, we'll do everything we can! So why not?

Classmate: If we do something, the more extravagant, the better! Besides, this looks kind of interesting!

Time: 46:53-47:03

Place: Classroom

Educational Value: Moral Value

Analysis: as the leader Takumi convince his friend if the musical is best choice to performed on stage.
Data 10.2

Time: 01:21:27

Place: School Hall

Educational Value: Culture Value

Analysis: The habits made the culture and the responsible as the user of the school hall the student’s need cleaned the school hall.

Data 10.3

Takumi: But I... Even so... She was so frantic. Even though her stomach hurts her when she talks, she ignored it so she could push on. And since I saw that... I want her to get up on that stage, no matter what! Well, sure. We know how hard Naruse was working, too. So I want you to let me go look for her.
Time: 01:01:33-01:02:41

Place: School Hall

Educational Value: Social Value

Analysis: As the leader Takumi asking for apologize to the member of event and asking to give the naruse chance to perform on the stage then he looking for naruse to perform again.

From the data analysis above the writer will find the dominant education value appearing in the The Anthem of The Heart movie. The data presentation have explain that the dominant educational value present in Friendship according to the Indonesian Law No. 20 of 2003, and Social Value according to the literature sight. The clearly explanation can be seen on this table.

**Table 4.2 Educational Value from Law N0.20 of 2003 Presentation**

<table>
<thead>
<tr>
<th>No</th>
<th>Educational Value</th>
<th>∑ Data</th>
<th>Data Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friendship</td>
<td>11</td>
<td>33,33333333%</td>
</tr>
<tr>
<td>2.</td>
<td>Appreciating Achievement</td>
<td>3</td>
<td>9,090909091%</td>
</tr>
<tr>
<td>3.</td>
<td>Discipline</td>
<td>3</td>
<td>9,090909091%</td>
</tr>
<tr>
<td>4.</td>
<td>Democracy</td>
<td>3</td>
<td>9,090909091%</td>
</tr>
<tr>
<td>5.</td>
<td>Hard Work</td>
<td>3</td>
<td>9,090909091%</td>
</tr>
</tbody>
</table>
6. Responsibility 3 9,090909091%
7. Sociality 3 9,090909091%
8. Creative 2 6,060606061%
9. Curiosity 1 3,03030303%
10. Independent 1 3,03030303%
Total 33 100%

Table 4.3 Educational Value from Literature Sight

<table>
<thead>
<tr>
<th>Presentation</th>
<th>∑ Data</th>
<th>Data Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Social Value</td>
<td>26</td>
<td>78,78788%</td>
</tr>
<tr>
<td>2 Moral Value</td>
<td>6</td>
<td>18,18182%</td>
</tr>
<tr>
<td>3 Cultural Value</td>
<td>1</td>
<td>3,030303%</td>
</tr>
<tr>
<td>4 Religion Value</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the table above we can know the most dominant education value found in the Frienship & Social Value. Compared with the other educational value the Friendship & Social Value have more data then
the other. From explanation above we can conclude that compared with other educational values found in table 4.2 the friendship data is eleven or 33,33% of 100% presentation, and from the table 4.3 the Social value had twenty six data or 78,78788% of 100% presentation.

b. Integrated the educational value to the daily education activity

Here the writer explain how to integrate the educational value to the daily activity. The teacher can make this movie as the learning in the class and giving the explanation about how important the friendship. Student can get the assignment to analysis the educational value in this movie, and the teacher explain every aspect of the educational value which appear in this movie. According to the point above at Chapter II the relation between movie and education is the using of movie increase their interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Conceptually from the communication studies, educational movie is the impression that purposed to change the people behavior through it’s from cognitive, affective, as well psychomotric, and not profit oriented. The education is the collection of the theories, that because of them it will close with the knowledge. However, the scientific theory had one purpose, itis the disclosure of reality, while in the educational theory had the more
obvious purpose it is the guiding behavior (Durkheim, 1990:2). So, after
the analysis and teacher giving explanation the student will get a lot of the
value from the movie and student can enjoy the audio and visual of this is
movie is good enough.
CHAPTER V

CLOSURE

Chapter Five presents conclusion and provides the suggestion concerning on analyzing the educational value in The Anthem of The Heart movie.

A. Conclusion

This graduating paper “An Analysis of Education Value In The Movie The Anthem of The Heart Movie”. Here the writer analyzed the literary element, educational values, and how to intergrate the educational value including in this movie and the dominant educational values which found in this movie. Bassed on the Statement of the problem, the writer want to conclude:

1. The educational value which found in the The Anthem of The Heart movie are ten educational value according to Indonesian Law No.20 of 2003 there are Friendship, Appreciating Achievement, Discipline, Democracy, Hard Work, Responsibility, Sociality, Creativity, Curiosity, Independent and four from the literature sight There are Religion Value, Social Value, Cultural Value, Moral Value. In this movie the discipline was show with Takumi’s Grandfather that who doesn’t allow Takumi to go out at night and Yamaji as the baseball club guy that never miss out with his practice to prepare the national cup. Hard work was sown with the member of Outreach Club they all do everything with spirit to prepare the show. And friendly it’s also shown
in everywhere and time. This movie shown how to be friendly each other and made us to convey all of the emotion in our heart.

The creativity was shown by Takumi who can made the script written by Naruse’s experience becoming the epic musical show. The independent was shown by the Naruse as the anti-social girl and her mother work till night make Naruse prepare all of her needs by herself. Appreciating the achievement was shown by the Naruse friend, after Naruse hopeless and she won’t to the show at D day her friend keep the trust to her and after the show ended they appreciating what the Naruse performance. Sociality was shown by Takumi where he borrowing his grandpa the bicycle to go to the hospital. And democracy was sown by the Outreach Club Committee before the class want to show something on the stage they open the discussion about what will he class shown tomorrow. Responsibility was shown by Takumi as the Leader of Outreach Club, he was responsible with the Naruse lost and he try to looking for her. From the finding that was explain before also can be found in this study the writer conclude that the dominant educational value which found in The Anthem of The Heart movie is Friendship and Social Value. Whereas in this study the writer found Friendship with eleven data or 33,33% of 100% presentation and Social Value twenty three data 78,78788% of 100% presentation.

2. The literary elements. The character from the movie is played majority is Jun Naruse as the main character, Takumi Sakagami, Daiki Tazaki, Natsuki Nido,
Kazuki Josima as the teacher. The Setting of the movie is mostly take place in the school area like classroom, art room, teacher’s room, roof top school, school hall, Takumi’s house, bus stop, cafe, Takumi’s father room, Castle or love hotel. The setting oh the time is like the Naruse’s daily life. The Social environment is good enough before the conflict happen, when the conflict the environment is really sad and flaring up. The plot of the movie is the forward plot. The point of view in this story is using third person.

3. How to integrate the educational value in this movie to the daily educational activity. The teacher can make this movie as the learning in the class and giving the explanation about how important the friendsip. Student can get the assignment to analysis the educational value in this movie, and the teacher explain every aspect of the educational value which appear in this movie.

B. Suggestion

After getting the result of the analysis, the writer would like to give some suggestion as important consideration to the readers, the teacher, and further researcher.

1. Suggestion for the readers, it is hoped that the study can enrich the knowledge about literature especially on educational value. It expected that after reading this study, the readers can understand more about educational value that can found in daily life.
2. Suggestion for teacher, it is hope that the study and the movie can enrich knowledge how be good teacher. This movie can help teacher to expand the way to teach children and apply the value in teaching learning process.

3. Suggestion for further researcher, it will open occasion for the next researcher to conduct further analysis on future. It will enrich the future researcher field of study. It hope in future research can expand other analyze perhaps the moral value in this movie.
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APPENDIX
Once upon a time.

Narrator: In a certain land. There lived a young who was very talkative, and given to flights of fancy. And this young girl was enamored with the castle on top of the mountain.

Child Naruse: Beautiful.

Narrator: The young girl dreams. Someday, I, too, will head to the ball at the castle with a charming prince!"

Child Naruse: Daddy?

After arrive in house

Child Naruse: Mommy! Mommy! Thank you for your hard work

Naruse’s Mother: Oh, welcome home.

Child Naruse: I'm home! Mommy! Mommy! Guess what, guess what! Just now, I found out about a huge secret!

Naruse’s Mother: Here you go, some fried egg!

Child Naruse: Yummy... Sweet!

Naruse’s Mother: Really, Jun, you're a born chatterbox. Hold on a second. I'm going to finish making Daddy's late-night snack now.

Child Naruse: Right! Daddy just came out of the castle!

Naruse’s Mother: Castle?

Child Naruse: Yes! The one on the mountain! See, Daddy's a prince! The princess wasn't you, but... Did you miss the ball because you were cooking? Wait, could you be a witch, maybe? But I bet you're a good witch! Bad witches are more...

Naruse’s Mother: Jun... You mustn't say anymore.

Child Naruse: Why not?

Naruse’s Mother: You mustn't tell anyone about that. Don't ever talk about it again.

Child Naruse: Not ever?

Naruse’s Mother: All right, that's the last of it.
After a few days.

The truck driver: Please sign here.

Naruse’s Father: Uh, right.

Narrator: And so... The prince with the protruding gut was banished from his home by the good witch. And sent to the princess against his will

Child Naruse: Daddy... Hey, where are you going?

The truck driver: Uh, I'll be in the car, then.

Naruse’s Father: Right. Thank you very much.

Child Naruse: Hey... If you've had a fight with Mommy, I'll help you make up! So Daddy, you can just stay here like always--

Naruse’s Father: Jun. You really are a chatterbox. This is all your fault, don’t you see? (go to the truck) Thank you for waiting. All right, I'll lead the way.

The truck driver: Right, thank you.

Child Naruse: In the road near tample. Somebody, my prince... Please come and rescue me right this minute.

The egg: Hey! I'm your prince.

Child Naruse: Why are you an egg and not a prince?

The egg: But I am a prince! See? If I hide this... (hide the seed from hand) You see?

Child Naruse: My prince isn't all slippery like you, and he doesn’t smell farty, either!

The egg: Oh, my, what a foul mouth! You really are a chatterbox.

Child Naruse: A chatterbox? Even an egg calls me that?

The egg: Because you're such a chatterbox, you'll be facing turmoil and drama in the life ahead of you. Such a blabbermouth that you'll fall victim to shady telemarketers. Such a blabbermouth that you'll be fitted with cement shoes and thrown into the sea!
Child Naruse: In the sea?
The egg: That's right. Listen up. If you don’t want to lead that kind of life, you've got to seal away your words.
Child Naruse: Seal?
The egg: Right. If you can sink your words into the sea, you won't ever get scammed by a telemarketer. You'll get to meet a real prince, and you'll get to go to a real castle!
Child Naruse: Ream? But what if I can't stop talking?
The egg: Then your prince, your castle. All that will go up in smoke.
Child Naruse: Up in smoke?
The egg: They'll really, truly, go up in smoke. The yolk. The whites. Muddled together like a mess of scrambled eggs!
Child Naruse: No way! But what should I do? I can't seal--
The egg: All right. To cure you of being so talkative, I'm going to put a zipper on your mouth. Ziiiiiiiiip...

Several Years Later

Takumi: An egg?
Old people: Hey, kid! Kid Pick 'em up! Pick 'em up!
Takumi: Words? (with help the old people)
Old people: Yeah. Right here. Hey, thanks. This particular god loves talking! Speak into eggs and fill 'em up with all kinds of words.
Takumi: Any words will do?
Old People: That's right! Like "I wanna sleep with a hot woman," or "I want to bust that jerk." Anything! Then, you hang them here, and it'll be like an offering.
Takumi: And what happens if you do that?
Old People: Well, I guess there must be some kind of benefit!
Takumi: Vague, much?
At School

Ikkun : So what did you end up doing?

Daiki : Of course, I whacked his ass with my bat!

Natsume : These uniforms are cute!

Natsume's Friend : Let me see. Yeah, the color balance is great. Like this logo here...

Natsume : Oh, right. I guess having a great logo ties it all together.

Aizawa : Morning, Taku! You got here late, huh?

Takumi : I got held up.


Teacher : All righty! How about we take our seats? Let's see... Our unresolved issue, the Community Outreach Committee. We've reached our time limit on that. We're gonna decide on it now!

Natsume Friend : In the first place, why do we have to do it?

Student : Only one class per grade, right?

Other student : I already did it when we were first years, you know.

Teacher : Now, now, let's forget about small things. Anyone who has the motivation! Announce yourselves in the next five seconds!

Students : So annoying! - What's up with that?

Teacher : Five, four, three, two... One, zero. Okay, time's up! Just as I thought. Therefore! I've already picked our committee. Let's see... Takumi Sakagami, Jun Naruse., Daiki Tasaki., Natsuki Nito.

Student : You doing this, Natsuki?

Natsuki : I don't know.

Takumi : What's going on? Like he said... You've got to be kidding me.

Students : Shimaccho picked this year's Outreach Committee himself.
Daiki: No way am I doing this.

Ikkun: Hey, Dai.

Daiki: Shouldn't you be assigning this to the people who have no life?

Teacher: Well, no. I'm a teacher of extreme integrity, so I don't play favorites like that. After all, time is distributed evenly among you all. Even the earthworms. Even the crickets.

Daiki: What're you getting at?

Teacher: Just do it, okay? That's an order, see.

Daiki: Look... What are you saying?

Student: HEY'. nan

Naruse: (Stand up) I... don’t want...

Student: Naruse spoke? Hey, so she can talk!

Naruse: To... be... on the... committee. (Run)

Teacher: Hey, Naruse?

Students: You went too far, Shimaccho! - Poor kid!

Takumi: What are we gonna do?

Daiki: Hey, Sakazaki! Sakazaki?

Takumi: It's Sakagami.

Daiki: Sorry, I was close, though.

Takumi: Not that close.

Daiki: Anyway, I'm leaving the rest to you!

At DTM Research Club

Aizawa friend: Cut it out, Aizawa! Using Miss Mint for such a vulgar song.

Aizawa: What are you talking about? Isezaki-cho Blues is a classic, you know. You gonna pick a fight with the great Mina Aoe? Right, Taku? You look weary, Taku. You should just blow off the
Community Outreach Committee. No one's gonna show up but the old folks from the neighborhood.

Takumi: Like it's not your problem.

Aizawa: It isn't our problem! But that selection of his. He went for the passion of youth. The throes of adolescence!

Aizawa Friend: Right, right. An apathetic youth, locked up in his own shell.

Takume: He?

Aizawa: Sulky high school baseball star with shattered dreams, and an eternally silent girl.

Aizawa Friend: You know, I'd never heard Naruse's voice before today.

Aizawa: And also a straight-arrow girl who always seems to be in charge. In terms of personalities, that's east, south, west, and north!

Aizawa Friend: Ron! Shousuushi! (Little Four Happiness) I did it!

Aizawa: Are you serious?

Takumi: I'm gonna go complain to Shimaccho.

Aizawa: Oh, crap!

Aizawa friend: It serves you right, Aizawa!

Takumi: (Speaking silently) Came to think of it. That was the first time I ever heard her voice, tau.

At Baseball field

Baseball guy: Got it!

Baseball guy: Got it.

Daiki: Hey! I can't you hear you, slacker! Damn that Shimaccho. Who does he think he's dealing with?

Ikkun: But being on the committee with Natsuki might bring you two closer.
Daiki : What's that supposed to mean?
Ikkun : The captain of the cheering squad always dates the ace. It's like a tradition!
Daiki : Yamaji is our ace now, remember?
Ikkun : Uh... My bad.
Cherleader : Mishima!
Daiki : They're calling you.
Ikkun : Okay, I'll be going!
Cherleader : Come to the meeting later, okay?

In Music Room
Takumi : I heard he should be here. I'm coming in. What's this? As if this was his own place. Eggs again? What is this, Egg Day? It works, huh?
Takumi (sing) : Eggs, 999$, Let me offer them to the eggs, Let me offer them to the eggs, Beautiful wards, These words, Let me offer them, To the eggs,
Teacher : Am I being overrun by visitors? Naruse? What are you doing here?
Naruse : Naruse! You leaving already?
Teacher read the Naruse letter “I'd like to decline being a committee member.”
Teacher : Good for her!
Takumi : If she can talk, she should just tell you to your face.
Teacher : Well, yeah.
Takumi : I'm here for the same reason, by the way.
Teacher : For real?
Takumi : There's no way we can pull it off with those members. Aside from Nito-
Teacher: Then give me some names. People who could handle it. Offer up some human sacrifices, and I'll be happy to switch you out.

.......... 
Teacher: You're too nice! But that nature could be your detriment.

Takumi: And who's the cause of it?

Teacher: By the way, I really liked it. That song you played.

Takumi: That was just something random.

Teacher: “Around the World, right?” Such an old movie. I'm impressed you knew it.

Takumi: Well... I used to be around someone who was into musicals.

.......... 
Teacher: That might be just the thing! A musical! It'd be perfect for the Community Outreach event!

Takumi: Where did that come from?

Teacher: I'm a music teacher, you know. Recitations and choirs, year after year. They just don’t do it for me.

Takumi: They're more than enough for us.

Teacher: Well, I'm not one to give up easily!

................. 
Takumi Granpa: I'm home.

Takumi: Welcome back. That car... What are you doing?

Takuni’s Granpa: Yeah, I think these brakes are history.

Takumi: Then use mine.

Takuni’s Granpa: But don’t you need yours to get to school?

Takumi: It's fine. I can just walk. You need to get to the hospital, right, Gramps?
Takumi open door......

Takumi : I’m......

Naruse mother : Yes, you can reevaluate this one every year, so that should set your mind at ease.

Takumi Grandma : After we're gone, how will the money be paid out?

Naruse mother : No need to worry about that, either. For example, when your grandchild-

Takumi Grandmother : Welcome home, Takkun!

Takumi : Hello.

Naruse mother : Hello. Is this your grandson?:

Takumi Grandmother : Yes.

I see your grandson goes to Ageha, too.

Takumi Grandmother : Oh, so your daughter goes there as well, Ms. Naruse?

Naruse mom : Uh, yes.

Takumi Grandmother : Do you know her? Miss Naruse?

Takumi : Naruse? Uh... Do you mean Jun Naruse?

Naruse mom : Yes. Do you know her?

Takumi : No, just by name.

Naruse mom : Is that right? Uh, by the way, under the plan I just described, there's another perk... This is it.

Takumi Grandmother : Oh, yes.

Naruse mom : If you add this feature, you'll receive this perk.

.................

Naruse mom : All right, I'll be leaving now.

.................

Takumi’s grandma: She's raising her daughter single-handedly! Isn't that admirable?
Takumi: (eat food) Hey, this is good.

Takumi’s grandma: Ms. Naruse brought those over. Cream red-bean pancake. She's a cheerful little chatterbox, isn't she? Her mother says she's always on the phone with her friends, so their phone bill's astronomical!

Takumi: Uh, no... You talk about private stuff like that?

Takumi’s grandma: Well, we're putting our lives in her hands, after all! Oh, no, dear. There is too much!

Takumi: <i>So she doesn't have a dad, then?</i>

At School

Teacher: I'm sure you’ve all heard this at least once. "Over The Rainbow” It's the huge hit number from the movie, The Wizard of Oz.

Students: I know it!, The one with the yellow brick road, right?

Teacher: That's right. Swept away to a magical land, the heroine, Dorothy... does everything she can to return to her home in Kansas. It's a simple story. In musicals, you convey your emotions through songs, and you sing and dance to them. This makes it a breeze to communicate even the feelings you're too shy to express normally. So anyway, let's watch this movie together today!

Aizawa: Nope, doesn't exist. The word "musical" isn't in the Aizawa dictionary.

Aizawa friend: It kind of sends chills down your spine, doesn’t it?

Right, right. They could just say the lines...

Aizawa: but then they burst into song. That's what I don’t get.

Takumi: Yeah, but like Shimaccho said, maybe singing the lines helps get your feelings across better.

Aizawa friend: You just uttered a gem, Taku!

Aizawa: You've been poisoned by Shimaccho!

Takumi: It's not like that.
At music room

Teacher : I see. So Tasaki's a no-show after all?

Natsuki : I did remind him to come, but...

Takumi : It's not a big deal. He told me he was leaving it all to us. Let's just decide without him.

Teacher : Not good... This was supposed to be our historic first committee meeting!

Natsuki : Well, as far as decision-making goes, it's not like we have that many choices. Maybe we should just go with choir or recitations?

Teacher : What? But that would be the same old, same old!

Takumi and Natsuki : But, But

Natsuki : But isn't that what people expect of the Community Outreach event? As far as mingling with the community goes, no one really shows up but the elderly who live nearby. The elderly have pretty modern taste, you know! Not making any changes, just sticking with the status quo. How boring is that? So? What are you getting at?

Teacher : You know as well as I do!

Takumi : You mean what we did in class today.

Teacher : Class? What do you say, Naruse? A musical?

Naruse : Mu...

Teacher : Naruse? Are you all right?

............................

Natsuki : A musical? What are we gonna do?

Takumi : I bet everyone's gonna vote against it. Let's not worry about that now.

Natsuki : I guess not. Then tomorrow in homeroom, let's let everyone- -
Baseball guy: Jeez, that Tasaki's such a pain in the butt! Where does he get off, bossing us around? He's a piece of junk who blew out his elbow just when we needed him. Showing up everyday just to rip into us. Yamaji, you set him straight!

Yamaji: Not me. Just ignore him.

Baseball guy: - Yeah, but...

Baseball guy: - Hey! We're gonna head out to do some laps now!

Baseball guy: Right!

Natsuki: I don’t like that kind of thing. If they have something to say, they should just speak up. Uh, I've got practice. So I'll be going on ahead!

Takumi; Okay, Uh, I'm heading home now. See you.

.............

Takumi: (What's up with her?) ehh, Listen... Naruse, by any chance, do you actually want to do a musical?

Naruse: ............

Takumi: What?

Naruse type in phone: Are you peeking into my heart?

Takumi: What's this?

Naruse: Don't pretend you don’t- - (get sick and run)

Takumi: Naruse? Are you okay? Naruse?

Near tample

Takumi: So, (read naruse email )"On my way home from school..." "I saw my father commit adultery at the castle on top of the mountain..." And then an... an egg? "Told me never to speak again. And so..." The me who never speaks was born. Uh... "This is not fiction, but..." A true story.

A true story. Though I did embellish it a little. The love hotel that used to be on the mountaintop? Right. Pretty mind-blowing. <i>And I mean in a messed-up way.</i> Anyway, me peeking
into your heart. You've got the wrong idea, okay? That egg song the other day. I was just randomly singing out a story I heard from some old guy here.

Takumi text?

: Look, don't you think it's unproductive to do this by text?

Naruse

: - Besides- - - Stomachache!

Takumi

: What? Are you okay? (read email) When I talk, When I talk, I get a stomachache. When I talk, I get a stomachache. I think that must be the curse. Are you sure you’re okay? (read again) I think that must be the curse. Thank you very much. I feel a lot better now. Is that right? Okay, I'm gonna head home now. You be care- - (read again) What you said today, do you really believe that? Do you think you can convey your feelings better through song? Are you talking about... You're asking if it's better? (look naruse ) Well, singing, or music... I think by nature, it was always meant to convey something. So Naruse, if there's something you want to say... don’t you think you should try singing? Maybe singing doesn't count for the curse. Hey! What's up with that? (read email) My stomach's starting to hurt again. I'm going home.

............................

Naruse neighbor

: Oh, is it Naruse? Yes. The lights are on inside, but...

Other neighbor

: Oh, but remember, the daughter here

..................

Naruse

: (sing) <i>So Naruse, if there's something you want to say...</i>

<i>Let me offer them to the eggs</i> <i>Let me offer them to the eggs</i> <i>Beautiful wards</i> <i>These wards Let me offer them</i> <i>My stomach doesn't even hurt!</i>

At morning on baseball field

Daiki

: I know morning practice is optional, but still... What's with this joke of a turnout?

Ikkun

: My bad, Dai. It must be because I'm such a pushover. When did I ever say that?
Daiki: - But - - You're... You're doing a great job as captain.

Ikkun: Dai.

At classroom

Takumi: Here are our options. Recitation. Interpretive dance. Japanese folk songs and dance. Chorus. A cappella choir. A play- A play in English. And just for the heck of it, as an original act... a musical. These are the choices we've come up with. So let's pick one of these and-

Students: Out of these?

Other student: What a drag. - What did they do last year, again?

Student: Musical? You mean like the one we saw yesterday? Isn't that setting the bar too high?

Other student: I don’t care what we do, as long as it's easy.

Natsuki friend: You got that right!

Teacher: Now, now. I don’t think it's half bad, this idea. Rising to the challenge of something new. That's an awesome feat! Not to mention, something new would look darned good on your school record.

Daiki: Are you people morons or what? What do you mean, challenge? You know it's never gonna happen!

Natsuki friend: Hey, Tasaki! What's with all the taunting?

Daiki: But it is impossible! In the first place, what are we gonna do about that girl? With a girl who can't even talk on the committee. Singing, doing a musical. You've got to be kidding! Right?

Natsuki friend: Hey, Shimaccho! Shouldn't we just get rid of that useless kid and pick a new committee?

Teacher: Tasaki! That's enough.
Takumi: Who are you to call her useless? You’re the same wherever you go.

Natsuki: Sakagami.

Takumi: I feel sorry for the younger guys on your team.

Daiki: What are you talking about?

Takumi: The younger guys were complaining about you. "That useless piece of junk!" Swaggering at practice every single day, you’re a real thorn in their side!

Ikkun: Hey, Sakagami! You... You’re so full of it! Shooting off your mouth like that when you don’t know a thing. What do you know about Dai, anyway?

Teacher: Mishima! Calm down!

Takumi: Can't breathe...

Natsuki: Hey, cut it out! What's your problem?

Takumi: Let me go!

Ikkun: Hey! Sakagami!

Teacher: I said cut it out!

Ikkun: Come on! You did you just...

Naruse: (shout and sing) *I can handle it! Although I have anxieties,* I'm sure... that... I can...* (Run)

Natsuki: Naruse? Wait!

Student: What was that? - Wow. - That was Naruse?

Other student: - Was that a musical? - Out of nowhere!

Teacher: Mishima.

Takumi: Sorry. I kinda lost it.

Ikkun: No... I was out of line, too.
At toilet

Natsuki: Hey, are you sure you’re okay? Shouldn’t I get the teacher?

Takumi: Nito, are you in there? Is Naruse with you? Is everything-

Natsuki: - Sakagami.

Takumi: Where's Naruse?

Natsuki: Inside. She's locked herself in a stall. (read email) TakumiIs this from...? Naruse?

Takumi: Yesterday, we just happened to- - (read email) Sorry I went ahead and said all that. (type)No, I'm sorry. I owe you one. Does your stomach hurt? (naruse answer) No, it doesn’t hurt. No, it doesn’t hurt. It's not hurting me. Just like you said, Sakagami, when I sing, it doesn’t hurt.

At corridor school when break time

Natsuki: I see. So that's what happened yesterday. That's why- - But thank goodness she came back to class after that!

Takumi: Well, although things were pretty awkward in that classroom.

Natsuki: Well, yes.

Takumi: Okay, I'm gonna have lunch in my clubhouse.

Natsuki: Okay. Naruse had a beautiful voice, huh?

Takumi: I kind of get where she's coming from. There are things that I can't say either, even if I want to.

Natsuki: Right.

At club room

Aizawa: That song Naruse sang today. I recreated it.

Takumi: Why?

Aizaqa friend: After hearing Naruse, it clicked, right?

Aizawa: Right. That musical-ish DTM could work, too.
Aizawa friend: It might even be cool to set manga dialogue to music, huh?
Aizawa: Hey, sounds good! “Hunter! Let's do Hunter!”
Aizawa friend: Kinda cliché, don’t you think?
Aizawa: Not really!

After school finish

Ikkun: Dai!
Daiki: Hey.
Ikkun: Dai... You coming to practice today?
Daiki: Sorry. I have something to take care of.
Ikkun: If what Sakagami said got to you. That was nothing but--
Daiki: That's not it. I really do have an errand to run. I already let Coach know.
Ikkun: IS that right? Then- -
Cherrleader: Ikkun! I'll be waiting for you after practice at the convenience store again!
Other cherrleader: Yoko, come on!
Cherrleader: Right! Hey, don’t be jealous!
Ikkun: Hey, you think Sakagami was showing off for Natsuki today?
Daiki: Ha?
Ikkun: Well... I went to the same junior high with them. Back then...

At train station

Natsuki: Oh, no! It's already here!

...............

Daiki: Why didn't you get on?
Natsuki: What about you? In a place like this.
Daiki: If I get home too early, my mom will freak out. When I'm not playing baseball, it's like time has stopped. Hey... If you're free, hang out with me. Wanna go to that castle on the mountain with me?

Natsuki: Castle? But that's a love hotel! As if I'd go there! Anyway, it went out of business last year...

Daiki: You sure know a lot about it.

Natsuki: That's because I heard everyone talking about it!

Daiki: Go out with me.

Natsuki: I told you... I can't. I'm seeing someone else.

Daiki: Who?

Natsuki: That's a secret.

Daiki: Then how long were you with Sakagami? Did you go to that castle with him?

Natsuki: We've never even held hands. Actually... I don't even know his email address.

Daiki: And you call that dating?

Natsuki: What does it matter? (walk away)

Daiki: Where are you going?

Natsuki: The bus. The next train won't come for over 30 minutes. If you want to kill time, then help us with the Community Outreach event. It looks like we'll have our work cut out for us. You can kill lots of time.

At Naruse house

Neighbor: Uh... Welcome home! You see, I came for the block association dues.

Naruse mother: I'm sorry. I've been so busy lately.

Neighbor: I've already collected them. See you, Jun! Good night, then. Thank you for your hard work.
Go to house

Naruse mother: Don't answer the door if I'm not here. It's disgraceful. A child who doesn't speak. There are rumors all over the place. Really, now... Oh, the car. Jun! Hey, where are you going?

At Mini market.

Takumi: Let's see. Light bulbs, yogurt... All right. If she sings, huh? (read email) What's this? It's super-long! Another one? Um... Hold up a second! Uh... What's going on here?

(Naruse last email): Please turn my words into song.

Takumi: Words, into song? I don’t get it.

Naruse: Excuse me! Excuse me. I want you to do what you did with that egg song!

Takumi: Naruse?

Naruse: My feelings... What I really want to say! Into a beautiful...

song...

Takumi: Hey! Naruse! Hey...

At takumi’s House

Takumi granpa: Where's Takumi?

Takumi granma: Out shopping- I asked him to go get some light bulbs. The one in the bathroom went out.

Takumi grandpa: At this hour? Stop asking Takumi to do everything!

Takumi grandma: I was in the middle of something- -

Open door.............

Takumi: Come on. It's this way. Watch your step, okay?

Takumi grandpa: Takumi?

Takumi: Hey... Forget the pleasantries! It's at the end of the hall there.

Takumi grandpa: Is that a friend?
Takumi: I guess? Hey! The light bulb! In the bathroom! Hold up a sec!

In living room

Takumi: (read) <i>The young girl who likes daydreaming yearns to attend the nightly ball at the castle. </i> <i>But this ball... </i> <i>But this ball... </i> <i>was actually an execution site for criminals. </i> <i>They are condemned to atone for their sins... </i> <i>by dancing forever, until they die. </i> <i>Such a curse has been cast upon them. </i> <i>and the next thing she knows... </i> She's lost the ability to speak.

Naruse: (write on a phone) I wrote it based on what had happened to myself.

Takumi: This is kind of disturbing, you know. So what happens in the end?

Naruse: (write) This is all I have so far, and I haven't come up with the ending yet.

Takumi: <i>What she really wants to say, huh?</i>

Takumi Grandma: Good evening! Please help yourself, if you like! I hear you’re Ms. Naruse’s daughter! My, but you do have the same exact eyes! Well, girls are--

Takumi: Grams, is it all right if we use the room upstairs?

Takumi Grandma: What? Yes... Well, of course you can.

At Takumi’s father room

Takumi: This is my dad's room. His hobby is music. So even though I didn't want to, he made me learn how to play the piano. You can sit here. (touch the piano) Grams, huh? There are a bunch of show tunes in here, see. Like what I did with that egg song. I can't write songs from scratch, so... we can just stick some lyrics into existing songs. For example... this part from that email you just sent me. Let's see. (Takumi sing) <i>At the glittering golden castle</i> <i>Night after night, it happens</i> <i>Attended by gentlemen and ladies</i> Something like that.
Naruse giving applause

Takumi: That's overkill! The lyrics are yours, remember? My bad. The thing about you, Naruse... Even if you don’t sing, you display exactly what you’re thinking. See? That's what I'm talking about!

At bus stop

Takumi: Hey... Are you sure you don’t need to get picked up? I see. We should talk to Nito about this tomorrow. That we want to put on a musical for the Community Outreach event. So be sure to finish that story, okay? Turn what you really want to say into a story.

At school

Natsuki: NOW?

Takumi: Yeah. You can come after practice, of course. Since we can't use the gym today, we should be done early...

Takumi: Then we'll be waiting for you at the diner. Text me if you’re running late. See you.

Natsuki: <i>I den 'l' even knew your email address!</i> (walk and meet daika) Killing time at the station again today?

Daiki: Sarcastic, much?

Natsuki: If that's the case...

In other place

Takumi: Were you nervous there? Before we head to the diner, I want to stop by somewhere.

At DTM Club room

Aizawa: What the hell, man? I thought you had no interest in 3D!

Aizawa friend: Voice actors are 2.5D!

Takumi: (open door) This is it. What are you doing?

Naruse listening her song
Aizawa: Jeez, if you’re bringing a girl here, let us know in advance!

Takumi: What’s up with that?

Aizawa friend: Sorry, Naruse! For doing this without telling you.

Naruse: hem hem

Aizawa: Does that mean you don’t mind?

Aizawa friend: Thank God.

Takumi: Listen, what if I was serious about doing a musical for the Community Outreach event?

Aizawa friend: A pain in the ass.

Aizawa: totally don’t like the idea. But if you’re serious, I'm in.

Aizawa friend: I do want to hear Naruse sing some more.

Aizawa: Is that a confession of love?

Aizawa friend: Of course it’s not!

At cafe

Takumi: We’ve already got one song. Within the time frame, the most we can fit in is six songs? And then- -

Natsuki: Sorry to keep you waiting! Oh, he looked totally available, so... Tasaki is on the committee, after all. So what did you want to talk about?

Takumi: Oh, the thing is... (give the text) Uh, is this... A story that Naruse wrote.

Natsuki: Naruse wrote it?

Takume: We wanted to tell you... we want to adapt this story into a musical for the Outreach event.

Natsuki: So we're putting on an original work. But this story...

Takumi: Oh, the ending isn't done yet. But are you okay? With putting on a musical?
Natsuki: Yeah... After seeing Naruse yesterday.
Takumi: I see. And Tasaki?
Daiki: Naruse... Uh... You know... About yesterday-
while
Baseball guy: Ditching practice is a piece of cake without Tasaki around!
Other: Yeah, seriously. I wish he'd stop coming for good! - The second years are all slacking off. - Four drink bar, please.
Baseball guy: - Cups are over there. - There's no point. Right, Yamaji?
Other: - Yeah. - Okay. Can we have one menu?
Baseball guy: - Mishima's pretty ineffectual. What's gonna happen to our team? Shall we get potatoes? Potatoes!!
Other: What?
Baseball guy: T-Tasaki...
Daiki: What do you think you’re doing?
Baseball guy: Sorry! Sorry!
Daiki: Who asked you to apologize? Apologizing to me won’t cut it. Not even realizing what Mishima's going through.
Yamaji: What the hell do you think you’re doing? Right back at you.
Baseball guy: Yamaji! Knock it off!
Yamaji: What are you doing? Not showing up at practice, taking some girl out...
Natsuki: You’re wrong about that! We're here to discuss the Community Outreach event...
Yamaji: Outreach?
Daiki: Just spit it out, Yamaji.
Yamaji: When the new team hasn't even gelled yet, you really are laid-back. What do you mean, "You’re our ace now?" All you ever
do is throw your weight around! You’re an eyesore! I wish you disappeared from my sight!

Natuse : Cut it... Cut it out! Don't tell people to disappear like it's nothing! Words can hurt people! You can't ever... You can't ever take them back! Even if you regret, you can never take them back!

Takumi : Naruse? Are you okay?

Naruse : About what?

Takumi : About... That egg curse...

Naruse suck

Takumi : Naruse, are you all right?

Baseball guy : - Is she okay? - A doctor! No, an ambulance! What do we do?

Other : Phone! Cell phone!

Baseball guy : - Was it 114? Sorry, it's an emergency!

At hospital

Naruse mother : Jun! I get a call from the hospital and rush over, only to find... What do you mean, a stomachache? Is this that curse thing again?

..............

Nurse : Excuse me... This can't get any worse. Okay, you’re all set. Please take care.

Naruse mother : Thank you very much.

Natsuki : Oh, no! I've got to get going.

Takumi : OK. Let's tell Naruse--

Daiki : Listen. My bad.

Natsuki : It wasn't your fault- No, I- -

......
Naruse mother: Why do you do this? Do you hate me that much? Never saying a word! The neighbors always gossip about you. What are you trying to do? Are you doing this to spite me? Say something, will you? Be rebellious if you want to. I don’t understand. I... I'm so tired! Of my job. Of the way you are. All of it!

Takumi: You’re Sakagami’s...

Naruse mother: Uh... Naruse - Jun - is a cheerful kid. She’s not a chatterbox, but... well... She talks a lot inside her soul! The reason she got sick today... was because she pushed herself too hard for our friend. So... I don’t know... I know I keep saying I don’t know, but... I just want to say that Naruse is always really... She's doing her best! You know,

....................

Natsuki: I was pretty surprised.

Takumi: About what?

Natsuki: About all kinds of things.

Takumi: Hey, are you sure you're okay with doing a musical?

Natsuki: I think I understand how Naruse feels, too, so... Because there were things I wanted to say and couldn't, either. Back in junior high, when you were going through the hardest time of your life, I couldn’t do anything for you. Even though I was your girlfriend. Even so... What Naruse said back there. That words can hurt. That really hit home.

Takumi: That was typical junior high kid behavior. I'm such a boring guy. I was never a good match for you.

Natsuki: That's not true! You never whine, no matter what, you’re so considerate. You always notice when someone’s in trouble. And also...

Takumi: Thanks.

Natsuki: You’re welcome.
Takumi: No, but... I was okay with being a boring guy, you know. It was tiring to express my feelings or argue back to someone. Clashing with others was a pain, so I was like, whatever. But Naruse... Even though she was suffering, she tried so hard to somehow express the words inside her head. When I saw that, I thought... What am I saying? Well, I guess I mean that I want to cheer her on!

Natsuki: Sakagami, you have feelings for...

Takumi: What's wrong?

Natsuki: I'm going to cheer her on, and you too, Sakagami!

Takumi: Why me?

Natsuki: Because you've stirred up the cheerleader in me!

Takumi: What's that about? (Being able to talk to Nita like this again I have Naruse to thank for that, too.)

............

Naruse mom: So you do have friends. The block association dues. Thanks for that.

Naruse: hum

............

Daiki: I missed out on my chance to apologize.

............

Ikkun: The guy who routinely ditches morning practice finally shows up, and this happens.

Yamaji: Sorry.

Ikkun: The others are already in the gym. Hurry over.

Yamaji: Right.

Ikkun: Huh? Dai! We have practice in the gym...

Daiki: I'm sorry about everything till now!

Ikkun: Wha- -
Daiki: The game, my injury... that's all on me.
Ikkun: Hold up, Dai! It's not all on you...
Daiki: I know. But the thing is, I've got to do this or we'll never get anywhere. Even though I'm such a bonehead, I was thinking I was the only one carrying the load. Bossing you all around, saying it's for the sake of the team. But the truth is, I was shoving it all on you, Yamaji, and the other guys as much as I could.
Ikkun: But that's because I'm not a good captain.
Daiki: That's not true. It's not about that. If I keep this up, everything about me is half-baked. Even though you guys are clenching your teeth and taking it. I know it's selfish of me to just apologize and be the one without a burden! But can't you let me start over right here, right now?
Yamaji go ahead
Ikkun: Yamaji...
Yamaji: Start over how?
Daiki: Get healed up and shoot for the Nationals again with you guys.
Yamaji: I'm going to practice.
Ikkin: Yamaji! So what are you gonna do now?
Daiki: I'm gonna start by dealing with everything I can now, one by one.
Ikkun: I see.
Ikkun: Really, I'm overcome with joy!

In Music room
Teacher: If you yearn so much to put on a musical, then I'll throw my full support!
Takumi: Like it wasn't your idea. Now if Tasaki would show up, we'll all be here. We've got nothing to fear!
Takumi: That's one thing that's probably not gonna happen.
Teacher: What are you talking about? No matter the time or place, when it comes to musicals, a miracle always seems to happen. I wouldn't bet on—

Daiki: Excuse me.

Natsuki: Hey, what's this?

Daiki: Naruse... Sorry I trashed you the other day! If you don’t mind, let me help make this thing happen. Is that a no?

Natsuki: Tasaki.

Natsuse write “Of course! Thank you very much!”

Daiki: I'm looking forward to working with you, too.

Natsuki: What's going on?

Teacher: See? It did happen, right? A miracle! So anyway, at this year's Outreach event... we're going to put on a musical based on that handout.

At classroom

Daiki: What's up with that? Why so sudden?

Students: Isn't that a bit much? You were against this more than anyone!

Students: I know, right?

Students: That's right.

Daiki: I totally blasted Naruse, saying we could never pull off a musical. But Naruse proved that we could, didn't she? So we're gonna do it.

Student: But that's just your own personal issue, Tasaki.

Student: I wish you wouldn't drag us into it.

Natsuki: Wait...

Student: Why musical anyway? It's the most complex option. And this is an original work, right?
Student: We've only got a month and a bit before the Outreach event. And only a handful of people from the neighborhood show up.

Student: Right. That's why we should do something simpler.

Takumi: At first, I didn't really care either, to be honest. But... If even one of us is ready to go all-in, it'd be cool to ride on their coattails and pull out all the stops to get it done.

Natsuki: Me, too. We don’t have much time, and it might be a lot of work, but as committee members, we'll do everything we can!

Student, the better!: So why not? If we do something, the more extravagant, the better!

Student: Besides, this looks kind of interesting!

Natsuki friend: I agree. There are dance numbers in musicals, right? I've been wanting to try my hand at choreography.

Aizawa: Taku! You're gonna let us handle the songs, right? This will be the DTM Club's day in the sun.

Aizawa friend stuff: Needless to say, I'll give you a hand with the music-related stuff.

Teacher: We do have a bit of funding, after all... You mean we can go hardcore with the artwork?

Student: The costumes, too?

Teacher: Well, I did say "a bit of..." Well, if we have to do something anyway.

Student: But I've got cram school. - And I have my part-time job. - Hey, it's all good!

Ikkun: I've got practice, too, so I won't be much help, but if we each do as much as we can. Right, committee member?

Daiki: Of course!

Natsuki: Um, after hearing your feedback, of course, we'd like to allocate all the roles.
Student: - Well, in that case... - Yeah. Well, not like there's anything else I want to do. Hey, what about casting? Looks like the only really demanding role is the heroine.

Natsuki: Well, that's another thing we'll be...

Daiki: Isn't Naruse going to play the heroine?

Takumi: You're not?

Naruse: hum

Teacher: All right, then it's settled.

...... (After Takumi read the story)

Daiki: I don't know, it's pretty gory.

Natsuki: But I don't think it's bad for an ending!

Daiki: You don't?

Natsuki: After the girl dies, everyone realizes the truth, right? It clears things up with the prince. Isn't Gon, the Little Fax like that too? It's got that fairy-tale vibe.

Daiki: Well, I guess it's better than a random happy ending.

Takumi: Yeah. I think it works. Still, the prince is such a crucial role. And I'm the one who has to play him?

Daiki: At least you're a human! I'm an egg. An egg! (see naruse) Not that it's your fault, Naruse.


Daiki: You're in the chorus and one of the criminals, right?

Natsuki: What choice do we have? We told them we'd do everything we could as committee members.

Takumi: And of course, all the main characters were forced upon the committee members.

Natsuki: Just resign yourself already.

Daiki: Bu“
Takumi : Naruse, you just need to write the lyrics for the ending, right? Do you think you'll be able to say what you really want to say? I see.

Daiki : The wind feels cold now.

Takumi : Yeah, it might be torture for us to go on eating up here.

....................

Takumi grandma : Coming! Oh, my, welcome! Are you here for Taku?

Daiki : Yes.

Takumi grandma : Come on in! Taku, your friend is here!

Daiki : Excuse me!

Takumi grandma : Oh, my, what a spirited young man!

Daiki : S-Sorry...

Takumi : Hey, you’re early.

Takumi Grandma : It's okay.

Daiki : If it's a 30'clock call time, showing up at 2:50 is a no-brainer.

Takumi : Hey, you can leave that open. This place is more or less soundproof.

Daiki : Right. Pretty amazing.

Takumi : Well, at least in number. We can use them to decide the last number we haven’t- -

Daiki : Hey, I don't know much about music, so I'm counting on you for that. Anyway, where are the others?

Takumi : Aizawa and Iwaki should be here any minute. Nito and Naruse will come after they're done shopping for the costume people.

Daiki : By the way, I hear you and Nito used to go out.

Takumi : What? HOW did- - Uh, that was back when we were in junior high. We were briefly an item- -
Daiki: Well, Nito's apparently seeing someone else now. Of course she has someone.

Takumi: Not that I know anything about it.

Aizawa and Iwaki: Let's play, Takumi!

Takumi: Hey, they're here. Sorry, can you help me move the sofa?

Takumi grandma: Taku, your friends are here!

Natsuki: Everybody must be there already by now. Shall we get a move on? Let's see, on the map. Naruse, have you been to Sakagami's house before? I see.

After Takumi singing

Takumi: ...Like this?

Natsuki: Hey, not bad.

Naruse: (Applause)

Natsuki: I think it matches the melancholy of the ending.

Aizawa: When Iwaki said classical music, I wasn't sure what we were gonna do!

Daiki: Not much difference.

Iwaki: Oh yes, they are different! Apologize to Master Beethoven!

Takumi: Okay... picked out, right? All right!

Aizawa: Now for the arrangements! We might need to tweak the lyrics, too.

Natsuki: Also, the choreography and direction! In any case,

Aizawa: just one more push!

Iwaki: Boy, that took up a lot of time, huh?

Aizawa: True that. Having so much material is pretty daunting, huh?

Iwaki: Yeah, but this room really gets me fired up!
Takumi Grandma: So sorry to make you help me! Oh, those sweets? Put them in that bowl, will you? They're quite good, you know. Tell me, the song we just heard... That was Takkun playing, wasn't it? Is that right? That song. My son loved it. Since Takkun was such a good pianist, the whole family used to gather in that room and listen to him play... Jun? Oh, my. What is it? Let's see...

Takumi: What are you doing?

Takumi Grandma: Oh! Takkun. What does this say?

Takumi: What happened to Sakagami's parents? My parents are divorced, too. My mom who left us, and... After that, my dad's been busy with work or whatever... and left me in my grandparents' care. Well, I guess we see each other once a year, at most.

Aizawa and all: All right, then. Thanks for having us! See you around, Taku! See you at school!

Takumi: Take care, all right?

Natsuki: We're taking the bus to the station, right? Shall we go?

Naruse: (text) Are you sure you didn't need to take that train?

Daiki: What's up? The doctor told me I still shouldn't be running, so I'm trying to walk as much as I can. Wait, you don't want to walk with me? Still, that was pretty awesome, huh? Both Aizawa and Iwaki really know their music. And Sakagami looked so cool, playing the piano. The people in our class all have their talents and skills. So do you, Naruse. Well, I guess I wasn't paying any attention till now. What is it?

Naruse: (text) That's so admirable of you. To realize that yourself.

Daiki: Jeez! You talking to a kid? Come on, let's go.

Takumi: You want to change the ending? But Naruse...
Naruse : (text)This is the new ending.

Takumi : Just before execution, All right, fairies! Let's try it together now! The girl, the prince, and everyone else as well all get a happy ending... I just thought that the elderly would enjoy a happy ending more...

.................. at music room

Takumi : Sorry about this, Naruse. Something just hit me, see. About that last song... Oh, hey, I'm all for the happy ending! But when I started thinking how great the atmosphere of the original ending was. Let's see... Happy... Happy... The song we heard the other day in class. It actually fits pretty well, I guess. In this musical I saw years ago, there was a number where they sang two different songs at once. And I remembered how amazing it was, listening to Aizawa and the others talking. I learned this one from my dad, too. I left you hanging yesterday, didn't I? My parents were already fighting all the time before I got into junior high... My mom wanted me to get into a private school, but I was so hooked on the piano at the time, and I rebelled. And my dad defended me. I ended up going to a public school, but the discord between my parents only got worse. And what happened next was what I told you yesterday. Even though my own selfishness was the cause, I couldn’t do anything. I couldn’t say a word. Since I blamed myself, I got scared to even touch the piano. There's no way that it was your fault! Then the same goes for what happened to your family. I can't believe that it was your fault. That's probably just how it is. That's not true that something or somebody being 100% to blame or wrong. Anyway, what I wanted to suggest was, if both of these endings are what you really want to say, why don’t we somehow convey both of them?

............

Teacher : All right, it's getting late, so clear up and get out of here!

Students : What?

Teacher : Don't "what?" me. Tomorrow, the first years will be using the stage first, so make sure you do a good job clearing up! Okay, let's get to it.

..................
Student: Then let's start with the big stuff...

Baseball guy: Hey! I brought in the troops for the heavy lifting!

Students: It's the baseball team!

Daiki: Those guys.

Student: Where should we take this? - That's fragile, so be careful, okay? - Hey, could you give us a hand?

Daiki: Hey, thanks.

Yajima: Not at all. But is your elbow okay?

Daiki: The doctor finally cleared me. I could start practicing next week. Wait for me just a little longer.

Yajima: Right.

Student: Hey, Natsuki? If you're heading back to the classroom, could you take this, too?

Natsuki: Oh, hold up a second.

Student: Then can you go, too, Sakagami?

Takumi: Hey, Nito. Aren't you acting a little weird lately?

Natsuki: Like how?

Takumi: Like how? You know... How could they when it's crunch time for us? I don't care if they're dating. Doing that stuff at school.

Takumi: Dating. Well... You're dating someone now, right?

Natsuki: How'd you know?

Takumi: I heard about it the other day from Tasaki. Nito? Nito!

Natsuki: Stay away from me!

Takumi: Wait, you... You're crying.

........

Takumi: Look, Nito...
Natsuki: Forget it! Just forget it. I'll take care of the rest. Put that down, and... Go be with Naruse!

Takumi: Why would you bring her up now?

Natsuki: Because you're in love, aren't you? With Naruse?

Takumi: Hold up! Where'd you get that idea? It's not like I'm in love with Naruse!

Natsuki: But, you're always concerned about her! I mean really!

Takumi: That's right, I am concerned! But that's because... I don't know. Didn't I tell you before? Naruse's been trying so hard. So I want to cheer her on!

Natsuki: Isn't that what being in love is?

Takumi: I'm telling you, you're wrong! Why are you making assumptions about other people's feelings?

Natsuki: I can't tell! I can't tell what you're feeling at all!

Takumi: Yeah... guess not. You can't tell what I'm thinking. I've got to put them into words. I always regretted it. That day, when you tried to reach out to me... I knew you were, but I didn't do anything about it. That's why... Seeing Naruse trying so hard... I... I thought, "This time I'll- - As for me, after that, things between us got so vague...

Natsuki: But I was glad it ended up that way. If I asked you. If I said it out loud, I thought it would really be over between us. All this time... Does that mean... Then the guy you're seeing... But that's not how I should've handled it. And now that I know that I handled it wrong, That's why I said I'd cheer you on. We should get going. Everyone's waiting.

Takumi: Nito...

Natsuki: Sorry. I don’t want to hear it now. But... It made me happy to hear you play the piano again.

Daiki: What's wrong?
Student: These are the bags I asked Naruse to bring.

Daiki: Where's Naruse?

Student: Seems like it's something urgent?

...........................

Narusel run and fall

Naruse: It hurts... it hurts... it hurts!

The egg: It's not your stomach, I see. It's your heart that hurts. It's the pain of youth. Inflicted on you for breaking the seal... I haven't spoken! Hardly at all! When you're told not to speak, it's not just about words. You have a heart that talks too much. Takumi Sakagami... I love him I love him I love him I love him I love him I love him I love him...

Naruse: Stop it!

The egg: So you see? Your egg is full of cracks now. Aha, here it comes. The slimy egg whites. The about-to-be-hatched yolk... I'm very disappointed in you. Let's bring this superficial imprisonment to an end. All right, It's time for... Some scrambled eggs.

...................

Student: Hey! Has anyone found Naruse yet?

Ikkun: No. And we haven't heard from anyone else, either.

Aizawa: There's nowhere else to look on the school grounds!

Student: Not hearing back from the guys patrolling outside, either. Is she really at school? Well, her shoes were in her locker!

Iwaki: Sakagami, what about her cell phone?

Takumi: No good. I can't get through. And her voicemail's-- Sorry. I can't play the heroine. I was carried away. Really sorry.

Ikkun: She can't play the heroine?

Student: What's that supposed to mean? Why so suddenly?
Takumi: It's no good. I can't call her.

Iwaki: What are we gonna do? Without our heroine, we've got nothing!

Student: You think this has something to do with Naruse's urgent business yesterday?

Daiki: Hey! When you two went back to the classroom yesterday, did you run into Naruse?

Natsuki: Yesterday...

Daiki: You took stuff back to the classroom, right? It was around that time when Naruse went to pick up some bags.

Takumi: Around that time?

Natsuki: Then that sound we heard... Naruse heard what we were saying.

Daiki: Heard you? Heard you say what? Hey!

Takumi: Well...

............

Daiki: What were you thinking? At a crucial time like this!

Ikkun: Hey, Dai...

Takumi: But we don't know if that's the reason, unless Naruse...

Daiki: You! You can't be...

Natsuki: What am I gonna do?

Student: Natsuki...

Student: What, you mean... That thing you call the tangles of blind love?

Student: - What's up with that? - Is that why Naruse's a no-show?

Student: That's kind of a jerk move by Naruse, don't you think?

Daiki: Hey! What are you gonna do?

Takumi: I...
Teacher: Hm, nobody’s picking up at Naruse's house either. What is it?

Student: Well, it's just that...

Takumi: You guys, I'm Sorry!

Aizawa: No need for you to apologize, Taku...

Takumi: The idea was ours, and with your cooperation, we made it this far. And yet, Naruse is about to destroy it all. And I think that's a truly heinous betrayal. But I... Even so... She was so frantic. Even though her stomach hurts her when she talks, she ignored it so she could push on. And since I saw that... I want her to get up on that stage, no matter what! Well, sure.

Student: We know how hard Naruse was working, too. But the fact is, she's a no-show.

Takumi: So I want you to let me go look for her.

Student: What are you saying? What are we supposed to do if you leave, too?

Daiki: Iwaki, it was you who wrote all the songs, so you can sing them all, right?

Iwaki: Well...

Daiki: Then until Sakagami gets back, I want you to play the prince. Nito? Since you’re the one who directed Naruse, you know the songs, don’t you? I want you to take Naruse's place.

Natsuki: Me?

Daiki: You were only going on once anyway, so you can take this. And Iwaki, the fairy and the prince don’t come on at the same time, either!

Takumi: Tasaki...

Daiki: Let me ask for your cooperation, too!

Student: I just want you to give Naruse the slightest chance. Please!

Student: I promise to do my very best, too! And I'll dance enough for both Natsuki and me!
Daiki : Hey. I'm counting on you.

Takumi : <i>Wait for me, Naruse!</i>

........................ after searching and find

Takumi : Naruse. Let's go, Naruse. Everybody's waiting.

Naruse : I can't go back anymore.

Takumi : Naruse? You- -

Naruse : It's already started, hasn't it?

Takumi : No, there's still time! Because they're somehow getting by for now.

Naruse : It's hopeless. I can't sing anymore. Because my prince doesn't exist anymore.

Takumi : Naruse- -

Naruse : Don't come near me! Don't make me shout! My stomach will start hurting again, don't you see? Thought I could do it if I sang... But it didn't work out! Talking. My heart talking. It didn't work, after all! It was just like the Egg said! Because I spoke up, I became unhappy! There was never any egg, and you know it! Yes, there is!

Takumi : There isn't!

Naruse : There is!

Takumi : Isn't!

Naruse : I need him to exist, or I'd be lost! I've ruined the play. I've ruined my family. If my being a chatterbox wasn't to blame... What am I supposed to blame it all on? What am I supposed to do? I wish it would just burn up! Me. My soul. All my chattering, too!

Takumi : Naru- -

Naruse : I've got to blame it on my talkativeness. Or I wouldn't know what to do! I really don't know what to do!

Takumi : Jun Naruse!
Naruse : W-What is it?

Takumi : You have a sweet voice, you know. Talk to me some more. Say what you really want to say. Give me more of those words.

Naruse : Didn't you hear what I just said? Of course that's not gonna happen! Words... Words hurt other people!

Takumi : You can hurt me. I don’t mind if I get hurt. I want to hear you speak the truth some more. Naruse!

Naruse : Okay, then, I'm gonna start hurting you now. You pretend to be kind, but you’re such a hypocrite! Your armpits smell sometimes! You’re not even that good-looking! Just because you can play the piano, don't be deluded that you're popular! You liar! You’re always leading people on. You pretentious bastard! Also! That girl! That girl is equally to blame! She's a liar! And she's a goody-two-shoes! That's the most vile kind of person there is! Also... Also... Also...

Takumi : Also?

Naruse : I've run out of things to say. I've run out!

Takumi : Is that all? All your words of truth?

Naruse before. : Name! Just now, you said my name. I've never said your name

Takumi : Say it.


Takumi : What? I wonder why? I was just like you, Naruse. I'd talk, but... I fell into the habit of not saying what I really felt, somewhere along the way. And then, I started believing that there wasn't anything... that I really wanted to tell anyone. But then I met you. You don’t usually talk, but you do have so many things you want to convey. And I started to realize that maybe there were many things I wanted to tell someone and I wanted to talk about. I'm glad that I met you! Thanks to you, I think I realized all kinds of things!
Naruse: Thanks to me? Not my fault?

Takumi: That's right! So there isn't any egg after all! Because whatever he told you was a pack of lies! Because your words made me happy! So--

Naruse: Me, too. It's all thanks to you, Sakagami. It's thanks to you, to Nito, to Tasaki, to everyone! But I...

Takumi: Let's go. They're all waiting. For you. They're waiting!

Naruse: I have one more thing that I want to say. I love you, Sakagami!

Takumi: Thanks. But I'm in love with someone else.

Naryse: I knew that. The girl begins spouting every abusive word she can think of.
<table>
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<th>NO</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
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<td>1.</td>
<td>Seminar Nasional Optimalisasi Sumber Daya Insani dalam Lembaga Keuangan Syariah untuk Menghadapi Persaingan Global</td>
<td>3 Oktober 2017</td>
<td>Peserta</td>
<td>8</td>
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<td>Seminar Nasional Encouraging The Milennial Generation having Character Education</td>
<td>5 Mei 2018</td>
<td>Peserta</td>
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<td>Seminar Nasional CEC IAIN Salatiga Dengan Tema “Unlocking Students Potential to Deal With Globaliation”</td>
<td>6 Mei 2017</td>
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<td>5</td>
<td>English Language Day Practice doesn't make perfect practice make better HMJ TBI IAIN SALATIGA</td>
<td>11 Oktober 2017</td>
<td>Panitia</td>
<td>4</td>
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<td>6</td>
<td>DEMA Fakultas Ekonomi dan Bisnis Islam IAIN SALATIGA dalam rangkaian acara Ekonomi Festival</td>
<td>28 Oktober 2017</td>
<td>Peserta</td>
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<td>DEMA Fakultas Ekonomi dan Bisnis Islam IAIN Dalam rangka Diesnatalis IAIN Salatiga ke-3</td>
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<td>Peserta</td>
<td>3</td>
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<td>26 Mei 2016</td>
<td>Peserta</td>
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<td>1 April 2019</td>
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<td>Seminar Nasional Mapala Mitapasa IAIN Salatiga dengan tema “Keep Our Forest, Keep Our Life”</td>
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<td>Library User Education oleh UPT Perpustakaan IAIN Salatiga (Pendidikan Pustakawan)</td>
<td>21 Agustus 2015</td>
<td>Peserta</td>
<td>3</td>
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<td>17.</td>
<td>Pelatihan Kepramukaan FTIK IAIN Salatiga</td>
<td>19-20 Juli 2018</td>
<td>Peserta</td>
<td>4</td>
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<td>18.</td>
<td>Seminar Nasional EDDICT UPTPB IAIN Salatiga</td>
<td>17 November 2018</td>
<td>Peserta</td>
<td>8</td>
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<td>Workshop “Your CV, Your Future” with EDDICT</td>
<td>17 November 2018</td>
<td>Peserta</td>
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<td>Seminar Nasional HMJ PS D3 IAIN Salatiga dengan tema “Optimalisasi sumber daya insani dalam lembaga keuangan syariah untuk menghadapi persaingan global”</td>
<td>3 Oktober 2017</td>
<td>Peserta</td>
<td>8</td>
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<td>23.</td>
<td>Seminar Nasional Dema</td>
<td>31 Mei 2016</td>
<td>Peserta</td>
<td>8</td>
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| FTIK IAIN SALATIGA  
| dengan tema “Budaya sebagai Attitude Pendidikan” |
| | | |
| | Jumlah | 124 |

Salatiga, 10 April 2019

Mengetahui,

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- 2015 – 2019: IAIN Salatiga

Salatiga, 04 September 2019
The Writer

Rivki Nurmawan
NIM: 23030150039
### LEMBAR KONSULTASI SKRIPSI

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
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<tbody>
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<td>1</td>
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<td>13 Mar 19</td>
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<td>3 Sep 19</td>
<td>Bab V - Full Paper</td>
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<td>15</td>
<td>4 Sep 19</td>
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**Catatan:**
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Keluarga Program Studi tentang Perubahan Dosen Pembimbing Skripsi.