CHAPTER I
INTRODUCTION

1.1 Background of the Study

Film is one form of modern literary work that plays a significant role in representing social realities, cultural contexts, and human values(Bordwell & Thompson, 2008; Stam, 2000. According to Bordwell and Thompson (2008), film functions not only as entertainment but also as a medium that reflects social experiences and cultural meanings through narrative and visual elements. Similarly, stam (2000) argues that film operates as a cultural product that conveys ideological and social values embedded within a specific historical and cultural context. As an audiovisual medium, film integrates visual elements, language, sound, and narrative to convey messages effectively to audiences. Beyond functioning merely as entertainment, film serves as a medium of communication that delivers ideas, worldviews, and moral values that may influence how society thinks and behaves. Therefore, film is often positioned as a cultural text worthy of academic analysis, particularly within literary studies, cultural studies, and film studies (Hall, 1997; Turner, 1999).

In the context of literary and cultural studies, film is understood as a text that can be read, interpreted, and analyzed in the same way as other literary works. Film constructs meaning through narrative structures, dialogues, characters, and visual symbols that represent particular social realities.The meanings embedded in films are not always conveyed explicitly; instead, they are often implied through language, character actions, and presented conflicts (Bordwell, 1989; Hall, 1997). Consequently, a qualitative approach is considered relevant for film analysis, as it allows researchers to gain an in-depth understanding of meaning through interpretation of these elements (Creswell, 2014).

One social theme frequently portrayed in films is friendship. Friendship is a form of social relationship that plays an essential role in human life, as it involves emotional, psychological, and social dimensions. Friendship not only functions as a means of social interaction but also contributes to the formation of identity, moral values, and individuals' ways of understanding relationships with

others. Values such as loyalty, trust, sacrifice, and emotional support often form the foundation of strong friendships.

In modern life, the concept of friendship has undergone changes alongside social dynamics and societal development (Giddens, 1992). Environmental changes, individual responsibilities, and shifts in social values can influence the form and meaning of friendship (Allan, 2008). Therefore, representations of friendship in popular media become an interesting topic of study, as media plays a major role in shaping and reflecting society's understanding of social relationships (Hall, 1997). Film, as a form of popular media, often represents friendship through conflict, separation, and processes of maturation experienced by its characters (Storey, 2018).

Animated films, as part of popular culture, possess unique characteristics in conveying social messages (Wells, 2002). Although often associated with children's entertainment, animated films also target adult audiences by presenting complex themes in a simplified and accessible manner (Giroux, 2010). Animated films are capable of conveying moral and social values through fictional characters that are easily accepted by audiences of various age groups (Solomon, 2011). For this reason, animated films constitute a relevant object of study for examining the representation of social values, including the value of friendship (Storey, 2018).

One animated film that consistently explores the theme of friendship is *Toy Story 4*, produced by Pixar Animation Studios and released in 2019. This film is the fourth installment in the globally renowned Toy Story series. oy Story 4 continues the story of friendship among Woody, Buzz Lightyear, and other characters while introducing new emotional depth and narrative developments that extend beyond traditional adventure themes. Many reviewers and scholars note that the film explores themes of personal growth, identity, and relational change, which add maturity to the franchise's core dynamic of friendship (navneetdalal.com, 2019; *Toy Story 4* critical reviews). The narrative portrays togetherness among the characters, while also emphasizing inner conflicts, role changes, and separation as central elements in the development of the characters'

relationships, particularly Woody's evolving sense of purpose and autonomy (Navneet Dalal, 2019).

Unlike animated films in general, *Toy Story 4* presents a renewed perspective on the meaning of friendship by emphasizing emotional understanding rather than constant physical togetherness. According to Coats (2019), the film suggests that true friendship may involve accepting separation when it supports personal growth and individual fulfillment. Similarly, Booker (2020) explains that Woody's journey reflects a dilemma between loyalty to long-standing relationships and the pursuit of a new sense of purpose. This internal conflict, centered on choice and self-realization, constructs a more complex and mature discourse of friendship within the narrative of the film.

Dialogues and interactions among characters in *Toy Story 4* play a crucial role in constructing the meaning of friendship. Word choices, emotional expressions, and character actions reflect friendship values that are not always conveyed directly. Therefore, this film provides rich data for analysis using a discourse analysis approach. Discourse analysis enables researchers to examine how language is used to construct meaning and how the discourse of friendship is developed through narrative structures and film dialogues.

For younger generations, particularly Generation Z, the themes presented in *Toy Story 4* are highly relevant. According to Twenge (2017), The maturation of Generation Z coincides with an era of rapid social change, primarily driven by technological advancement., increased mobility, and shifting social relationships. Furthermore, Arnett (2015) explains that young people commonly experience changes in friendships, separation, and identity exploration as part of their developmental stage. These experiences closely reflect the values of friendship represented in *Toy Story 4*, which can be understood as reflections of the social realities faced by this generation.

In academic studies, understanding the meanings embedded in films requires a theoretical approach capable of examining language and social context comprehensively. Discourse analysis is considered an appropriate approach because it views language as a social practice inseparable from cultural and ideological contexts. Fairclough (1995) states that discourse is not merely a form of language use, but a social practice that both reflects and shapes social structures, values, and power relations. Similarly, van Dijk (1998) argues that

discourse encompasses not only texts or utterances but also the social cognition and ideological meanings underlying them. Therefore, discourse analysis can be applied to reveal the meaning of friendship constructed through dialogues and character interactions in the film.

This study employs a descriptive qualitative approach, as it aims to understand and describe the meaning of friendship discourse in depth rather than to measure or test hypotheses quantitatively. The research data consist of the film *Toy Story 4*, which is treated as a visual and verbal document that can be analyzed through repeated observation and theoretical interpretation. This approach allows the researcher to focus on the interpretation of dialogues, scenes, and narrative structures without involving interviews or field data collection.

The selection of *Toy Story 4* as the research object is based on several considerations. First, the film has wide popularity and is easily accessible, making it relevant for analysis within the context of popular culture. Second, the film presents the theme of friendship from a more mature and reflective perspective compared to most animated films. Third, the dialogues and scenes in the film are rich in meaning and suitable for analysis using a discourse analysis approach. Fourth, the film allows the research to be conducted independently without involving respondents or informants.

By analyzing the discourse of friendship in *Toy Story 4*, this study is expected to contribute to literary and film studies, particularly in understanding how animated films represent complex social relationships. In addition, this research is expected to serve as a reference for students who wish to conduct qualitative research based on film analysis without employing interview methods. Through this study, readers are expected to gain a deeper understanding of the meaning of friendship as represented in *Toy Story 4*.

Based on the above explanation, this study is conducted to analyze how the discourse of friendship relationships is constructed and represented in *Toy Story 4* through dialogues, scenes, and character interactions by applying a discourse analysis approach within qualitative research.

1.2 Research Questions

1. How is the friendship relationship represented in the film *Toy Story 4* and what values emerge from this representation.

2. How is the discourse of friendship constructed through dialogues, scenes, and character interactions in the film *Toy Story 4*.

1.3 Objective of the Study

1. To analyze how the friendship relationship is represented in the film Toy Story 4 and to identify the values that emerge from this representation.
2. To examine how the discourse of friendship is constructed through film elements such as dialogues, scenes, and character interactions.

1.4 Significance of the study

1. Theoretical Benefits
   a) To contribute to the development of representation studies and discourse analysis in the context of animated films.
   b) To provide additional references for research in the fields of literature, film, and communication that discuss friendship as a social theme.
2. Practical Benefits
   a) To serve as a reference for students or researchers who intend to conduct discourse analysis of films without conducting field data collection.
   b) To provide insights for audiences regarding the values of friendship and social dynamics presented in the film *Toy Story 4*.

1.5 Research Limitations

1. This research only analyzes the discourse of friendship in the film *Toy Story 4*.
2. The analysis focuses on representation and values constructed through dialogues, key scenes, and interactions among characters.
3. This study does not employ interview data, surveys, or field research.
4. The research does not discuss the entire Toy Story series and is limited to the fourth film only.