

## **An Analysis of Values in Social Life in Snowpiercer Movie**

**Chinta Ade Putri**

English Education Study Program, Department of Language and Art  
University of Bengkulu

[chintagoodgirlxo@gmail.com](mailto:chintagoodgirlxo@gmail.com)

**Indah Damayanti**

English Education Study Program, Department of Language and Art  
University of Bengkulu

[indah\\_078@yahoo.co.id](mailto:indah_078@yahoo.co.id)

**Mei Hardiah**

English Education Study Program, Department of Language and Art  
University of Bengkulu

[mei\\_bungsu@gmail.com](mailto:mei_bungsu@gmail.com)

**Corresponding email:** [chintagoodgirlxo@gmail.com](mailto:chintagoodgirlxo@gmail.com)

### **Abstract**

This research aimed to find out how the lower class and the upper class are represented in the Snowpiercer movie as well as to find out how the Snowpiercer movie portrays values in social life in. Library research (documentation) and descriptive qualitative method were used to conduct the research. The data findings were found by using script and dialogues from the movie and were also identified by using values in social life according to Nurgyantoro (1995:331). The results showed that: 1) there were 2 scenes from the movie that showed how the lower class and the upper class were represented, the 2 scenes described the lower class and the upper class as a shoe and a hat. A shoe was to described the lower class and a hat was to described the upper class. 2) there were 8 scenes from the movie that portrayed Justice values in social life which all 8 scenes showed that Justice values in social life was being ignored. 3) there was 1 scene from the movie that portrayed Friendship values in social life which occurred among the people of the lower class. 4) the Harmony values in social life between the lower class and the upper class could not be portrayed in the movie.

**Keywords :** Friendship, Harmony, Justice, Lower Class, Upper Class

### **Introduction**

Literature stands as a testament to the enduring human impulse for creative expression. It transcends mere storytelling, weaving a tapestry that reflects the complexities of our social reality and imbues it with a framework of values. As Giddens, Anthony, and Held (1982) propose, the spark of creativity in literature is often ignited by the embers of real-life situations. Mursal Esten (1978) expands on this notion, defining literature as the artistic articulation of human experience and societal structures, taking shape through the power of language. This art form serves

not only as a mirror reflecting human life, but also as a wellspring of positive influence on humanity itself (Esen, 1978). Budiningsih (2004) emphasizes the rich tapestry of elements woven into literature: thoughts, ideas, feelings, and the full spectrum of human experiences. These very aspects serve as the foundation upon which literary works are built. Literature, then, becomes a powerful champion for the principle of humanity (Hornby, 2010). It doesn't shy away from the challenges and complexities of life, often serving as a platform to expose the problems we face (Arifuddin, 2014). It acts as a critical lens through which we can understand the world around us, making its connection to human life undeniable (Arifuddin, 2014). A good piece of literature fosters a symbiotic relationship with its audience, prompting us to confront the issues that shape our existence (Hilmawati, Rahman, & Abbas, 2021). Therefore, literature is not meant to be a solitary pursuit, but rather an ongoing conversation between the artist, the work itself, and the audience it seeks to engage (Wibawa, 2013).

The field of artistic expression is broad and diverse, with many different forms that pique our interest and alter our viewpoints. Two titans stand out among these colorful media: the novel and the film. The novel is usually a work of long language, woven with intricacy to not only convey a story but also to highlight the significance and substance of human experience and behavior, as Taylor (1981) rightly points out. It acts as a blank canvas on which writers carefully weave a story that goes beyond simple amusement and explores the deepest recesses of human feeling and comprehension (Edwards, 1967). By using this written form, authors are able to remarkably weave their ideas, sentiments, and thoughts into the complex narrative, leaving the reader to infer the meaning without needing to be told directly (Fitriani, Antoni, & Pipit, 2016). By taking a nuanced approach, the author encourages readers to actively participate in the story, which leads to a greater level of personal interpretation and connection with the message.

In novels, messages are often implied and not directly expressed. It is a message that uses story lines rather than literally stating it. The implicit messages are expressed throughout the whole story, plot, and how the story is ending (Thahir, Rahman, & Makka, 2018). Readers can understand the messages of the novel without having to read the message directly stated in the novel. In movies are also like that. The differences between novel and movies are movies use visual and sound, movie does not describe the story through words but rather through spoken dialogues

(Pandasari, 2016). In movie the messages are delivered implicitly through visuals rather than literally saying the message. The message is told throughout the movie itself with visuals and audio in every scene until it comes to the end of the movie where audiences can get the message without having to hear the message directly narrated in the movie. Turner (1999) states that movies have become seventh art and it also can be seen as analogous to literature. It gives the audience the reality images of the literature.

Furthermore, movie can be interpreted and can be seen in different point of view. It can be used in many fields of study. Many attempts are done to see and understand the relation between movies and culture (Alawiyyah, & Oktavi, 2019). The attempts have occurred in many ways such as : movie and society, movie and mass culture, and movie and politics (Astuti, Waluyo, & Rohmadi, (2019); Wijayaningdyah & Sutrisno, (2018)). From this we can see that movie can be analyzed and connected with many different subject areas.

Take Zootopia, a movie produced by Walt Disney Animation Studios and released by Walt Disney Pictures. Zootopia is a movie about comedy adventures movie featuring the action by Nick Wilde (Jason Bateman) who is a fox and Judy Hopps (Ginnifer Goodwin) is a bunny. From this analysis, the researcher found ten moral values in this movie; there are: respect, responsibility, justice, tolerance, wisdom, helps each other, altruism, cooperation, courage, and honesty. However, the dominant moral values in the movie is helping each other, altruism, cooperation, courage, and honesty.

In this context, the researcher is interested in analyzing Snowpiercer movie. A movie written by Bong Joon-ho. The Snowpiercer movie is based on a French graphic novel written by Jacques Lob and Jean-Marc Rochette under the title of *Le Transperceneige* (The Snowpiercer) and was published in 1982. The novel was then turned into a movie in 2014 under the title of Snowpiercer and was directed by a Korean director Bong Joon-Ho.

The movie portrays the problem in class system and how it is inherently unjust. This case also occurs in real society. The lower class has no courage, no power to fight against the upper class. And the upper class people only think about dominating the lower class and about getting more profits from their power. The upper class uses and abuses their power against the helpless people of the lower class. The lower class is also a human being that has rights to be served just like the people of the

upper class, they are not animals. They have to fight and struggle to get their rights and justice. Therefore, the researcher will focus on the values in the social life condition as that is portrayed in the movie and how the lower class people have to struggle to get justice.

The objective of this research are to describe how the lower class and the upper class represented in the Snowpiercer movie and to analyze how the movie portrays the values is social life (justice, harmony, and friendship. The researcher limits the problem of this research based on the script of the movie and the movie itself and also the analysis is only be focused on values in social life (justice, harmony, and friendship (Nurgyantoro, 1995).

### **Research Methodology**

This research used descriptive qualitative method. Suggiono (2012) states that descriptive method is a method of research conducted to find out the value of the independent variable or more (independent) without making comparisons or combining one variable with another. In this research, the researcher described the data from the actions and the speech language which were shown in the Snowpiercer movie. Beside using the data from the actions and the speech language from the movie, the researcher also used the script of the movie.

The types of data in this research were the dialogues that were written in the script of the "Snowpiercer" movie, actions scenes among the characters and speech language in "Snowpiercer" movie among the characters in the movie that were related to the values in social life. Based on the data source, Kothari (2004) states that data can be classified into two categories they are primary data and secondary data.

The source of primary data (main data) of this research were taken from the movie and movie script of Snowpiercer. The secondary data were taken from other references outside of the movie or the movie script. These data were some theories books which were related to the topic, and internet source that helped the researcher to find out information about the movie. As for the instrument or tool in the research of qualitative research were the researcher herself. (Sogiyono (2012) states that in qualitative research, researcher was the key instrument. This research would have the researcher the instrument of the research by doing a direct observation of Snowpiercer movie.

The data were collected by doing the total of five steps, which are watching the movie several times, comparing dialogues from the movie with dialogues from the script, finding out the differences between the movie and the script and the writing them down on a note, selecting relevant data based on the subject of the research, and identifying and grouping the relevant data into values in social life (Justice, Harmony, and Friendship).

For the technique of data analysis all data were analyzed qualitatively and presented descriptively. In processing the data, the researcher used these analysis such as describing synopsis of "Snowpiercer" movie, classifying the value in social life (Justice, Harmony, and Friendship), describing and explaining the values in social life found in the movie, concluding all the findings based on data analysis, and giving suggestions for the readers (Nurgiyantoro, 1995).

There are ten procedures in completing this research. Those ten procedures are by watching the movie several times, comparing dialogues from the movie with dialogues from the script, finding out the differences between the movie and the script and the writing them down on a note, selecting relevant data based on the subject of the research, identifying and grouping the relevant data into values in social life (Justice, Harmony, and Friendship), and the last is describing the synopsis of "Snowpiercer" movie, classifying the value in social life (Justice, Harmony, and Friendship), describing and explaining the values in social life found in the movie, concluding all the findings based on data analysis, and giving suggestions for the readers.

## **Result and Discussion**

### **Result**

#### **How the Lower Class and the Upper Class are Represented in the Snowpiercer Movie**

In this research, the researcher found how the lower class and the upper class are represented in the Snowpiercer movie. The movie was representing a social class in society. In the movie, social class in society was described as a shoe and a hat. Where the shoe was used to describe the lower class people, which mean they belonged to the very bottom of the society. The hat was used to describe the people of the upper class, where they were placed at the very top of the society. This class difference resulting in a very dreadful situation. They lower class people felt the unfairness of the whole situation, finally decided that they could not take the

treatment any longer and rebelled against the upper class people. The war between the lower class people and the upper class people resulting in many people died from both sides. But having watched the movie, this war, somehow seemed unavoidable.

### **How the Movie Portrayed the Values in Social Life**

Justice is one of a form of values in social life. Justice is giving something to others who have become his right without exception. Justice is absolute and cannot ever be denied. Every human has a right and justice. So, people in life are required and have to have a fair attitude. Fair attitude requires us to treat people equally and not discriminate. This actively demonstrates that, we as human beings should have a fair attitude to others. The particular reason for circumstance without justice people will easily make mistakes and will do anything they want and those can harm other people and the environment. Therefore, we as human beings should be fair to everyone without exception and should always respect the human rights because justice can bring a harmonious relationship among human beings in society. The scene from minutes 4:53 until 05:14 failed to show the justice value. The tail section people were denied of their own rights. The attitude of the front the section people were contradicting with being fair, it was so far from fair. Also, in this scene alone, it was clearly shown that there was no equality between the front section people and the tail section people. The justice point could not be seen. The scene from from minutes 14:42 until 16:25 The front section people just do whatever fits to their selfish mind. Andrew was not supposed to be punished for the exact purpose of what he did. He simply didn't want the font section people to take his son away from him. But when he begged to give back his son, the front section people just ignored him, that was why Andrew did what he did. He simply asked for his own rights to be respected. The scene from from minutes 16:53 until 18:13 showed the unfairness in the movie. The attitude of the character Mason was very loud in declaring the inequality between the front section people and the tail section people. Mason was putting the tail section people in a situation where they had no room at all. Injustice was once again be seen.

Friendships are interpersonal relationships in which people voluntarily interact bringing joy to each other and rewarding feelings about each other. In friendship, the mutually helping behavior will be involved, such as exchange of advice and

helping each other in times difficulty. Friendship is considered to be more closer than mere acquaintance. Values in friendship can often be seen when a friend shows consistently the tendency to want what is best for each other, sympathy and empathy, honesty even in situations that are difficult for others to speak the truth, and mutual understanding. The scene from minutes 24:44 until 25:30. In this scene, a painter was trying to cheer Tanya and Andrew up. After the woman took their sons, the painter started to draw Timmy and Andy's face. He knew how sad Tanya and Andrew must have felt, that was why he wanted to draw their faces so that Tanya and Andrew could always remember their faces. When they miss them, they can see the drawing of them to at least ease the pain a little bit. In this scene, point of Friendship can clearly be seen. The fact that the painter tried to bring joy to his friends who was in pain. He felt sympathy and empathy towards Tanya and Andrew. He also cared for his friends. This can be seen when the painter said to Tanya that she should be careful in climbing down the stair from her bunk bed. He was afraid that Tanya would fall and hurt herself. So, it can be safely said that this is full of Friendship point. From the whole movie, it is shown that there is no point of friendship coming from the front section people. From what the researchers had observed, friendship cannot be built among the front section people because those people had no intention to bring joy to each other, they did not help each other in times of difficulty, they did not have sympathy and empathy towards each other, they were not honest and they did not mutually understand.

Harmony can be explained as a situation where a balance is created in society. Harmony is a unit consisting a variety of different elements and each element mutually reinforcing. This actively demonstrates that there are connections between something different but mutually supporting each other without any problems despite all the differences. The interpretation of harmony can be described as a conflict-free state or situation. When viewed from the basic word, harmonious, harmony reflects an intimate relationship between individuals or groups within a religious order or a social life. The purpose of harmony is to be able to live side by side to get peace and quiet. Therefore, with this awareness we are expected to appreciate the differences with each other, whether it is between human beings to another human beings or between a group of society to another groups of society. The point of harmony cannot be found in the movie. In the movie the two main difference was the lower class people and the upper class people. The

lower class which lived in the very back of the train and the upper class lived in the front part of the train. The harmony point between those two classes of people were not able to be found.

## **Discussion**

Social moral values have a close relationship with human conscience. Because of conscience, humans can determine which ones are good and which are bad. They can make up their mind to choose what action to do based on those conscience. According to Daniel (2008), conscience is alerted not only by things we have already done, but also by things we anticipate doing or not doing. According to Nurgyantoro, (1995) values in social life include: Justice, Harmony, and Friendships.

Based on the analysis that was done by the researcher, the first thing that was analyzed was how the lower class and the upper class are represented in the snowpiercer movie. The movie described the class division by using a shoe and a hat. Where the shoe represented the lower class, which mean their position was at the very bottom of the society. A hat was used to represent the upper class people, which means they were at the very top of the society. The whole purpose of a shoe is to be stepped on. Which is why the upper class people described the lower class people as a shoe. They were saying that the lower class people was to be stepped on.

The differences in the living situation between the lower class and the upper class on the train can clearly be seen from the setting in the movie. The lower class lived in the very end of the train and they lived in a very dreadful situation which can be seen from the way they slept in a tiny bunk beds, there was no enough space from the lower class to be comfortable, they also had very little light in the tail section. Meanwhile the upper class lived in a very luxurious situation, they had a swimming pool, a school, a garden, a night club, a sauna, an aquarium, and many other luxurious things. So, from this we can see the purpose of why the movie used a shoe and a hat to show how the lower class and the upper class were represented in the movie.

The second thing that was analyzed was how the movie portrays values in social life. The movie quite unsuccessfully portrayed the values in social life. In the firts point of values in social life which is the point of Justice, the movie was not able to portray how the justice point should be carried out. The movie was only able to show



how the justice point was being ignored and how the situation between the people there were very unequal and discriminating.

The next point of values in social life is the point of Friendship. For this point, the movie was able to portray it in one particular scene that happened among the lower class of the tail section of the train. The scene was able to portray how the friendship point should be in social life.

The last point of values in social life is the point of Harmony and once again the movie was not able to portray this point. There was no scene or dialouge in the movie that indicate the Harmony point being carried out among the people of the lower class and the people of the upper class. The movie failed to portray the point of harmony. Only one out of three points of values in social life can be portrayed in the movie, so it is quite safe to say that the movie was quite unsuccessfully in portraying the values in social life.

The consequences of this class difference was too risky. In real life, this class division could be resulted in the same outcome just like in the movie. In fact, this rebellion had happened before in the past, where society was still divided by social class. In the past, skin of color, wealth, gender, and many other thing were the reasons of the social class division. Even then, rebellion and war was caused because of those social class division.

The past were quite different from what the present has now. The social class was not only divided into two classes, but three. There are upper class, middle class, and lower class. In the present time, rebellion because of social class division is not as common as it was in the past. Although, it still happens but it is not as dreadful as before. It is no longer resulting in war but only through a protests to voice out opinions and demand for justice. The movie, however, seemed to be unable to represent this situation. The class division should not happens if both cannot benefits one another. Because if it happens and one of the other feels too different, treated too cruel, war seems to be the only result that should be expected.

Fair attitude requires us to treat people equally and not discriminate. This actively demonstrates that, we as human beings should have a fair attitude to others (Nurgyantoro, 1995). Being treated fairly should be an absolute human rights. That is why in real life present time there is a thing called law. Law is a system of rules and guidelines which are enforced through social institutions to govern behavior, wherever possible. It was also made to provide for proper guidelines and order upon

the behavior for all citizens and to sustain the equality. It keeps the society running. Without law there would be chaos and it would be survival of the fittest and everyman for himself.

In the previous study conducted by Maulidia Humaira a student of Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam-Banda Aceh 2018/1439 H under the title of An Analysis Of Moral Values In Zootopia Movie. In this research, the researcher wanted to see the moral values that is portrayed in Zootopia movie. In her findings, she stated that there are ten moral values in the movie; respect, responsibility, justice, tolerance, wisdom, helps each other, altruism, cooperation, courage, and honesty. She also explain that the dominant moral values in the movie is helping each other.

### **Conclusion and Suggestion Conclusion**

From the result and discussion, this research can be concluded. The social class division of the lower and upper class in the movie was too obvious. It can be concluded that the class in the movie was not made for the sake of balance in society, but simply as a symbol of who is in charge and who is the helpless sheeps. The movie only portrayed two classes, which are upper class and lower class. The movie did not portray the middle class.

The three points of values in social life (justice, friendship, and harmony, according to Nurgyantoro) was found in the movie. Justice point were not able to be described in the movie. In fact, it was all injustice for the lower class people of the tail section. The second point of the values in social life is friendship. This point was found in the movie through the interaction between the people of the lower class from the tail section of the train. One scene was able to show how the friendship point. The last point of the values in social life according to Nurgyantoro is point of Harmony. The point of harmony cannot be found in the movie. Therefore, the movie was quite unsuccessfully portrayed the values in social life.

### **Recommendation**

The movie Snowpiercer has great many deals of social issues. The researcher focused the research on the theory of values in social life according to Nurgyantoro. From this research the movie can be used in education, these values found in the

movie can be taught to students in order for the students to have a good character. Movies are efficient in teaching the human good values required for the exact purpose of developing as human beings and for building identity in students. However, the values that were found in this research can also be used by all people to understand the values in social life and how important is for the society. For further research, this movie can be used in great many field for social study. The future researcher can use this movie as the object of a research. As this research still have gaps, the future researcher can use those gaps to for a new research in order to fill in the gaps. For teacher and lecturer, this movie can be used as a teaching school for an advanced English learning. As some level of school is still considered too early to study analysis, the teacher or lecturer can use the movie for university level students. For students, this research can be used as an extensive reading.

## References

- Alawiyyah, A., & Oktavi, S. H. (2019). The analysis of moral values in dangerous minds movie by john n. smith. *Dialectical Literature and Educational Journal*, 4(1). 18-26. <https://doi.org/10.51714/dlejpancasakti.v4i1.6.pp.18-26>
- Arifuddin. (2014). *An analysis of social conflict in rick riordan's novel "the red pyramid"*. Repository UIN Alauddin. Unpublish thesis.
- Astuti, R. W., Waluyo, H. J., & Rohmadi, M. (2019). Character education values in animation movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(4), 215-219. <https://doi.org/10.33258/birci.v2i4.610>
- Budiningsih, A. (2004). *Belajar dan pembelajaran (Learning and study)*. Rineka Cipta.
- Damayanti, Indah (2013) *Feminine Identities in John Steinbeck's Short Stories*. In: Elite Conference on Linguistics Literature and Teaching. Faculty of Humanities Maulana Malik Ibrahim State Islamic University of Malang, Malang.
- Edwards, P. (1967). *The encyclopedia of philosophy (vol. 7)*. Collier Macmillan Publisher.
- Esten, M. (1978). *Kesusastaan pengantar teori & sejarah (Introduction to literature theory & history)*. Angkasa.
- Fitriani, R., Antoni, R., & Pipit. (2016). *An analysis of moral values in novel "Oliver Twist" by Charles Dickens*. Repository University of Pasir Pengaraian. Unpublished Thesis.
- Giddens, Anthony, & Held, D. (1982). *Classes, power, and conflict: classical and contemporary debates*. Berkeley, University of California Press.
- Hilmawati, Rahman, F., & Abbas, H. (2021). Patriotism values as portrayed in selected poetry of tennyson's ulysses and kaimuddin's bula malino : A comparative study. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(1). <https://doi.org/10.34050/elsjish.v4i1.13358>
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary of current english*. Oxford University Press.
- Humaira, M. (2018). *An analysis of moral values in zootopia movie*. Repository Ar-Raniry State Islamic University Darussalam-Banda Aceh
- Kothari, C. R. (2004). *Research and methedology : methods and techniques second revised edition*. New Age International Publisher, India.

- Nurgiyantoro, B. (1995). *Teori pengkajian fiksi (Fiction assessment theory)* . Gadjah Mada University Press.
- Pandasari, M. (2016). *Moral values reflected through major character in sara shepard' pretty little liars*. Repository University Of Yogyakarta. Unpublish thesis
- Sharma, H. K. (2015). Importance of moral values in modern era. *International Journal of Advancement in Engineering Techology, Management & Applied Science*, 2(7).  
[https://www.ijresm.com/Vol.2\\_2019/Vol2\\_Iss10\\_October19/IJRESM\\_V2\\_I10\\_61.pdf](https://www.ijresm.com/Vol.2_2019/Vol2_Iss10_October19/IJRESM_V2_I10_61.pdf)
- Sugiyono. (2012). *Metode penelitian kuantitatif kualitatif dan r&d (Quantitative qualitative and r&d research methods)*. Alfabeta.
- Taylor, R. (1981). *Understanding the elements of literature*. New York: St. Martin's Press, Inc.
- Thahir, M. F., Rahman, F., & Makka, M. (2018). The reflection of the global capitalism system in suzanne collins's the hunger games. *Jurnal Ilmu Budaya*, 6(1).  
<https://doi.org/10.34050/jib.v6i1.4302>
- Turner, G. (1999). *Film as social practice (third edition)*. Routledge.
- Wibawa, S. (2013). *Moral philosophy in serat centhini : Its contribution for character education in Indonesia*. Repository Yogyakarta State University. Unpublish thesis
- Wijayaningdyah, R., & Sutrisno, B. (2018). The moral values in "chicken run" movie. *Journal of English Language and Literature (JELL)*, 3(01). 87-100.  
<https://doi.org/10.37110/jell.v3i01.39>