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***AN ANALYSIS OF MORALITY AND IDENTITY IN THE  
WICKED (2024) MOVIE SCRIPT***

**TERM PAPER**



**By**

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# ***AN ANALYSIS OF MORALITY AND IDENTITY IN THE WICKED (2024) MOVIE SCRIPT***

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## **ABSTRACT**

This thesis aims to analyze the dynamics of morality and identity in *The Wicked* (2024) movie script using intrinsic and extrinsic approaches. The psychological literature theory used to analyze the dynamics of morality and identity is Kohlberg's theory of moral development. Meanwhile, the intrinsic approach is applied to examine characterization, plot, setting, and theme. This research employs a qualitative method with a descriptive approach, as the data analysis results in an interpretation of the moral and identity dynamics experienced by the main characters. The object of this study is the *The Wicked* (2024) movie script. The data in this research is collected from dialogues and narratives in the script that illustrate moral conflicts and identity changes in the main characters. The findings reveal that Elphaba undergoes moral development, transforming from an individual seeking social acceptance into someone who prioritizes justice, aligning with Kohlberg's post-conventional stage. Meanwhile, Glinda transitions from conforming to social norms to developing her own moral understanding. The internal and external conflicts they experience reflect the tension between adherence to social norms and personal integrity. Therefore, this research demonstrates that morality and identity are not fixed but evolve through experiences and social interactions. This study provides insights into how literature portrays moral complexity and the impact of social expectations on character identity formation in a narrative.

**Keywords** : *Morality, Identity, Kohlberg's moral development, The Wicked (2024), Character Analysis*

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Problem

As humans, we live our lives facing various challenges and dilemmas that often lead to internal conflict. In literature, characters frequently encounter moral dilemmas that force them to confront their identity and the choices they make. The confrontation between society and personal desires creates profound internal conflict, becoming a central theme in many narratives. This is especially evident in films that portray the tension between good and evil. As a form of literary work, film can convey human thoughts on various perspectives. According to Ramrao, T. N. (2016) Through the use of words, literature expresses human perceptions of events, opinions, and feelings that reflect reality or facts. (Putri & Hakim, 2024).

Traditionally, films often classify their characters into two distinct categories: heroes and villains. They play an important role in the development of society because literature portrays characters and emotions. As stated in the research by Irawanti and Agustiani (2020) the function that literature plays in the evolution of society is becoming increasingly significant as feelings of happiness, success, joy, love, and self-respect are fostered by literature. (Mukhlas, Asyari, Hidayah, Kirom, & Pratama, 2023). However, in recent years, many films have started to blur the boundaries between good and evil characters, offering a more complex portrayal of morality and identity. For instance, films like "Joker" (2019) and "Breaking Bad" (2008-2013) challenge traditional notions of heroism and villainy, inviting audiences to empathize with characters who embody both light and darkness.

Character is crucial to any film because it depicts behavior by demonstrating the importance of good and bad, right and wrong. Since the audience couldn't comprehend the plot without a character, the character is the most important component of a film. Character analysis also requires characterization. (Gamelita, 2023). As stated by Monner and Rausch (1998:33) A narrative's development also benefits from great characterization because the characters' personalities have a big impact on the events that take place. (Gamelita, 2023)

13 One of the essential elements in understanding characters in a film is the movie script, which comprises the dialogue, actions, and developments within the storyline. The script serves as the foundation for character development, providing insights into their motivations, conflicts, and transformations throughout the narrative. Through movie scripts, films show how the main characters interact and face complex dilemmas and conflicts. The script not only presents a visual narrative but also the psychological nuances of characters that develop through their words and interactions. The use of language and diction plays a significant role in shaping the stigma produced in a film. Language is the main tool of communication. It connects people through words that can show people's feelings and ideas. (Yolanda & Bram, 2021)

Despite the growing complexity in character depiction, there remains a noticeable gap in the analysis of how this evolving representation influences audience perception and social norms. Characters are an essential element in films as they depict behaviors that emphasize the importance of morality, distinguishing between good and bad, right and wrong. Strong characters are crucial for enabling the audience to fully understand the storyline of the film. A film like *The Wicked* presents a tension between power, morality, and identity. Many studies still focus on films with more straightforward narratives of good versus evil. Meanwhile, script *The Wicked* introduces characters who face not only external conflicts but also more complex and ambiguous internal struggles. By featuring characters who are not entirely good or evil, this film challenges traditional moral perspectives and creates space for the audience to reflect on their own moral frameworks.

1 Addressing this gap, it is essential to understand the use of characters in the script of *The Wicked* (2024) to reveal the dynamics of morality and identity within a social context. Characters are shaped not only by internal conflicts but also by the social responsibilities surrounding them. In *The Wicked*, the identities and behaviors of the characters in *The Wicked* reflect the interaction between individuals and social pressures, where societal norms and values play a significant role in shaping who they are and how they act. Using Kohlberg's theory of moral development, this study examines how societal norms and values influence the characters' moral reasoning and identity formation. Thus, this research provides

insights not only into the dynamics of the characters in *The Wicked* but also into the broader relationship between individuals and society, highlighting how social responsibilities and moral dilemmas shape human morality and identity.

### 1.2. Identification of the Problem

Based on the background, I identified the main problem as the presence of internal and external conflicts that influence the morality and identity of individual characters. In the script of *The Wicked* (2024), the main characters, Elphaba and Glinda, struggle with their values and sense of self. The script portrays Elphaba experiencing internal conflicts due to social rejection and being faced with difficult moral choices, which shape her identity as the “Wicked Witch.”. Meanwhile Glinda is depicted as a character more aligned with societal expectations and norms, creating emotional tension between the two. This study aims to explore how morality and identity are shaped by intrinsic factors such as personal values and psychological conflicts, as well as extrinsic influences like societal pressure and cultural expectations.

### 1.3. Limitation of the Problem

Refers to identification of the problem, I limit the problem in this research as follows:

1. Through an intrinsic approach: The analysis focuses on characterization, plot, theme and setting, to explore how internal and external conflicts shape the moral and personal identities of the characters in *The Wicked* (2024) movie script.
2. Through an extrinsic approach: The analysis applies psychological particularity using Kohlberg’s theory of moral development, to examine the moral dilemmas and identity formation of the main characters, Elphaba and Glinda.

### 1.4. Formulation of the Problem

The formulation of the problem in this research is as follows:

1. How do characterization and plot in *The Wicked* (2024) movie script illustrate the internal and external conflicts shaping the moral and personal identities of the main characters?

2. How do setting and theme in *The Wicked (2024)* movie script illustrate the internal and external conflicts shaping the moral and personal identities of the main characters?
3. How do external conflicts in *The Wicked (2024)* movie script reflect the moral development of the main characters based on Kohlberg's theory?

### 1.5. Objectives of the Research

The objectives of this research are:

1. To explain how internal and external conflicts are portrayed through characterization, plot, setting, and theme in *The Wicked (2024)* movie script, focusing on their contribution to the moral and identity dynamics of Elphaba and Glinda.
2. To analyze the psychological aspects, particularly using Kohlberg's theory, that influence the moral and personal identities of Elphaba and Glinda in the movie script.
3. To explain how intrinsic and extrinsic approaches are interconnected in revealing the complexities of morality and identity in *The Wicked (2024)* movie script.

### 1.6. Benefit of the Research

The benefits of this research are:

#### 1. Theoretical Benefits

This research aims to analyze the dynamics of morality and identity depicted in *The Wicked (2024)* movie script using psychological theories, particularly Kohlberg's theory of moral development. It provides insights into how characters navigate societal expectations and personal dilemmas, enriching the discourse on character analysis in literature and film. Furthermore, this study contributes to filling the gap in existing research on how moral and identity conflicts are portrayed in modern adaptations of classic narratives, particularly in the context of film scripts.

#### 2. Practical Benefits

The results of this research have practical implications for understanding the complexity of identity and morality in contemporary

society. By exploring the struggles of Elphaba and Glinda, this research fosters a deeper awareness of the social pressures affecting individuals. It encourages audiences to reflect on their own moral dilemmas and identity formation, promoting discussions about acceptance, diversity, and the importance of personal agency.

### 1.7. Systematic Organization of the Research

The frame framework of this term paper organization. The researcher organizes it into five parts that consists five chapters, as follows:

#### CHAPTER 1 : INTRODUCTION

This chapter provides the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, benefits of the research, and systematic organization of the research.

#### CHAPTER 2 : THEORETICAL FRAMEWORK

This chapter presents the theories that form the foundation of the analysis. Consists of the theoretical approaches used, both intrinsic and extrinsic, to analyze the themes of morality and identity in the Wicked script.

#### CHAPTER 3 : RESEARCH METHODOLOGY

This chapter consist the time and location of the research, research approach and method, research object and data, data collection techniques, and data analysis techniques.

#### CHAPTER 4 :AN ANALYSIS OF MORALITY AND IDENTITY IN THE WICKED (2024) MOVIE SCRIPT

In this chapter, the researcher analyzes the characters Elphaba and Glinda, focusing on their moral and

identity dynamics. The analysis incorporates intrinsic elements such as characterization, plot, setting, and theme, as well as extrinsic psychological perspectives, particularly Kohlberg's theory of moral development.

## **CHAPTER 5 : CONCLUSION**

This chapter provides a summary of the research findings, discusses the implications of the analysis, offers suggestions for future research, and includes references and relevant appendices.

## CHAPTER 2

### THEORETICAL FRAMEWORK

In this research, I applied intrinsic and extrinsic approaches to analyze *The Wicked (2024)* movie script. The intrinsic approach focuses on elements such as characterization, plot, setting, and theme to explore how internal and external conflicts shape morality and identity. The extrinsic approach examines psychological influences on the characters, particularly using Kohlberg's theory of moral development to analyze the stages of moral reasoning and how these relate to the characters' identities and decisions. Together, these approaches provide a comprehensive framework for understanding the dynamics of morality and identity in the script.

#### 2.1. Intrinsic Approaches

To analyze this movie script, I will use the intrinsic approach, which includes characterization, setting, Theme and plot. These elements will be explained as follows:

##### 2.1.1. Characterization

Characterization refers to the process by which an author develops characters in a literary work. According to *Concise Companion to Literature* by Pickering and Hooper (1981), characterization can be analyzed through a character's physical appearance and the descriptions provided by the narrator. These are categorized as part of the telling or indirect method of characterization. Characterization can also be analyzed through the showing method, where the author allows the characters' traits to be revealed through their actions, dialogue, and interactions with others. This approach gives the audience the freedom to infer the characters' personalities and motivations based on their behavior rather than relying solely on the narrator's descriptions.

In the context of *The Wicked (2024)*, both the telling and showing methods are crucial to understanding the complexities of the characters, particularly Elphaba and Glinda. By examining their physical traits, dialogue, and interactions, this research explores how their internal and external conflicts

shape their moral decisions and identities. Through this dual approach, the analysis aims to provide a deeper understanding of the dynamic relationships and personal struggles within the narrative.

### 2.1.2. Plot

The plot of a story is a sequence of related events where one occurrence relates to or effects another. According to Concise Companion to Literature by Pickering and Hoeper (1981), plot consists of several key elements: exposition, Rising Action, climax, Falling Action and resolution. These elements work together to shape the structure of the story and drive the development of its conflicts. Readers who want to comprehend a narrative's storyline must be familiar with every aspect of it, as this will enable them to comprehend how the story starts, develops conflict, reaches a climax, and ends. Because plot analysis is an artistic arrangement of events, the authors preferred it over the other components. (Cahyono, Musyarofah, & Fadilah, 2023)

The plot of a story is commonly organized into five stages, as follows:

a. Exposition

The exposition is the first section in which the author provides pertinent background details, establishes the scene, explains the circumstances, and places the action in time. Additionally, it might introduce the characters, the conflict, or the potential for conflict.

b. Rising Action

According to Concise Companion to Literature by Pickering and Hoeper (1981), The exposition is the first section in which the author provides pertinent background details, establishes the scene, explains the circumstances, and places the action in time.

c. Climax

The climax, also known as the crisis is when the action reaches its most intense emotional point. It marks an important turning point in the story and brings about its resolution right away.

d. Falling Action

The falling action happens after the crisis or crucial moment, which causes the tension to decrease as the story moves closer to its intended conclusion.

e. Resolution

The resolution is the end of the story, It is when you discover what happens to the characters following the resolution of the battle. According to (Pickering & Hoeper, Concise Companion to Literature, 1981), The resolution is the last part of the story. It documents the resolution of a dispute and creates a new equilibrium or stability, even if it is short-term and provisional.

### 2.1.3. Setting

According to Pickering and Hoeper (Concise Companion to Literature, 1981), fictional settings serve multiple purposes simultaneously. Setting not only provides a backdrop for characters actions but also enhances the narrative's thematic depth. For instance, contrasting environments can emphasize disparities in power or societal acceptance faced by the characters. In fictional works, the setting can fulfill multiple roles at the same time. It may function to:

a) Setting as Background for Action

The setting provides a detailed background for the narrative, such as costumes, manners, events, and institutions characteristic of a particular time and place. This background establishes the impression of "life as it was." In some narratives, the setting is minimal and may be inferred from dialogue or action alone (Pickering & Hoeper, 1981).

b) Setting as A Means of Creating Appropriate Atmosphere

The setting can shape the atmosphere of the narrative, such as a cheerful, tragic, mysterious, or romantic tone. By establishing the appropriate mood, the setting prepares

readers for the events that will unfold and aligns their expectations with the story's themes.

c) Setting as A Means of Revealing-Character

The setting can also act as a symbolic or metaphorical extension of the characters. It reveals aspects of their personality, emotions, or inner struggles through the interaction between the characters and their environment.

#### 2.1.4. Theme

Theme refers to the central idea or underlying message that a literary work seeks to convey. According to Pickering and Hoepfer (Concise Companion to Literature, 1981), themes are often universal insights into human nature, society, or life, and they provide the reader with a deeper understanding of the text's purpose. Themes are not always explicitly stated but can be inferred through the actions of the characters, the progression of the plot, and the resolution of conflicts.

Theme is a key term that carries different meanings for different readers. As Pickering and Hoepfer note, a theme may represent the moral or lesson that can be drawn from the work, especially for those who view literature as a vehicle for advocacy, education, the promotion of a specific ideology, or the encouragement of proper behavior.

#### 2.2.Extrinsic approach

An extrinsic approach is applied in analyzing the movie script *The Wicked* (2024), utilizing psychological theories. This chapter delves into the historical background and theoretical foundations of psychology, psychology in literature, and Kohlberg's Theory of Moral Development, which provide a comprehensive framework for examining morality and identity within the narrative.

##### 2.2.1. Psychology of Literature

Psychology plays a significant role in literature, influencing both the writer and the reader by creating a deep connection between them. The psychology of English literature, or any other literature, will shed light on the reasons behind people's thoughts, actions, and behaviors. English

literature, or literature from any other cultural context, provides insights into the thoughts and actions of people from various historical periods. (Dar, 2022)

Literature often explores complex themes such as love, loss, and identity, which are central to psychological study. By applying psychological theories, readers can better understand how these themes manifest in characters' lives and the broader narrative. Psychological theories provide insights into character motivations, behaviors, and emotional responses. Understanding a character's psyche can deepen the reader's comprehension of their actions and relationships within the narrative. The Greek word psyche, which meaning life or breath, is where the word psychology originates. It should be evident that psychology, which is the study of psychic processes, may be used to the study of literature since Carl Jung revealed in his well-known work Psychology and Literature (1912) that the human mind is the origin of all sciences and arts. (Dar, 2022)

### 2.2.2. Kohlberg's Theory of Moral Development

As a continuation of psychological theory, in this research, I will employ Lawrence Kohlberg's theory of moral development. This theory discusses how individuals develop the ability to distinguish between right and wrong and make decisions accordingly. The use of this theory is based on the script The Wicked (2024), where moral reasoning evolves through a series of stages influenced by social interaction and cognitive growth.

According to Lawrence Kohlberg's Moral Development Theory (1971), moral development occurs in three levels: pre-conventional, conventional, and post-conventional, each consisting of two stages.

#### 1. Level I: Pre-conventional

The Pre-Conventional stage consists of two sub-stages, Stage 1 and Stage 2, which are generally associated with childhood. At this stage, moral judgment or reasoning tends to be egocentric and is rarely observed in adolescents or adults. According to Ries

(2021), individuals in this stage often engage in criminal behavior, violate laws, or act immorally, which can lead to significant conflicts with others, including in personal relationships.

#### Tahap 1: Compliance to avoid punishment orientation

At this stage, individuals make moral decisions based on the direct consequences of their actions, especially to avoid punishment. Stage 1 of the Pre-Conventional level focuses entirely on the individual's viewpoint, emphasizing their desires, needs, or interests and the ways to fulfill them. (Ries, 2021)

#### Tahap 2: Egocentric self-absorbed orientation.

At this stage, individuals begin to understand that good actions can yield rewards, so they behave well for personal gain. Stage 2 of the Pre-Conventional level remains self-centered but introduces two notable developments: a basic understanding of another person's perspective and the ability to factor it into decisions. (Ries, 2021)

### 2. Level II: Conventional

The Conventional Stage consists of two sub-stages, Stage 3 and Stage 4, which are generally associated with adolescents and adults. At this stage, individuals begin to develop their self-concept based on conventional social identity.

#### Tahap 3: Good-person, "good boy or nice girl" orientation

At this stage, individuals strive to meet the expectations of others and maintain good relationships, so that they behave well to be considered "good children". According to Ries (2021), Moral judgment in Stage 3 is characterized by concern for and adherence to stereotypical societal or group ideas regarding behavior that is considered acceptable, expected, or "right." Conformity to what society

deems "right" is driven by the need to be seen as a good person, both in one's own eyes and in the eyes of others.

#### Tahap 4: Order and authority orientation

At this stage, individuals begin to respect the law and social order, and strive to obey the rules in order to maintain the stability of society. According to Ries (2021), Stage 4 is characterized by learning to establish personal boundaries to protect oneself from manipulation by others. At this stage, individuals begin to appreciate the importance of having and following rules or laws to maintain social order.

### 3. Level III: Post-conventional

The Post-Conventional stage consists of two sub-stages, Stage 5 and Stage 6, which represent a more complex development of morality.

#### Tahap 5: Agreement or contractual orientation

At this stage, individuals begin to understand that laws and rules can be changed to reflect higher moral principles, and they strive to achieve social justice. According to Ries (2021), Moral reasoning at Stage 5 recognizes the inadequacy of reasoning at Stage 4, which is often rigid and inflexible. Individuals at Stage 5 begin to realize that rules or laws can be arbitrary and do not always apply to every situation or individual.

#### Tahap 6: Objective integrity and values orientation.

In this highest stage, individuals adhere to universal moral principles that apply to everyone, regardless of existing laws or social norms. According to Ries (2021), In stage 6 moral reasoning starts to be able to settle disputes between objective rights that are equally important and

becomes increasingly skilled at doing so in a way that is fair to all parties, regardless of subjective or personal factors.

Kohlberg argues that this moral development is hierarchical and cannot be skipped, where each stage reflects an increasingly complex and integrated pattern of thinking. (Ries, 2021)

### 2.3.Preview of Related Studies

In supporting this research, there are several studies that have similarities and differences with this research. Hereby proves the existance of research that uses same theory and approach with different object literature.

11 The first study, "An Analysis of Moral Aspect in 'Beauty and The Beast' Movie" by Inda Riani (2019), examines the moral aspects in the film Beauty and the Beast. The researcher employed Neiman's principles, dividing morality into four categories: social, individual, religious, and natural. The study found that individual morality is the most prominent aspect depicted in the film, highlighting themes such as self-awareness, parent-child relationships, and moral lessons for children. By using a qualitative approach, the study underscores how the film educates young viewers about significant moral values. While her study highlights morality in a traditional fairy tale, my research explores the moral complexities in a modern adaptation, The Wicked (2024), particularly focusing on moral identity through internal and external conflicts.

9 The second study, "The Moral Development of the Main Character Sebastian Wilder Portrayed in La La Land Movie" by Riska Fitriani et al. (2016), focuses on the character development of Sebastian Wilder in La La Land. Using Lawrence Kohlberg's moral development theory, which includes three levels and six stages, the study analyzes how Sebastian evolves morally throughout the film. From following societal norms to pursuing universal principles, Sebastian's journey reflects the progression of moral reasoning as he strives to balance personal ambition with social and professional responsibilities. Their research showcases moral reasoning in a character balancing personal ambition with societal expectations. My study differs in its focus on two main characters, Elphaba and

Glinda, analyzing how their moral growth is influenced by both individual and societal factors, as portrayed through intrinsic and extrinsic approaches.

5 The third study, "Maria's Moral Reasoning in Paulo Coelho's Eleven Minutes Viewed from Lawrence Kohlberg's Theory" by Nimatul Ulya (2015), explores the moral reasoning of Maria, the protagonist in Paulo Coelho's Eleven Minutes. Applying Kohlberg's stages of moral development, the research highlights Maria's moral dilemmas and her journey towards autonomy and universal principles. The study emphasizes how Maria navigates societal expectations and her own aspirations, providing insight into her psychological and moral growth.

6 The fourth study, "Teaching Kohlberg's Levels of Moral Development: Using Jojo Rabbit to Highlight the Journey" by Douglas W. Lyon and Mika Kusar (2022), discusses how the film Jojo Rabbit serves as a tool for teaching Kohlberg's theory of moral development. By visualizing the three levels and six stages, the study provides an engaging way for students to comprehend moral progression. The study shows how the film facilitates a deeper understanding of moral development in both educational and analytical contexts. While their research focuses on education, my study applies Kohlberg's theory directly to a literary analysis, offering insights into the narrative structure and character development in *The Wicked* (2024).

## CHAPTER 3

### RESEARCH METHOD

In this chapter contains of time and location of research, research approach and method, research object and data, data collection techniques, and data analysis techniques.

#### 3.1 Time and Location

This research was conducted at Darma Persada University located in Duren Sawit, East Jakarta. The implementation time of research starts from August 2024 and continued until January 2025. The following timeline table shows the progression in stages of putting this study into practice.

Table 3.1 Timeline of The Research

Description	Timeline Implementation					
	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025
Research for the object and theories						
Proposal Approval						
Data Collection						
Data Analyses						
Research Consulting						
Completion						

#### 3.2 Research Approach and Method

According to Creswell (2017: 35) qualitative methods are distinct from typical quantitative methods in terms of data gathering, analysis, interpretation, and report writing. Qualitative research techniques are used to characterize, investigate, and comprehend the meanings that people or groups ascribe to particular problems. These approaches offer deeper insights into how people view and interpret their experiences, making them especially helpful when examining social and

humanitarian issues. The development of questions, the gathering of comprehensive information from participants, and the inductive interpretation of the findings are important steps in the qualitative research process. In order to fully evaluate the significance of the data, researchers progress from specific findings to broad themes. According to Bogdan and Taylor (Meirinda, 2024), The process of qualitative research produces descriptive information on the individuals' writing, speech, and behavior. A more nuanced knowledge of intricate social events is made possible by qualitative research, which offers deep insights into human experiences that are not possible with more methodical, quantitative methodologies. This approach is very useful for examining subjects like morality, identity, and social relationships because of its adaptability and emphasis on participant viewpoints.

### 3.3 Research Object and Data

18 In this research, I use two types of data sources: primary and secondary. Primary  
28 data sources are directly related to the study's object and are central to the analysis. The primary data source in this research will be the movie script of *The Wicked* (2024). The script will be analyzed in depth to provide insights into the characters, dialogue, and narrative structure, which are crucial for exploring themes of morality and identity.

Secondary data sources, on the other hand, are supplementary and serve to provide additional context and theoretical grounding for the primary data. These sources are relevant to the study's discussion and will include books and journals on literary psychology to support the psychological analysis of the characters. Additionally, previous studies or theses that utilize Kohlberg's Theory of Moral Development or examine similar themes of morality and identity in literary works will be reviewed to strengthen the theoretical framework. These secondary sources are essential in interpreting the behaviors and motivations of the characters within the broader psychological and literary contexts.

### 3.4 Data Collection Technique

22 In this research, I used the library methodology for data collection. The data collection process involved the following steps:

1. Reading the movie script: I analyzed the movie script *The Wicked* (2024) by reading and studying the dialogues, plot, characters, and themes.
2. Taking notes: I noted important scenes and dialogues, focusing on aspects related to morality, identity, and social influence.
3. Reviewing related sources: After collecting the primary data from the script, I reviewed academic journals, articles, and books that explore relevant psychological theories, particularly Kohlberg's Theory of Moral Development, as well as works on literary psychology to support this analysis.

### 3.5 Data Analysis Technique

After collecting data for this research, I then analyzed the data obtained. Data analysis is an essential process in qualitative research that involves interpreting and organizing data to identify patterns or themes relevant to the research problem. Qualitative researchers employ an emergent approach, gathering data in natural settings while being sensitive to the people and environments studied. (Creswell, 2007). The process is inductive, aiming to identify patterns, themes, and meanings within the data. The final analysis should provide in-depth insights, including participant perspectives, researcher reflexivity, and comprehensive interpretations that contribute to existing literature or indicate future actions.

For this research, the data analysis technique will be guided by both intrinsic and extrinsic approaches. The intrinsic approach focuses on the text's internal elements, such as character and characterization, plot, setting, and theme. These components will be carefully analyzed to explore the development of morality and identity in the characters, particularly within the context of the film *The Wicked*. The analysis will focus on how the characters' internal conflicts, relationships, and environments shape their identities and moral decisions.

The data selected for analysis will consist of key scenes, dialogues, and character developments within the movie. These data points will be systematically analyzed to answer the research questions and offer insights into the ways *The Wicked* explores complex themes of morality and identity. The

ultimate goal of this analysis is to produce a valid and relevant understanding of the characters' moral dilemmas and identities, offering a deeper interpretation of the narrative and its broader implications.

25 Based on the research data that has been collected, the data is analyzed by the following steps:

1. Reading the Script of The Wicked Movie

The first step involves carefully reading the script of The Wicked. This will allow for a comprehensive understanding of the plot, character development, and thematic elements relevant to the analysis.

2. Identifying Moral Dilemmas and Identity Development in the Main Characters

The next step will focus on identifying the moral dilemmas faced by the main characters, as well as the development of their identities throughout the story. Particular attention will be given to their internal and external struggles, behaviors, and how they interact with the moral and social contexts in which they are placed.

8 3. Making Notes Based on the Results of the Analysis

Detailed notes will be made based on the findings from the script. This includes documenting key scenes, dialogues, and character moments that reveal important insights into the themes of morality and identity. These notes will serve as evidence to support the analysis and interpretation.

4. Explaining Morality and Identity Development Based on Evidence from the Data

The analysis will be explained in relation to the evidence gathered from the notes. This step involves connecting the behaviors and decisions of the characters to theory Kohlberg's Theory of Moral Development being applied. The goal is to demonstrate how the characters' moral choices and identity formation are influenced by internal and external factors.

5. Compiling and Drawing Conclusions After the Data has Been Analyzed

After the data has been thoroughly analyzed and explained, the researcher will compile the findings and draw conclusions. These

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conclusions will address the research problem and provide a deeper understanding of how *The Wicked* explores the themes of morality and identity, contributing new insights to the field.

## CHAPTER 4

### AN ANALYSIS OF MORALITY AND IDENTITY IN THE WICKED (2024) MOVIE SCRIPT

This chapter contains a discussion and analysis of the issues mentioned in the previous chapter. In this analysis, I will focus on the script of *The Wicked* (2024) using both intrinsic and extrinsic approaches. This chapter addresses the research problem by explaining how morality and identity are depicted in the script, particularly through the analysis of internal and external conflicts, moral dilemmas, and character development throughout the story. The analysis begins with an exploration of intrinsic elements—characterization, plot, setting, and themes—to understand their contributions to character development and the formation of morality and identity. Subsequently, extrinsic aspects are examined using Kohlberg's Theory of Moral Development to explore how moral growth and identity formation are shaped by internal struggles, societal expectations, and ethical decisions depicted in the characters.

#### 4.1. Portrayal of Characterization and Plot in Internal and External Conflicts in *The Wicked* (2024) Movie Script

In the *The Wicked* (2024) movie script, internal and external conflicts are central to the development of the story. Characterization reveals how the main characters evolve in response to both internal and external conflicts, illustrating their moral dilemmas and personal growth. The plot, in turn, develops these conflicts, presenting the circumstances and challenges that force the characters to confront and navigate these struggles.

This section will analyze how the interplay between characterization and plot effectively portrays the internal and external conflicts, shaping the characters' moral and personal identities.

##### 4.1.1. Characterization

The internal and external conflicts faced by the main characters, Elphaba and Glinda, are pivotal in shaping their journeys. These two characters represent contrasting responses to the challenges they face, and their interactions with other figures in the story further illuminate their development.

#### **4.1.1.1. Elphaba**

Elphaba is introduced as a green-skinned girl who faces immediate rejection and prejudice, even from her own father. Her green skin, a symbol of her difference, becomes a focal point of prejudice, initiating her internal conflict. This is evident in Governor Thropp's exclamation

As Mrs. Thropp sees her baby, the script reveals that the baby is green. Dulcibear lovingly swaddles the baby, but Governor Thropp's reaction is one of betrayal, setting the stage for Elphaba's lifelong quest for self-worth and morality. Her resilience is revealed in moments like her defiant statement:

This showcases her refusal to bow to societal judgment and her determination to embrace her identity despite the discrimination she faces. Like how Elphaba defended Professor Dillamond in the classroom.

In her dialogue with Glinda, Elphaba demonstrates her courage in challenging narrow-minded and self-centered views. She does not hesitate to voice her dissatisfaction with Glinda's self-absorbed attitude, revealing her deeper understanding of injustice and difference, as well as her bravery in addressing these issues. Elphaba grapples with a profound internal conflict between her desire for acceptance and her strong sense of justice. Feeling alienated from society, she is driven to fight for truth and stand against injustice. This internal tension shapes her character and continues to develop throughout the story.

Elphaba's use of her abilities, which she first views as a curse but subsequently accepts as a way to fight structural inequalities, further illuminates her moral journey. The conflict between her natural sense of justice and society's expectations is reflected in her changing identity. When she confronts the Wizard and discovers the corruption behind his rule, it marks a turning point in her journey.

#### **4.1.1.2. Glinda**

In the opening scene at Shiz University, Glinda, known as "Galinda," is introduced in a striking manner. She confidently walks through the university gates, wearing a Shiz University blazer that she has uniquely and stylishly modified. Her bold appearance, coupled with the pink suitcases surrounding her, creates the impression of a lively and self-assured character.

Glinda adopts a bold and fashionable style, reflecting her strong concern for her appearance and how others perceive her. The blazer she wears is not merely an article of clothing but also a symbol of the identity she wishes to project to the world. This highlights the superficial nature of the popularity she seeks, where others' judgments play a significant role in shaping her sense of self. As Glinda walks through the crowd, her smile and friendly demeanor reveal that she is accustomed to attention and recognition. The positive reactions from students and parents around her affirm her high social status. However, these interactions also suggest that she might be more focused on her public image than on building deeper and more authentic relationships.

Furthermore, Glinda's first meeting with Elphaba is also the beginning of the introduction of Glinda's character. Glinda is the embodiment of society in general. When facing a difference.

Glinda's shocked reaction reflects her initial inability to accept differences. She is stunned by Elphaba's "green" appearance, which symbolizes abnormality in the eyes of society. This suggests that, despite her cheerful and confident personality, Glinda is still influenced by social norms that view differences as strange or intimidating.

The dialogue between Glinda and Elphaba highlights the initial tension in their relationship. When Glinda finally says, "But... you're... green," it reveals her superficial perception of identity. She is not only surprised by Elphaba's appearance but also by the challenge it poses to the norms she has internalized. This reaction reflects Glinda's uncertainty about how to interact with someone so different, marking the starting point of her journey toward understanding and embracing diversity.

However, as the story progresses, Glinda begins to show a shift in her attitude toward Elphaba. In a more intimate moment, when Elphaba opens up about her past and the guilt she carries, Glinda listens attentively. This statement shows that Glinda is beginning to see Elphaba in a deeper light, realizing that Elphaba is still trapped in the belief that she is responsible for the tragedy. Glinda attempts to offer a more positive perspective and support Elphaba.

Then, Glinda continues with:

This statement indicates that Glinda is trying to help Elphaba release her emotional burden, even though she may not fully understand the depth of the pain Elphaba is experiencing. Glinda is making an effort to offer support and show that she cares.

#### **4.1.2. Plot**

According to Pickering and Hooper, the plot of a work of fiction refers to the deliberately arranged series of interrelated events that form the basic narrative structure of a film. The plot is organized into five series: exposition, complication, crisis, falling action, and resolution. In this study, I'll discuss about the Wicked movie's plot, which connects narratives of multiple characters to examine moral complexity, acceptance, and identity. The story highlights the tension between good and evil, the value of friendship and understanding, and the characters' fights against social conventions and expectations. I'll use passages from the movie's script to demonstrate the relationships between the characters' travels and to highlight the major moments and character arcs that influence the story.

##### **4.1.2.1 Exposition**

The world of Oz, a place filled with conflict, social injustice, and warped moral standards, is introduced in the first scene in the script for *The Wicked* (2024). Elphaba Thropp, a green-skinned girl born into a world that rejects her, is introduced at the beginning of the novel.

This reaction represents a profound stigma that Elphaba will face throughout her life. From that point on, various tensions arise, leading to internal conflicts. For instance, the script introduces an important aspect of Elphaba's character: her extraordinary abilities and the initial conflicts in her life, namely, the rejection she faces and the reactions of those around her. This includes her father, who grows angry once again, as depicted in the script

This section reveals a deeper background to the conflict. Beyond the stigma surrounding Elphaba's green skin, she also demonstrates magical powers that set her apart from others. While defending her sister, Nessa, from children who bully

her, Elphaba unconsciously uses her powers to punish the children attempting to harm them. This act triggers a negative reaction from her father. It also serves as an exploration of Elphaba's internal conflict, as she grapples with accepting herself as an individual who is different while facing constant external pressure that perceives her as something alien to society.

At Shiz University, Elphaba meets Glinda, another main character with a personality vastly different from hers. Glinda is a popular girl who embodies social perfection in OZ. The stark differences in their backgrounds and personalities become the source of conflict. A pivotal moment in the script that clearly highlights the differences between these two main characters is:

In this moment, Glinda proudly displays her goodness in front of others, as if it is something to be highly admired according to societal norms. Meanwhile, Elphaba directly criticizes her, showcasing her sharp intelligence and indifference to social judgment. This interaction illustrates a central theme of the script of *The Wicked* (2024), where the initial firmness of the characters sets the stage for the story's dynamics—struggling against stereotypes and discovering one's true value within the characters of the script.

#### **4.1.2.2. Rising Action**

In the script of *The Wicked* (2024), the Rising Action begins with the escalating tension between the two main characters, Elphaba and Glinda, who each face significant challenges in their lives. Elphaba struggles with discrimination and rejection due to her differences, especially at Shiz University, while Glinda is caught in a dilemma between wanting to be accepted by society and continuing to support Elphaba.

After the introduction of the characters and background, complications begin to arise when Elphaba and Glinda interact at Shiz University. Glinda, who becomes the center of attention due to being well-accepted and popular at Shiz University, and Elphaba, who stands out because of her green skin, continue to be in the spotlight. This culminates in a misunderstanding when Glinda is forced to share a room with Elphaba, leading to a complex relationship between them. Glinda initially appears to accept Elphaba's presence, though it's partly motivated by her

desire to gain favor with Madam Morrible. Tension becomes palpable in a moment in their shared room, when:

This conversation reveals a deeper tension between the two. Galinda believes that the way her name is pronounced is important, while Elphaba sharply criticizes Galinda's attitude, pointing out how she focuses on such trivial matters. This highlights how Elphaba places more emphasis on the differences and the mismatch between the world around her and herself, while Galinda is more focused on superficial concerns.

At one point, the tension begins to ease as the two engage in a more personal conversation. For instance, in the moment when Elphaba and Glinda sing "What is This Feeling", the song indirectly reveals their mutual dislike, which gradually evolves into an acknowledgment of their differences. Although they initially despise each other, this interaction sets the stage for the transformation of their relationship in the future.

However, their conflict remains unresolved. While Glinda continues to conform to social norms to maintain her status, Elphaba increasingly stands out as someone unafraid to challenge injustice. This attitude is made clear when she defends Professor Dillamond, the only professor who does not treat Elphaba with discrimination..Subsequently, there is a conversation in class where Elphaba expresses her displeasure with how differences are treated. For instance, this is evident when Professor Dillamond mispronounces Glinda's name, highlighting a subtle moment of tension regarding individuality and acceptance.

This conversation reveals a deeper tension between the two. Glinda considers the correct pronunciation of her name to be of great importance, while Elphaba sharply criticizes Glinda's attitude, perceiving it as an undue focus on trivial matters. This contrast underscores Elphaba's emphasis on the deeper issues of difference and the dissonance between herself and the world around her, while Glinda remains more concerned with superficial aspects.

In the context of the Rising Action, Galinda's interaction with Boq adds another dimension to the existing tension. In this conversation, Boq expresses his hope to dance with Galinda, revealing his admiration and respect for her.

Boq's statement reflects his sincerity and hope of earning Galinda's attention. However, Galinda, aware of the social dynamics around her, quickly shifts her focus to Nessa, Elphaba's sister who is confined to a wheelchair. This highlights Galinda's manipulative nature, as she seeks to garner attention and recognition from those around her by appearing considerate and inclusive.

In this conversation, Galinda exhibits a seemingly altruistic nature, but in reality, she leverages Nessa's situation to elevate her social status. She persuades Boq to invite Nessa to dance, not out of genuine concern, but to project herself as a kind and considerate person in the eyes of others. Boq, eager to please Galinda, agrees to invite Nessa. This demonstrates Boq's kind-heartedness while also highlighting how Galinda manipulates the situation to achieve her goals.

Galinda's reaction to Boq agreeing to approach Nessa further reveals how much she values Boq's attention and sacrifices, even though she doesn't genuinely care for Nessa. This dynamic creates tension in their relationship and underscores how Galinda often uses others as tools to serve her own ambitions.

Through this interaction, we witness Galinda's character growth. Although she remains trapped in her desire to be accepted and recognized by others, her manipulative actions also reveal an underlying vulnerability and uncertainty in her personality. She attempts to build a positive image in front of Boq and her peers, but at the same time, she starts to realize that such actions do not always reflect genuine kindness.

Galinda struggles between her desire for popularity and her wish to form a deeper bond with Elphaba. A pivotal moment arises when she sees Elphaba at the party wearing the hat Galinda had given her, which becomes a subject of ridicule among their peers. Witnessing this, Galinda experiences internal conflict as she realizes Elphaba had helped her gain the opportunity to learn from Madam Morrible. This leads Galinda to recognize that something is amiss and prompts her to join Elphaba in her dance as a gesture of solidarity.

This moment marks the beginning of their evolving friendship. When Galinda continues dancing in Elphaba's unique style, it becomes a significant turning point, indicating that she is beginning to open herself up to a more genuine

friendship. Despite still being influenced by the opinions of her friends, this step demonstrates her effort to rise above the social constraints she once adhered to.

Following the event, Elphaba and Galinda engage in a heartfelt conversation, sharing personal secrets and deepening their bond. This moment in *\*The Wicked\** (2024) is crucial for the character development of both Elphaba and Galinda. Through this exchange, we see the emotional depth of Elphaba, particularly how her guilt and self-perception shape her worldview. However, even if she is still impacted by social conventions, Galinda starts to show signs of character development by attempting to comprehend and stand by Elphaba.

Galinda begins to view Elphaba as a useful friend rather than just someone who is different, and this scene marks a turning point in their relationship. It establishes the framework for their developing friendship as well as the story's future character and narrative growth.

### **Elphaba's Encounter with The Wizard of Oz**

Elphaba's meeting with the Wizard of Oz marks a critical turning point in *The Wicked* (2024). Initially filled with hope and excitement, Elphaba sees this encounter as an opportunity to achieve her ambitions and make a meaningful change in Oz. The Wizard, with his charismatic demeanor, appears welcoming and supportive, creating an illusion of trust and shared goals.

However, as the truth unfolds, Elphaba discovers the Wizard's sinister role as the orchestrator of systemic oppression and manipulation in Oz. This betrayal shatters her trust and forces her to confront a painful reality. The interaction challenges Elphaba with a monumental decision: to align herself with the Wizard and gain influence or to stand against him in defense of her moral principles.

In this conversation, we observe a key moment where Elphaba realizes the Wizard's role in the oppression of creatures in Oz. It is here that Elphaba begins to understand the complexity of power and the injustice surrounding her. Despite Morrible's attempts to justify their actions under the guise of security, this reveals how power often employs rhetoric to conceal acts of oppression. Morrible's statement reflects her inability to see the negative impact of the policies being

implemented, highlighting the theme of deception that often accompanies power. Elphaba realizes that Morrible, who was supposed to be her mentor and supporter, is actually involved in the sinister plan. This adds an emotional layer to Elphaba's character, as she feels betrayed by the very people who were meant to help her.

#### **4.1.2.3 Climax**

In *The Wicked* (2024), the climax occurs when Elphaba, who has fought for truth and justice, faces a situation that determines her fate. This moment is the emotional peak of the story, where she must make a crucial decision that impacts her morality and identity. The action Elphaba takes at this point leads to a major confrontation, possibly involving betrayal or a great sacrifice.

This part is an emotional and transformative climax for both main characters. In this dialogue, there is a significant shift in the relationship and understanding between Elphaba and Glinda. Glinda, who remains tied to social norms and continues to try convincing Elphaba to follow the path alongside the Wizard, reflects her personality as someone who often strives to conform to societal expectations. However, Elphaba firmly rejects the offer. She realizes that her previous desires no longer align with the values and beliefs she holds now. Elphaba's rejection marks an important step in her character's journey. She begins to let go of unrealistic expectations and accept herself as she truly is.

Elphaba's statement, "I'm not that Girl" (*The Wicked*, 2024: 117), affirms that she has reached a deeper understanding of herself. She no longer seeks to be someone others expect her to be but chooses to embrace her true self, even if it means refusing the Wizard's offer of power and recognition. This moment highlights Elphaba's courage in defying external expectations and setting her own path, which becomes the core of her character's transformation. The song that Elphaba sings also mirrors her transformation. Elphaba realizes that she must take control of her own life. This marks a moment of liberation for Elphaba as she breaks free from the expectations and pressures of others, including the Wizard.

The climax in this script not only highlights the themes of liberation and identity but also significantly impacts the relationships between Elphaba, Glinda, and other characters in the subsequent parts of the story. Elphaba's decision to reject

oppressive power becomes a pivotal turning point in the narrative, setting the stage for the resolution of the conflicts to come.

#### 4.1.2.4 Falling Action

The falling action in movie script *The Wicked* (2024) begins after Elphaba makes the pivotal decision to fly and reject the Wizard's power. This moment marks the transition from high tension to the unfolding consequences of Elphaba's choices. Elphaba discovers her destiny when the broom flies into her hand, symbolizing her strength and identity as a witch.

This moment not only highlights Elphaba's discovery of her identity but also explores the dynamics between Elphaba and Glinda. When Elphaba invites Glinda to fly with her, we witness the shared hopes and dreams they once envisioned together. However, Glinda realizes she cannot join Elphaba, creating a deeply emotional and poignant moment. Despite this, Glinda offers her support to Elphaba by giving her the drape, symbolizing solidarity and their enduring bond.

This demonstrates Glinda's support and affection for Elphaba, even though they are on different paths. As Elphaba dons the drape and becomes the "Wicked Witch of the West," we witness a visual and symbolic transformation. She embraces her new identity and prepares to face the world with newfound determination and strength.

#### 4.1.2.5 Resolution

The resolution is the part of the story where the main conflict is resolved, and the narrative brings the audience to a conclusion. In *\*The Wicked\**, the resolution occurs in the final scenes, showing how the story reaches an emotional closure. Elphaba flies and claims her power. This is the moment when all the conflicts that have been built up begin to find resolution. Elphaba soars high in the sky, celebrating her freedom and refusing to be brought down by anyone. This is a symbol of liberation and self-acceptance.

The Ozians view Elphaba with fear and hatred, but Elphaba no longer cares about their judgment. She has discovered her own power and will not let others define who she is.

This shows how society is slow to form their views of Elphaba, but she is no longer influenced by those judgments. Elphaba ultimately accepts her identity

as the "Wicked Witch," and she no longer feels alienated. She embraces her power and is ready to face the consequences of her choices. In her self-acceptance, Elphaba becomes a symbol of resistance against society's judgments and expectations, while Glinda, despite being forced to part ways, remains an important part of Elphaba's journey. This creates a complex dynamic between the two, which will continue to influence the story going forward. Elphaba's decision to fly and refuse to be brought down becomes a key moment marking freedom and power, setting the stage for greater conflicts in the land of Oz.

## **4.2. Portrayal of Setting and theme in Internal and External Conflicts in The Wicked (2024) Movie Script**

In *The Wicked* (2024) movie script, the setting and theme play key roles in illustrating both internal and external conflicts faced by the main characters. The setting, with its distinct environments and social context, provides a backdrop that influences the characters' decisions and interactions. It presents external conflicts that stem from societal norms, power structures, and interpersonal relationships, which challenge the characters' personal beliefs and values.

### **4.2.1. Setting**

According to Pickering and Hoepfer (*Concise Companion to Literature*, 1981), the setting in fiction serves multiple purposes simultaneously. It adds to the story's thematic complexity in addition to serving as the setting for the characters' actions. The location of *The Wicked* (2024) is crucial in illustrating the psychological and external struggles that Elphaba and Glinda, the major characters, encounter as well as in establishing an environment that facilitates the plot's progression.

#### **4.2.1.1. Setting as Background for Action**

The setting in *The Wicked* (2024) provides a detailed backdrop for the narrative, including visual elements such as costumes, etiquette, events, and institutions that are characteristic of a specific time and place. This background shapes the depiction of the social and political environment in which the characters operate.

#### **Shiz University**

The setting at Shiz University provides a rich backdrop for the narrative, creating an academic atmosphere filled with hope and ambition. The grand arched gates and the cheerful ambiance create the impression that this is a place where dreams can come true.

### **Emerald City**

The setting in Emerald City provides a rich backdrop for the narrative, creating an atmosphere of hope and ambition. When Elphaba and Glinda arrive in this magnificent city, the cheerful and vibrant ambiance gives the impression that this is a place where dreams can come true.

The lyrics in this moment create an optimistic and hopeful atmosphere, as if every corner of the city offers new opportunities. When Elphaba and Glinda step out of the train, they are mesmerized by the "sparkling, glorious Downtown," signifying that they are entering a world full of possibilities. The lively and dynamic atmosphere is also depicted, where people appear happy and enthusiastic. This creates a backdrop that contrasts with Elphaba's previous experiences, which were filled with rejection and loneliness. In Emerald City, they witness a picture of a successful and diverse society, reflecting their hopes for acceptance and appreciation.

This statement emphasizes the theme of acceptance and identity, where the setting creates hope for the characters to find their place in the world. In Emerald City, Elphaba and Glinda see examples of successful women who can inspire them, creating an atmosphere that supports their search for identity. Thus, the setting in Emerald City plays a crucial role in *The Wicked* (2024) script's overarching themes of acceptance, identity, and ambition. The setting in *The Wicked* not only functions as a backdrop but also as an integral element in revealing the themes and conflicts present in the story.

#### **4.2.1.2. Setting as A Means of Creating Appropriate Atmosphere**

The setting of Emerald City in the script exemplifies an atmosphere filled with hope and ambition, strongly supporting the themes of acceptance and identity in Script *The Wicked*. When Elphaba and Glinda arrive in this magnificent city, the

cheerful and vibrant ambiance creates the impression that this is a place where dreams can come true.

Elphaba and Glinda's appreciation of the city's splendor and beauty is shown in this conversation, which also represents their desire to find a place where they can be who they really are.

In addition to physically facing the Wizard, Elphaba and Glinda are also facing the repressive and unfair system he stands for when they enter the Wizard's Palace Throne Room. The audience's comprehension of the main characters' internal and exterior struggles is enhanced by this location.

The setting of the Wizard's Palace – Throne Room creates a tense and intimidating atmosphere that strongly supports the themes of power, oppression, and injustice in *The Wicked*. When Elphaba and Glinda enter this space, the dark and foreboding ambiance reflects the conflict they face. The description of "AN ENORMOUS HEAD, ON A THRONE, looms over them" conveys a sense of dominance and frightening authority. The Wizard's massive and intimidating head symbolizes not only physical power but also the control and oppression he wields over Oz.

This atmosphere makes Elphaba and Glinda feel small and threatened, generating profound tension. The stark contrast between this setting and their earlier experience in Emerald City—where they were filled with hope and excitement—further emphasizes the emotional shift. The script skillfully creates an atmosphere that reflects the tension, uncertainty, and hardships of the main characters by utilizing a gloomy and foreboding location. The audience's comprehension of Elphaba and Glinda's emotional and psychological journey as they challenge tyrannical power is enhanced by this environment.

#### **4.2.1.3. Setting as A Means of Revealing-Character**

According to Pickering and Hoeper, The reader learns more about a character and their mental state at work from how they view and respond to the environment than from the actual setting itself. This is known as setting as a means of character revelation.

The description "Pink suitcases of every size and shape hit the ground" indicates that Galinda is a confident and stylish character. These colorful suitcases symbolize the hopes and dreams of a new student, creating an optimistic and inclusive atmosphere. Galinda's appearance, with a Shiz University blazer she has modified into a more fashionable version, reflects her desire to be accepted and recognized in her new environment.

Additionally, the phrase "She's flanked by her ADORING PARENTS" adds an element of support and acknowledgment from her family, creating a positive atmosphere that shows Galinda grew up in a nurturing and appreciative environment. This setting effectively reveals that Galinda is a highly social character, oriented towards acceptance, and ambitious in her efforts to stand out in a competitive environment.

#### **4.2.2. Theme**

Theme refers to the central idea or underlying message that a literary work seeks to convey. According to Pickering and Hoepfer (Concise Companion to Literature, 1981), themes are often universal insights into human nature, society, or life, and they provide the reader with a deeper understanding of the text's purpose. Themes are not always explicitly stated but can be inferred through the actions of the characters, the progression of the plot, and the resolution of conflicts. In the context of *The Wicked* (2024), the themes of acceptance, identity, power, and oppression reflect universal insights into societal structures and individual struggles. These themes emerge through the moral dilemmas and transformative journeys of the main characters, Elphaba and Glinda.

Theme is a key term that carries different meanings for different readers. As Pickering and Hoepfer note, a theme may represent the moral or lesson that can be drawn from the work, especially for those who view literature as a vehicle for advocacy, education, the promotion of a specific ideology, or the encouragement of proper behavior. "Themes in literature, as noted by Pickering and Hoepfer, often provide insights into human nature. In *The Wicked*, the characters' progression through the narrative themes aligns with Kohlberg's stages of moral development, illustrating their evolving understanding of justice and identity."

### 4.3. Ekstrinsik analysis of the Main Characters Based on Kohlberg's Theory

There are three concepts in this theory, which is Pre-conventional level, Conventional level, and Post-Conventional:

#### 4.3.1. Pre-Conventional Level

In the script of *The Wicked* (2024), moral development is related to justice and societal expectations. The main character forms the development of the main character which can be analyzed through Lawrence Kohlberg's theory of moral development. At the Pre-Conventional level, according to Kohlberg (1971), the Pre-Conventional character level is at the stage of focusing on self-interest and avoiding punishment. Pre-conventional Stages 1 and 2 are typically associated with childhood. As a result, neither most adults nor teenagers typically exhibit this degree of moral judgment or reasoning. Pre-conventional adolescents and adults in Stages 1 and 2 commonly act in ways that are illegal, immoral, or criminal, which leads to serious interpersonal conflict. (Ries, 2021)

#### Stage 1: Obedience to Avoid Punishment

At Stage 1 of the Pre-Conventional level, the moral reasoning is centered around obedience and avoiding punishment. This is evident in Glinda's behavior throughout the story, where she is deeply influenced by the views of others and prioritizes maintaining her social status over personal connections. Early in the script, Glinda feels pressure to distance herself from Elphaba due to the social stigma surrounding her.

For example, Glinda hesitates to fully acknowledge her friendship with Elphaba when she says

Glinda's statement in acknowledging her friendship with Elphaba indicates her discomfort because Elphaba at that time was someone who was isolated and hated by the community. He felt pressured not to show his support for Elphaba for fear of social consequences, such as negative judgments from the community. This quote shows that Glinda at this stage is more focused on how her actions and life choices will affect her social status. He seeks to avoid social punishment and maintain his image in the eyes of others, which reflects a moral orientation that focuses on obedience to avoid punishment. In this context, Glinda does not consider

deeper moral values, but rather how she will be viewed by others if she admits her close relationship with Elphaba. This behavior demonstrates a moral orientation focused on obedience to social expectations, rather than a deeper moral consideration of friendship or loyalty.

Similarly, Elphaba's actions at this stage reveal her struggle to cope with the judgment and rejection she faces due to her physical appearance. When Elphaba drove her sister to the University, she was in the middle of the crowd and felt the gazes of the people around her. Glinda who asked herself was green and she says:

This statement reflects Elphaba's discomfort and frustration with the judgment she receives from others. Elphaba is attempting to explain herself in a way that minimizes the judgment she anticipates from others. She strives to cope with this stressful situation by showing a courageous attitude, but at the same time, she also tries to avoid questions and comments that may be hurtful.

This quote suggests that Elphaba, despite trying to appear confident, is still affected by the fear of negative judgment from society. He felt the need to defend himself and explain unusual circumstances about him, which reflected a moral orientation that focused on obedience to avoid punishment. In this context, Elphaba seeks to avoid the social consequences of rejection and the stigma she faces as a different person.

Both Glinda and Elphaba's actions at this stage exemplify Kohlberg's Stage 1, where their behaviors are motivated by the desire to avoid punishment or negative consequences from society. Glinda seeks to protect her social image, while Elphaba, despite her courage, remains anxious about societal rejection.

### **Stage 2: Self-Interest and Negotiation**

Furthermore, in the pre-conventional stage, there is a part of stage 2, according to (Ries, 2021), Stage 2 of the Pre-Conventional level remains self-centered but introduces two notable developments: a basic understanding of another person's perspective and the ability to factor it into decisions. Dalam script *The Wicked 2024*. This stage is marked by negotiation and compromise, as seen in Glinda's attempts to gain personal advantages.

In *The Wicked* (2024), an example of this stage occurs when Glinda attempts to negotiate with Elphaba to gain a favor for herself..

12 In the *The Wicked* (2024) script, this scene demonstrates how Glinda's actions reflect the characteristics of Stage 2 in Kohlberg's Pre-Conventional level of moral development. At this stage, while behavior remains self-centered, individuals develop a basic understanding of others' perspectives and the ability to incorporate them into their decisions.

In this scene, Glinda attempts to negotiate with Elphaba to gain a personal benefit—a recommendation to Madame Morrible. By doing so, she displays an effort to understand and influence Elphaba's emotions and needs. Statements such as *"I asked really nicely"* and *"I saved you a drawer"* highlight her use of negotiation and compromise to achieve her own goals. This reflects Glinda's growing awareness of the importance of social interactions while still being motivated by self-interest. Elphaba's reaction, however, showcases resistance to Glinda's pressure and reveals deeper internal conflict. Her refusal to cooperate indicates a lack of trust and emphasizes the strain in their relationship. This tension becomes a significant factor in the moral and identity development of both characters as the story progresses.

Overall, this analysis shows that both Elphaba and Glinda operate at the pre-conventional stage, where their moral decisions are primarily influenced by fear of punishment and social judgment. Glinda focuses on maintaining her social status and acceptance, while Elphaba struggles with rejection and societal expectations. These external conflicts shape their interactions with each other and the world around them, laying the foundation for their moral growth in later stages of development

#### 4.3.2. Conventional Level

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2 Level II of Kohlberg's theory of moral development, known as the conventional level, includes two stages: stage 3 (Orientation to "Good" or "Good Child") and stage 4 (Orientation to Order and Authority). At this level, individuals begin to understand the importance of social norms and seek to be accepted in the group. They tend to make moral decisions based on the expectations of others and seek to maintain good relationships with those around them. In the context of *The*

Wicked, both Elphaba and Glinda experience external conflicts that encourage them to adapt to social norms and consider the impact of their actions on others. Through their journey, we can see how they transitioned from a more selfish mindset to a more complex understanding of morality and justice.

### **Stage 3 : Good-person, “good boy or nice girl” orientation**

#### **Elphaba: Struggling to Meet Expectations**

At Stage 3, individuals seek approval from others and conform to expected social behaviors. According to Ries (2021), People in Stage 3 are more likely to put other people's needs ahead of their own, sacrifice themselves, and try to fit in with society's expectations. They want to be known by someone else, even if they don't completely comprehend what that means. Elphaba's adherence to Stage 3 morality is evident in her relationship with her father, Governor Thropp. Despite her independent nature, she tries to fulfill his expectations, especially regarding her responsibility toward Nessa. The following dialogue illustrates this dynamic

This part of the script shows a shift towards the conventional stage when Elphaba interacts with his father. When he saw Nessa leave and felt a mixture of happiness and sadness, he tried to fulfill his father's expectations. And realize his responsibility to others, especially to his younger brother. Although she feels pressured by her father's orders, she strives to do what is considered right in the context of her family. This reflects her need for approval and her desire to be seen as a "good daughter," aligning with Stage 3's emphasis on interpersonal relationships.

#### **Glinda: Seeking Social Acceptance**

Glinda who has maintained her social image since the beginning and looks very much like the real hope of the people. In her first meeting with Elphaba, Glinda revealed her intention to major in magic and said:

In this script, it can be seen that he wants to be recognized and accepted, and shows that he wants to contribute in a way that is considered good by others. Glinda strives to show that she cares about the problem at hand and is willing to help, which reflects the "good boy" orientation.

In this context, Glinda strives to meet the expectations of others, especially when it comes to her role as a witch. She wants to be seen as someone who contributes positively and is recognized by her friends. Her actions are driven by a desire to maintain good relationships and gain social acceptance, although she also begins to feel pressure to meet those expectations.

Both Elphaba and Glinda conform to Stage 3 morality by making decisions that reinforce their desired social identities—Elphaba as a dutiful daughter and Glinda as an admired figure in her community.

#### **Stage 4 : Order and authority orientation**

At Stage 4, individuals begin to recognize the importance of rules, laws, and social order. Their moral choices are based on a sense of duty and a belief that societal structures must be upheld. According to Ries (2021), Moral reasoning at Stage 4 relies on rules and laws to create order, but individuals at this stage have not yet developed the ability to formulate the ethical principles underlying those rules. They tend to view rules as rigid guidelines without considering different contexts or situations.

In this part of script *The Wicked*, we see a shift in moral reasoning for both Elphaba and Glinda, aligning with Stage 4 (Authority and Social Order Orientation) of Kohlberg's moral development theory. At this stage, individuals are increasingly concerned with maintaining law, order, and social systems, as well as respecting authority

Elphaba begins to exhibit traits of Stage 4 when she starts to question the actions of authority figures and feels responsible for social justice. In a key moment, she becomes suspicious of the Wizard's plan to create a surveillance force for "seditious Animal activity." Elphaba's reaction, filled with skepticism and curiosity, shows that she no longer blindly follows orders but instead critically evaluates whether such actions are morally just or not.

Her questioning reflects her growing awareness of social justice, as she starts to challenge the authority and examine the consequences of maintaining the established order. This is a significant shift from the earlier stages where her actions were largely driven by personal relationships and direct orders.

On the other hand, Glinda also moves into Stage 4 as she begins to consider the impact of authority and order on her decisions. Throughout the story, Glinda has been concerned with maintaining her social image and conforming to the expectations of others. However, in this stage, she begins to experience tension between playing her societal role and her internal moral beliefs. While Glinda still tends to support authority figures like the Wizard, her thoughts start to evolve, and she begins to question whether their actions align with what she truly believes is just.

Both characters demonstrate a shift from a more self-serving mindset to one that seeks to maintain social order and align with what is morally right within the greater structure of society. They begin to evaluate the broader implications of their actions, considering not only their personal needs but also the well-being of others and the overall societal structure. This marks their transition into Stage 4, where maintaining social order and justice becomes a more significant focus in their moral development.

#### 4.3.3. Post Conventional Level

The post-conventional level in Kohlberg's theory of moral development includes two stages: stage 5 (Orientation to Rights and Principles) and stage 6 (Orientation to Universal Ethical Principles). At this level, individuals begin to develop higher moral principles and often criticize and challenge the existing social order. In *The Wicked*, both Elphaba and Glinda undergo significant moral transformations, reflecting their journey towards a deeper understanding of justice and ethics.

#### **Stage 5 : Agreement or contractual orientation**

According to Ries (2021), At Stage 5, individuals begin to understand that there are philosophical principles underlying certain rules or laws. They no longer follow rules blindly but start to consider the reasons behind them. This creates an awareness that rights are not just concrete beliefs, but also a more abstract understanding of the reasons behind contracts, agreements, and promises.

As a part script *The Wicked* (2024), this is pivotal moment when Elphaba's decision to refuse the Wizard's offer, despite its apparent fulfillment of her earlier ambitions, reflects a shift toward a higher moral reasoning.

By saying "I'm not that girl," Elphaba recognizes that her true self is not aligned with the superficial success promised by the Wizard or society. This decision reflects her commitment to principles of authenticity, justice, and self-determination, rejecting the conformity that would require her to suppress her identity. Elphaba's choice represents a deeper understanding of morality, where individual rights and personal truth take precedence over external rewards or societal acceptance. In rejecting what she once desired, she challenges the existing social order and affirms her commitment to her own ethical beliefs, marking her transition to Stage 5, where decisions are grounded in universal principles, regardless of societal expectations or the desire for approval.

## **Stage 6 : Objective integrity and values orientation**

In Kohlberg's theory of moral development, Stage 6—Orientation to Universal Ethical Principles—is characterized by the application of universal moral principles that transcend social conventions and laws. At this stage, individuals make moral decisions based on deeply held ethical values, such as justice, equality, and human dignity, regardless of the consequences or societal norms.

### **Elphaba's Moral Integrity**

Elphaba's choice to turn down the Wizard's offer in spite of the consequences to herself and the expectations of society signals a dramatic change to Stage 6 in Script *The Wicked* 2024. In a crucial sequence, Elphaba declares her reluctance to accept the Wizard's position of authority and prestige, opting instead to follow her moral principles, which are consistent with justice and equity. Her decision is driven by her dedication to global ideals, especially the struggle for equality and the rights of underprivileged people, rather than by self-interest.

This moment is exemplified when Elphaba sings, "I'm not that girl" (*The Wicked*, 2024: 116). Her rejection of societal expectations, represented by the Wizard's offer, highlights her deepened understanding of moral integrity. Elphaba's

refusal to conform reflects her adherence to universal ethical principles, prioritizing her own values over external validation or societal approval.

### Glinda's Moral Transformation

Glinda also undergoes a significant moral transformation throughout the story. While she initially acts in accordance with social norms and expectations, by the end of the narrative, she begins to adopt universal ethical principles. This shift is evident in her conversation with Elphaba during their farewell scene, where she expresses her genuine desire for Elphaba's happiness despite their differences. Glinda says, "I hope you're happy now that you're choosing this... I hope it brings you bliss... I hope you're happy in the end, I hope you're happy, my friend" (The Wicked, 2024: 117).

Glinda acknowledges that Elphaba must follow her own path, even if it means deviating from social norms and expectations, and her remarks demonstrate her acceptance and respect for Elphaba's choice. In this instance, Glinda exhibits her moral maturity by putting Elphaba's welfare and autonomy ahead of social pressure, demonstrating her dedication to the universal values of friendship, fairness, and happiness.

## CHAPTER 5

### CONCLUSION

5 This research explores the dynamics of morality and identity in The Wicked (2024) movie script using intrinsic and extrinsic approaches, guided by Kohlberg's theory of moral development. The study aims to explore the previously identified research questions, particularly the ways in which the script uses characterisation, setting, storyline, and theme to depict moral and identity dynamics. 3 The three stages of moral development identified by Kohlberg—pre-conventional, conventional, and post-conventional—are also examined in relation to the main characters, Elphaba and Glinda. Iya

The intrinsic approach is employed to analyze the characters, plot, setting, and themes depicted in The Wicked script. These elements provide a profound understanding of how internal and external conflicts shape the characters' development. The findings reveal how Elphaba and Glinda face internal conflicts and societal pressures, which significantly influence their moral growth and evolving identities. A key point highlighted in the script is how social pressure shapes a character. Elphaba, burdened by internal conflict due to her unconventional appearance, is consistently pressured by society, which casts her as the "wicked witch." Meanwhile, Glinda, who represents the opposite of Elphaba and meets societal expectations, also faces external pressures. She struggles with the internal conflict of maintaining a friendship with Elphaba, who is stigmatized by society.

The study uncovers that the moral dynamics in The Wicked reflect the complexity of resisting social pressures. Social pressure heavily influences how Elphaba is perceived by society, branding her a "wicked witch" not for her actions but for her courage to challenge injustice. Conversely, Glinda feels burdened by societal expectations to embody perfection. These internal and external conflicts are key to understanding the moral growth of both characters. The results demonstrate how moral journeys are influenced by the characters' social surroundings as well as their own choices.

5 Kohlberg's theory of moral development provides a relevant framework for analyzing the characters' decisions and actions. At the Pre-Conventional stage, Elphaba and Glinda make decisions based on personal interest or fear of punishment. As the story progresses, they enter the Conventional stage, where their choices are influenced by societal norms and expectations. The moral journey peaks when Elphaba reaches the Post-Conventional stage, choosing universal principles of justice even when they conflict with societal norms. This progression demonstrates how internal conflicts and external pressures drive characters to achieve moral development. Beyond Kohlberg's theory, the thematic elements in *The Wicked* such as acceptance, power, and resistance against oppression—amplify the moral and identity dynamics.

Themes of acceptance and resistance highlight universal challenges individuals face in society. Glinda, who is first limited by social norms, discovers the true meaning of kindness, whereas Elphaba, who longs for acceptance, eventually finds courage in opposing injustice. These themes not only help viewers relate to the characters' experiences, but they also provide a reflective lens through which to examine the complexities of morality in daily life.

It is significant to notice that Elphaba and Glinda's relationship is essential to their moral development. Their friendship underscores the importance of social support in confronting external pressures. Initially, Glinda distances herself from Elphaba to avoid societal condemnation but eventually recognizes the value of their friendship. Glinda's support empowers Elphaba to fight against a corrupt system, while Elphaba inspires Glinda to question societal norms. This dynamic highlights that morality is shaped not only by individual actions but also by interpersonal relationships.

2 Additionally, the plot progression in *The Wicked* illustrates the stages of moral development. From exposition to resolution, each part of the story demonstrates how moral conflicts and decisions influence character growth. For instance, in the climax, Elphaba must choose between accepting power from the Wizard or protecting the oppressed. Her decision to reject power and confront injustice reflects the highest stage of moral development, the Post-Conventional

stage. The resolution, where Glinda assumes leadership of the Emerald City, signifies the characters' attainment of higher moral awareness.

In conclusion, this research demonstrates that intrinsic elements and Kohlberg's theory can be effectively applied to analyze morality and identity in *The Wicked* (2024). Elphaba and Glinda undertake complex moral journeys, confronting societal pressures and internal conflicts. This study contributes to understanding how literature reflects and critiques societal norms while inspiring audiences to reflect on the importance of moral values in their lives. The findings also emphasize that morality is not static but evolves through personal experiences and social interactions.

