

REPRESENTATION OF EDUCATIONAL VALUES IN CLOUDS MOVIE: A METAFUNCTION ANALYSIS IN MAIN CHARACTERS

Nining Krisnantari Elo Beili¹⁾, Lerissa Daniela²⁾
¹⁾²⁾ Jakarta International University, Indonesia

SUBMISSION TRACK	A B S T R A C T
Submitted : 24 December 2023 Accepted : 08 Mach 2023 Published : 18 March 2023	<p>This study examined the representation of the educational values in Clouds as presented by the four main characters, which are Zach, Amy, Sammy, and Zach's mother by utilizing the three metafunctions concepts by Kress and Leeuwen (2006) and the theory of education value by Linda and Richard in Elmubarok (2019). This study used a qualitative descriptive method. This research found that there are 10 out of 12 educational values. The researcher did not find purity and respect values. The educational values can be seen along with the four main characters' presentation in a frame by their surroundings or the clothing they are wearing, or what is known as representational metafunction. Next, how the actors interact with one another in a frame or scene through eye contact, spoken words, and actions, or what is known as interactional meta-function. And the last is through the compositional meta-function which describes how characters and objects are positioned, how much space they take up, and how well they are portrayed. Readers can adopt the morals portrayed in the movie as a good guide in daily life and be inspired to treat others well.</p>
KEYWORDS Three Metafunctions, a Movie, Educational Value, Main Characters	
CORRESPONDENCE E-mail: 21190009@jiiu.ac.id	

Introduction

Literary works such as novels, dramas, poems, and movies are ways to pour out the author's expressions, thoughts, opinions, and experiences in the form of written and oral works. They are used as the reflection of feelings and thoughts (Minderop, 2016). Literary works can be used to entertain, deepen readers' and viewers' understanding, and even teach individuals life lessons through implicit meaning portrayed in a book or seen on screen. Movie as one of the literary works is a means of communication that tells various stories of culture, history, and social life aspects (Putriyanda et al., 2020). It shows how people interact with one another and their environment. A good movie would be able to deliver a special meaning to teach about certain phenomena and behavior by connecting and showing the audience the descriptions of life's realities. Therefore, the role of a movie is not only to tell stories or provide entertainment but also as a medium of learning as it delivers a special meaning and message or educational value that viewers can take lessons from.

There are lots of components in a movie, including the character, theme, the plot, setting, the point of view, and language (Nurgiyantoro, 2015). This research focused on the extrinsic element analysis, namely the values of being and giving as a part of educational values shown by the four main characters. Characters in a movie have certain emotional, intellectual, and moral qualities that can be interpreted by the viewers through their acts and dialogues (Abrams & Geoffrey Galt, 2018). Characters play a very important role in a movie because they carry a certain message or educational value through their actions, gestures, facial expressions, and utterances that can be adopted by the viewers. Analyzing films by characters can make society more precise because humanity can influence psychological traits (Ifianti and Rahman, 2020).

Character development in a movie is based on real-life or social life and intimately tied to the educational value presented through the characters' attitudes and behaviors. The educational value is related to how a person behaves in society (Linda and Richard in Elmubarok, 2019). It means that the good or bad actions presented by the character in a story are based on social norms. So, each character in a story represents a set of values. The story in the movie reflects the experience of the educational value which offers viewers an understanding of the way to have positive attitudes and lead human development in daily life. The educational value is useful in socializing; viewers can recognize and experience the values presented by the characters in a movie. Furthermore, viewers can apply the values in real life as a guideline to have good behavior. A movie, as one of the literary works which are shown in media, should provide viewers with educational value.

Education value is the spirit of education, so wherever they are taught the value of education will present itself. Academic activities are not the only things that have educational worth; experiences of all kinds also have educational value. The educational value can also be defined as anything or a limitation of anything that educates someone aimed toward maturation, which has good or bad character. Linda and Richard divide educational value into two types: the value of being and the value of giving (as cited in Elmubarok, 2019). Human beings have a value that expresses in our behavior, and that value is the value of being. The qualities of being are acquired, practiced on the "outside," and developed on the "inside," (Linda and Richard as cited in Elmubarok, 2019). Honesty, courage, peaceability, self-reliance, self-discipline, and purity are examples of values of being. Meanwhile, the value of giving is what one person gives to another. This value must be demonstrated or performed for it to be recognized as giving (Yulfani & Rohmah, 2021). Loyalty, respect, love, unselfishness, kindness and friendliness, and justice are examples of the value of giving.

The educational value of a movie is presented in every frame or scene of the movie through signs and symbols which are known as semiotics. Semiotics is a part of linguistics that studies signs such as images, gestures, sounds, and objects in artworks such as cinema, advertising, photography, etc. (Chandler, 2022). Action, gestures, facial expressions, and utterances are signs presented by the character in a movie to convey meaning (Gualberto & Kress, 2018). To get the meaning of these signs, this research applied the three metafunctions approach introduced by Kress and Van Leeuwen. A movie as the product of visual literary work is suitable to be analyzed using three metafunctions to do visual analysis (Kress & Leeuwen, 2006).

The first metafunction is representational metafunction, which investigates the representation of things in semiotic modes and how people experience these modes. It focuses on participants who are presented in the images (Kress & Leeuwen, 2006; Caple 2013). For instance, in a movie, a smart person is depicted as having several books in their hands, dressing neatly, and wearing glasses. The term "representational metafunction" describes how the visuals represent reality by referring to what or who is shown in the frame. It could be the locations, people, or objects that are mentioned or illustrated in speech, writing, or image.

The second is interactional metafunction which refers to the participation of individuals within the frame who are recognized through contact, effect, social distance, involvement, and status (Caple, 2013). In a movie, interactional metafunctions refer to the interaction or relationship among the actors in a frame or scene as each actor represents a certain image. The interaction is depicted through gestures, actions,

utterances, and facial expressions. Furthermore, the camera angle within a frame or scene has an impact on the representative interaction. For example, in the deals of angle choice, the interactive participants are depicted as looking down on something at a "high angle," suggesting that they are more powerful than the participants who are portrayed. In opposition to this, if the interactive participants are looking up at something, it is being captured by a "low angle," which denotes that it influences the viewers (Jam et al., 2016).

The last metafunction is compositional metafunction. The compositional meaning ties the representational and interactional meanings of an image to one another observed from where the objects are placed in a frame, how much space they take, how clear they are shown, and how connected they are to another object in the frame (Caple, 2013; Kress & Van Leeuwen, 2006; Perdana, 2020). An object that is shown clearly or not blurred shows more information about what is. The object positioned in the middle of the frame is considered the core of the information (Kress & Van Leeuwen, 2006). It is a label combination of representational and interactional elements to produce a complete meaning in one frame or scene (Caple, 2013; Kress & Van Leeuwen).

One of the good movies that contain educational values is Clouds movie. It is a 2020 American movie produced by Justin Baldoni. It is based on the true story of Zach Sobiech and his battle with cancer (IMDb, 2020). This movie talks about a man named Zach. He was diagnosed with cancer when he was 14 years old and were through many medical treatments to be able to function like any other teenager. However, when he was 17 years old, his illness was getting worse and his doctor stated that he only had 6 months left to live. With the limited time, Zach decided that the ideal way to say farewell with the little time left would be through music. Furthermore, he created a song named "Clouds" which is a viral success. During the battle against cancer, Zach and the people around him showed a lot of educational value in dealing with every certain case.

This research used the theory of educational value from Zaim Elmubarok (2019). Although Linda and Richard first proposed and published their theory of educational value in 1993, many different forms of study remain to use this idea as their primary source today. In this study, two prior similar studies are discussed. The first is entitled "The Implication of The Lion King Movie on Students' Moral Values" and was written by Mulyani Dwi Puteri Mokodompit in 2021. This study aimed to demonstrate how the Lion King movie affected students' moral values by considering the dialogue in the movie and transcribing the conversation. This research found out all the educational values in the movie and the result was that the moral values in the movie have implications for students' good models of characters. The second related is entitled "An Analysis of The Intrinsic Elements and Moral Values in Bad Genius Movies" and was conducted by Ardila Yulfani and Heni H. Rohmah (2021). This research attempted to represent the types of moral values and intrinsic elements found in the "Bad Genius" movie by examining the words, expressions, and acts linked to the moral values and intrinsic elements in the movie. The analysis of the data using Linda and Richard's educational value theory revealed six different categories of moral values in the Bad Genius movie. They are kindness and friendliness, love, self-discipline, peace of ability, honesty, and respect. Moreover, this theory was also referenced in a 2019 book by Zaim Elmubarok entitled *Membumikan Pendidikan Nilai*, which has received over a thousand citations over the previous five years. Therefore, the educational theory by Linda and Richard is still valid and reliable to be applied in the current scientific research on related issues.

Compare to other researchers, this research utilizes a different process of analyzing data. This study used the three metafunctions approach to analyze the

educational value which was not employed in earlier studies. This research contributes to the development of literary study and the literature world. The research's conclusions are helpful as a basis for analyzing literary works, particularly films. Also, this study enhances readers' understanding of the many educational values and will be beneficial to future academics who are interested in studying movies. Besides that, teachers can use this study as a medium in the teaching-learning process to explain educational values in a movie. Related to the English Literature major, this study shows a real implementation of several courses that have been learned, such as English in Films, Short Stories, Children's Literature, and Discourse Analysis.

In light of all the theories that have been discussed in the introduction to this study, this study aims to analyze in what way the educational values are presented and to determine what educational are presented in Clouds movie. The representation of education value can be seen from the action, gestures, facial expressions, and utterances shown by the main characters: Zach, Amy, Sammy, and Zach's mother in Clouds movie. Educational value by Linda and Richard in Elmubarok (2019) was the main theory in this research. Then, the educational values are analyzed through three metafunctions which include representational, interactional, and compositional metafunction.

Research Method

A descriptive qualitative method is the research design implemented in this research. Descriptive qualitative means explaining the research by describing the phenomena and each character in words (Sugiyono, 2015). The current study tries to analyze in what way the educational values are being presented in Clouds movies. Hence, the descriptive qualitative method is the most suitable method for this research to describe all the educational values' signs and meanings. The data source of this study is from Clouds movie which is accessed on the Disney website. Clouds movie is an American biographical romantic musical drama teen film aired in 2020. The main characters; Zach, Amy, Sammy, and Zach's mother in Clouds movies were the main focus of this research.

A research instrument is a tool applied to collect data or information (Creswell, 2018). A document and table served as the research instruments for data collection and data analysis of this research. The document of this research refers to the visual document which is Clouds movie. Documents about phenomena, activities, conversations, and arts for collecting and analyzing data can be formed not only in written but visual data such as pictures, videos, films, and even series (Flick, 2014). The table provided in this research was used to collect data from the movie and then analyze it.

There were 3 steps in collecting data. Initially, the researcher watched the Clouds Movie with English Subtitles in Disney. The second step was observing and selecting the frames that show general educational values based on the signs which consist of actions, gestures, facial expressions, and utterances shown by the main characters; Zach, Amy, Sammy, and Zach's mother in Clouds movie. Third, transcribe all the educational value signs by creating a data tabulation for further data analysis process.

Descriptive analysis was employed by the researcher to examine all the data that was gathered. Descriptive analysis is a procedure of explaining and analyzing data by comparing it to the phenomena (Samsu, 2017). The data analysis technique was based on the theory of Miles et al. (2014) which consists of 3 steps which are data condensation, data display, and conclusion. Data collected is reduced by a process called data condensation, which is then used for display. The researcher only chose frames that show signs of educational values presented by the four main characters which are Zach, Amy,

Sammy, and Zach’s mother based on Linda and Richard’s theory (1993) and can be analyzed using three metafunction concepts by Kress and Leeuwen (2006) in Clouds movie. The twelve educational values were classified into two categories, the value of being and the value of giving, in the following step of data display. To conclude the data analysis process, three metafunctions analyses which are representational, interactional, and compositional metafunctions were used to examine the educational values discovered in the movie and how they are presented by the four main characters in Clouds movie.


Result and Discussion

Linda and Richard divide educational value into two types: the value of being and the value of giving (as cited in Elmubarok, 2019). Human beings have a value that expresses in our behavior, and that value is the value of being. Humans have a value called "being" that influences their actions and how they treat other people. Who we are and how we behave are qualities or attitudes that we build within ourselves. By living up to these values ourselves, we may build our educational values from them (Cahya, 2019). The focus of this value is the person itself as a subject. While the value of giving is something that a person gives to another person. It is a value that must be demonstrated through practice or provision before it can be recognized as giving. The focus is on someone else, the object. What someone offers to others or how they treat other people. This research found that there are 10 out of 12 educational values. The researcher did not find purity and respect values in Clouds movie.

Values of Being

a. Honesty

It is the appropriateness of what is conveyed or spoken through the action.. Honesty has a sense of compatibility with the facts that exist and nothing to hide. Honesty can be shown when someone speaks and acts truly like there is nothing to hide. Honesty is the same as Being truthful, trustworthy, and honorable to other people, organizations, institutions, society, and ourselves to cultivate inner strength and confidence. It can also be stated as an attitude or action that originates from the bottom of our hearts (Linda & Eyre, 1993).


Scene	Dialogue	Three metafunction analysis
	<p>Amy: "Here's the thing. I like you. And I know your diagnosis complicates things, but I can't help it.</p> <p>I don't care. So, umm. Do you like me?"</p>	<p>R: Amy smiles at Zach. There is Zach’s arm</p> <p>I: Amy stands in front of Zach. She looks up and stares at Zach</p> <p>C: Amy is in the middle of the frame, and Zach’s arm and the background are blurred. The focus is on Amy.</p>

Zach wants to spend the holiday with his family at the time. Amy comes and meets Zach before he leaves to be honest with her feelings for Zach. She

confesses her feeling to Zach. Amy shows her honesty about her feeling to Zach with the utterance "Here's the thing. I like you. And even though your diagnosis makes things more difficult, I'm unable to cease it. I don't care. So, um...Do you like me?". The three-metafunction analysis supports the honesty value. Amy stands in front of Sammy with a smile and looks up to stare at Zach. Amy is the center of the frame. The camera focuses on Amy and a close-up of Amy's face. This is to show that Amy is the center in this frame. There's still a little bit of half part of Zach's arm to show that Amy is talking with Zach. So, it's not only Amy alone, there is an interaction between Amy and Zach. Amy did not hide her feeling and speak them truly to Zach. She expresses it with a smile, expressively, and with a cheerful tone. Amy's action in this scene also shows courage value. Amy needs the courage to bring her to meet Zach and confess her feeling honestly.


b. Courage

It is one action of humans to struggle and maintain something which is believed to be good and right by-passing danger, difficulty, and weakness. Courage means to dare to attempt something difficult that is good and not to follow the crowd, brave to say no and influence others with it. Being true to convictions and following good impulses, even when they are unpopular or inconvenient. Courage can impact one's life in many ways. It is a tremendous contributor to another value, positivity, and can give someone the freedom to express their creativity. This means daring to attempt good and difficult things (Cahya 2019 as cited in Linda & Eyre, 1993).

Scene	Dialogue	Three metafunction analysis
	<p>“I’m sexy and I know It”</p>	<p>R: Zach is dressed simply and has a bald head. A stage outfitted with a guitar, a stand-up mic, and the audience.</p> <p>I: Sing and dance in front of many people confidently</p> <p>C: Lighting is spot on Zach. Silhouette of the audience. Zach is in the middle of the frame and not close up</p>

There is a performance that should be performed by Sammy. Sammy, however, is unable to handle it, so Zach takes Sammy's place on stage and sings the song bravely. The three-metafunction analysis can also enhance how the Courage value is represented. First, it is representational metafunction. In data one, Zach as a cancer person is presented with a bald head. Zach is on the stage in a simple shirt, jacket, and jeans. Zach is performing on a stage with a stand mic, a guitar, and the audience around. This representation would like to show how a bald person with a simple dress stands bravely on the stage to show the real him. Second, it is interactional metafunction. Zach sings and dances in front of many people with his bald head. Here proudly interact with the audience by singing and dancing. Third, it is compositional metafunction. Zach is in the middle of the


frame, the camera focuses on Zach, and lighting spots on Zach, the audience’s silhouette. This means that this frame would like the audience to focus on Zach. This is to show that only Zach the focus but also the attention of the audience. Before going to the stage, Zach was wearing a hat and bringing a walking stick. But as he reaches the stage, Zach removes his hat, proudly exposing his bald head to a mass audience. Instead of sitting down on the chair that has been provided for him on the stage, Zach prefers to stand up and express himself freely. Zach's actions demonstrate his bravery in displaying his talent.

Scene	Dialogue	Three metafunction analysis
	<p>Zach: "Okay, folks. What do we think? Free concert?"</p> <p>Shammy: "Just don't judge. It's, like, rough, but I... Okay, let's try it."</p>	<p>R: Zach, Amy, inpatient, guitar, hospital,</p> <p>I: Zach starring at Sammy and Sammy starring on the guitar. Inpatient looks at Sammy.</p> <p>C: The camera focus on Sammy</p>

The second one is the courage value shown by Sammy. She also shows her bravery in the hospital by singing her new song in front of Zach’s roommates. The three-metafunction analysis can strengthen it. Initially, it is a representational metafunction. Sammy sits between Zach and the other guy. She is holding a guitar and staring at it. Her mouth was a little bit open. There are some hospital facilities. This show that Sammy is in the hospital and she bravely sings her new song. Second, it is interactional metafunction. Sammy responds to Zach by saying, "Let's try it," expressing her courage in taking him up on his offer to sing her new song. Sammy engages in conversation not only with Zach and the guitar but also with the impatient. And the last is compositional metafunction. Sammy’s position is in the middle of the frame with high contrast and is not blurry. This show that Sammy is the focus. Sammy also shows bravery without being afraid of forgetting the lyrics or tone of her song. She bravely sings her new song with a smile on his lips and chicks. She encourages not only Zach but also the other inpatient.

c. *Peaceability*

It is the capability of facing a problem calmly and patiently. It’s the ability to understand how others feel rather than react to them or called control of temper. Peaceability tends to try and accommodate rather than argue (Linda & Eyre, 1993). It is the tendency to try to accommodate rather than argue. They also define peaceability calmness, peacefulness, and serenity. It means not hurting others and avoiding conflict (Linda & Eyre, 1993).



Scene	Dialogue	Three metafunction analysis
	<p>Mom: "Have you gone down to see him?"</p> <p>Grace: "I can't."</p> <p>...</p> <p>Mom: "You don't have to say anything. You just go sit with him. It will be okay. Okay? Go on. Go on, honey. It's okay. Go on, honey. It's okay."</p>	<p>R: A mother and a girl are positioned between the walls. A sad girl sits down on the stair, holding her fingers, looking down with a crying face.</p> <p>I: Mom put her hand on her daughter's arm and looks at her</p> <p>C: The camera focuses on the mom and the girl. Mom and the girl are positioned equally.</p>

At the time, All the family members are sad hearing that they would lose Zach in a few days more. The mom not only comforts her husband and second child, but she also comes to and comforts her younger daughter. As shown in the picture, Grace tries to hide her sadness in a hidden place by sitting on the stair with a sad face, and her body close to the wall. The mom trying to be strong in front of her daughter even though she also feels so broken when heard the news. She attempts to maintain calmness in front of her daughter by stopping crying and repressing her emotions. She didn't want to look sad in front of her daughter. The camera focuses on the mom and her daughter so that audience can focus on their interaction, The mom put her hand on her daughter's arm which indicates that she is trying to comfort her daughter.

d. *Self-Discipline*

It is a human level of consistency and consequences to commitment or agreement that is related to the desired outcome. Self-discipline can apply to physical, mental, and financial self-discipline. It is the ability to balance self-discipline with spontaneity, avoiding the dangers of excessive, and unbalanced viewpoints. Self-discipline also relates to a commitment to doing and finishing something on time, so it's about capable to control yourselves and time (Cahya 2019 as cited in Linda & Eyre, 1993).


Scene	Dialogue	Three metafunction analysis
-------	----------	-----------------------------

	-	<p>R: Amy sits down alone on a camping mat, some trees behind her, some flowing flowers around Amy, and two people walk around</p> <p>I: Her head turns back, and try to find Zach's face</p> <p>C: Camera focus on Amy</p>
Data 1		
Scene	Dialogue	Three metafunction analysis
	-	<p>R: Amy, dancers, Zach, the audience, light, stage</p> <p>I: Amy and the dancers</p> <p>C: The camera focus on Amy and two audiences. Light is spot-on Amy. Zach's arm and the other dancers are blurred</p>
Data 2		

Amy shows consistency of self-discipline and self-control in data one and two. In data one, Amy shows self-discipline value with an action. She and Zach had planned to have a picnic. Amy arrives on time to meet Zach at the picnic location in these scenes. Unfortunately, Zach did not come. Amy's head turns left because she has been sitting down for a long time waiting for Zach, so there's an action by turning her head to see around hoping Zach is coming. The camera focus on Amy not on the things around her, because this scene would like to focus on Amy who manages to come on time. In data two, it is presented that Amy came on time for her performance. As can be seen in data two, Amy and the dancer with good dress and makeup are having good time management to come on time on the stage to show their performance. Amy is intended to be seen as the focal point of this frame, therefore the camera focuses on her and places the light precisely on her. To convey that Amy is being watched by a large crowd, some audience members are also featured in this frame.

e. *Self-reliance*

It is about trying to know ourselves, to do our best, and to accept the consequences both of who we are and what we do. Self-reliance means accepting the responsibility and the consequences of the action and performance rather than blaming someone else. It is the awareness and development of gifts and uniqueness. The ability to take charge of your life, internal motivation, and self-care skills are all indicators of being self-reliant. It is a commitment to personal excellence (Linda & Eyre, 1993).

Scene	Dialogue	Three metafunction analysis
	<p>Zach: "Sorry. Sorry, could we try that one more time?"</p>	<p>R: Headphone on Zach's head, a painting I: Zach holding his headphone and smiling C: The camera focus on Zach and the background blur</p>

In this scene, Zach has a recording with Sammy for their first song. Zach is trying to give the best for the recording. So, when he makes mistakes at the beginning of the recording, Zach says sorry and asks if can repeat it once more for the best result. He holds his headphone and makes eye contact with Sammy to give a sign that he is ready. Zach is passionate about writing and singing songs. Then, before ending his life. Zach decided to do a recording of his song to inspire others and donate all the money he gets from the song to other cancer people. Zach is also in focus on the camera so that viewers can see how committed and determined he is to finish the recording.



f. Purity

the importance of faithfulness in marriage, as well as self-control and boundaries before being married. Purity helps us to avoid inappropriate behavior and keeps us clean, pure, and virtuous. Purity guards against having sexual desires before getting married or refraining from engaging in unlawful sexual activity (Linda & Eyre, 1993). The researcher didn't find the purity value in Clouds movie. This movie talks about Zach who dealing with his cancer and tries to inspire others through music before he died. So, in the Clouds movie, there is no scene about sex or marriage.

Values of Giving

a. Loyalty

It is the trait or state of being loyal to duty or commitment. Those that are loyal are frequently prepared to serve, support, and assist others and are trusted to keep their word. Honesty, dependability, courage, a good reputation, and loyalty are the characteristics. Loyalty can be shown to our loved ones, our employers, our schools, or other organizations to which we are accountable. This implies dependability and consistency in following through on your commitments (Linda & Eyre, 1993).



Scene	Dialogue	Three metafunction analysis
	Zach: "I'm terminal." Amy: (<i>Hug</i>)	R: Amy's head on Zach's arm. I: Amy hugs Zach C: Amy's face does not blur, but Zach's clothing does.
Data 1		
Scene	Dialogue	Three metafunction analysis
	-	R: Amy, a picture of Zach, and the staff in the bedroom I: Amy holds a poster of Zach's face that she is holding. C: The surrounding is blurred. The camera focuses on Amy and the poster.
Data 2		

From the two facts above, it is clear that Amy in the *The Clouds* movie exhibits a deep loyalty to Zach. In data one, Amy heard from Zach that he is terminal. Terminal cancer means cancer can't be healed anymore and Zach only has a few months left. Even though Amy hears all the things, Amy still loves Zach. She does not care about all things. She still loves Zach and is ready to take the risk of cannot live with Zach longer. As shown in data one, Amy still hugs Zach and does not leave him. Amy's loyalty to Zach is also shown in data two. At the time, Amy already heard the news that Zach's life will end soon. Instead of going away and finding another partner for long life, Amy still supports Zach by helping his family to prepare a big party for Zach's dream. As shown in data two, Amy holds a poster containing the information or invitation for Zach's big party. The camera focuses on Amy and the poster so that the viewers can figure out Zach's face on the poster and show that Amy is preparing for Zach's party. As stated by Linda and Richard's theory that loyalty is about ready to support and serve others.

b. Love

It is a kind of affection you could feel or show for other people or objects. Affection defines as a feeling of liking and caring for someone or something. Love


is more than just a loyal and respectful. It entails love for one's family as well as love for one's neighbors, enemies, and even friends (Linda & Eyre, 1993).

Scene	Dialogue	Three metafunction analysis
	Amy: "I love you." Zach: "You do?" Amy: "I do." Zach: "I do."	R: Amy and Zach, pillow. I: Zach and Amy lay down. They're face to face with smiles. Zach's right hand holds Amy's hair and his left-hand holds Amy's hand. C: The camera focuses on Zach and Amy, but Zach's position is higher than Amy's.
Data 1		
	-	R: A cancerous person presented with a bald head because of chemotherapy. Hospitalized. Oxygen. I: Zach and his mother are in the hospital. The mother holds and kisses Zach's hand (interaction). C: The camera focus on mom and the background blur
Data 2		

The first picture shows that Amy and Zach love each other with a hug and saying "I love you". Zach's hand on Amy's hair also presents a lovely feeling from Zach. Amy and Zach holding hands and saying love each other. This shows that they love each other. The second piece of information physically demonstrates Mom's affection for her son. When you love someone, you would not hurt them or even cannot see them sick. This is how the mother feels. She loves her son so much; she has done many things to heal his son. Unfortunately, her son cannot be healed anymore, he only has a few days left. Therefore, at the time the mother has nothing to say, she is only crying because she loves her son and does not want to lose him. Zach's bald head and the oxygen presented how bad his condition at the time was. In an ability to express her love and fear of losing Zach, the mother kisses his hand. There's Zach and mom in the frame, but the camera focuses on mom. It is to show that mom has interaction with Zach and to focus on the love action presented by mom to Zach.


c. Respect

It means feeling or showing esteem or honor for someone or something. Characteristics of respect are treating others with respect and tolerance, accepting differences, using good behavior and language, paying attention to other people’s feelings, and dealing peacefully with anger, humiliation, and disagreement. Respect is shown for people's lives, possessions, parents, elders, nature, and other people's rights and beliefs. It alludes to politeness (Cahya 2019 as cited in Linda & Eyre, 1993).

Scene	Dialogue	Three metafunction analysis
	Mom: "Excuse me. I'm sorry."	R: Mom, a guy, a few other people, the cabin, and an airplane window I: The man sits down and looks at mom. The mom stands up and looks at the man with his body slightly tilted C: The camera focus on mom and the man. The background is blurred

d. Unselfishness

It means not being self-centred. It implies that we should be considerate of and care about others. One attitude that cares more about others is unselfishness; developing a sense of community and sympathy for others. Caring can be seen in brotherhood, tolerance, and empathy (Linda & Eyre, 1993).


Scene	Dialogue	Three metafunction analysis
	Sammy: "Maybe instead of taking me, you take Amy and ask her to prom there." Zach: "Well, can't we get an extra ticket?" Sammy: "For who?" Zach: "For you, dummy."	R: Pillow, blanket, bed, Zach, and Sammy. I: Sammy and Zach lay down on the bed and talk to each other. Sammy looks at Zach’s face and smiles. C: On Sammy and Zach, the camera focuses.

Sammy and Zach discuss going to a concert in this scene. Sammy asks Zach to accompany his girlfriend Amy to the concert. Yet, Zach doesn't want to attend the event without his best friend Sammy. It shows the part of unselfishness from Zach. Even though he already has a girlfriend, he still remembers his best friend, Sammy. "Instead of taking me, you take Amy and

ask her to prom there”. This sentence shows how Sammy cares for Zach rather than herself. It also can be seen from the picture that Sammy states the sentence with a smile, not with a sad face which presents that she means to give the ticket to Zach and her best friend. This scene happens when Sammy and Zach lay down in Zach’s bedroom. It is to show that Zach and Sammy have a close relationship as friends.

e. Kindness and friendliness

Kindness is a good attitude having people to others or things. It explains that having a kind and caring personality is more commendable than having a rough and tough attitude. It’s the ability to make friends and keep friends as well as help with cheerfulness. Kindness and friendliness are capable of making new friends and maintaining friendships (Linda & Eyre, 1993).

Scene	Dialogue	Three metafunction analysis
	<p>Sammy: "You got this. We're gonna learn this tonight. Thank you, guys, so much for coming."</p>	<p>R: Sammy, a man, a guitar, a piece of paper, and some locker</p> <p>I: The man looks at the paper that Sammy gives. Sammy shares the paper with another team member with a cheerful face</p> <p>C. Camera focus on Sammy, blurring on the man behind</p>

f. Justice

It is an attitude that requires us to treat people or groups of individuals equally in a way that is right or reasonable and not allow personal opinion to influence judgment. It refers to obeying regulations and acting fairly at work. It is also related to the view of the natural consequences and the law of cause and effect. Recognize charity by being fair-minded and realizing that retaliation is pointless (Linda & Eyre, 1993). The researcher did not find justice value in this movie.

Conclusion

Movie is one of the famous literary works. A movie can deliver a special meaning and significance to teaching about certain phenomena and behavior, basically educational values. The educational value is divided into two. They are the value of being and the value of giving (Zaim El Mubarak, 2019). Based on the analysis, the researcher found that Clouds movie presented many educational values. This research found that there are 10 out of 12 educational values. The researcher did not find purity and respect values. Educational Values were presented by the main character’s actions, utterances, contrast frame, and the position of the actors. Besides the educational values can be seen in how

the characters are presented by the things they wear or things around them in one frame which is called representational metafunction, how they interact among the actors in a frame or a scene through eye contact, utterance, and action which called Interactional metafunction, and how the characters or things around are placed, how much space they take, how clear they are shown and how connected they are to the characters and meaning of the scene which is known as compositional metafunctions. Readers can learn the educational values presented by the main characters and practice them in daily life for a better life. Readers also can learn how the educational values are being presented in the movie and adopt the value as a good standard in action and attitudes of hearts and minds that will shape who we are, how we live, the choice we make, and how to treat others in a good way.

Acknowledgments

This is the author's first successfully created journal. In light of this, I would like to offer my gratitude to everyone who has ever encouraged me. Initially, the researcher extends sincere gratitude to God for giving me the strength and insight to finish my journal. Second, the researcher presents gratitude to the researcher's advisor, Lerissa Daniela, S.S., M.P.d. for being so patience in guiding the researcher to finish this journal. Next, the researcher would like to thank two of my encouraging examiners, Maria Dewi Rosari, S.Pd., M.Pd. and Agnechia Friska, S.S., M.Hum. who were always willing to provide feedback to enhance my research. Furthermore, the researcher offers a great thanks to my cherished parents, Agustinus Ganna Elo Beili and Katharina K. Leiru, as well as my two beloved sisters, Jihan and Ayu for their unwavering support and prayers. The researcher would also like to thank all of my generous friends, 3J, 11 guardians, 7 wonders, freshmen, sophomores, and juniors who always support and assist during a hard moment with a lot of inspiring words.

References

- Abrams, M. H., & Harpham, G. G. (2014). *A Glossary of Literary Terms*. Cengage Learning.
- Aytoda, R. B. A. (2018). Value Orientation in Teacher Education. *International Journal of Research in All Subjects in Multi Languages*, 6(2). www.raijmr.com
- Caple, H. (2013). *Photojournalism: A social semiotic approach*. Springer.
- Chandler, D. (2022). *Semiotics the Basics*, 4th Edition (4th ed.). Routledge.
- Creswell, J.W. and Cresswell, J.D. (2017). *Research Design: Qualitative, and Mixed Methods Approaches*. 4th Edition. Sage. Newbury Park.
- Elmubarok, Z. (2019). *Membumikan pendidikan nilai*. Bandung: Alfabeta
- Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.
- Gualberto, C., & Kress, G. (2018). Social Semiotics. *The International Encyclopedia of Media Literacy*. <https://www.researchgate.net/publication/325764226>
- IMDb. (2020). Clouds (2020) _IMDb. <https://www.imdb.com/title/tt6473066/>.
- Ifianti, T., & Rahman, A. K. (2020). Characterization Analysis of the Main Characters of "First They Killed My Father" Movie by Angelina Jolie. *Journey: Journal of English Language and Pedagogy*, 3(1), 19-25.
- Jam, B., Roohani, A., & Jamshidzadeh, Z. (2016). Hidden Meanings of Visual and Verbal Layers of American English File Textbook Series: A Semiotic Approach. *International Journal of Educational Investigation*, 3(8), 40–50. www.ijeionline.com
- Kress, G., & Leeuwen, T. van. (2006). *Reading images: The grammar of visual design*. Routledge.
- Kumar, R. (2012). *RESEARCH METHODOLOGY a step-by-step guide for beginners* (3rd ed.). SAGE. www.sagepublications.com

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE.
- Minderop, A. (2016). *Psikologi sastra karya sastra, metode, teory, dan contoh kasus* (2nd ed). Jakarta: yayasan postaka obor indonesia.
- MOKODOMPIT, M. D. P. (2021). THE IMPLICATION OF “THE LION KING” MOVIE ON STUDENTS MORAL VALUES (*Doctoral dissertation, IAIN MANADO*).
- Nurgiyantoro, B., & Fiksi, T. P. (2015). Yogyakarta.
- Perdana, A. S. (2020). *A CRITICAL SOCIAL SEMIOTICS APPROACH ON TEXT-IMAGE RELATIONSHIP REVISITING BALI NINE RINGLEADERS*. Indonesia: President University.
- Samsu. (2017). *Metode Penelitian (Teori & Aplikasi Penelitian Kualitatif_ Kuantitatif)*. Pusat Studi Agama dan Kemasyarakatan (PUSAKA).
- Siahaan, S. (2019). VALUES OF BEING ANALYSIS IN R.J. PALACIO’S NOVEL “WONDER.” ANGLO-SAXON: *Journal of the English Language Education Study Program*, 10.
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Alfabeta.
- Suryati, S. D. (2018). *An analysis of educational values in “Life Of Pi” movie* (Doctoral dissertation, UIN Raden Intan Lampung).
- Putriyanda, S. Z., Choirudin, I. F., Kristyowati, D., & Sopian, S. B. MORAL VALUE OF MOVIE “ZOOTOPIA” DIRECTED BY BYRON HOWARD AND RICH MOORE. In UNDERGRADUATE STUDENTS’ NATIONAL SEMINAR (p. 181).
- Yulfani, A., & Rohmah, H. H. (2021, March). An Analysis of The Intrinsic Elements and Moral Values In Bad Genius Movies. In *International Conference on Education of Suryakencana (IConnects Proceedings)*.