AN ANALYSIS OF EDUCATIONAL VALUES OF “NIM’S ISLAND” MOVIE

GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Ministry and Educational Faculty

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SALATIGA
2015
DECLARATION

In the name of Allah the Most Gracious and The Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other people's ideas except the information from the references.

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

Likewise, this declaration is made by the writer to be understood.

Salatiga, December 22nd, 2014

The Writer

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GRADUATING PAPER

AN ANALYSIS OF EDUCATIONAL VALUES OF “NIM’S ISLAND” MOVIE

WRITTEN BY:

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Has been brought to the board of examiners of English Department of Educational faculty of State Institute of Islamic Studies (STAIN) Salatiga on February 21th, 2015 and hereby considered to completely fulfill of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

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Motto

“Imagination is more important than knowledge”

- Albert Einstein-

“The best way to predict your future is to create it”

- Abraham Lincoln-
DEDICATION

This graduating paper is dedicate to:

1. My God the Almighty.

2. My dearest mother and father (Jumariyah and Sunarto), who teach me to love Allah SWT and knowledge, thank for your sacrifices.

3. My dearest sisters and brother (Siti Khotijah, Annisa Azzahro, and Abdur Rohman), thankful for your motivation, kindness, and love.

4. All teachers of English Department of Educational Faculty.

5. My friends all members of TBI 2010 Good Luck for you guys.

6. My best friends all members of “Jomblo Berpasangan” (Mila, Majid, Endang, Icha, Agus, Sari, Safar), thanks for being by my side.

7. My best friends (Zum, Muna, Iin, Ika, and Ifa) thank for your support.

8. All member of KKN Caruban 38 (Addina Hidayat, Lia Febriyani, Khanifah, Erma Nahdliyatun, Amalia Purwita R, A. Ghoni, M. Fadhili).

9. All of my beloved people who cannot be mentioned one by one.
ACKNOWLEDGMENT

Alhamdulillah, the deepest thanks into Allah SWT, the most gracious and merciful, so that the writer could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW, the last messenger of Allah who has guided us from the darkness into the lightness.

This thesis entitled “An Analysis of Educational Values of “NIM’s Island” Movie” is presented to Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga as one of the requirement for Sarjana Pendidikan Islam at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the writer to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd., as the Head of State Institute of Islamic Studies (STAIN) Salatiga.
2. Suwardi, M.Pd., as the Chief of Educational Faculty.
3. Rr. Dewi Wahyu Mustikasari, M.Pd., as the head of English Department.
4. Hanung Triyoko, M. Hum., M. Ed., as the writer’s counselor who has allowed me to conduct this research and guided me patiently in the process of accomplishing this graduating paper.
5. All lecturers of English Department, the writer deeply thanks all for not only giving knowledge but also insight and values.
6. All staffs of STAIN Salatiga that have helped the writer in processing the graduating paper administration.

7. My great family, all of you is the spirit of my live.

8. My lovely friends in Jomblo Berpasangan and KKN Posko 38 who always support me.

9. All friends of E class and all friends in English Department. Thank for your friendship and kindness.

10. Thank also to all sides who help me, it is impossible for me to mention one by one here, for the help, suggestion and guidance.

Also we have effort as maximum as possible in finishing this graduating paper, but the writer believes that there is many lack in this. Therefore, the writer hopes the critique and suggestion for the completion of this graduating paper is able to give the function for the writer, the readers, and the further researchers.

Salatiga, December 22nd, 2014

The Writer

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ABSTRACT


Key words: Intrinsic elements, educational values

In this study the writer chose “NIM’s Island” movie, this movie is chosen to analyze the important of educational values as a part of our life. There are two research problems proposed. First, what are the educational values of the movie and second how to integrate the educational values of seen in the “NIM’s Island movie” in children education. The methodology of the study is qualitative study. It is mean that is does not need statistic approach to explore the material. In this paper the writer research about educational values in “NIM’s Island” movie. Qualitative research is a search of which the data written or oral word are descriptive analyzed. The primary data is taken from audiovisual (movie) and script from “NIM’s Island” movie. The secondary data is taken from many literary books and some relevant materials to support and complete the primary data sources. The result of this study is there are some educational values in the “NIM’s Island” movie, for examples: never give up, self confidence, friendly and be polite, love, forgiveness, optimism, help each other and responsible as human society.
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CHAPTER I

INTRODUCTION

A. The Background of Study

Human is an individual and social creature. As an individual creature, human has freedoms to do what they want and to convey their ideas and feeling. As social creature, human need to communicate with other people, because they cannot live without them. Then, human need language as a culture code. According to Robert Lado, language is a part of the culture of people and the chief means by which the members of a society communicate. A language therefore is is both a component of culture and central network through which the other components are expressed (Lado, 1964:2). Sometimes, people use written form of language to convey their ideas, for example novels, short story, movie, etc. They are commonly called literature.

Literature is one of significant parts of a society language. The author and their literary works can’t be separated because literature usually tells about human life and their society or culture which written by the author through their thinking and language.

Literature is used to describe anything from creative writing to more technical or scientific work, but the type is most commonly used to works of the creative imagination. It is works of poetry, drama, fiction, and nonfiction.
The development of technology and information media influences the lifestyle changing of society. Radio, television, DVD and VCD are some examples of electronic media which become furniture at housewife. The media can also be used to support educational development as well as by utilizing the movie as a means good learning instrument for children.

The exposure in television entertainment make people think or act differently. Most adult believe television entertainment does not have an important social influence on them. It is, after all only entertainment. But children are seen as more susceptible than adult.

Movies are products of electronic devices. This is one of communication tool that really helps the effective learning process. When we are watching movie, we easier to remember than what can only be read or just listen. Movie could have a positive influence in education. The way movie clearly explain the process and message, so it can generate interest and motivation to learn.

In this study, the writer would like to discuss the important of education of “NIM’s Island” movie which give information to the readers about the importance of education. The story is very interesting. The film is directed by Jennifer Flackett and Mark Levin. It shows us about the struggle of a child and her father who live in the island.

The “NIM’s Island” movie also has education value, so the audience will not only see the movie but can also take lessons from this movie. Education is very important in our life, but not everybody can get
education because the school. In the other side, education can make better knowledge human life in the future.

According to the condition, the writer takes the educational values from “NIM’s Island” movie. The writer hope that this research can help to the reader in solving their problem and the writer would like to emphasize the importance of education. So for such purpose the writer is interested in conducting a research entitle “An Analysis of Educational Values of NIM’s Island Movie”.

B. The Statement of The Problems

To clarify the problems that are going to be analyzed, the statement of the problem is formulated as follows:

1. What are the literary elements of the “NIM’s Island” movie?
2. What are the educational values of the movie?
3. How to integrate the educational values of seen in the “NIM’s Island” movie in children education?

C. Objectives of The Study

Based on the statement of the problem above, the objectives of the study are as follow:

1. To know the literary elements of the “NIM’s Island” movie.
2. To analyze of educational values of the “NIM’s Island” movie.
3. To know the integration of the educational values of movie toward children education.

D. Benefits of The Study

The benefits that the writer would like to achieve are divided into two parts of following:

1. Theoretically

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

2. Practically

   The writer hopes that the result of the study can be used to:

   a. Develop of literary study, particularly students of STAIN Salatiga who are interested in the literary research.
   
   b. To expand the insight of education world.
   
   c. To remind reader the importance of educational value in our life.
   
   d. To give spirit to the reader to reach our dreams.

E. Clarification of Key Terms

To research consist of four main terms are necessary to explain. To avoid the mistakes of the title consideration, the writer wants to clarify the meaning briefly.
1. Education

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

2. Value

Fraenkel (2008: 17) said that value is standard of behaviour, beauty, fair, reality. According to Oxford Dictionary value is quality of being useful or desirable.

3. Educational Values

Dick Hartoko said that Educational values is the effort to help for the students and put by integral. Education is restricted to that function of the communication which consist in passing on its traditions, its background its outlook, to the members of the rising generation. In the narrower sense, education becomes in practice identical with schooling, i.e formal instruction under controlled condition (Syam, 1988: 5-6).

From the explanation above, it can be concluded that educational values is something important which people think or to do relating to or concerned with education.
4. **NIM’s Island**

*Nim’s Island* is Australian adventure-fantasy film directed by Jennifer Flackett and Mark Levin and starring Abigail Breslin, Jodie Foster, and Gerard Butler. The story is based on the book *Nim's Island* by Wendy Orr. This movie aired on April 1, 2008.

Nim Rusoe is a girl who joins her father, a scientist, when he does research on marine life on an island. It's just the two of them but she spends her time making friends with all the animals. She encounters, chatting on the computer and reading the adventure books of Alex Rover. When her father goes to do some research but when a storm strikes the island he doesn't come back, she gets worried and frightened. She then emails Alex Rover hoping that he will come but what she doesn't know is that Alex Rover is a woman who is agoraphobic and germaphobic. Unfortunately she has never gone anywhere before and is denied her necessities like her sanitary gel by the customs officer at the airport. In the meantime, Nim tries to be strong while waiting for Alex to arrive.

As night falls, another storm starts to pick up. Jack’s propeller gets blown apart by the wind, and he is clinging to the sinking boat. He sees a whale swim by, and thinking that it is the whale that swallowed Nim’s mother, he swears to her that he will get back to Nim.

Nim thinks that he’s dead because otherwise he would have found a way to come home. Alex tries to comfort her. She says that no matter what happens, Nim won’t be alone because Alex will stay with her.
They look up when they hear Galileo come flying in. Out on the water is a small craft. It is Jack, who has rigged up two pontoons and a makeshift sail out of the wreckage from his boat. Finally, all of them are walking down the beach and Jack and Alex are holding hands.

5. Movie

Movie is motions pictures as a form of entertainment or an art (Oxford, 234). The motion picture is in theory at least the most powerful of the visual aid. It combines picture with movement, color and sound. The motion picture has been used for entertainment, those who produce them for teaching insist on the entertainment aspect and blunt the teaching impact (Lado, 1964: 201).

F. Review of Literature

In this research, the writer would like to analyze an educational values of the ‘NIM’s Island” movie by using library analysis. To make sure that research is original, the writer would like present other research that have close relation with the study of ‘NIM’s Island”.

The first research is description on Education Values as seen in Andrea Hirata’s Novel “Sang Pemimpi” written by Yuli Nur Ariyani. In this research, she found that education is very important for everyone in the world and friendship and struggle through life, the belief in the power of a dream or hope and sacrifice in life.
The second is education values in the “Finding Nemo” movie written by Yuni Mitayani. In her research, the implications of this movie in education are the movie has many values which can apply for the children and the ways to get attitude in their life.

The third is educational values of the novel “Even After All this Time” written by Siti Zulaikhah. In her research, the implication of the novel in relation to family education are parents should give useful experience in building children’s personality, give reward and punishment effectively, and give top priority to religion teaching as children’s guidance life.

G. Research Methodology

In analyzing the “NIM’s Island” movie the writer takes a certain procedures as following:

1. Research Object

   The main data source is quotations of “NIM’s Island” movie related with educational values directed by Jennifer Flackett and Mark Levin.

2. Data source

   Data source is divided into primary and secondary source.
   a. Primary source

   It is a source of original data and basis of research. The primary source is taken from the “NIM’s Island” movie.
b. Secondary source

It is a data source, which is 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 is the other data source.

3. Type of Research

That is the research by studying the findings with explore, examine, and identify the things that have been there to know what is and is not there (Arikunto, 2005:58).

4. Technique of Data Collection

The writer collected data by watching “NIM’s Island” movie and tried to find any important details that supported in this study. The writer also conducted library research to get the information about educational values from this movie.

5. Data Analysis

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

a. Describing synopsis of “NIM’s Island” movie.

b. Extracting the educational values from the movie.

c. Concluding based on data analysis.
H. The Outline of The Graduating Paper

The graduating paper is composed into systematically five chapters, and able to clarify as follows. Chapter one is an introduction. It contains background of the study, the statement of the problems, objectives of the study, benefits of the study, clarification of key terms, review of previous research, research methodology, the outline of the graduating paper. Chapter two is theoretical review of “NIM’s Island” movie. It consists of the definition of education, value, educational values, movie, general principles of human development and relation between movie and education. Chapter three is presents about the “NIM’s Island” movie. It consists of biography of the author, the synopsis of the movie, and literary elements of the “NIM’s Island” Movie. Chapter four present data analysis which has been collected. It deals with data analysis of educational values and the integration of educational values toward children education. Chapter five is closure. It contains conclusion and suggestion. The last part is references, appendixes, and curriculum vitae.
CHAPTER II

THEORITICAL REVIEW OF THE “NIM’S ISLAND” MOVIE

In this chapter, the writer would like to discuss theories necessary to analyze the education values of the “NIM’s Island” movie.

A. Education

Education according to Carter V Good (Djumberansyah, 1994: 17) is:

1. The aggregate of all the processes by mean of which a person develop abilities, attitudes, and other form of behavior of positive value in the society in which he lives.

2. The social process by which people are subjected to the influence of a selected and controlled environment (especially that of school) so that they may attain social competence and optimum individual development.

   Education is subject to change, and it is sensitive to change. New educational methods and techniques are always being introduced and tried, although not always on the most rational, empirical, measurement basis. In fact, educators often are accused of pursuing panaceas with nothing but hope and faith to guide them (Roger A. Kaufman, 1972: 5).

   Kaufman (1972: 10) says that education may be viewed as process for providing learners with (at least minimal) skill, knowledge, and attitudes so that they may live and produce in our society when they legally exit from our educational agencies. The “product” of education is
no less than the achievement of these required minimal skills, knowledge and attitudes. The behavior and achievements of learners as they function as citizens determines whether the “product” has been achieved.

Education is the process in which these powers (abilities, capacities) of men which are susceptible to habituation are perfected by good habits, by means artistically contrived, and employed by a man to help another or himself achieve the end in view (John S. Brubacher, 1987: 371).

Education is defined as the process of giving or receiving systematic instruction and to educate someone is to provide, intellectual, moral and social instruction. It can be seen that education concerns not just intellectual progress but also social and personal development. Also, instruction is only one way of thing, other aspects of pedagogy include: modelling, questioning, and task structuring (Michael Farrel, 2009: 2).

According to Michael Farrel (2009:5) says that education leads to change. It has been suggested that to be educate, implies that, the individual has been changed by the experience of education in terms of behaviors toward others, ability to understand the world an ability to do things in the world. Furthermore, the transformation is integrally related to do the concepts of knowledge and understanding.

Education is a constant reorganizing or reconstructing of experience. It has all the the time an immediate end, and so far as activity is educative, it reaches that end- the direct transformation of the quaility of
experience. Infancy, youth, adult life—all stand on the same educative level in the sense that what is really learned at any every stage of experience constitutes the value of that experience, and in the sense that it is the chief business of life at every point to make living thus contribute to an enrichment of its own perceptible meaning (Fred Schultz, 2001: 40).

TIM Training College lecturer FIP-Malang also note some of the concepts of education can be divided in the description below:

1. Education is the getting and giving of knowledge so as to pass on our culture from one generation to the next.
2. Education is the process by which the individual is taught loyalty and conformity by which the human mind is discipline and developed.
3. Education is process of growth in which the individual is helped to develop his power, his talents, his abilities, and his interests.
4. Education is the reconstruction and reorganization of experiences which adds to meaning of experiences and which increases ability to direct the course of sequent experiences.
5. Education is the process by which a person adjusted to those elements of his environment which are of concern in modern life by aim of preparing his successful advent living to prepare his successful adult living (TIM Dosen FIP-IKIP Malang, 1980: 79-92).

From the description above, the researcher can take a conclusion that the meaning of education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and
judgment, and generally of preparing oneself or others intellectually for mature life.

According to National Education Standards of Republic Indonesia Government Regulation No. 19 of 2005 Article 4 says that the purpose of education is:

“Standar Nasional Pendidikan bertujuan menjamin mutu Pendidikan Nasional dalam rangka mencerdaskan kehidupan bangsa dan membentuk watak serta peradaban bangsa yang bermartabat”.

“National Education Standards aims to ensure the quality of National Education within the framework of the intellectual life of the nation and shaping the character and civilization of the nation’s dignity”.

From the description above, the researcher can take a conclusion that the purpose of education is to educate the Indonesian people as individuals and social beings, beings are intelligent people to improve the quality of the Indonesian nation itself. As human must to develop into a human individual who has good character.

According to Bertrand Russel there are three theories about the purpose of education. First, target of education the other one is proving the opportunity to growth and remove their influence hindering. Two, target of education is to civilize the individual and develop its capacities until maximal. Level three, education has to be more considered in its relation with the community better than in relation with individually and that business is to train the citizen which is good for (Russel, 1993: 17).
From the explanation above, the writer can take a conclusion that the objectives of education is to form a competence human and responsible about the wealfare of the people and fatherland. The organized of education is to give a prosperity to the people by developing the knowledge and skills.

B. Value

1. Definition of Value

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 13 September 2014 retrieved 10.32).

The truth value and universally accepted is the value that produces a behavior and behaviors that have a positive impact for people that to do this and for the other (Linda, 1997: 14). The principle that presented above can help to achieve peace and also prevent the loss or hardship either to themselves or others.

Because the results showed that the behavior based on value can help children develop independence and freedom, then we must teach values to our children because this is an effective way to establish a moral child a clear and strong.
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 to different levels of 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 September retrieved 15.22).

According to Shalom H.Schwat (1973 : 1) the main features of the conception of basic values implicit in the writings of many theorists and researchers as follows:

1. Values are beliefs. But they are beliefs tied inextricably to emotion, not objective, cold ideas.
2. Values are a motivational construct. They refer to the desirable goals people strive to attain.
3. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

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

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

According to Earle (1992: 297) value is positive quality of anything it is desirable, useful, interesting, good and important; only a few of the terms available for the expression of positive values. Whether values are part of intrinsic nature of thing or simply a matter of how humans respond to thing is controversial. In sociology, values theory is concerned with personal values which are popularly held a community, and how those values might change under particular conditions. Different groups of people may hold or prioritize different kinds of values influencing social behavior.

In the webstern dictionary (1981: 2530) value is relative worth, utility or importance. It means that value must be selected freely become guidance for someone, norm, and principal of someone. Value selected freely will be internalization, look after and become the hold life someone.
Choosing values freely means that freely from any pressure, like clear pressure and also which under cover from people who loves.

Value is the importance which a good possesses as the indis-pensable condition of the wellbeing of a subject. Or more fully: Value is the importance which a good acquires as the recognised condition of something that makes for the wellbeing of a subject, and would not be obtainable without the good (William Smart, 1931: 27-28).

According to William Smart (1931: 18-19) Value, in the subjective sense, we may call, generally, the importance which a good is considered to possess with reference to the wellbeing of a person. Value, in the objective sense, is a relation of power or capacity between a good and an objective result. In this sense, a good has value when it has the power of producing-or” avails” towards-some objective effect.

Values are life-style priorities. Since values lie behind the all the choices we make, it follows they lie at the very core of the life we’ve created for ourselves through the choices we’ve made. Thus, through values we express what is important in our life and, when we are true to our values, the life-style we live is our expression of these values (Paul Chippendale, 9).

Each of the ten basic values can be characterized by describing its central motivational goal:
1. Self-Direction. Independent thought and action; choosing, creating, exploring.
3. Hedonism. Pleasure and sensuous gratification for oneself
4. Achievement. Personal success through demonstrating competence to social standards.
5. Power. Social status and prestige, control or dominance over people and resources.
7. Conformity. Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
8. Tradition. Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self.
9. Benevolence. Preserving and enhancing the welfare of those with whom one is in frequent personal contact (the ‘in-group’).
10. Universalism. Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.

Meanwhile, educational values are the result of valuing process of comprehension implementing of God and humanity values in life. So, these values will guide human knowledge and creativity appropriately.
According to Linda and Eyre (1995) educational values divided into two groups are as follows:

a. Value of being is a value within human being involved into the behavior and the way we treat others, which include values of being are: honesty, bravery, peace, confidence, protection, discipline, sincerity, purity, and pureness.

b. Values of giving is a value that need to be practiced or provided which would then be accepted as gives, which include values of being are: loyalty, trustworthy, respect, love, affection, sensitive, not egoist, kind, friendly, fair, and humanism.

Based on explanation above, the writer takes conclusion that if we want to develop our educational values from values of being with practicing these values yourself. And if we want to develop our educational values from values giving, we can practice those values on others. We can get educational values everywhere, not only in a formal institution. We can find it from experiences, friends, environment and soon. One of the sources of educational values which we can get is by watching movies.

2. Type of Values/Character Education: Traditional or Liberational

According Taylor (2005:4) there is no more destructive force in your children’s lives than American popular culture. It promotes the worst
values in people and disguises them all as entertainment. Additionally, popular culture is pervasive, dominating virtually every part of our lives.

Values are fashionable preferences that provide a “lifestyle”. Good character incorporates permanence of principle, a backbone that is tested when temptations arise. Values are flexible; character is lasting.

Based on the explanation above values education implies do your own thing, operate without a moral or ethical guide, anything else. Character education should be provided in schools to establish and affirm those substantial moral principles necessary.

The traditional values doesn’t matter and students should decide basic value questions for themselves without guidance from educators, religious leaders, or parents- has an eroding effect on the cornerstones of American society.

The Bureau advocates core ethical values, and has created a system to help children understand these values by relating them to parts of the body:

a. Positive mental attitude (mind)
b. Respect (eyes and ears)
c. Integrity (mouth)
d. Compassion (heart)
e. Cooperation (hands)
f. Perseverance (stomach or guts)
g. Initiative (feet)
Pictures, displays and assemblies on morality offer students a chance to see how important those values are to society and school. Inviting speakers into classes, showing film, and taking students to see significant monuments to American values are technique that can help. At secondary level, emphasis on traditional values should continue with more sophisticated materials and concepts. There is no need for a special course on sex education if family values are covered in other courses and at home.

Based on the explanation above classes should various religions with the purpose of understanding their common values and how those values apply to life. Providing time in school for children to reflect on personal religious beliefs would be appropriate.

Teachers encourage children to determine their own set of values. Bennett (1992), describes values clarification: schools were not to take part in their time-honored task of transmitting sound moral values; rather, they were to allow the child to “clarify” his own values (which adults, including parents, had no right to criticize). The “values clarification” movement didn’t clarify values, it clarified wants and desires. This form of moral relativism said, in effect, that no set of values was right or wrong.

The Humanism magazine, in 1998, reprinted a 1947 article by Thayer persuasively arguing that effective character education as follows:

a. Grows out of active relationship

b. Positive or negative
Thayer’s premise grew from educational philosopher W.H Kilpatrick’s observation that children learn what they live and live what they learn. This expression the idea that children’s values and ethics are influenced by their real environments.

3. The Structure of Value Relations

According Shalom (1973: 2) the value theory explicates a structural aspect of values, namely, a dynamic relations among them. Action in pursuit of any value have psychological, practical, and social consequences that may conflict or maybe congruent with the pursuit of other values.

4. Life Circumstances

According Shalom (1973: 5) people’s age, education, gender, and other characteristic largely determine the life circumstances to which they are exposed. These include their socialization and learning experiences, the social roles they play, the expectations, and the abilities they develop. Thus, the differences in background characteristics represent differences in the life circumstances that affect value priorities.

5. The Pattern of Value

According Shalom (1973: 5) the structure of values has two implications for value relations:

a. Values that are adjacent in the structure (e.g., power and achievement) should have similar associations with other variables.
b. Associations of values with other variables should decrease monotonically in both directions around the circle from the most positively to the most negatively associated value.

According Schwartz (1996) theorizing begins with reasoning about the particular values that are most and least positively related to a variable. The circular motivational structure of values then implies a specific pattern of positive, negative, and zero associations for remaining values. The next step is to develop theoretical explanations for why or why not to expect these implied associations. The integrated structure serves as a template that can reveal “deviations” from the expected pattern. Deviations are especially interesting because they direct us to search for special conditions that enhance or weaken relations of a variable with values.

C. Educational Values


According to M. Sastrapratedja (1993: 3) educational value is the planting and development of values in person. Educational value should not constitute a special program or lesson, such as a drawing or English lesson, but rather a dimension of the whole enterprise of education. Education does not only want to develop the knowlegde, skills,
technologies, but also want to develop other aspects: personality, morals, and ethics, etc., all of which can be called educational value.

Education correlates positively with achievement values. The constant grading and comparing of performance in schools, emphasizing meeting external standards, could account for this. The associations of education with values are largely linear, with the exception of universalism values. Universalism begin to rise only in the last years of secondary school. They are substantially higher among those who attend university. This may reflect both the broadening of horizons that university education provides and a tendency for those who give high priority to universalism values to seek higher education.

Based on explanation above, the research takes conclusion about our values are not merely passive recipients of influence. Value priorities cannot turn back the clock on age and they rarely lead to changes in gender. But people’s values do affect the level of education they attain; priorities for self-direction and achievement vs. conformity and tradition values promote persistence through higher education. Our value priorities influence whether we develop particular abilities, choose particular friends, mates, jobs, etc.

According to Paige (2006: 268) values or character education is necessary to give them strenght of heart. It is time for for school to return to teaching children that character, honesty, and integrity are important.
Good character is not something you are born with; it is something you must learn from those who have it.

Often an education system is based on combination of these values, sometimes focusing more on one than other. These values set the goals for the different subjects. The first value, passing on valuable knowledge and culture, will often be reflected in a system-based curriculum. The second, preparing learners as members of the society, will often be reflected in a function-based curriculum, while the third, developing learners as individuals, is reflected in a process-based curriculum.

There are two kinds of educational values as follow: explicit values education and implicit values education (Taylor, 1996: 3-14) where:

a. Explicit values education is associated with those different pedagogies, method or programmes that teachers or educator use in order to create learning experiences for students when it comes to value questions.

b. Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence or learning, which can be related to the concept of hidden curriculum.

This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be education. Similarly one should clarify the distinction between a teacher and an educator.
D. Movie

A movie or motion pictures is the only new visual art form created in the 300 years. It is complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion picture are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant imapct in a sociological sense. In addition, they have background rooted in science and technology (Webster, 2004: 305).

The motion picture is in theory at least the most powerful of the visual aid. It combines picture with movement, color and sound. The motion picture has been used for entertainment, those who produce them for teaching insist on the entertainment aspect and blunt the teaching impact (Lado, 1964: 201).

A film, also called a movie or motion picture, is a series of still images which, when shown on a screen, creates the illusion of moving images due to the phenomenon. This optical illusion causes the audience to perceive continuous motion between separate objects viewed rapidly in succession (http://en.wikipedia.org/wiki/Film, acessed on 15 September 2014, retrieved 11.09).

Movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement (http://www.definitions.ws/28383/movie, acessed on 15 September retrieved 15.05).
Movie as screen educators helps the students perceive, understand and appreciate the unique visual and aural language of film and the role of this language in human communication. By developing skill in response to these visual-aural languages, student can increase their understanding of themselves and others and explore the communicative and artistic potential of film as a medium of expression (Deighton, 1971: 3).

Based on the explanation above, the writer can conclude that film offers a special language of projected moving image with sound a language which incorporates the characteristics of the graphic, plastic, spatial and narrative arts. It is finally becoming accepted in educational circles and established art from suitable for study analysis, research in institution or higher learning. Film study encompasses the examination of the motion pictures as a medium of communication, entertainment and artistic expression.

In different case films are made up of series of individual images called frames. When these image are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an affect known as persistence of vision, whereby the eyes retains a visual image for a fraction of a second after the source has been removed. Viewer perceive motion due to a psychological effect called beta movement (http://en.wikipedia.org/wiki/Film, accessed on 15 September 2014, retrieved 11.09).
E. General Principles of Human Development

1. Piaget’s stages of Cognitive Development

According to Jeanne (2008: 29) Piaget proposed that as a result of brain maturation, innumerable environmental experiences, and children’s natural desire to make sense of and adapt to their world, cognitive development proceeds through four distinct stages. Abilities at any one stage are constructed out of the accomplishments of any preceding stage. So we will look at these three stages more closely:

a. Preoperational Stage (age 2 until age 6 or 7)

In the early part of the preoperational stage, children’s language skills virtually explode, and the many words in their rapidly increasing vocabularies serve as symbols that enable them to mentally represent and think about a wide variety of objects and events.

b. Concrete Operations Stage (age 6 or 7 until 11 or 12)

Adultlike logic appears but is limited to reasoning about concrete, real-life situation.

c. Formal operations Stage (age 11 or 12 through adulthood)

Logical reasoning processes are applied to abstract ideas as well as to concrete objects and situations. Many capabilities appear that are essential for advanced reasoning in science and mathematics.

2. Developmental Changes in Sense of Self

We have already seen one way in which self-perceptions changes with age: children increasingly differentiate among the many aspect of
who they are as people—the academic aspect, the social aspect, the physical appearance aspect, and so on. But developmental theorists have long recognized that children’s and adolescents beliefs and feelings about themselves change in other ways as well (Jeanne, 2008: 75).

a. Childhood

Elementary school children tend to think of themselves in terms of concrete, easily observable characteristics and behaviors. In the preschool and primary grades, most children have a generally positive sense of self. Sometimes they believe they are more capable than they really are and that they can easily overcome initial failures. As a child has opportunities to compare themselves with peers during the elementary grades and as they become cognitively more able to make such comparisons, their self-assessments become increasingly realistic.

b. Early Adolescence

As students reach adolescence and gain greater capability for abstract thought, they increasingly think of themselves in terms of general, fairly stable traits.

Students’ self-concepts and self-esteem often drop as they make the transition from elementary school to middle school or junior high, with the drop being more pronounced for girls. The physiological changes accompanying puberty may be a factor: many boys and girls think of themselves as being somewhat less attractive once they reach adolescence. Changes in the school-disrupted friendships, more
superficial teacher-student relationships, more rigorous academic standards, and so on—probably also have a negative impact.

c. Late Adolescence

The majority of older adolescents recover sufficiently from double whammy of puberty and less warm-and-fuzzy school environment to enjoy positive self-concepts and overall mental health.

Most young people need considerable time to explore various options related to career, political beliefs, religious affiliations, and so on before they achieve a true sense of their adult identity. According Marcia (1991) has described four distinct patterns of behavior that may characterize the status of an adolescent’s search for identity:

1. Identity diffusion

   The adolescent has made no commitment to a particular career path or ideological belief system.

2. Foreclosure

   The adolescent has made a firm commitment to an occupation, a particular self of beliefs, or both. The choices have been based largely on what others (especially parents) have prescribed, without an earnest exploration of other possibilities.

3. Moratorium

   The adolescent has no strong commitment to a particular career or set of beliefs but is actively exploring and considering a variety of professions and ideologies.
4. Identity achievement

After going through a period of moratorium, the adolescent has emerged with a clear choice occupation, a commitment to particular political or religious beliefs.

**Table: Sense of Self at Different Grade Levels**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Age-Typical Characteristics</th>
<th>Suggested Strategies</th>
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| K-2         | a. Self-concept largely limited to concrete, easily observable characteristics  
               b. Some tendency to overestimate abilities and chances of future success | a. Encourage students to extend their abilities by tackling challenging tasks they think they can accomplish  
               b. Provide sufficient scaffolding to make success possible |
| 3-5         | a. Increasing awareness of and differentiation among particular strengths and weakness  
               b. Association of such emotions as pride and shame with various self-perceptions | a. Focus students’ attention on their improvement over time.  
               b. Encourage pride in individual and group achievements, but be aware that students from some ethnic groups may prefer that only group achievements be organized.  
               c. Provide opportunities for students to look at one another’s work only when everyone has something to be |
|   | a. Increasingly abstract conceptions of oneself  
b. For many, a decline in self-esteem after the transition to middle or junior high school (especially for females)  
c. Heightened concern about others’ perceptions and judgments of oneself (imaginary audience)  
d. Excessive belief in one’s own uniqueness, sometimes accompanied by risk taking and a sense of invulnerability to normal dangers |  
|---|---|---|---|---|
| 6-8 | a. After students make the transition to middle school or junior high be especially supportive and optimistic about their abilities and potential for success.  
b. Be patient when students show exceptional self-consciousness; give them strategies for presenting themselves well to others.  
c. Provide safe outlets for risk-taking behaviors; show no tolerance for potentially dangerous behaviors on school ground. |  
| 9-12 | a. Gradual increase in self-esteem  
b. Continuing risk-taking behavior (especially for males)  
c. Increasing integration of diverse self-perceptions into an overall, multifaceted sense of self.  
d. Search for the “real me” and an adult identity. | a. When discussing the potential consequences of risky behaviors, present the facts but don’t make students so anxious or upset that they can’t effectively learn and remember important precautions.  
b. Give students opportunities to examine and experiment with a variety of adultlike roles. |
F. Relation between Movie and Education

Technology is transformative. It change as it is used and it changes those who use it. Ideals to improve technology arise from its use and new technology leads further, spiraling in speed and complexity. Changes occur in other areas of life with the advances in such as solar energy, radio, TV, etc (Jack L. Nelson, 2006: 315).

These traditional technologies have been supplemented by radio or television instruction within the classroom, more sophisticated audio-visual equipment, and computers (Douglas M.Windham, 1990: 8). Certainly television can be more than one among many factors in influencing behavior and attitudes. However, there is consistenly a significant relationship between the violence rating of four favorite programs and the five measures of deviance, there of approval of violence and one beliefs about crime in the society. Furthermore, relationships remain when variables expected to decrease the likelihood of deviance are introduced. The regularity with which these relationships appear suggests that they should not be overlooked (Robert M. Liebert, 1982: 78).

From the explanation above movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. But parents should still provide assistance to children when they see movie, the parents must inform and give sense to them about behavior that is in the movie. Establish good
communication with your child can reduce the potential negative effects of watching a movie.

Film is a powerful teaching tool because it connects ideas with emotions. Research shows that people learn and remember best when their feelings are activated. The visual images of film are also a key element to their effectiveness as a learning tool. The drama of film - as storytelling - is another important feature that makes it a useful learning tool. People remember messages when they're connected to characters that they care about. Some educators say that film takes away from more important tasks like reading and writing, and it's true that a small number of teachers do use film inappropriately, as a time filler, for entertainment, or as a reward for good behavior. But movies can be an important component of instruction in English language arts, when used well. Films can help strengthen critical thinking and communication skills, motivating students to read and inspiring them to write. Teachers need more support in learning how to use films in the classroom to promote reading and writing skills. (http://www.frankbaker.com/media_literacy_and_movies.htm , accessed on 15 September 2014 retrieved 11.25).

Through the effective use of film in the classroom, teachers can help meet instructional standards for English language arts and the social studies. For example, middle-school students must learn how to recognize how messages are designed for specific audiences and purposes. Discussing films can help students develop an awareness of important
concepts like target audience, purpose, genre, and point of view. Films can be effective stimulus material in inspiring students to speak and write, and many teachers have designed meaningful learning experiences that strengthen students' library research skills, their writing and reading skills by using film as a "jumping off" point to further study. (http://www.frankbaker.com/media_literacy_and_movies.htm, accessed on 15 September 2014 retrieved 11.27).
CHAPTER III

ABOUT THE “NIM’S ISLAND” MOVIE

A. Biography of The Author

1. Joseph Kwong

    Joseph Kwong was born in Chung Won, China in 1916, and emigrated to the United States as a child with his family. Kwong earned a Bachelor's degree in 1937 from Stanford University in Chemistry and Basic Medical Sciences. He then earned a Master of Science degree in Chemical and Metallurgical Engineering at the University of Michigan, and was awarded a Ph. D. in Chemical Engineering from the University of Minnesota in 1942.

    Kwong worked as a chemical engineer at Minnesota Mining and Manufacturing Co. (later 3M) from 1942 to 1944, helping to develop adhesive products. In 1944, Kwong began working at the Shell Development Company in California. During his time at Shell, Kwong met Otto Redlich, a physical chemist who had fled his native Austria to the United States in 1938 as the Nazis took power. The two presented a paper in 1948 describing what is now known as the Redlich–Kwong equation of state, which related the pressure, volume, and temperature of different compounds. Kwong returned to 3M in 1951 as a Senior Chemical Engineer in the Chemical Division, working there until retirement in 1980, at the age of 64. The development of the Redlich-

While studying for a career in medicine, Joseph Kwong line-produced a documentary entitled “Gravity Is My Enemy” about a friend who was a quadriplegic painter. The film won an Oscar, and Kwong left medicine for movie making. Producing and directing documentaries for PBS that specialize in human rights issues, Kwong won numerous awards including 9 Emmies for documentaries like “Children of the Night” about teenage prostitutes, “Trouble on Big Mountain” about the Navajo-Hopi land dispute, and “Childhood/Parenthood” which documented the lives of teenage parents.

Kwong then moved into dramatic television and films as a producer/writer, specializing in book adaptations. He worked with Anne LaMott to adapt her memoir "Operating Instructions," for NBC, wrote a period film for Columbia Pictures about Chinese slave girls brought to America at the turn of the century, and most recently, adapted Wendy Orr’s novel, "Nim’s Island," for Walden Media and
20th Century Fox, with Jodie Foster, Gerald Butler and Abigail Breslin.

Though those projects are all studio pictures, Kwong has a special love for indie filmmaking. He has written two indies for Francis Coppola and Wayne Wang, and his adaptation of Patricia McCormick’s novel, "Sold," about a Nepalese girl trafficked into a brothel in Calcutta, is slated for production in 2009.

Along the way, Kwong developed an expertise in animation and is frequently called upon to write scripts for animated features (he wrote “Tin Toy Christmas” for John Lasseter of Pixar) and by PBS to oversee their children’s television series. Kwong wrote the pilot for their hit math series “Cyberchase,” was the executive producer/writer of “Dr. SeussTales” (yes, he can write in Seussian rhyme!), and is the creator of a new show for PBS called “Exploratopia,” an animated science show developed in conjunction with the Exploratorium Museum in San Francisco. The Corporation for Public Broadcasting recently awarded Kwong a generous grant to create “Flashback,” a mission-based, socially networked, history game show for teenagers that takes place on the Web, mobile phones and on television. It is PBS’s first attempt at convergence media.

Kwong is working with partners like Dr. Clayborne Carson and the Martin Luther King Jr. Institute to adapt Flashback into a game that inspires youth to work for peace and social justice.
2. Paula Mazur

Paula Mazur is a producer and assistant director, known for *Nim's Island* (2008), *Corrina* (1994) and *Delirium* (2014). Veteran producer known for her high quality projects, Paula has worked almost solely from literary source material. She has taken numerous plays from stage to screen including *swimming to Cambodia, the search for signs of intelligent life in the universe, and the vagina monologues*. Among other titles, she produced *Corrina*, Corrina starring Whoopi Goldberg, *NIM'S Island* starring Jodie Foster, Gerard Butler and Abigail Breslin, and is currently prepping *Guernsey* starring Kate Winslet. Also a screenwriter, Paula co-wrote *NIM'S Island*, has adapted the novel *Tangerine* for HBO, and adapted *Wishing Moon* for DreamWorks Animation. Paula’s film and television work has won Academy, Ace, Emmy, Spirit, and American Comedy Awards. Her films have been invited to numerous film festivals including Cannes, Berlin, Sundance, and Toronto. She is a member of the Directors, Writers, and Producers Guilds (http://www.mazurkaplan.com/bios/, accessed on 24 September 2014 retrieved 14.30).

In 2009 award-winning Hollywood producer Paula Mazur and nationally recognized independent bookseller Mitchell Kaplan joined
forces to create The Mazur/Kaplan Company, with the objective of identifying, optioning, and producing literary properties for film and TV.

The combination of both partners’ talents immediately yielded results with the company landing exclusive options on numerous literary properties. Each week brings important new titles in, as Mazur and Kaplan grow the company into a leading producer of high quality, commercial film and television projects (http://www.mazurkaplan.com/about/, accessed on 24 September 2014 retrieved 14.28).

Paula Mazur gets award as following:

a. Home of the Brave / Cannes Film Festival – Un Certain Regard

b. The Appointments of Dennis Jennings / Academy Award for best short film, Ace Award for Comedy Special

c. The Search for Signs of Intelligent Life in the Universe / Ace Award for Comedy Special, Emmy nomination for Comedy Special, Independent Spirit Award nomination, American Comedy Award for female actress

d. Corrina Corrina / United Nations screening

e. Bakersfield Country / 3 Emmy Awards for Best Documentary, Best Performance, Best Editing, 6 Emmy nominations

f. Kathy and Mo: The Dark Side / Ace Award for Best Comedy special
g. Pros & Cons / US Comedy Arts Festival for Best Actor

h. Nim’s Island / Movieguide Award for Best Family Film

i. 2011 Literarian Award for Outstanding Service to the American
(http://www.mazurkaplan.com/awards-3/, accessed on 24
September 2014 retrieved 14.29).

B. The Synopsis of NIM’s Island Movie

The movie opens with an animated story sequence narrated by Nim
(Abigail Breslin). The story is like a children’s book, and it explains how
her mother, a marine biologist, died when Nim was a baby. Her mother
was studying a whale when a tourist cruise ship named “The Buccaneer”
came too close and scared the whale. The whale dove, taking Nim’s
mother with it. Nim’s father, Jack (Gerard Butler), also a marine biologist,
sailed around the world with Nim, looking for her mother, but they never
found her. Eventually they ended up on an island where they built a
home. They live alone on the island, and the only visitors are a supply
ship that occasionally brings them materials. Jack corresponds with other
scientists via email, and an article written by him about living in the
shadow of a volcano was published in National Geographic.

Nim is now 11 years old, Jack home schools her, and she helps him
with his scientific studies. Her friends are animals on the island: Selkie, a
sea lion; Fred, an iguana; Galileo, a pelican; and Chica, a sea turtle. When
the supply ship arrives, it brings a novel for Nim from her favorite author,
Alex Rover, named “My Arabian Adventure.” Alex Rover has written a
series of best-selling novels about dangerous and exciting adventures around the world. Nim reads the book, the movie goes into a fantasy sequence in which Alex Rover (also played by Gerard Butler), who has been captured in the desert, fights off his enemies and escapes. Nim thinks that Alex Rover is a great hero.

The real Alex Rover, full name Alexandra (played by Jodie Foster), is a writer living in San Francisco. Real Alex is afraid of spiders, germs, and leaving her apartment. The only thing she eats is canned Progresso soup. She is currently experiencing writer’s block. Fictional Alex (still played by Gerard Butler) is about to be sacrificed by being thrown into the boiling lava of a volcano, and Real Alex can’t find a way to have him escape. Fictional Alex appears to Real Alex and tells her to either kill him off or find a way to save him. He tells her she needs to get out into the world and experience life, but she is too afraid to go outside. She is surfing the web trying to find inspiration, she finds the article Jack had written about living next to a volcano, so she emails him.

Meanwhile, Jack is getting his sailboat ready, and he tells Nim that they have to go to a certain spot on the ocean for two days to collect protozoa. He has promised to name one after her when he discovers a new species, and he thinks that they can find it. Nim wants to stay on the island because Chica has laid her eggs, and they are about to hatch. She convinces her dad that she can take care of herself for. They can talk by
satellite phone while he is gone. He tells her to tell people who email that he will be back by Thursday.

Nim is fine taking care of herself. She is dancing around with Selkie and Fred, and she fixes herself dinner. Before she goes to bed, she sees Alex’s email, and she becomes very excited that her hero has written. She writes that Jack is not there, but that Nim also lives on the island with the volcano.

Alex reads the message and writes back, thinking that Nim is Jack’s research assistant. That night Jack is collecting samples from the water, and he thinks he might have found the protozoa and he will name after Nim. As he is labeling the sample, the wind starts picking up, and a storm breaks out.

On the island, Nim is inside the house when the storm begins to blow. She tries to close all of the windows, but the wind rushes through, swirling papers and rain. Nim huddles with Selkie through the night.

The next morning, Nim fixes the solar panels on the roof and tries to reach her dad on the phone, but there is no answer. She’s a little worried, but she knows that Jack isn’t come back for another day yet, so she isn’t panicked. What she doesn’t know is that Jack’s satellite is at the bottom of the ocean, and his boat has sprung a leak. He wakes up in the cabin of his boat, in a couple of inches of water. He sets about trying to make repairs, but the mast of the boat is broken. Galileo, the pelican, shows up and helps Jack out by catching some fish for him to eat.
Nim sets about to do some research for Alex Rover, so she climbs up to the top of the volcano to look inside the pit. The surface is solid when she looks down. She is preparing to descend, when she looks out over the water and sees a ship. Through her telescope, she reads the name “The Buccaneer” on the prow. A small rowboat with three sailors sets off from the ship to land on the beach. Remembering that her dad had told her “The Buccaneer” had caused her mother’s death, Nim quickly scrambles down the mountain. In the process, she scrapes her leg. She gets down on the beach and spies on the people from the ship. They are talking about setting up a resort for tourists on the island. Nim vows to defend her island from invasion.

Nim writes to Alex to tell her about the volcano. She also asks Alex what she should do about the cut on her leg, which has started to become infected. In San Francisco, Alex looks in a Medical Encyclopedia and tells Nim that she should keep the cut clean and dry.

Nim makes preparations to defend her island from the tourist ship. She is building sling shots when Galileo flies in and steals a tool belt. He drops it onto Jack’s boat to help him with repairs. Jack starts building a propeller to power the boat.

Alex is starting to realize that Nim is not Jack’s research assistant, and she writes to ask her how old she is and if she is there alone on the island. Nim tells her that she is only 11 years old and she is alone until her dad comes back. She has been getting more and more worried since she
still hasn't heard from her dad. Alex tries to get help for Nim from her apartment, first by calling 911 (the dispatcher tells her that they only cover San Francisco, not an island in the middle of the ocean), and then by contacting someone in Fiji. She can’t get anyone, so she asks Nim how she can help her. Nim asks Alex to come to the island. She gives Alex the coordinates for the island but tells her not to tell anyone else in order to keep the island a secret. Alex writes back saying that she can’t come because she isn’t a hero, and that in fact she is an agoraphobic who hasn’t left her apartment for months. Nim is confused since she still thinks that Alex is Fictional Alex Rover, a man who is a great adventurer.

Fictional Alex appears to Real Alex again, telling her to go find Nim. The two Alexes argue, Fictional Alex telling her to be the hero of her own life story, and that a little girl is all alone on an island waiting for Alex to rescue her.

Alex packs her suitcase with bottles of Purell (hand sanitizer) and cans of Progresso soup. Fictional Alex has to drag her out the door to make her leave the apartment and get into the taxi. At the airport, security confiscates Alex’s can opener and bottles of Purell. On the plane, Alex is nervous and obviously has been irritating both her seat companion and the flight attendant. She takes a pill and passes out until the plane lands in Borneo, where the flight attendant wakes her up and she has to rush to catch her transfer, which turns out to be a very small plane.
In a village, Alex tries to find someone who will help her get to the coordinates that Nim gave her. People are crowding around her trying to sell her things, and a man gets her into his taxi, telling her, “Come with me, I know where you want to go.” He keeps repeating this phrase as he drives off. She begins to realize that it is the only English he knows, and she worries that he doesn’t know where he is going, but eventually they end up at a place with boats. A man in a motor boat takes her to an island where there is a helicopter that will fly her to Nim’s island. But the boat drops her off a few hundred yards offshore, and she has to wade through the water to get to the beach. Fictional Alex rejoices in the adventure, but Real Alex is upset and annoyed that Fictional Alex is having such a good time.

On the island, “The Buccaneer” arrives. The tourists are put into small rowboats to take them ashore. Nim sends Selkie out to swim past the boats, leaving a trail of foul smelling gas, but it doesn’t deter them from coming ashore. They set up on the beach with beach chairs and umbrellas and games.

Nim is watching from a tree, when she drops her telescope. An Australian boy from the ship is exploring through the trees and Nim is afraid that he might find the telescope. Fred, the iguana, drops on the boy, sending him running back to the beach. Nim picks up her telescope and sets her plan in motion. She loads the sling shots with numerous iguanas and sends them flying onto the beach. At first the tourists scream and run
from the flying lizards, but the crew eventually drive the lizards away with torches. Nim then climbs up the volcano and sets a fire so that it looks like the volcano is erupting. She begins pushing boulders down the mountain, but she accidentally pushes one into the pit of the volcano, and it begins erupting for real.

Ash spumes out of the volcano, and the tourists flee for the boats to take them back to the cruise ship. Nim races down the mountain, but the Australian boy sees her and confronts her. Nim is surprised to finally meet a stranger. She says that he isn’t the way she imagined he would be. The boy’s parents are calling for him, and he tells her that they have to leave, that the island is dangerous. She replies that it isn’t dangerous to her because she lives there. He finally runs to his parents, and they get in a boat and are rowing for the cruise ship. He looks back and sees Nim watching them leave.

As night falls, another storm starts to pick up. Jack’s propeller gets blown apart by the wind, and he is clinging to the sinking boat. He sees a whale swim by, and thinking that it is the whale that swallowed Nim’s mother, he swears to her that he will get back to Nim.

Alex is in the helicopter, and both she and the pilot are freaking out over the storm. Even Fictional Alex thinks that they’re going to die. The pilot spots “The Buccaneer” and says that they have to land on the ship. The crew is not very happy about the helicopter landing on the ship, and they think Alex is crazy since she’s babbling about a girl alone on some
island. The captain tells her that the only island nearby is uninhabitable. He talks with his crew about getting the ship’s doctor to restrain Alex. The Australian boy overhears Alex, and he tells her that she isn’t crazy; he’s seen the girl on the island and she is real. Alex thanks him and sneaks off. With the crew chasing her, she gets into one of the row boats and drops it onto the water. She begins rowing toward the island, but the waves overturn the boat.

Nim sees the rowboat from the island, and thinking that it might be Jack, she swims out with the help of Selkie. She sees Alex and saves her from drowning. The two of them wash up onto the beach, exhausted.

When they regain consciousness the next morning, Nim asks Alex who she is. Alex tells her that she’s Alex Rover. Nim doesn’t believe her at first, saying that Alex is a hero who wouldn’t need saving. She realizes that Alex is telling the truth and can’t help her dad. She angrily tells Alex to leave the island. Nim runs off into the trees, leaving Alex alone on the beach. Fictional Alex tells her to follow the girl, but Real Alex refuses. She says she should have stayed in her apartment. Fictional Alex tells her that she is like Nim, alone in the world. Real Alex says that she has him. He decides that she doesn’t need him any longer, and he’s quitting. He tells her goodbye and dives into the ocean.

Alex follows Nim’s trail into the woods, and she’s wandering around muttering to herself about how she took a plane and a helicopter, and she stole a boat. She calls out for Nim, who is watching her. Alex
screams when she is surprised by a lizard and runs into a tree. Nim comes to get her. They go back to the house, and Nim cooks them dinner, including a dish made of meal worms. Alex is grossed out, but she eats it.

The next morning Alex wakes up to Selkie’s nose in her face. She goes outside to find Nim. Nim is sitting outside, looking over the ocean, her face sad and lonely. Alex asks her how long her dad has been gone, and Nim replies that he’s been gone four days. Nim thinks that he’s dead because otherwise he would have found a way to come home. Alex tries to comfort her. She says that no matter what happens, Nim won’t be alone because Alex will stay with her.

They look up when they hear Galileo come flying in. Out on the water is a small craft. It is Jack, who has rigged up two pontoons and a makeshift sail out of the wreckage from his boat. He comes sailing up to the beach as Nim and Alex run out to meet him. Nim and Jack hug as he says he missed her but he was determined to come back to her. He sees Alex over Nim’s shoulder. Nim brings him over and Alex introduces herself. The two adults smile at each other. Nim’s voiceover narrates that this is how the story of the writer and the marine biologist began, but how it ends we don’t know.

The last shot of the movie is apparently at some time in the future. The three of them are walking down the beach and Jack and Alex are holding hands.
C. Literary Elements of the “NIM’s Island” Movie

To understand the meaning of a literary work as a whole it is important to analyze the structure the work the literary elements of the movie “NIM’s Island” is as the following:

1. Character and characterization

Character is a person who is responsible for the thoughts and action within story, poem, or other literature. Character are extremely important because they want which are the medium through a reader interacts with a piece of literature. Every character author uses to assist in forming plot of a story or creating.

Character is one reason we read stories is to find out what happens (to see how the plot work out), an equally compelling reason is to follow the fortunes of the character (Robert Diyani, 2004: 54).

Character may be presented mainly through description and discussion, or in a more dramatic manner, by the author’s simply reporting the character’s speech and action (Little, 1970: 89). Character is a person who is responsible for the thoughts and actions with a story, poem, or other literature. Character are extremely important because they want which the medium through a reader interacts with a piece of literature. Every character has his or her own personality. Which a creative author uses to assist in forming the plot of a story or creating a mood.
Character is divided into two parts: they main/major character and the minor character. Major character is the most important ones in terms of the plot. It becomes central action. While, the minor character is a major proponent of character, not really sometimes involved in with action at all (Potter, 1967: 21).

a. Major characters

The major character is the most important ones in terms of the plot. In this movie there are major characters. There are:

1. Nim Rusoe

   She is care with the animals and her father. She is also an intelligent girl.

   *Nim*: It was so important that I stayed.
   I saved all six turtles.

   *Jack*: Well, they're lucky you were there. I'm proud of you, honey. (00:18:28- 00:18:31)

   *Nim*: Galileo, we were worried about you! Where'd you go? We're just doing some research for Alex Rover.- (00:29:57-00:30:08)

   *Nim*: Daddy? Jack? Daddy! Daddy!
   Are you all right, Daddy? Jack!
   Selkie, Selkie, come on!
   Jack needs us! We have to save him! (01:12:34- 01:13:09)
2. Alexandra

She is writer from San Francisco. She is kind, patience, hesitate to do something, full of love, care with Nim, disgusted toward something.

Alexandra : What can I possibly do, Nim?
Nim : What can I possibly do, Nim?
Alexandra : Come.
Nim : Come?
Alexandra : I can't do this all by myself.
Nim : I can't be the hero of my own story.
Alexandra : I need you, Alex Rover.
Nim : Please. Help me.
Alexandra : Help me, please.
Alexandra : I'm sorry. I wish I could come, but I'm a borderline agoraphobic.
Nim : Borderline? Is that what you're calling it? You're not actually gonna send that, are you?
Alexandra : I'm sorry. (00:36:14-00:37:07)

Fictional Alex : Man with a helicopter live here.
Alexandra : But I-
Fictional Alex : You find that man with the helicopter.
Alexandra : Oh, no, no, no. Wait, wait. Don't you know...
Fictional alex : You're not actually gonna send that, are you?
Alexandra : What the safety ratings are on those things?
Alexandra : I can't take a helicopter.
Alexandra : I need to go back right now.
Fictional Alex : I can't take a helicopter.
Alexandra : Come on. Right now! (01:00:29-01:00:40)

Alexandra :- No, no, no.
Seller :- I-I-I don't need a goat.
Alexandra : You-you need that goat.
Alexandra : You should wash your hands before you touch anything else.
Seller: - Buy from me! Buy from me!
Alexandra: - I can't. I need Fire Mountain. (00:52:07)

Alexandra: - Listen to me.
No matter what happens...
whether it's here or anywhere...
I'll take care of it.
You-You will not be alone. (01:25:32-01:25:48)

3. Jack Rusoe

Jack Rusoe (Nim’s Father). He is marine biologist. He is patience, full of love, care with Nim, and smart.

Jack: I'll be excellent.

Nim: - All right, all right.

Jack: - You just come back with Protozoa Nim!

Nim: - I will!

Jack: I'll see you Thursday!

Nim: Love you!

Jack: Love you too! (00:14:33-00:14:44)

Nim: - See, my dad’s a marine biologist.
He's obsessed with nanoplankton, the tiniest little particles in the ocean. (00:04:20-00:04:23)

Jack: - I will not give up, Nim!
I will get back to you!
I promise you! (01:12:03-01:12:05)

Jack: - Well, they're lucky you were there. I'm proud of you, honey. (00:18:28-00:18:31)

Alexandra: - Nim?
It's beautiful.

Nim: It's empty.
Alexandra: Maybe-
      Maybe he's-he's just lost.

Nim: No. No, my- my dad is smarter than that.
      If his boat was all right, he would be
      home by now. (01:23:37-01:24:55)

4. Captain

   He is stern because he is setting up a resort for tourists in the
   island.

Purser: You promised everyone a private island,

Captain: Captain, and that's exactly what they're
         getting.

Purser: Corporates are gonna love it.

Captain: This'll be their own private Buccaneer
         paradise.

Purser: "Buccaneer paradise"?

Captain: Excellent.

Purser: We come back in two days.

Captain: How great would a hotel look right there?

Purser: Strip all the trees back.

Captain: Perfect. Back in two days. (00:34:40 -
         00:34:50)

5. Purser

   He is evil and greedy because he is setting up a resort for
   tourists in the island.

Purser: I think we're being invaded.

Captain: Simply heavenly.

Purser: Bloody paradise.

Captain: Not on any map, either.

Purser: Captain, come and take a look at this.

Captain: Oh, yes.

Purser: This is my bowl of rice, all right.

Captain: This'll do quite nicely.

Purser: Look at him.

Captain: Pretty little porpoise.

Purser: Nature in all its glorious splendor.

Captain: Put the barbies over there.
Purser: We'll fill the sand with beach chairs... and we sell piña coladas for 10 bucks a pop. (00:33:34 - 00:34:34)

6. First Mate

He is friendly because they want to serve the passengers on the ship and he is patient because when Alexandra asks a variety of things he wants to serve.

First mate: Excuse me. Sorry. Hey!
Alexandra: Oh! Oh! Oh!
First mate: I'm so sorry. I'm so sorry. I-I didn't mean to.
Alexandra: I gotta go, though.
First mate: No, no, wait. Wait, how-
Alexandra: I think there's been some mistake. I'm- Um- I-I'm supposed to be on the plane to Rarotonga.
First mate: Oh, yes. No mistake.
Alexandra: Well-Well- No. No, no, no, no, no. Expedia specifically said to me that I would be on the big plane to Rarotonga.
First mate: Oh, this is the big plane to Rarotonga. Oh, this is the big plane to Rarotonga.
Alexandra: Oh. (00:47:56-00:48:31)

7. Ensign

He is careless and impolite because he talks that Alexandra is stupid.

Ensign: The way you are handling it, the poise... with which you are handling this situation- Ship's medic is on his way, Captain.
Captain: - Thank you, Ensign.
Ensign: - Hey! Hey! After her!
Captain: - Security!
Ensign: - Bingo in five minutes.
Captain: - Oh!
Ensign: - Stop her!
Captain: - Someone stop her!
Ensign: - Oh, stupid suitcase!
Captain: :Oh, you dropped soup. (01:09:41-01:10:13)

b. Minor characters

The minor character is a major proponent of character, not really sometimes involved in with the action all (Potter, 1967: 21). In this movie there are major characters. There are:

1. Edmund

He is brave, friendly, kind, care with Nim.

Edmund: Dragon! I saw a dragon!
        Help! Flying dragons!
        Help!
Edmund’s mother: - Edmund, where were you?
Edmund: - Help!
Edmund’s father: - What’s wrong with that boy now, Shirley?
                  (00:56:56-00:57:04)

Edmund’s mother: - Edmund! Hurry!
                  - It’s time for you to leave now.
Edmund: - Are you coming with us?
        - Why?
Nim: - It’s not safe here.
        - But it’s safe for me.
Edmund: - But you’re all alone. (01:04:58-01:05:09)

Edmund: - You’re different than I imagined you.
Nim: - You—You imagined me?
Edmund: - From the story,
Nim: - Buccaneer Ship?
Edmund: "The Oceanographer and the Blue Whale."
Nim: But I'm not from a story.
Edmund's mother: Edmund! Hurry up!
Edmund: I'm from Brisbane. (01:04:22-01:04:48)

2. Edmund’s father

He is kind, patient. He cares toward his children.

Edmund’s father: Edmund!
      Eddie! Are you in there?
      Play nicely now!
Edmund’s mother: This is no place for games!
Edmund’s father: It's the perfect place for games! (01:01:33-01:01:40)

3. Edmund’s mother

She is kind, patient, full of love, cares with Edmund.

Edmund’s mother: Edmund, don't go too far.
      You don't know what sort of horrible creatures are in there.
Edmund: There are no horrible creatures, Mom.
      (00:56:26-00:56:31)

Edmund’s mother: Edmund!
      Look up there.
Edmund: What's that?
      Yes! Smoke!
Edmund’s mother: Act like a volcano!
Edmund: What is it?
      Is it erupting?
      Is that an avalanche?
Edmund’s mother: Come on.
      No. No. Wrong way!
Edmund: Wow. (01:01:42-01:02:48)

4. Old fisherman

He is kind because he accompanies Alexandra at NIM's Island. And he gives permission for Alexandra to ride his ship.
Old fisherman: Who gave you permission to land on my ship?
- Who are you?
Alexandra: - I'm Alex Rover.
Old fisherman: Alex Rover? The adventurer?
Alexandra: No! The writer!
Come on now! Don't let me down here!
You're my last chance!
Alexandra: Come on! Come on!
Old fisherman: That's it!
Alexandra: Come on!
Fictional Alex: You did it!
Alexandra: Whoo-hoo! Okay. Come on! (01:08:02-01:08:30)

5. Cruise director

He is brave.

Nim: Okay. Are you ready to really fly, Freddie?
Bury my lollies! It's on me!
Edmund’s father: Oh, what is it?
- Shirley, help me! Aah!
- Dragons! Flying dragons!
Dragons!
Cruise director: Oh, they're just lizards, ladies and gentlemen!
They roam all over these islands.
Edmund’s father: But, uh, how many lizards can fly, Captain?
Captain: To the boats now.
Cruise director: Come on. Be gone with you.
Ladies and gentlemen, do not fear!
Lizards are afraid of fire!
It's just nature, and we know how to tame it! (00:57:57-00:59:24)

6. Taxi driver

He is kind because he helps Alexandra to go to Nim’s Island.

Taxi driver: - I know what you need. I take you.
Alexandra: - You know Fire Mountain?
Taxi driver: It's 20 degrees south and 162 degrees west.
- I know what you need. I take you.
Alexandra: - Okay. Um-
Taxi driver: - I know.
Alexandra: - All right. I'll get in. (00:52:19-00:52:27)

7. Helicopter pilot

He is kind.

Alexandra: Oh, no. Alex Rover, where are you?
Fictional Alex: What's happening?
Alexandra: Storm's changing course!
This is bad!
Fictional alex: - What?
Alexandra: - This is bad!
Fictional Alex: Oh! Oh, this is it!
Alexandra: I'm gonna die!
Pilot: - I gotta agree with you on that one.
Alexandra: - What?
Pilot: Glass bubble hanging a hundred feet above the middle of nowhere.
Alexandra: Oh, I hate helicopters.
Pilot: It's my Achilles' heel. You can't say that. You're a hero!
Alexandra: I'm not a hero. I wish I were.
Pilot: I'm just a helicopter pilot.
Alexandra: - Oh!
Pilot: - No, you're the hero, Alexandra. You came all the way down here just to answer a distress call.
Alexandra: You-You seized the moment, claiming control of this part of your life! (01:06:20-01:07:04)

8. Flight attendance

She is friendly.

Alexandra: Oh, my God, it's so hot in here.
It's like a Turkish bath.
Flight attendant: Are you finding it excessively hot in here?
Alexandra: I already answered you that, miss.
Flight attendant: It's very comfortable to me.
Alexandra: Oh. Excuse me. Um, just-just- Last time, I promise.
Flight attendant: - What is it now, ma'am?
Alexandra: - Um-
Do you happen to have any way of heating up Progresso soup?
Flight attendant: You know, I'm not much of a traveler, but, uh- (00:46:03-00:46:21)

9. Gate attendant

He is explicit because any carried by airline passengers checked including items brought Alexandra.

Gate attendant: Excuse me.
Alexandra: Oh.
Oh, airplanes.
Gate attendant: There's nothing good about airplanes, except the peanuts.
Alexandra: Am I allergic to peanuts?
Gate attendant: What was I possibly thinking?
Alexandra: You were thinking, "Wanderlust, adventure, frequent flier miles." (00:46:44-00:47:06)

10. Business passenger

He is difficult to believe with someone.

Alexandra: There's a little girl there.
Business passenger: There's no girl for 200 miles.
Alexandra: Oh, but she's-she's all alone on an island.
And but-but what-
Why is everybody looking at me like I'm crazy?
Business passenger: We've just come from the nearest island.
Trust me, no human being could survive there. (01:08:48-01:09:02)

Characterization is to be found in the morality play, in which the characters represent qualities (Little, 1970: 91). Characterization the way the author presents characters. In direct presentation, a character is
described by the author, the narrator or the other characters. In indirect presentation, a character’s traits are revealed by action and speech. (http://academic.Brooklyn.Cuny.Edu/English/melani/lit_term.html, accessed 24 September 2014 retrieved 14.06).

There are two types of characterization, that are descriptive and dramatic methods, descriptive methods and is generally the easier to understand, but summed up characters tend to seem a little lifeless and dramatic is the modern method of the interior monologue device, or stream of consciousness, in which all that is the flow of impressions and through some character’s mind from movement to moment (Little, 1970: 91).

2. Plot

Plot is arrangement of events that make up a story. A story’s plot keeps us turning pages: we read to find out what will happen next. For plot to be effective, it must include a sequence of incidents that bear is significant causal relationship to each other (Robert Diyani, 2004: 43).

According Little (1970: 83) plot is telling of events in sequence; what happened and what happened next. A more less rambling narrative is called a “tale” it is not until narrative is organises on a certain kind of pattern. That people can speak of it as story or plot. The elements of the plot are: exposition (introduction to situation), conflict, and resolution or conclusion climax.

Plot is a literary term defined as the events that make up a story, particularly as they relate to one another in a pattern, in a sequence,
through cause and effect, how the reader views the story, or simply by coincidence. One is generally interested in how well this pattern of events accomplishes some artistic or emotional effect. An intricate, complicated plot is called an *imbroglio*, but even the simplest statements of plot may include multiple inferences, as in traditional ballads [http://en.wikipedia.org/wiki/Plot_narrative](http://en.wikipedia.org/wiki/Plot_narrative), accessed on 24 September 2014 retrieved 14.05).

The elements of plot are:

a. Exposition (introduction to situation)

Exposition is the presentation of the information necessary for the plot to get under way. It is the introduction to the characters, their relashionship with one another, and the physical background in which they find themselves and so on (Little, 1970: 83). Exposition that provides background information we need to make sense of the action (Robert Diyani, 2004: 43-44).

The exposition in this movie is the movie opens with an animated story sequence narrated by Nim (Abigail Breslin). The story is like a children’s book, and it explains how her mother, a marine biologist, died when Nim was a baby. Her mother was studying a whale when a tourist cruise ship named “The Buccaneer” came too close and scared the whale. The whale dove, taking Nim’s mother with it. Nim’s father, Jack (Gerard Butler), also a marine biologist, sailed around the world with Nim, looking for her mother, but they never found her. Eventually they ended up on an
island where they built a home. They live alone on the island, and the only visitors are a supply ship that occasionally brings them materials. Jack corresponds with other scientists via email, and an article written by him about living in the shadow of a volcano was published in National Geographic.

*My dad always told me stories about her- How she was this great oceanographer.*  
*Stories about the baby they had... and how my mom just had to name her... Nim.*  
*She invented that name.*  
*At least, that's how my dad tells the story.*  
*That's all my mother is to me now- just these stories.*  
*But they're really some amazing stories.*  
*Like the one he calls "The Oceanographer and the Great Blue Whale."*  
(00:00:48-00:01:25)

b. **Conflict**

Conflict is the principal cause, that is resides in the conflict that is basis of the plot. The term "is similar", it is the result of an opposition between at least two sides, just as it takes two make an argument; it takes two opposing people or forces to produce the conflict basic to a plot. Without this opposition there is no conflict, and without a conflict there is no plot. The conflict may be overt and violent, or implicit and subdued, it may be visible in action, or it may take place entirely in a character, mind, it may exist in different and sometimes contrasting forms, and on different levels of meaning, but by definition it is inherent in the concept a plot (Potter, 1967: 25-26).

Conflict in this movie is Nim sets about to do some research for Alex Rover, so she climbs up to the top of the volcano to look inside the
pit. The surface is solid when she looks down. She is preparing to descend, when she looks out over the water and sees a ship. Through her telescope, she reads the name “The Buccaneer” on the prow. A small rowboat with three sailors sets off from the ship to land on the beach. Remembering that her dad had told her “The Buccaneer” had caused her mother’s death, Nim quickly scrambles down the mountain. In the process, she scrapes her leg. She gets down on the beach and spies on the people from the ship. They are talking about setting up a resort for tourists on the island. Nim vows to defend her island from invasion.

Nim : "Dear Alex, regarding your question 'Am I all right?"
     "I will be when my dad gets back.

Alexandra : "But it's awfully good talking to a real live hero.
            Nim."

Nim : W-Wait a minute.
     "When my dad gets back"?

Alexandra : Oh, my God.
            Who are you, Nim?
            How old are you?
            Are you all alone, wherever you are?
            What is it?
            What does it want out there?

Nim : It's coming so fast.

Alexandra : "Buccaneer?" Buccaneer ship?

Nim : "The Oceanographer and the Great Blue Whale."

Alexandra : Oh, no.
            I think we're being invaded.
            Simply heavenly.
            Bloody paradise.
            Not on any map, either.

Nim : Captain, come and take a look at this.

Alexandra : Oh, yes.
            This is my bowl of rice, all right. (00:32:09-00:34:13)

c. Climax

Climax is major crisis or turning point in the whole action of plot.

It is the point at which the fatal step is taken the essential decision made
which result in the action concluding one way or the other (Little, 1970: 84).

Climax in this movie is Alex follows Nim’s trail into the woods, and she’s wandering around muttering to herself about how she took a plane and a helicopter, and she stole a boat. She calls out for Nim, who is watching her. Alex screams when she is surprised by a lizard and runs into a tree. Nim comes to get her. They go back to the house, and Nim cooks them dinner, including a dish made of meal worms. Alex is grossed out, but she eats it.

Alexandra : Uh, Nim? Help!
Can you hear me?
It's so dark out here!
Nim?
Nim? Come on, help me.
I traveled halfway around the world.
I took a plane.
I took a helicopter. I stole a boat.
The least you can do is help me get the last hundred yards.
Oh! Oh.
Nim? Nim.
I'm sorry you don't want me here... (01:18:39-01:19:13)

Resolution

Resolution is once basic conflict in a narrative is activated, the opposing forces work against each other, developing the conflict until its resolution. Like all conflicts, it may be resolved in favor of the protagonist, or in draw, or a temporary suspension of hostilities, but it is resolved somehow. The resolution then is the end of the end of the conflict in a particular plot (Potter, 1967: 26).
Resolution in this movie is when they look up when they hear Galileo come flying in. Out on the water is a small craft. It is Jack, who has rigged up two pontoons and a makeshift sail out of the wreckage from his boat. He comes sailing up to the beach as Nim and Alex run out to meet him. Nim and Jack hug as he says he missed her but he was determined to come back to her. He sees Alex over Nim’s shoulder. Nim brings him over and Alex introduces herself. The two adults smile at each other.

\[\text{Nim}: \text{What- What-What is that? Galileo?} \\
\text{Galileo}: \text{It's him.} \\
\text{Nim}: \text{It's him! Daddy!} \\
\text{Jack}: \text{- Come on, get on!} \\
\text{Nim}: \text{- Oh!} \\
\text{Jack}: \text{- Whoo!} \\
\text{Nim}: \text{Daddy! Daddy! Daddy! Daddy!} \\
\text{Jack}: \text{- Oh, Nimmy! Oh! Oh, my God.} \\
\text{Nim}: \text{- You're here! You're alive! You're-You're alive!} \\
\text{Jack}: \text{- I was so worried.} \\
\text{Nim}: \text{- I told you I'd be back, didn't I?} \\
\text{Jack}: \text{Oh. Look at you.} \\
\text{Nim}: \text{Oh, I missed you so much. Ah.} \\
\text{Jack}: \text{- Are you all right? Yeah?} \\
\text{Nim}: \text{- I am now.} \\
\quad \text{Thank you, Galileo! (01:26:11- 01:27:43)}\]

3. Setting

Setting is obviously, the actions of the characters take place at some time, in some place, amid some things, these temporal and spatial surrounding is the setting. A setting can create an atmosphere that will help produce the particular quality and effect of the story. Setting is elent of fiction reveals the where and when occure of the events. It refers to time and place in which the event of plot (Potter, 1967: 27). This place or
location of a story’s action along with the time in which it occurs is its setting (Robert Diyani, 2004: 60).

Setting includes time and place. Details that might describe settings include weather, time of day, location, landscape, and even furniture. All of these things can contribute to the understanding of a scene.

Writer describe the world they know. Sights, sounds, colors, and textures are all vividly painted in words as an artist paints images on canvas. A writer imagines a story to be happening in a place that is rooted in his or her mind. The location of story’s actions, along with the time in which it occurs, is the setting.

a. Setting of place

There are many places that the writer can find in the movie. The place where the story of “NIM’s Island" take place as the following:

1. Island

Island is place which Nim and Jack Rusoe live in here. They ended up on an island where they built a home. They live alone on the island, and the only visitors are a supply ship that occasionally brings them materials.

\begin{quote}
Nim : Then one day, we found it- our home. This is my island. Not a bad place to grow up, huh (00:02:33-00:02:48)
\end{quote}

\begin{quote}
Nim : No one, not even the supply ship’s captain... has ever seen how amazing our little island really is. (00:05:41-00:05:46)
\end{quote}
Jack: We take care of our island, Nim, our island's gonna take care of us. And that's the way we wanna keep it- our own perfect, secret world. Are you ready?

Nim: I'm ready. (00:02:33-00:06:03)

Fictional Alex: What don't you know?
Alexandra: That she's a little girl?
Fictional Alex: That she's alone on an island, and that she asking for your help. Be the hero of your own life story. (00:39:06-00:39:06)

Alexandra: "Nim, where are you exactly?"
Nim: Dear Alex Rover...
Our island is 20 degrees south, 162 degrees west... in the south Asiatic Sea.
- Don't share my location... "Don't share my location with anyone else. (00:38:17-00:38:34)

Nim: Selkie, wake up!
Today's the day we fight for our piece of the world. This is our island!
Selkie: Oh, it's fantastic.
Nim: Amazing! (00:51:09-00:51:19)

Fictional Alex: Alex, she needs you.
Alexandra: I don't even know her.
Fictional Alex: What don't you know?
Alexandra: That she's a little girl?
Fictional Alex: That she's alone on an island, and that she's asking for your help. (00:39:05-00:39:12)

2. Garden

Garden is place which Nim takes some vegetable to eat.

Nim: All in all, not a bad life.
For dinner, I throw together some vegetables from our garden. And for a little extra flavor, I toss in
some freshly dug-up mealworms. Mmm. My dad's favorite. (00:03:58-00:04:09)

3. Ocean

Ocean is place which Jack is looking for protozoa.

Nim : Well, if it's new, remember what you're naming it.
Nim : See, my dad's a marine biologist.
      He's obsessed with nanoplankton, the tiniest little
      particles in the ocean. (00:04:12-00:04:23)

4. Sea

Sea is place which Jack lost when he is looking for protozoa.

Jack : Where do you think Alex Rover is at this very minute?
Nim : Oh, well, I don't know.
Jack : Maybe he's chained up in a sarcophagus 20,000
      fathoms under the sea. (00:08:42-00:08:50)

Alexandra : "Who are you, Nim?
            How old are you?
            Are you all alone wherever you are?"
Nim : "Yes. I'm all alone.
      I'm 11, and my father's gone.
      He's lost at sea.
      And my leg is swollen and bleeding.
      And the Buccaneers are coming to take over the
      island. Nim." (00:35:40-00:36:08)

5. Volcano

Volcano is place which Nim climbs up the volcano and sets a fire so that it looks like the volcano is erupting. She begins pushing boulders down the mountain, but she accidentally pushes one into the pit of the volcano, and it begins erupting for real.

Nim : "Dear Alex Rover, my volcano expedition didn't go well at all.
I fell down the face of the mountain... and got a nasty five-inch cut on my leg." (00:31:22 - 00:31:27)

Alexandra: Jack wrote of a volcano where you live.
Nim: Are you familiar with it?
Sincerely, 
Alex Rover. (00:16:46 -00:16:50)

Nim: "Dear Alex Rover, we do have a volcano- "Only we call it Fire Mountain. (00:27:33 - 00:27:38)

6. Nim’s House

Nim’s house is place which Nim and Selkie live alone. Nim is inside the house when the storm begins to blow. She tries to close all of the windows, but the wind rushes through, swirling papers and rain. Nim huddles with Selkie through the night. After Alexandra comes, they go back to the house, and Nim cooks them dinner, including a dish made of meal worms. Alex is grossed out, but she eats it

Nim: I just open the door. Open door, no big deal. Just get the mail, get the mail. Okay, Fred. No big deal. Let's do this. I can do it. I can do it. Everyone turns knobs. You can do it. Come on. Come on. Just a little farther. Okay, grab it. One, two, three. (00:28:50 - 00:29:24)

Nim: You want any of this?
Alexandra: What-What is it?
Nim: Well, these are mung beans and gobo root. And these are mealworms.
Alexandra: Oh, uh-No, I'm-You know, I-I'm just gonna-
I'm just gonna stick with my soup.

Nim : Your soup?
      Sorry about that.
      Here. Try some.


7. Apartment

Alexandra is afraid of spiders, germs, and leaving her apartment.

Nim : I wish I could come, but I'm borderline agoraphobic.

Alexandra : I haven't even left my apartment in 16 weeks.
            (00:37:07-00:37:16)

Alexandra : I can't even leave my apartment. I can't-
            I-I can't go to the south Asiatic Sea!
            It's just along the road.

Fictional Alex : Alex, she needs you.

Alexandra : I don't even know her. (00:38:58-00:39:05)

8. Borneo

On the plane, Alexandra is nervous and obviously has been irritating both her seat companion and the flight attendant. She takes a pill and passes out until the plane lands in Borneo, where the flight attendant wakes her up and she has to rush to catch her transfer, which turns out to be a very small plane.

Flight Attendance : Miss Rover? Miss Rover?
                  Miss Rover?

Alexandra : - What-

Flight Attendance : - We're here. We're in Borneo.

Alexandra : Oh, but I don't wanna be in Borneo. (00:47:34-00:47:42)

9. Rarotonga

Alexandra : I wanna be in Rarotonga.
Flight Attendance: Well, your connecting flight to Rarotonga... leaves from Gate F-71 in - in 12 minutes.

Alexandra: - Okay. (00:47:42-00:47:49)

10. Village

In the village is Alex tries to find someone who will help her get to the coordinates that Nim gave her. People are crowding around her trying to sell her things.

Seller: 2 hamburger. 2 hamburger. 2 hamburgers
Alexandra: - Oh, no, no. That's not a hamburger. Trust me - One dollar.
Seller: - Oh, you look beautiful.
Alexandra: - I-1-I don't need a goat.
Seller: - You need that goat.
Alexandra: - I can't. I need Fire Mountain.

(00:51:57-00:52:17)

11. San Francisco

San Francisco is place which Alexandra (played by Jodie Foster), is a writer living in San Francisco.

Alexandra: I'm-I'm Alexandra Rover.
Nim: Alexandra?
Alexandra: I'm the writer from San Francisco.
(01:15:48-01:15:54)

Jack: Who's this?
Nim: Dad, this is Alex Rover.
Jack: Alex Rover? I thought-
Nim : She wrote the books, Dad.
This is Alexandra Rover, the writer. From San Francisco. (01:28:11-01:28:26)

Alexandra : Dear Nim.
After some serious soul-searching...
I've decided to travel to 20 degrees south, 162 degrees west
Sadly, the only flight I could get leaves San Francisco
at midnight...and makes some unusual connections.
I cannot say for sure when I'm arriving, but please know that I am on my way.
If for some reason I never arrive, it probably means.
I'm lost at sea.
Sincerely, Alex Rover.

Nim : Alex Rover is coming?
Selkie, he's coming! (00:39:52-00:40:27)

12. Brisbane
Brisbane is place which Edmund was born and grown by his family.

Edmund : You're different than I imagined you.
Nim : You-you imagined me?
Edmund : From the story,
Nim : Buccaneer Ship?
Edmund : "The Oceanographer and the Blue Whale."
Nim : But I'm not from a story.
Edmund’s mother : Edmund! Hurry up!
Edmund : I'm from Brisbane. (01:04:22-01:04:48)

b. Setting of time
Setting of time this movie aired on Century Fox on April 14, 2008.
4. Point of View

People many see through the eyes of a good-like narrator, who may be aloof, or ever-ready with comment. Many people see through the eye of the central character, or a minor ones, or a number of differently-placed and differently biased observers (Little, 1970: 85).

Point of view refers to the perspective from which a story told identify the narrator. The write often pretends, so to speak to be someone else. He may allow himself to have more knowledge and more kinds of knowledge that he actually does or only certain kinds of knowledge, and sometimes he will pretend to be someone entirely different. Presenting what knowledge he allows himself as if it were transmuted by the personality and emotions of that person (Potter, 1967: 28). Overall this movie first person uses. The first point of view used by all the actors in on their dialogue.

*My dad always told me stories about her. How she was this great oceanographer. Stories about the baby they had... and how my mom just had to name her... Nim. She invented that name. At least, that's how my dad tells the story. That's all my mother is to me now- just these stories. But they're really some amazing stories. Like the one he calls "The Oceanographer and the Great Blue Whale." Once upon a time, the oceanographer went out on the wide-open sea... to find out what was in the stomach of the great blue whale. As my mother was staring into the mouth of the whale... a mysterious ship came out of nowhere. It was called The Buccaneer Ship. It got much too close, and it frightened the whale. And the oceanographer was swallowed and taken by the sea.*
Dad felt that we should sail the ocean and look for that blue whale—that, someday, that whale would bring her back to us. I think he just missed her.
We both did.
By my fourth birthday, we had sailed around the globe... twice—From the Cape of Good Hope to the tip of Ratagonia... from Singapore to the Cook Islands.
Then one day, we found it—our home.
This is my island. (00:00:48-00:02:44)

5. Themes

The theme of a work of literature is as we have seen, what it has to say—it’s basic subject. Our view of the theme of a work as a whole will of some closely related to our view of every part and aspect of it—the style and placement of an item of description on the first page, he handling of a minor character or episode in the middle, the particular language, meaning and feeling of last sentence (Little, 1970: 12).

Theme is point of story. Subject to talk, discussion and topic of the entire story that reveals. The theme is subject of mind built most important to form the main idea, to show every character involved and provide direction so that the reader can understand the content of literary works he made (Potter, 1967: 90).

The themes is it idea or point (formulated as a generalization). Theme is related to each other elements of fiction more as a consequence than as parallel element that can be separately identified.
To formulate a story’s theme of a story derives from its details of character, plot, setting, structure, language, and point of view, ant
statement of theme is valid and valuable to the extent that is accounts for these details (Rober Diyani, 2004: 85).

The theme in this movie is struggle to save Nim’s Island. It’s happen when Jack is getting his sailboat ready, and he tells Nim that they have to go to a certain spot on the ocean for two days to collect protozoa.
CHAPTER IV

FINDING RESEARCH AND DISCUSSION

A. Data Analysis of Educational Values

Educational values are the term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teacher (and other adult) transmits values to pupils (Powney, 1995: 7).

From “NIM’s Island” movie the writer can take some educational values there are:

1. **Never Give up**

   People can improve their lives when they want to give hard and never give up achieving their ambitions.

   Jack : *What on earth are you doing?*
   
   Just having a nervous breakdown!

   Gallelio : *Whoo-hoo!*

   Jack : *No, no, no, no, no.*
   
   No, don’t do this!

   I will not give up, Nim!

   I will get back to you!

   I promise you! (01:10:47-01:12:05)

   In the dialogue Jack explains to Gallelio that he wants to come back with Nim. He feels pity with Nim because she is alone on the Nim’s Island. Jack promises with Nim if he comes back after he finds protozoa and he will name after Nim.
Jack: No mast. No satellite.  
Sinking ship.  
How do I get back to Nim?  

Nim: He's not even due back till tomorrow, right, Fred?  
Nothing to worry about.  

Jack: Gotta get food. I gotta get strength.  
I gotta get back to Nim. (00:24:33-00:25:36)

In the dialogue tells about a night falls, another storm starts to pick up. Jack’s propeller gets blown apart by the wind, and he is clinging to the sinking boat. He sees a whale swim by, and thinking that it is the whale that swallowed Nim’s mother, he swears to her that he will get back to Nim.

2. Self-confidence

Self confidence can not be wherever. It has in heart and our thinking. We must try to change our mind, try something new and lost our frightening.

Nim: I just open the door. Open the door, no big deal.  
Just get the mail, get the mail.  
Okay, Fred. No big deal.  
Let's do this, I can do it.

Fred: I can do it.

Nim: Everyone turns knobs.  
You can do it. Come on.  
Come on. Just a little farther.  
Okay, grab it. 1, 2, 3. (00:28:50-00:29:24)

From the dialogue above when Nim gets some problems in her house, but Nim is self confidence to solve the problems. For example she opens the door and she can do it.
3. Friendly and be polite

Friendly means showing kindness to someone, as friend would behave. Indonesian people well-known as friendly people where we were still hold our norm. Polite is way to respect other as social human being.

**Alexandra**: Oh, my God, it's so hot in here.
**Flight attendant**: Are you finding it excessively hot in here?
**Alexandra**: I already answered you that, miss.
**Flight attendant**: It's very comfortable to me.
**Alexandra**: Oh. Excuse me. Um, just-just- Last time, I promise.
**Flight attendant**: - What is it now, ma'am?
**Alexandra**: - Um-
- Do you happen to have any way of heating up Progresso soup?
**Flight attendant**: You know, I'm not much of a traveler, but, uh-. (00:46:03-00:46:21)

From the dialogue Flight attendant very friendly and be polite with Alexandra on the helicopter. It shows that Alexandra asks Flight Attendant to heat up her soup, but she refuses very respectful because she is not a traveler and she doesn’t know about this.

**Alexandra**: I need those!
Those were my tools!
**Man**: Shoes, ma'am.
**Alexandra**: Ahh. Shoes?
That's disgusting.
**Man**: Excuse me, ma'am.
Turn around, please.
We got a hot one!
Bag check!
What's this?
**Alexandra**: I-I-It's for my soup. (00:43:54-00:44:42)
On the plane man very friendly with Alexandra, for example he asks Alexandra to turn around because her shoes is checked by him. Alexandra is doing what he says.

4. Love

Love is something special needed to live. Love to our God, love to ourselves, love to our family, friends and our people around us. Love to each other. We need a love as way of life. Because of the social nature of humans and the long developmental period from birth to adulthood, the need for love is closely linked to the need for survival.

According to Linda and Richard Eyre love to themselves is more than a loyal and respectful. Love friends, neighbors, and also love to those who hate us, and emphasizes the lifelong responsibility for saying to the family (Eyre, 1997: 124)

Jack : I'll be excellent.
Nim : - All right, all right.
Jack : - You just come back with Protozoa Nim!
Nim : - I will!
Jack : I'll see you Thursday!
Nim : Love you!
Jack : Love you too! (00:14:33-00:14:44)

From the dialog above show that Nim loves her father and father very much and so does his.
Jack: You just come back with Protozoa Nim!
I will! I'll see ya Thursday!
- I love you!
Nim: - Love you too! (00:26:36-00:26:42)

From the dialogue above show that Jack very loves her children
and either do his.

Jack: I will not give up, Nim!
I will get back to you!
I promise you!
Nim: Daddy?
Jack?
Daddy! Daddy!
Are you all right, Daddy?
Jack!
Selkie, Selkie, come on!
Jack needs us!
We have to save him! (01:12:03-01:13:09)

From the dialogue above show that Nim very loves her father. She
is worry about Jack’s condition. Because Jack’s propeller gets blown
apart by the wind and he is clinging to the sinking boat.

Nim: Daddy!
Daddy!
Daddy! Daddy!
Jack: - Oh, Nimmy! Oh! Oh, my God.
Nim: - You're here! You're alive!
You're-You're alive!
- I was so worried.
Jack: - I told you I'd be back, didn't I?
Nim: Oh. Look at you.
Jack: Oh, I missed you so much. Ah.
Nim: - Are you all right? Yeah?
Jack: - I am now.
Nim: Thank you, Galileo!
Jack: - Thank you, Galileo!
When Jack comes back, Nim does not believe that Jack is alive. It happen because Galileo helps Jack. And they look up when they hear Galileo come flying in and out on the water is a small craft. He comes sailing up to the beach as Nim and Alexandra run out to meet him. Nim and Jack hug as they miss each to other.

5. **Forgiveness**

Forgiveness is good action and attitude as faithful, but many people have mistake but they are not brave to ask.

<table>
<thead>
<tr>
<th>Fictional Alex</th>
<th>: You cannot be alone for the rest of your life, Alexandra!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra</td>
<td>: I'm not alone. I have you.</td>
</tr>
<tr>
<td>Fictional Alex</td>
<td>: No, you don't.</td>
</tr>
<tr>
<td></td>
<td>No, you don't have me anymore.</td>
</tr>
<tr>
<td></td>
<td>I'm sorry, but I'm not gonna be your crutch anymore.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>: What?</td>
</tr>
<tr>
<td>Fictional Alex</td>
<td>: Yeah, yeah, yeah, yeah.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>: Okay. Okay, look.</td>
</tr>
<tr>
<td>Fictional Alex</td>
<td>: You-We just need to figure this thing out, so you give me some ideas now. Come on.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>: - I'm sorry, love. It's over.</td>
</tr>
<tr>
<td>Fictional Alex</td>
<td>: - What? What are you talking about?</td>
</tr>
<tr>
<td></td>
<td>Alexandra, I quit.</td>
</tr>
<tr>
<td>Alexandra</td>
<td>: No more adventures.</td>
</tr>
<tr>
<td>Fictional Alex</td>
<td>: - You're on your own.</td>
</tr>
<tr>
<td></td>
<td>- You-You-You can't quit.</td>
</tr>
<tr>
<td></td>
<td>I created you, and you have to do what I say, not-not the opposite.</td>
</tr>
<tr>
<td></td>
<td>Good-bye, old friend.</td>
</tr>
<tr>
<td></td>
<td>Good luck. (01:17:01-01:17:49)</td>
</tr>
</tbody>
</table>

Finally Fictional Alex go away from Alexandra because she must solve the problems without him. Before this Fictional Alex tells her to follow Nim, but Alexandra refuses and she wants to stay in her apartment. And Fictional Alex tells her that she is like Nim, alone in the
world. Alexandra says that she has him. Then Fictional Alex decides that she does not need him any longer and he tells her goodbye and dives into the ocean.

**Nim**: You want any of this?
**Alexandra**: What-What is it?
**Nim**: Well, these are mung beans and gobo root. And these are mealworms.
**Alexandra**: Oh, uh-
   No, I’m-You knowI’m just gonna-
   I’m just gonna stick with my soup.
**Nim**: Your soup?
   Sorry about that.
   Here. Try some.
**Alexandra**: Uh, no. (01:21:08-01:21:53)

After Nim comes to find Alexandra. They go back to the house and Nim cooks for dinner. The food is including a dish made of meal worms. Alexandra is shock, but she eats it.

6. **Optimism**

   Optimism is an expectation to get the goodness. Optimism is new spirit to do something while we sometimes face in bad condition. No reasons to be pessimist because God give us many happiness to be enjoyed. Without do optimism, we get difficulties in all of challenge. We have to understand that all ourselves have many advantages to be developed.

**Nim**: My dad would be back from Zander’s Atoll... if he was still alive.
   He’s not coming back, Alexandra.
**Alexandra**: Oh, look.
   Listen to me. No matter what happens... whether it’s here or anywhere. (01:25:11-01:25:41)
In the dialogue Nim does not believe that her father comes back. She thinks that he is dead, but Alexandra optimist if Jack will comes back. She says that no matter what happens with her father. And Nim is not alone because Alexandra will stays with her.

Jack : There's a shipping lane through-
     What?
     Am I too far north?
Galileo : Yeah, maybe you're right.
Jack : I mean, you know your stars, Galileo.
     Emily?
     Is it you?
     I will get back to her, Emily!
     I- I swear it!
     I will take care of Nim!
     Emily?
Nim’s Mother : Look at 'em. I promised Jack
                No one gets on our sand (00:50:08-
                00:51:03)

From the dialogue above Jack’s propeller gets blown apart by the wind, and he is clinging to the sinking boat. He sees a whale swim by, and thinking that it is the whale that swallowed Nim’s mother, he swears to her that he will get back to Nim.

Edmund’s mother : Edmund! Hurry!
                - It's time for you to leave now.
Edmund : - Are you coming with us?
Nim : - Why?
Edmund : - It's not safe here.
Nim : - But it's safe for me.
Edmund : - But you're all alone.
Edmund’s mother : Hurry up!
                Edmund!
                Coming, Mother (01:04:58-01:05:18)
Nim is surprised when she meets a stranger. He is Edmund. Edmund invites Nim to leave the island because it is dangerous for her. Nim is optimistic that the island is safe for her. Finally, the Edmund’s parents call him and Edmund runs to his parents. They drive a boat. He looks back and sees Nim is watching them.

7. Help each other

Help each other is the form as social human. We cannot live without other people. Help each other makes life more than meaningful.

Fictional Alex: Take my hand, Alexandra.
Alexandra: No.
Fictional Alex: - Touch the world.
Alexandra: - I don't wanna touch the world.
Fictional Alex: - I'm not sanitary.
    - Come on!
Alexandra: - Stop pulling!
    - Quit it!
    - Quit it!
    - What the-
    - Ow! Ow!
Fictional Alex: - What are you afraid of?
Alexandra: - Everything!
Fictional Alex: - You all right there, lady?
Alexandra: - Yeah. I'm fine. I'm just-
    I'm thrilled to be getting some fresh air.
Fictional Alex: - Can-Can-Can you just hold-on hold on?
Alexandra: I'm just a little I'm a little prone to motion sickness.
Fictional Alex: - We're not movin' yet.
Alexandra: - Yeah, well, it-it's really the-
    It's really the idea of motion that sickens me (00:41:59-00:43:12)

Fictional Alex helps Alexandra when she thrill to be getting some fresh air. Fictional Alex asks Alexandra to take his hand. It show that help each other.
After Alexandra follows Nim’s trail into the woods, and she is wandering around muttering to herself about how she takes a plane, helicopter, and steals boat. She calls out for Nim, who is watching her. Alexandra screams when she is surprise by a lizard and runs into a tree. Finally Nim comes to help her.

8. Responsible

Responsible is having a capacity for moral decisions and therefore accountable; capable of rational thought or action. Responsible is something that we have to do get the right.

Fictional Alex : What is your emergency?
Alexandra : Uh, me?
Fictional Alex : That's really, really not important.
Alexandra: What’s important is that there’s a little girl...
and she’s all alone somewhere deep in the middle of the South Pacific... and, well, she- she’s badly injured herself...
and I feel- I feel quite responsible for this. (00:37:38-00:37:53)

Fictional Alex appears to Alexandra again, he tells her to find Nim. Because Nim is alone on an Island and she gets badly injure. Finally Alexandra feels responsible for this.

9. Hard work

Hard work means the key to success. Hard work always related with good looking job or doing everything to ge the target. We often get many advices about hard work. The writer has listened that we must continue our working until we get goal. Because this problem, it is important to always hard work consistently when we want something. Magical movement can’t be happened instantly, it need good efforts our selves with aim to change and develop better.

Alexandra: Uh, Nim? Help!
Can you hear me?
It's so dark out here!
Nim?
Nim? Come on, help me.
I traveled halfway around the world.
I took a plane.
I took a helicopter. I- I stole a boat.
The least you can do is help me get the last hundred yards.
Oh! Oh.
Nim? Nim.
I'm sorry you don't want me here... (01:18:39-01:19:13)
Before Alexandra arrives in the Nim’s Island, she is doing extraordinary effort. She takes a plane, helicopter. And she steals a boat.

Fictional Alex: - Open the door, Alexandra.
Alexandra: - You can't make me.
Fictional Alex: - No, you're right. I can't. You have to do it for yourself.
- Go on.
Alexandra: - Uh-uh.
Fictional Alex: - Now, turn the knob.
Alexandra: - Uh-uh.
Fictional Alex: - Yeah.
You can do it.
Alexandra: - Yes! Whoo!
Fictional Alex: - Let's go save that little girl.
Take my hand, Alexandra. (00:41:19 00:41:59)

Fictional Alex asks Alexandra to open the door. Alexandra leaves her apartment. Finally Alexandra opens the door and turns the knob. So Fictional Alex invites Alexandra to save Nim.

B. The Integration of Educational Values Toward Children Education

Movie and education have many relationships, because the movie as media that used for instructional media for students and they can take the educational conveyed by the author. This proves that not all movies just for entertainment, but movies can give moral and educational values.

However, parents should not allow the children to watch all kinds of movies they want. Parents should be selective in the choice of movie that actually contain education values, must inform and give sense to all about that behavior is in the movie. Establish good communication with
children can reduced the potential negative effects when watching a movie.

The “NIM’s Island” movie has educational values. The integration of educational values of the movie toward children education specially learning spirit as follow:

1. The major character Nim in this movie gives as an inspiration becoming us enthusiastic to follow her ambition. Nim’s ambition to save NIM’s Island from The Buccaneer ship. Nim sets about to do some research for Alex Rover, so she climbs up to the top of the volcano to look inside the pit. The surface is solid when she looks down. She is preparing to descend, when she looks out over the water and sees a ship. Through her telescope, she reads the name “The Buccaneer” on the prow. A small rowboat with three sailors sets off from the ship to land on the beach. Remembering that her dad had told her “The Buccaneer” had caused her mother’s death, Nim quickly scrambles down the mountain. In the process, she scrapes her leg. She gets down on the beach and spies on the people from the ship. They are talking about setting up a resort for tourists on the island. Nim vows to defend her island from invasion.

2. The sense of never give up, optimism, self confidence show the spirit to study and achieve ambitions. Moreover, height and successful education can be gotten.
3. The sense of love, help each other, forgiveness and responsible are key and way for every person to get ambitions. So educational values can increase learning spirit.

The relevancy between the integrate of educational values toward children education specially learning spirit is the educational values in “NIM’s Island” movie that makes people have high ambitions. People must be never give up, love, optimism, and help each other in life in order to become the good people who use for religion, nation, state. After we watch the movie we are become enthusiastic to study, because many educational values in this movie which make us have learning spirit.

Different people have different world-views. Yet, many people have similar world-views, which is just another way of saying that many people share similar beliefs about what living in this world is all about. Similar world-views have associated with them similar sets of priority values. People live their values in particular ways because of beliefs they hold about how those values should be lived. People filter the consequences of their actions through their values. Finally, the particular values in the “NIM’s Island” movie as follows:

Jack : No parties while I'm gone!
Nim : Baby, baby
    please let me hold him
    wanna make him stay up all night
    Sister, Sister
    He's just a plaything
    We wanna make him stay up all night
    Here we go
    See him drink from a bottle
    See him eat from a plate (00:14:50-00:15:25)
When Jack goes to collect protozoa in the ocean, he talks with Nim if when he goes in the ocean “no party”. He also asks Nim to stay at home, but Nim makes party at night with animals. It shows that in the movie has particular values.

The man: Ladies and gentlemen...
the porta-potties are now open for business.
Drop the volleyball. (00:56:12-00:56:22)

The peoples are playing volleyball in the ocean to open this party. It shows that the peoples have particular values when they before party.

The man: Everyone, please! I’d like to introduce the world-famous Buccaneer Dancers!
Tuvalu Island.
You walk from here.
The dancer: What? I-I walk?
Uh, it’s-That’s like a hundred yards offshore.
The man: I mean, you-you said to Tuvalu.
The dancer: This is-
This is Tuvalu adjacent. (00:59:29-01:00:10)

Based on the dialogue above the particular value is the dance. Before they are party, the man introduces famous Buccaneer dancers. The dance from Tuvalu Island.
Nim: Daddy!
   Daddy!
   Daddy! Daddy!
Jack: - Oh. Nimmy! Oh! Oh, my God.
Nim: - You're here! You're alive!
    You're-You're alive!
    - I was so worried.
Jack: - I told you I'd be back, didn't I?
    Oh. Look at you.
    Oh, I missed you so much. Ah.
Nim: - Are you all right? Yeah?
Jack: - I am now.
Nim: - Thank you, Galileo!
    - Thank you, Galileo!
    - Hoo-hoo!
    What's this?
Jack: - Protozoa Nim?
Nim: - I don’t know.
    I have a pretty good feeling about it.
    Come here. Oh.
    - What?
    - Hi.
Jack: - Who's this?
Jack: - Dad, this is Alex Rover.
Nim: - Alex Rover? I thought-
    She wrote the books, Dad.
    This is Alexandra Rover, the writer. From San
    Francisco.
    You must be Jack Rusoe, the scientist.
Alexandra: - Uh, yeah, Jack...
    the scientist, yeah.
Nim: - What, Daddy?
Jack: - Oh, nothing. I'm sorry.
Nim: - I just imagined Alex Rover so...
    well, differently. "The Writer and the Scientist."
(01:27:08- 01:28:57)

They look up when they hear Galileo come flying in. Out on the
water is a small craft. It is Jack, who has rigged up two pontoons and a
makeshift sail out of the wreckage from his boat. He comes sailing up to
the beach as Nim and Alex run out to meet him. Nim and Jack hug as he
says he missed her but he was determined to come back to her. He sees
Alex over Nim’s shoulder. Nim brings him over and Alex introduces
herself. The two adults smile at each other. Nim's voiceover narrates that
this is how the story of the writer and the marine biologist began, but how
it ends we don’t know. The last shot of the movie is apparently at some
time in the future. The three of them are walking down the beach and Jack
and Alex are holding hands. It shows the particular value is holding hands
of all them.
CHAPTER V
CLOSURE

A. Conclusion

After analyzing the movie, the writer concludes based on the
problem statements. I found the educational values in “NIM’s Island”
movie, the intrinsinc in the movie, and the implication of educational
values toward learning spirit as follow:

1. The literary elements of the “NIM’s Island” movie consist of;
   a. Characters and characterization

       The major characters in this movie are Nim Rusoe, Alexandra, Jack Rusoe, Captain., Purser, First Mate, Ensign.

       The minor characters in “NIM’s Island” movie are Edmund, Edmund's Father, Edmund's mother, old fisherman, cruise director, taxi driver, Helicopter pilot, flight attendant, airport gate attendant, business passenger.

   b. Plot

       The plot in this movie is exposition (introduction to situation), conflict, climax, and resolution.

   c. Setting

       It is divided in two parts, namely setting of place and setting of time. Setting of place in this movie is in the Island, garden, ocean, sea, volcano, Nim’s house, apartment, Borneo,
Rarotonga, village, San Fransisco, Brisbane. Setting of time in this movie aired on on Century Fox on April 14, 2008.

d. Point of view

Point of view in this movie is first point of view, because The first point of view used by all the actors in on their dialogue.

e. Theme

Theme in this movie is struggle to save NIM’s Island. It’s happen when Jack is getting his sailboat ready, and he tells Nim that they have to go to a certain spot on the ocean for two days to collect protozoa.

2. Educational values in “NIM’s Island” movie as follow:

   a. Never give up
   b. Self-confidence
   c. Friendly and be polite
   d. Love
   e. Forgiveness
   f. Optimism
   g. Help each other
   h. Responsible

3. The Integration of Educational Values in “NIM’s Island” toward Children Education such as:

   a. The major character Nim teaches that loneliness is not problem for us to solve the problems.
b. The sense of never give up, optimism, self confidence show the spirit to study and achieve ambitions.

c. The sense of love, help each other, forgiveness and responsible are key and way for every person to get ambitions.

B. Suggestion

The writer would like to give some suggestion related to this research for teachers, students, and English department. The suggestion can be put forward as follows:

1. To the Teacher
   a. From this movie teachers can get education that teachers must be able to accept students without discrimination even though he disable.
   b. Teacher can get education about how to handle students.

2. To the Students
   a. Students can study about attitude behaviour from major character specially Nim Rusoe that people can get everything when they have extraordinary effort.
   b. The sense of never give up, optimism, self confidence are very important to achieve ambitions.
   c. For the students who study about educational values, they can take this paper to reference.
3. For the English Department
   a. English department can use this paper to add the reference about the educational values.
   b. Media such as movies are very important in education. This media can help the students to understand and mastery teaching materials, so every school must have educational media.
REFERENCES


# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** SITI AISAH  
**NIM:** 13010133  
**Dosen Pembimbing:** Hanung Triyoko, S.S., M.Hum., M.Ed  
**Judul:** AN ANALYSIS OF EDUCATIONAL VALUES OF “NIM’S ISLAND” MOVIE

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CATATAN: SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

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Lamp. : Proposal Skripsi
Hal: Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Hanung Triyoko, M.Hum., M.Ed.

Assalamualaikum wr.wb.

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Jurusan : Tarbiyah
Judul Skripsi:

AN ANALYSIS OF EDUCATIONAL VALUES OF "NIM'S ISLAND" MOVIE

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

Dr. Agus Waluyo, M.Ag.
NIP. 19750211 200003 1 001

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
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|     | Peserta 3 |
     | 17 Maret 2012 |
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|     | Peserta 6 |
| 13. | Practicum Program: Book Resume
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| 14. | Seminar Nasional Kristologi & Tabligh Akbar “Membangun Pemahaman Agama Menuju Khoirul Ummah”
     | 20 Mei 2012 |
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| 15. | Seminar Nasional Pendidikan Himpunan Mahasiswa Jurusan Tarbiyah (HMJ) “Pendidikan Multikultural Sebagai Pilar Karakter Bangsa”
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Salatiga, 18 Desember 2014

Mengetahui,

Wakil Ketua III Bidang Kemahasiswaan dan Kerjasama

[Signature]

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Salatiga, 22 December 2014
The Writer

Siti Aisah
NIM: 113 10 133
TUNE INTO ANIMAL PLANET ON WEDNESDAY, APRIL 2 AT 10AM EST/PST TO JOIN CLASSROOMS NATIONWIDE IN WATCHING WALDEN MEDIA'S NIM'S ISLAND OUR WORLD: A REEL THINKING EVENT HOSTED BY JEFF CORWIN

WALDEN MEDIA PRESENTS NIM'S ISLAND

Abigail BRESLIN  Jodie FOSTER  Gerard BUTLER
April 4, 2008

This Educator Guide features lessons that comply with national standards in key content areas.
<table>
<thead>
<tr>
<th>No</th>
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<th>Times</th>
<th>Example of Dialogue</th>
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</table>
| 1. | Never give up                  | 01:10:47-01:12:05      | Jack: What on earth are you doing?  
Gallelio: Whoo-hoo!  
Jack: No, no, no, no, no.  
No, don't do this!  
I will not give up, Nim!  
I will get back to you!  
I promise you!         |
Nim: He's not even due back till tomorrow, right, Fred? Nothing to worry about.  
Jack: Gotta get food. I gotta get strength.  
I gotta get back to Nim. |
| 3. | Friendly and be polite         | 00:28:50-00:29:24      | Nim: I just open the door. Open the door, no big deal.  
Just get the mail, get the mail.  
Okay, Fred. No big deal. Let's do this. I can do it.  
Fred: I can do it.  
Nim: Everyone turns knobs. You can do it. Come on.  
Come on. Just a little farther. Okay, grab it 1, 2, 3.  |
|    |                                | 00:46:03-00:46:21      | Alexandra: Oh, my God, it's so hot in here. It's like a Turkish bath.  
Flight attendant: Are you finding it excessively hot in here?  |
Alexandra: I already answered you that, miss.
Flight attendant: It's very comfortable to me.
Alexandra: Oh. Excuse me. Um, just-just- Last time, I promise.
Flight attendant: -What is it now, ma'am?
Alexandra: -Um-Do you happen to have any way of heating up Progresso soup?
Flight attendant: You know, I'm not much of a traveler, but, uh-

00:43:54-00:44:42
Alexandra: I need those! Those were my tools!
Man: Shoes, ma'am.
Alexandra: Ahh. Shoes?
Man: Excuse me, ma'am. Turn around, please. We got a hot one! Bag check!
What's this?
Alexandra: I-I-It's for my soup.

4. Love 00:14:33-00:14:44
Jack: I'll be excellent.
Nim: - All right, all right.
Jack: - You just come back with Protozoa Nim!
Nim: - I will!
Jack: I'll see you Thursday!
Nim: Love you!
Jack: Love you too!

00:26:36-00:26:42
Jack: You just come back with Protozoa Nim! I will! I'll see you Thursday! - I love you!
Nim: - Love you too
01:12:03-01:13:09  
**Jack**: I will not give up, Nim!  
I will get back to you!  
I promise you!  

**Nim**: Daddy?  
Jack?  
Daddy! Daddy!  
Are you all right, Daddy?  
Jack!  
Selkie, Selkie, come on!  
Jack needs us!  
We have to save him!

01:27:08-01:27:46  
**Nim**: Daddy!  
Daddy! Daddy!  
Daddy! Daddy!  

**Jack**: - Oh, Nimmy! Oh! Oh, my God.  
**Nim**: - You're here! You're alive!  
You're-You're alive!  
- I was so worried.  
**Jack**: I told you I'd be back, didn't I?  
**Nim**: Oh. Look at you.  
**Jack**: Oh, I missed you so much. Ah.  
**Nim**: - Are you all right? Yeah?  
**Jack**: - I am now.  
**Nim**: Thank you, Galileo!  
**Jack**: - Thank you, Galileo!  
**All**: - Hoo-hoo!

5. **Forgiveness**  
01:17:01-01:17:49  
**Fictional Alex**: You cannot be alone for the rest of your life, Alexandra!  

**Alexandra**: I'm not alone. I have you.  

**Fictional Alex**: No, you don't.  
No, you don't have me anymore  
I'm sorry, but I'm not gonna be your crutch anymore.  

**Alexandra**: What?  

**Fictional Alex**: Yeah, yeah, yeah, yeah.  

**Alexandra**: Okay. Okay, look.  
**Fictional Alex**: You-We just need to figure this thing out,  
so you give me some
Alexandra: - I'm sorry, love. It's over.
Fictional Alex: - What? What are you talking about? Alexandra, I quit.
Alexandra: No more adventures.
Fictional Alex: - You're on your own.
- You-You-You can't quit.
I created you, and you have to do what I say, not-not the opposite.
Good-bye, old friend. Good luck.

01:21:08-01:21:53

Nim: You want any of this?
Alexandra: What-What is it?
Nim: Well, these are mung beans and gobo root. And these are mealworms.
Alexandra: Oh, uh-
No, I'm-You know- I'm just gonna- I'm just gonna stick with my soup.
Nim: Your soup?
Sorry about that.
Here. Try some.
Alexandra: Uh, no.


Nim: My dad would be back from Zander's Atoll... if he was still alive. He's not coming back, Alexandra.
Alexandra: Oh, look.
Listen to me. No matter what happens... whether it's here or anywhere.
00:50:08-00:51:03
Jack : There's a shipping lane through-
What?
Am I too far north?
Galileo : Yeah, maybe you're right
Jack : I mean, you know your stars, Galileo.
Emily?
Is it you?
I will get back to her,
Emily!
I- I swear it!
I will take care of Nim!
Emily?
Nim's Mother : Look at 'em. I promised
Jack
no one gets on our sand

01:04:58-01:05:18
Edmund's mother : Edmund!
- Hurry!
- It's time for you to leave now.
Edmund : - Are you coming with us?
Nim : - Why?
Edmund : - It's not safe here.
Nim : - But it's safe for me.
Edmund : - But you're all alone.
Edmund's mother : Hurry up!
Edmund!
Coming, Mother

7. Help each other
00:41:59-00:43:12
Fictional Alex : Take my hand,
Alexandra.
Alexandra : No.
Fictional Alex : - Touch the world.
Alexandra : - I don't wanna touch the world.
Fictional Alex : I-it's not sanitary.
- Come on!
Alexandra : - Stop pulling!
- Quit it!
- Quit it!
- What the-
- Ow! Ow!
Fictional Alex : - What are you afraid
<table>
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<tr>
<th>Time</th>
<th>Character</th>
<th>Line</th>
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|         |            | Nim? Come on, help me. I traveled halfway around the world. I took a plane. I took a helicopter.
|         |            | I- I stole a boat. The least you can do is help me get the last hundred yards. Oh! Oh.
|         |            | Nim? Nim. I'm sorry you don't want me here... but I- I just thought I was doing the right thing.
|         |            | Oh. Oh, no. Oh, no. Oh. This is how it ends
|         | Nim        | : A bright light in the darkness.
|         | Alexandra | : My- My worst nightmare-
|         |            | Nim : Death by- death by firefly!
|         | Alexandra | : Thank you, Nim
|        | Fictional Alex | : Can-Can-Can you just hold- hold- hold on?
|        | Alexandra  | : I'm just a little- I'm a little prone to motion sickness.
|        | Fictional Alex | : We're not movin' yet.
|        | Alexandra  | : Yeah, well, it-it's really the idea of motion that sicken me
|        | Fictional Alex | : Everything!
|        | Alexandra  | : You all right there, lady?
|        | Alexandra  | : Yeah. I'm fine. I'm just- I'm thrilled to be getting some fresh air.
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| **8.** | Responsible | 00:37:38-00:37:53 | Fictional Alex: What is your emergency?  
Alexandra : Uh, me?  
Fictional Alex : That's really, really not important.  
Alexandra : What's important is that there's a little girl... and she's all alone somewhere deep in the middle of the South Pacific... and, well, she-she-she's badly injured herself... and I feel- I feel quite responsible for this. |
Can you hear me?  
Nim?  
Nim?  
Come on, help me.  
I traveled halfway around the world.  
I took a plane.  
I took a helicopter.  
I-I stole a boat.  
The least you can do is help me get the last hundred yards.  
Oh! Oh.  
Nim? Nim.  
I'm sorry you don't want me here... |
|   |   | 00:41:19-00:41:59 | Fictional Alex : - Open the door, Alexandra.  
Alexandra : - You can't make me.  
Fictional Alex : - No, you're right. I can't.  
You have to do it for yourself.  
- Go on.  
Alexandra : - Uh-uh.  
Fictional Alex : - Now, turn the knob. |
<table>
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<th>Alexandra</th>
<th>Fictional Alex</th>
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| "Uh-uh."  | "Yeah. You can do it."
| "Yes! Whoo!" | "Let's go save that little girl. Take my hand, Alexandra."  |
PERNYATAAN PUBLIKASI SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Siti Aisah
Nim : 11310 133
Progdi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini benar-benar karya sendiri dan tidak keberatan untuk dipublikasikan oleh pihak perpustakaan STAIN Salatiga tanpa menentut konsekuensi apapun.

Demikian surat pernyataan ini saya buat dan jika dikemudian hari terbukti karya saya ini bukan karya sendiri, maka saya sanggup untuk menanggung semua konsekuensinya.

Salatiga, 11 Maret 2015

Hormat saya,

Siti Aisah
113 10 133