

**AN ANALYSIS OF MORAL VALUES IN A MOVIE ENTITLED  
WARCRAFT AND THEIR CONTRIBUTION AT SENIOR HIGH SCHOOL**



**A THESIS**

**Submitted as a partial fulfillment of the requirements for bachelor  
degree in English Education Program, Faculty of  
Teacher Training and Education, Mataram University**

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Has been accepted by the board examiners as one of the requirements to achieve  
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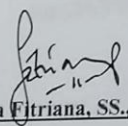
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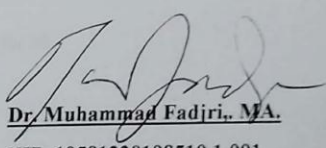
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## **MOTTO**

Every being got a soul, embrace them. No matter what they are, how they behave, always treat them well. Share so much love, make a peace in the world so life will be easier, happier and better.

## **DEDICATION**

This graduating paper is fully dedicated to:

1. Allah SWT for His blessing so that I can finish this thesis.
2. My best lecturers Dr. H. Nuriadi, SS., M. Hum, Ek Fitriana, SS., MA and Dr. Muhammad Fadjri,. MA. Thank you so much for always give me advice so that I can finish this thesis.
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11. Thanks to my students who also gave me so much power to finish this thesis, and for all who supported me whom I could not mention one by one.

Finally, it has to be admitted that this thesis is far from perfect due to the limited knowledge, experience and ability. So that, critics and suggestions are openly received in order to make this thesis better. However, the researcher hopes this thesis is useful for others researchers.

Mataram, December 2019

Sri Ayu Wulandari

## **CANDIDATE DECLARATION**

1. Hereby certify that this thesis entitled “An Analysis of Moral Values in A Movie Entitled *Warcraft* and Their Contribution at Senior High School” is the result of my own work that has not been submitted to any university or institution.

Mataram,      December 2019

Sri Ayu Wulandari



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## **ABSTRACT**

The objectives of this study were 1) to explain what the moral values are reflected within the movie, and 2) to describe how the movie entitled *Warcraft* contribute at senior high school. This study applied a descriptive-qualitative research. The object of this study was scenes and dialogues in movie entitled *Warcraft*. The primary data of this research were taken from *Warcraft* movie. Meanwhile the secondary data were taken from the books, journal, articles, internet, syllabus uses in 1 Lembar Senior High School, transcripts of the movie also used as supporting data. Some steps were undertaken during the data collection: watching the movie, finding the transcript, making data sheets, and categorizing the data. The result of this study showed that there were 13 moral values found in the movie. The researchers then divided these data into two types, namely verbal data and nonverbal data. Verbal data were taken from dialogues in the movie, and nonverbal data were taken from scenes which contain moral values. The pedagogical implication in this movie was by comparing the educational values in *Warcraft* movie in relation to character building stated by Ministry of National Education. Finally, the contribution of this study at senior high school was the implementation of the data found in the movie in students' environment and in their real life.

**Keywords:** *Movie, moral values, Warcraft movie.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of The Study**

Movie is a media that can educate people and enable them to improve their understanding on specific subject through visual. Movie is a media that have important influence in giving information and as a tool to deliver messages to audience or people. The messages can be positive or negative depend on audience, because movie show to audience by visualization. According to Yousuf (2013) movie is able to show the audience an image therefore can present themselves to the viewers lucidly. Most of people engage the messages clearly from the movie, but some people difficult to engage it remember the nature of message is implicit. One of the messages that can be caught in movie is about moral values.

One of many elements which is contain in movie is moral value. Moral value is logic term that a principle or action or character of human is true or false and good or bad. Social morality defines how we respond to our environment, our immediate community and the world community. According to Johnston (2002) moral values is expressed in attitudes that become visible in opinions and concrete behavior. Attitudes based on moral values refer to society life, being with others, and the reflective view one's own identify.

If we look at the curriculum uses in schools, it cannot be separated from character education that includes moral values. The current curriculum is Curriculum 2013 that focuses on students' formation of character and attitude. The general aim of the 2013 curriculum is to prepare generations of Indonesians to

become faithful, creative, innovative, and affective individuals and to contribute to the development of world. Based on this problem, it is important especially for teachers to educate students about moral values. And one of media that can be used to teach about moral values is a movie.

*Warcraft* is one of movies in which people can obtain many moral values. This movie is directed by Duncan Jones and written by Charles Leavitt and Jones. It tells about a life of humans and orcs. It tells how arrogant the leader of the orc in commanding the world of human. Actually, orcs have their own world, every needs are available in their world, but it's not last forever, their Leader, Guldan who has a magnificence power turns the orc's world into barren world, so that the leader demands his follower to obey his desire to life in human's world. As their world, humans try do defense theirs, but they realize that Guldan's power beyond humans' power so that they call a guardian named Medivh. Medivh helps human lot but he cannot deny that Guldan is too over power, he even cannot defeat Guldan by himself. Then he tries to make allay with humans' help. In brief, *Warcraft* is movie which has messages about how to defeat violence by working in group and many more.

In short, based on some moral messages contained in the movie, the writer is interested in studying about moral values. Moreover, the moral values which are found in the movie are closely related to the problems faced by human now days. One example of a problem that can be seen in Indonesia itself is dissent. A few moments ago, where the election had held, there are too many debates between communities that have different choices. Differences that trigger the occurrence of

hatred between one group and another. Diversity is usual, but the differences created by the election of leaders of this country are very detrimental. This disadvantage can be called a conflict between nations. Conflict itself is the cause of continuous discrepancies between individuals and groups. While conflict in literature is interpreted as an unpleasant event that occurs and or experienced by the characters in the story.

Prolonged conflicts can cause negative things. If we associate these adverse effects with the development of a country, then the country that has a continuous conflict will find it difficult to develop and even become a developed country. Lack of moral values in an individual can cause conflict. Therefore, the introduction and application of moral values to each individual needs to be done. The method can be done in various ways, for example finding moral values in literary works and then applying them in real life.

Based on the above problems, the author tries to link the moral values contained in Warcraft with conflict in real life. In the movie the difference is one of the factors that causing hostility between humans and orcs. However, the way how to solve the differences can be done by respecting each other. Respecting each other also can make people feel worthy, it also can create peaceful among people. One of examples of moral values found in the movie is that “unity in diversity” Therefore, sacrifice and self-awareness have to be prioritized by human being if they want the peace.

## **1.2. Research Question**

Based on the background of the study above, this research will discover some answers for the following questions:

1. What are the moral values found in the movie entitled *Warcraft*?
2. How the movie entitled *Warcraft* contribute at senior high school?

## **1.3. Objective of Study**

This research has some objectives. Those objectives are:

1. To explain what the moral values are reflected within the movie.
2. To describe how the movie entitled *Warcraft* contribute at senior high school.

## **1.4. Significances of Study**

This research has two significances, those are theoretical and practical significances.

### **1. Theoretically**

Theoretically, this study is expected to be able to be used as a direct contribution to the moral value teaching especially at senior high school. The writer also hopes that this research can be useful for those who want to conduct research related to moral values in literary works.

### **2. Practically**

Practically the result of this study are expected to provide benefits and feedback on the application of the moral values and the writer also hopes this

study reminds the readers about the importance of moral values and also its implements it in daily activity.

### **1.5. Definition of Key Terms**

To avoid misunderstanding among the reader, the writer would like to give some terminologies and information that will be explained as follows:

#### **1. Value**

The true value and universally accepted is the value that produces a behavior, and it is behaviors that have a positive impact for both the run and for others. A moment's reflection will revile that this infinitive means both to values and to evaluated. The some different appears in the price and to apprise, to esteem and to estimate. The immediate and natural answer to this question is today that values are determination or quality of object which involves any short of appreciation or interest (Wikipedia). In short, value is a quality that axis in a verity of things that are regarded as something valuable, useful and beneficial.

#### **2. Moral**

Moral comes from Latin word *mores*, meaning manners customs, and folkways. Moral behavior means in confirmatory with the moral code of social group. Moral is controlled by moral concept the rules of behavior to which the members of a culture have become accustomed and which determine the expected behavior pattern of all group members. In addition, moral is a good behavior possessed by an individual or a person, reflected in thought, attitude, and behavior.



### **3. Warcraft**

*Warcraft* is a movie directed by Duncan Jones and written by Charles Leavitt and Jones. This movie is actually adapted from a video game that has the same name. This movie was announced firstly in 2006 and was first released in Paris on May 24, 2016. The story of the movie tells about life of humans and orcs. The genre of the movie is fiction. This movie has many good morals which are suitable to be taught for learners, especially for senior high school students.

### **4. Movie**

In *Webster's Third New International Dictionary* (1981), movie is classified as a motion picture considered especially as a source of entertainment or as an art form. A movie or motion picture is a story with moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effect. Movie is media of audio visual that can be used to build the attitude, emotion and evolving the problems. Movie is a medium of communication rich with social implication, created within different social, historical and culture context. The language of film is specific to the industry and students learn how to use it. They also learn critical approaches to the analysis theories of film aesthetics (Afdlila, 2015).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevant Studies

In this chapter, the writer will like to deal with the related studies of other researches who had conducted similar research with this study. The writer will also deal with the description of the key terms which have stated in previous chapter. The writer will also describe the definition of moral value and the types of moral value, the intrinsic elements of movie, the genres of movie, and so forth.

At first, the writer would like to mention some previous studies which have become references in conducting this study. Actually, this study had conducted by many students in university, one of the researchers is Ahmad Hadil Ahmad (2013). His thesis title is *“The Analysis of Moral Values Seen on the “War Horse”* movie. He finds some moral values of the movie, those are bravery, enthusiasm, honesty, kindhearted, love and affection, loyalty, peace-loving, perseverance, sacrificing for others, sincerity, self-confidence, and strong belief. Another researcher that the writer use as references is Ely Nur Rohyani (2012) entitled *“The Analysis of Moral Values of Danny Boyle’s Movie Entitled “Slumdog Millionaire.”* She concludes some moral values that cover believe in God, love and belonging, sorry and apologize, never give up, hard work, self-confidence, be patient, no quarrel, positive thinking, honest and trustworthy, not mocking, don’t steal. (Rohyani, 2012).

Among those two researchers, the writer scrutinizes her thesis based on Sakhban Prakoso Wibowo entitled *“Moral Values Seen on the “Taare Zameen*

*Par*” movie. In his research, he finds moral values as responsibility, honesty, love and affection, patience, bravery, altruism, optimist, self-reliance, religiosity, and respecting others.

## **2.2 Concept of Moral Values**

Talking about moral then it means talking about behavior, both of them have relation which cannot be separated. Elizabeth B. Hurlock (1977) states that moral comes from the Latin word *mores*, that mean manners, customs, and folkways. Moral itself holds important insight into human life associated with good or bad for human behavior. People will be judged as having immoral when they behave bad, and will be said as a good people when they act or behave well. So that people must show their kindnesses though all people must have the two kind of moral. In addition, Hurlock also adds moral is behavior which conforms to social standards and which is also carried out voluntarily by the individual. It comes with the transition from external authority and consists of conduct regulated from within. It is accompanied by a feeling of personal responsibility for the act.

Moral also has relation with ethic. In Indonesian ethics and moral are translated with decency. There is a difference between the two terms. Moral term usually uses to provide an assessment or predicate of the behavior of human beings. Besides ethic is defined as human behavior in terms of the value of a good or bad. However, in understanding moral we have to deal with ethics too.

Explicitly, moral is a thing that is related to the individual's socialization process, without human morality it cannot carry out the socialization process. The moral in the present has an implicit value because many people have moral or

immoral attitudes from a narrow perspective. Moral is the nature of being taught and humans must have good morals if they want to be respected by each other.

Basically every people born without a form of consciousness. The children can be said not to have a moral role. They have not been able to discern what is good, what is bad, what is wrong, and what is true. We learn as children that we should be unselfish, that we should not tell lies. Morality is formed due to external influences. Parents should be smart to teach and comprehend about morals to their children so that they do not get bad influences. Moral education is important to set the human behavior. In conclusion, moral of someone is determined by people and environment around him or her.

Nurgiyantoro stated that type of moral values itself may cope with unlimited problems. It can cover all of the life and living problems, any kind of humanity. in common, there are three type of problems, they are: The interpersonal problems, the example of this type is the feeling of fear, love, honest, self-confidence, etc. The social-interaction problem. In this type people who have this kind of problems tend to have a difficult interaction with others. This problem will also affect the relation such as friendship, loyalty, betrayal, etc. The relationship between human being and god. This kind of relation deals with how loyal person to their God.

In relation to the values, moral is part of values, namely is moral values. Not all of the values are moral values. Moral values are related with human behavior about good and bad. Moral is good or bad doctrine accepted by society regarding the actions, attitudes, obligations, moral, manners, and decency. While Henry (In

Aditiya Setyawan: 2017) states that value is something that is interesting, searched, please, wanted and liked in good definition.

Value is stated as an award or quality of the things, which can be the basis of determining a person's behavior, because of something was fun, satisfying, interesting, useful, beneficial, or a belief system. While in *Webster's Third New International Dictionary* (1981), value means something (as a principle, quality, or entity) intrinsically valuable or desirable. Value is lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have great influence on behavior of people and attitude serve as broad guidelines in all condition.

One of important aspects in life is value. When a person has no ideas, no values and no belief at all, it would be very difficult to get through the day. She or he will have no idea about what to do and what to choose from many of possibilities. Basically as a child we have taught by our own parents about what is right and what is wrong.

Value is actually formed through social culture. This value is called as social value. According to Suraiya in Afdilila (2015), social values are the values reflect the condition of one society: they are humanities, social relationship, family relationship and moral. Social value also defines as norms becoming principles to determine something. So, if we want to behave, we have to show our good attitude, for instance, when we speak to others we have to speak politely.

Moral values are taught in moral education as certain acceptable, valuable and cherished qualities that are worthwhile in developing a sound character.

According to Osaat (2004) in Ekpiwre (2008), values as “things considered worthwhile, desirable, right and good and thus craved for and applied on a daily basis to enhance existence by the people”. Values determine people’s identity and cultural continuity. Moral values are essential values that determine individuals’ perception of morality and moral consciousness in society. Moral values include truthfulness, patience, obedience, honesty, integrity, hard work, responsibility, respect, tolerance, loyalty, public spiritedness, freedom, respect for human life and dignity of persons. Others include justice, fairness and equality.

Moral values are taught to be imbibed by members of the society to enhance character development and promote good moral upbringing and moral health in individuals. Moral health is manifested in individuals when a person becomes capable of understanding the principles of moral conduct and is committed to behaving morally in his dealings with others.

### **2.2.1 Types of Moral Values**

Moral values have many types which differ one another. Bravery is one of the examples of moral values. Bravery is described as something involving possible unfortunate or endure as hardship use with self-control and mastery of tear and often with a particular objective in vie. Bravery is able to meet danger or endure pain or hardship without giving in to fear.

Linda (1997) in Setiawan (2010) explains moral values as the result of process comprehension implementing of God and humanity values in life. These values will guide human knowledge and creativity appropriately. She also mentions that there are two types of moral value, those are: value of being and value of giving.

The value of being is a value within human being involved into the behavior and the way we treat others, which include values of being are: honesty, bravery, peace, love, confidence, protection, discipline, sincerity, knowing boundaries, and suitability. While value of giving is a value that need to be practiced or provided which would then be accepted as giving, which include values of being are: loyalty, trustworthy, respect, love, affection, sensitive, altruism, kindness, friendliness, fair, and humane.

### **2.3 Movie as Literature**

A motion picture as another name of movie can be a business field for people. Movie has many profit so that it is good to be a business. It also pledges a great deal of money. A good movie is classified as something that can linger in our mind whether it is for short or even long period. A good movie is the one that can effectively lead us to experience new conditions and to expand in our hearts and minds. It is obvious that movie can be an entertainment for people to entertain and refresh their brain. This theory is straight forward as affective theory in literature. Affective theory which states a reader can be influenced after reading or watching literary works due to the strong feelings that the author puts within the literary works. the example of this theory can be seen in someone who may be motivated to be one of character inside movie after watching movie because she or he thinks that they are a great person.

As one of entertainments for people, movie has a huge influence in giving information for people. People are influenced trough messages in the movie itself. Champbell and Shafto (2015) explain that movie has the power to transport mind

of someone from the narrow, impersonal bore of a magnetic resonance imaging, magnet sound, and language. Every creator of movies must put messages inside it to be delivered to the watchers, these message can be positive and negative messages it's depend on how people determine the messages. Messages is one of many intrinsic elements of movie. Since movie is categorized as part of drama, then it must have various elements whether it's intrinsic or extrinsic elements.

Massages inside a movie are a part of intrinsic elements. Intrinsic elements are the elements of literary works which support the perfectness of literary works from inside. The examples of intrinsic elements are theme, messages, setting, plot, point of view and so on.

### **2.3.1 Movie and Film**

Some people may find that the movie and the film have no difference. And also some people often say a motion picture as a film and some of them call it a movie. This case is almost the same as benches and chairs, where both objects do have a function to support the body when sitting, but the shape is different. The difference between films and movies needs to be known, because they have different characteristics. The difference between film and film according to Robbert Hardy (2016) can be seen below:

- A film can be commercial, but it has a larger purpose than just making money. While a movie is a commercialized product created for mass consumption, its sole purpose is profit.



- A film is characteristic by personalities, beliefs, and artistic ambition of the people who making it. While a movie is characterized by a string of decisions that will appeal to the target audience.
- A film is far more concerned with aesthetic, with how movement, light, and sound will emotionally engage and intellectually stimulate the audience. while a movie is more concerned with plot and easy answer.
- A film attempts to convey or explore something larger than itself. A movie is about giving the audience exactly what they want.

### **2.3.2 The Elements of Movie**

A movie can be fiction and nonfiction. It depends on the story that being told. Fiction is an imagination of author based on his imagination and usually it far from reality or facts though it can be adopted from true situation or true story. Novel, short story, romance and so on are the example of fiction.

Meanwhile nonfiction is the opposite of fiction, in where it is presented the fact. The example of nonfiction is essay, biography, autobiography and so forth. In conclusion, *Warcraft* is a movie belongs to fiction, and the several elements of it can be seen as follow.

The first is theme. Peck and Coyle in Susanti (2013) view theme as the large idea or concept it is dealing with. Theme deals with what is being imagined by viewers or watchers. In analyzing a theme, it needs precision whereas to find out this most crucial element is not as easy. It is caused by the nature of theme is implicit. One of ways to find the theme is by watching or reading the whole story of literary works. In order to support it, accurate data, references and broad

knowledge is also necessary. Baldick in Nuriadi (2016) defines theme as a silent, abstract idea that emerges from work's treatment from its subject matter or a topic of recurring in a number of literary works. Comprehending the theme as intrinsic element will be beneficial for viewer or reader because theme covers the core of the content in movie, short story, novel and so on.

The second is character. When we hear the word "character", what is in mind must be people who play and take part within story. It is totally true that character refers to people, participants, and even actors who are dealing and involving within story. Not only human being or people who can be a character in story, animal and also another creation of God can be defined as character. Character will be the main influenced element for people after enjoying movie or others literary works. So, the nature of character should be believable and consistent from the beginning till the end of the story.

Nuriadi (2016) mentions character is categorized into three, they are: Protagonist versus antagonist. Protagonist is commonly a hero in a story, he or she brings the quality, personality, and value which are good and suitable with what idealized by common people. Meanwhile antagonist is a character who being opposite of protagonist. The main character versus the supporting character. The main character is explained as character whose appear very dominant in a story, she or he takes a time excessively. While supporting character is the opposite of it. The flat character versus the round character. This category is also well known as static versus dynamic character. The flat character is defined as character whose has a "stable" nature. His or her outlook will not change from the beginning until

the end of the story. While round character has nature as “unstable” character. It can change easily due to what make it influenced.

The third is plot. Based on Laurence (1959) plot is explained as a sequence of incidents or events of which a story is composed. In brief, plot focuses on the arrangement of the story and it also deals with the cause and the effect of conflict inside story. In other hand, the plot consists of what has happened in the story, such as the conflicts that have occurred.

The fourth is setting. According to Abrams (1991) in Nuriadi (2016) the overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs, the setting of a single episode or scene within a work is the particular physical location which it takes place. The word setting in literature refers to where the story takes place, when the story takes time and also the situation that will be tell in the story.

The fifth is style. Style is an intrinsic element which emphasize the way of telling about characters. Abraham also asserts style has traditionally been defined as the manner of linguistic expression in prose or verse. This manner shows the skill of the creator of literary works and his or her capability to reveals ideas and aesthetic words which can attract emotion of watchers or readers into the literary works. Style deals with diction that the writer or creator chooses, they can manipulate the diction sentence structure, phrasing, dialogue, and other aspect of language to create a style.

The sixth is point of view. Point of view is a device for writer or creator of literary works to indicate the position from which an action is observed and

narrated. Before create a literary works, narrator must choose the way he or she going to begin his story in order to narrate it clearly. Nurgiyantoro (2012) states that point of view is either a way or vision, which the author use to present the character, action, setting, and events that make up story in a work of fiction to the reader. Point of view direct the way of the story telling in a short story. Point of view could have been in the section on character obviously, and the nature of writer's personality will be determined in part what is seen and how it seen.

Point of view is categorized into three, they are: first person, third person and mixed point of view. First person point of view uses first person as the narrator of story, the narrator takes place in the action. The narrator commonly uses 'I' and tells about what she or he knows, feels, sees and so on. Another point of view is a third point of view in where the author does not introduce him or herself. The narrator refers to use the main character's name over the story. The name of the character will be stated continuously so that the reader or watcher will be easier in finding and knowing who the character is. The last category of point of view is mixed point of view, in here, author tends to use one technique to another technique, it depends on the creativity of the author.

The seventh is messages. Messages can be classified as a tool in a literary works which is aimed to deliver what is the author's desire to deliver to the reader. The way how people comprehend the messages quite different one another. However, reader can formulate the messages through conflict issued and depicted inside story.

### 2.3.3 The Genre of Movie

The genre of every movie is sometimes different. Keith (2007) in Amin (2013) explains a movie genre is a motion picture category based on similarities in either the narrative elements or the emotional response to the movie (namely, serious, comic, etc.). There are many genre of movie, for example, action, adventure, horror, fantasy, and so forth. It is straight forward as stated by Moviey Keeday (2008) “each type of the genre has its own set of rules and conventions, they are; action, adventure, comedy, drama, crime, horror, fantasy, romance, thriller, animation, family, and war”.

The action genre is movie usually include high energy, big-budget physical stunts and chases, possibly with rescues, battle, fights, escapes destructive cries, etc. comedy movie deals with humor a lot. According to Rasheed and Shah (n.d) comedy movies belonging to this category have a gray-scale mean near the center of the grey-scale exist, with a large standard deviation. According to Moviey Keeday (n.d) adventure movie usually exciting stories, with new experience or exotic locales, very similar to or often paired with the action movie genre. In this genre involves movie with excitement, danger, and risk mostly in scripted in a fictional story. Crime movie are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operated outside the law, stealing and murdering their way through life. Horror movie is a movie which deal with scary movie, Movie of this type have a mean gray-scale value towards the dark end of this exist, and have low standard deviation. Fantasy movie about supernatural,

magic and away reality which is mystical. Fantasy movie are often based on tale from mythos and folklore, or adapted from fantasy stories.

Another genre of movie is family movie. This genre is a genre that is contains appropriate content for younger viewers. Family movie aims to appeal not only to children, but to a wide range of ages. Animation movie genre is expanding its reach to clay animation and computer generated animation. This genre of movie has animation and sometimes animated characters as well. Romance is stories about love. Romance is a popular movie genre where audiences are able to gauge and apply lifelong lesson they are exposed to in their own relationships.

The last genre in which is related with this thesis is war movies, the plot of the movie based on war fictional and sometimes real wars happened in the past. More contemporary war movies usually oppose war or point out that war is senseless however, in the beginning of this genre, war was actually glorified. Even with its obvious brutality being evident.

#### **2.3.4 Movie as Media in Education**

Education in the broadest sense is the way in which the goals and habits of a group of people live from one generation to the next. The common aim of education is to make generation become better and better. Another aim of education is to develop individual talent for personal satisfaction and for the benefit of society. Besides that, there are many functions that can be obtained from education, because with human education the degrees of human will

improve. And not just going up in degrees, with high education humans will be able to prosper themselves even their nation and country too.

To get good results from educating students quickly, there are several ways that can be used, Let's just to say media. Media is defined as a tool to convey information from one person to another. Xing (2005) defines media of education as an integral part of education process in the school. This part happen because the progression of science and technology and change of citizen nature. There are several types of media that can be used in learning and teaching process, namely visual media such as images, audio media, such as radio, and audio visual, for example movies. In conclusion, media is very useful tools to deliver information to students effectively.

There are several reason why media should be used to reach learners. Those reasons are: to lay the concrete foundation to think and less verbalism. To amplify attentions of students. To give real exercise to students for their stand alone, and many more.

In teaching moral values for instance, media which can be used to gain the objectives easily is movie, Movie that is used in class is education movie. In the movie, or motion picture all students watch and listen experience that is recorded, drama, and recreational story and episode about past time. Motion picture is combination between movement, words, music and colors. The movie that is used as media should be selected first. In choosing movie, teacher should consider the story and the quality of movie. Not all movie is good, some of them may contain

pornography and violence. So, movie as media in teaching and learning process should be a good movie.

A good media is a media in which it can be completed basis experiences for class to reading, discussion, construction, and other learning activities. Motion picture is as replacement part, but students will have a share in because it will be identified in character of the movie. Motion picture also provides better that is unrestricted on intellectual abilities. Every child is no matter how much ability they have, they will get benefit of it. Movie Contains many profit of education side, for instance getting attention of learner. Overcoming limitations in distance and time. With using movie, things that too small, too slow, can watched with eyes. Movie will show a subject with attitude. Movie can demonstrate many things that will not happen directly, such as how Netherland colonized Indonesian, how tsunami in Aceh happened, how Indonesian got its independence day and so on.

When we relate this research with Curriculum 2013 uses in common senior high school, then it cannot be separated from 18 values. According to the Ministry of National Education (in Aditiya: 2019), those 18 values are:

1. Religious	Religious is an attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to. Being tolerant to others can be an example of religious.
2. Honest	Honest is behavior based on efforts to make others



	always be trusted in his or her words, actions, and work.
3. Tolerance	Tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others are different from his.
4. Discipline	Discipline can be defined as an action that shows orderly behavior and adhere to various provisions and regulations.
5. Hard work	Hard work is an action that shows orderly behavior and adhere to various provisions and regulations.
6. Creative	Creative is the way people think and do something to produce new ways or results from something which is usual to something unusual
7. Independent	Independent is an attitude or behavior which is not easily dependent on others in completing tasks. It can be ability of human in doing something by himself or herself.
8. Democratic	Democratic means how to think, behave, and act that assesses the rights and obligations of himself and others.
9. Curiosity	Curiosity is action that always strives to find out more deeply and extensively from what have learned, seen, and heard by person.

10. National Spirit	National spirit is the way of thinking, acting, and having insight that places the interests of the nation and the state above the interests of themselves and their groups.
11. Love Homeland	Love homeland is the way of thinking, acting, and even showing what a person can do and give to their land in order to bring up the name of his country.
12. Appreciating Achievements	Appreciating achievement means attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
13. Friendly	Friendly is attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
14. Love of Peace	Love of peace are attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
15. Loves Reading	Love reading is the habit of providing time to read various readings that give virtue to person.

16. Care for the Environment	Care for the environment is attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred
17. Social Care	Social care is attitudes and actions that always want to help others and the people in need.
18. Responsibility	Responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, towards oneself, society, environment (nature, social and culture), state and God Almighty.

Table 1. Types of moral value according to Ministry of National Education

## 2.4 Theoretical Framework

### 2.4.1. Affective Theory

In this case, the rise of problems involving students or adolescents such as resistance to teachers, disrespect for teachers, not following school rules, consume drugs and so on make the writer uses affective theory. Affective is one of the domains that are targeted in the learning process. This domain appears in various forms such as humanist education, moral development, self-actualization, value education, and others.

The definition of affective as stated by Martin and Briggs in Hasbullah (20017) is learning that aims to develop social-individuals, feelings, moral values, emotions, and ethics. In short, this type of learning aims to shape students better.

The products that are produced by this domain are abstract in which the instructor can see the result through indicators like behavior and attitude changes. This learning is said to be successful when students experience change for the better, such as obeying school rules, not against teachers, respecting others, love others and so on.

This affective theory has three important components, namely: knowledge, skills and attitudes. Knowledge is an understanding of information, for example ideas, concepts, rules, strategies that individuals want to apply to themselves and others. Whereas skill is a person's ability that is related to harmony, relevant knowledge, and practicing competent abilities. One example of skills that exist in humans is self-control. The last component is attitude in which it's deal with a positive response, negative and even neutral response towards something.

Among these three dimensions, attitude is the most important component in developing affective dimensions because attitude is the readiness and tendency of students to be consistent in behaving. If students have a good attitude, the learning process will run easily, but the teaching and learning process will become more difficult if the opposite happens. Therefore, teaching moral values in schools is needed to support the success of the teaching and learning process.

In literature, there is the term affective perspective. Affective perspective is one of the theoretical perspectives that regards literature as a form of communication (Roman Jakobson in Nuriadi: 2006). This theory also suggests that good literature is a literary work that can influence readers after reading or

watching literary works. Therefore, the author wants to link the application of media movie in the learning process to facilitate the teaching and learning process.

#### **2.4.2. Theory of Teaching Language**

In teaching language, various theories are known, namely theories of behavior, cognitive, constructivism, and humanism. These theories have significant differences. However, in determining moral values, theories that are closer in application is humanism theory.

This theory is a theory that requires students to have the ability to control themselves. Students are also required to be able to motivate themselves in carrying out learning. In short, this theory has a goal to humanize humans. The indicators of success of this theory are students feel happy, passionate, take the initiative in learning and there is a change in behavior mindset of their own volition.

This theory is actually stated by Abraham H Maslow in where he sees humans have a hierarchy of needs that start from physical needs-the most basic-to the highest needs, namely aesthetic needs, Abraham H Maslow in Safnowandi (2012). Physical needs such as eating, drinking, sleeping and sex are very demanding to be satisfied. If these needs are satisfied, then security needs emerge such as health needs and the need to avoid danger and disaster. Next is the need to have and love, such as the urge to have friends and family, the need to be a group member, and so on. Inability to meet these needs can encourage someone to do

something else to gain recognition and attention, for example he uses achievements as a substitute for love. Next is the need for self-esteem, the need to be respected, respected and trusted by others

In practice, this humanistic theory tends to direct students to think inductively, prioritize experience, and require active student involvement in the learning process. All components of education, including the purpose of education, are directed at the formation of an ideal human being that is humans capable of achieving self-actualization. For this reason, it is very important to pay attention to how students develop themselves in actualizing themselves, understanding themselves, and self-realization. Emotional experiences and special characteristics of individuals in learning need to be considered by the teacher in planning learning. Because someone will be able to learn well if he or she has an understanding of himself and can make choices freely in what direction he will develop. Thus the humanistic theory is able to explain how the ideal goal can be achieved.

In this theory also the most emphasized thing is the role of the teacher in teaching. If compared with traditional learning theory where the teacher is the only one active, then this humanistic theory can be said to be a modern learning theory because the teacher focuses on being a facilitator for students. Thus students can be free in developing their new ideas. One of many ways that teachers can do to facilitate students during the learning process is, providing media. In teaching moral values, for example, teachers can show short films that

are rich in moral values and then ask students to analyze and as an action, students present their results.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

In conducting this research, the writer uses the qualitative research to explain the content of this paper. Qualitative research is a research of which data in the forms of written or oral word are descriptively analyzed, which does not include any calculation or numeration. Qualitative research also defines as a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from data that help us to understand social life through the study of targeted population or places. In conclusion, qualitative research aims to explain data in the form of words, images, and not dealing with number, yet if there is number, it only supports the data.

#### **3.2 Data Source**

The main data sources in qualitative research is words and actions, the other is additional data such as documents and others. In this research, there are two data sources, those are the primary data and secondary data. The primary data is from *Warcraft* movie. A secondary data source is the data which supports and completes the primary data source that is syllabus uses in certain school. The chosen syllabus that is used by the writer is a syllabus uses by a teacher in 1 Lembar Senior High School because in that school there is a subject namely “bahasa Inggris peminatan” which deals with teaching and learning literature. The writer also uses other sources such as internet to browse, books, essays, articles, magazines, journals, and all the printed matters, which related to the study.



### 3.3 Method of Collecting the Data

Maretha (2014) says documentation method is founding data about the object or variable from the note, transcript, book, newspaper, magazine, and the others. This method is not difficult; its mean it has a mistake, the source of data still constant because of the documentation method observed the data from the lifeless object.

In this research, the writer uses documentation as the way to collect the data. Documentation is a written or printed original paper, official or legal form of something and can be used to deliver important evidence or information. Documentation in this case is the *Warcraft* movie. The writer prints out certain dialogues which are important. When watching the movie, the writer marks the parts of the conversation in certain scene that is the subject of research and then recapitalize into a table. In conducting the data, the writer au focuses on two verse of communication, namely verbal and non-verbal communication. Verbal means communication in which we use words to interchange the information with others either in the form of speech or writing, for instance, dialogue. While non-verbal communication doesn't require words for communication, it uses visual instead, for example it can be seen in video.

In order to sharpen the relation of the data with moral values teaching, the writer chooses senior high school namely 1 Lembar Senior High School. Therefore, the ways how the writer collecting the data can be seen as follows:

- a. Watching *Warcraft* movie daily.
- b. Print out certain dialogues in certain scenes which relate to moral value.
- c. Quoting the dialogues that relates to the moral values
- d. Classifying the scenes of *Warcraft* into each moral values

### **3.4 Methods of Analyzing Data**

As what have stated before, the type of this study is qualitative research. The writer also uses affective theory as the theoretical framework. The author uses affective theory because the relationship between teaching moral values is very close to how students are affected by what is conveyed in the literary messages in the movie. In analyzing the data, the writer uses some procedures that relate to the qualitative research. Thus procedures are mentioned below:

- a. Identifying the kinds of moral values in the form of scenes and sentences.
- b. Extracting the scenes and sentences contain of moral values which presented in *Warcraft* movie.
- c. Explaining the moral values that appeared in *Warcraft* movie and elaborating the way how moral values are contributed at senior high school.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter is actually the main part of this research because it contains finding and discussion of this research. This chapter deals with data that found through analyzing moral values in *Warcraft* movie. Therefore, this chapter covers the research questions which have mentioned in previous chapter.

#### 4.1 Finding

After analyzing the movie, the researcher found twelve moral values including value of being and value of giving. Not only those two types of value will be discuss in this chapter, the researcher also deals with the relation of pedagogical implication in the movie. Those finding of moral values can be seen in the table below:

Table 2. The data of frequency of moral values within *Warcraft* movie

No.	Ministry of National Education	Moral values in <i>Warcraft</i> movie	Frequency
1.	Religious	-	-
2.	Honest	Trustworthy	1 time
3.	Tolerance	-	-
4.	Discipline	-	-
5.	Hard work	-	-
6.	Creative	Creative	2 times
7.	Independent	-	-
8.	Democratic	Fair	1 time

9.	Curiosity	-	-
10.	National spirit	Bravery	1 time
11.	Love homeland	Love homeland	1 time
12.	Appreciating achievements	Appreciating achievements	2 times
13.	Friendly	Sincerity	1 time
14.	Love of peace	Love of peace	2 times
15.	Love reading	Love reading	3 times
16.	Care for the environment	Care for the environment	1 time
17.	Social care	Affection	2 times
18.	Responsibility	Responsibility	3 times
Total			21 times

From data above shows that among 18 values according to Minister of National Education, only 12 moral values are found in *Warcraft* movie with 21 frequencies.

## 4.2 Discussion

As what have stated on chapter three, this data is classified into two verses, namely verbal and non-verbal data, those data will be showed below:

### A. Verbal Verse

Table 3. The data findings of moral values based on verbal data

No.	Name of moral values	Dialogue observed	Sentence
1.	Responsibility	(1) Medivh: We know nothing about these so call monsters.	(1) I exist to protect this

	<p>Lothar: We need prisoners. Even a corpse can tell us something.</p> <p>King Wrynn: I don't know what danger we're in, Medivh.</p> <p>Medivh : I exist to protect this realm,my lord. It is my very purpose. I am the Guardian. At least for the time being anyhow.</p> <p>King Wrynn: Yes.</p> <p><b>(2)</b></p> <p>Moroës : Is it as you feared?</p> <p>Medivh : The fel is everywhere.</p> <p>Moroës : Then you mustn't leave again.</p> <p>Medivh : They need the Guardian's help now more than ever.</p> <p>Moroës : Maybe the boy can help.</p> <p><b>(3)</b> Black Hand: You and the baby must leave now. You're a traitor, Durotan.</p> <p>Durotan: No. One who values what we once were. Like you used to.</p> <p>Black Hand: That time is past. We are but fuel for the fel now.</p> <p>Durotan: There is still hope, Blackhand. Our children.</p> <p>Black Hand: Do not make me take more innocent lives, young chieftain.</p> <p>Durotan: If I submit..... will you let my people free?</p>	<p>realm,my lord</p> <p><b>(2)</b> They need the Guardian's help now more than ever.</p> <p><b>(3)</b> If I submit..... will you let my people free?.</p>
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		<p>Draka: What will I call our son?</p> <p>Durotan: Go'el</p>	
2.	Love of peace	<p><b>(4)</b></p> <p>Garona : You think you are fearsome. Orc children have pets more fearsome than you.</p> <p>King Wrynn: We're not trying to be fearsome, Garona. We are trying to protect our people, our families. If you help us. I give you my oath. You will have your freedom.</p> <p><b>(5)</b></p> <p>Khadgar: Garona, we should go. It's not safe...</p> <p>Garona: Durotan.</p> <p>Durotan: To the north, there is a black rock that touches the sky. I would meet with their leader.</p> <p>Garona: To challenge him?</p> <p>Durotan: I saw you, lead the smallteeths to our encampment. They have seen what is being built. And only you know, what Gul'dan has planned for my people. His magic is death to all things. He must be stopped. Tell him, the black rock, when the sun is highest.</p> <p>Garona : I will. Chieftain. If I returned, would you take me into your clan?</p> <p>Durotan: You're safer here, with them.</p>	<p><b>(4)</b></p> <p>We are trying to protect our people</p> <p><b>(5)</b></p> <p>You're safer here, with them.</p>
3.	Love homeland	<p><b>(6)</b> King Wrynn: Move back!</p> <p>Callan: Shield. FORMATION!</p> <p>King Wrynn: Retreat to the plateau. Fall back!</p>	<p><b>(6)</b> Dad. For Azeroth.</p>

		<p>Up the hill. Move!</p> <p>Lothar: Medivh. Medivh, take it down!</p> <p>Medivh! Hold on, son.</p> <p>Callan: Dad. For Azeroth.</p> <p>Lothar: Medivh! Stop. Callan.</p>	
4.	Affection	<p>(7) Callan: Dad? I'm fine. It's fine.</p> <p>Lothar: you had me worried. Where's the rest of your troops?</p> <p>Callan: they took most of them alive.</p> <p>Lothar: we will get them back. Don't be in hurry. You are all I have.</p> <p>Callan: I know, I'm a soldier.</p> <p>(8) Garona: Lothar's son is dead. I argued for the meeting. Lothar will hate me.</p> <p>Medivh: This upsets you.</p> <p>Garona: He is a great warrior. He defends his people well.</p> <p>Medivh: A good mate for an orc.</p> <p>Garona: I am no orc. I am no human either.</p> <p>Medivh: When I was younger, I used to feel apart from my kin. I traveled far and wide, looking for... wisdom. Feel a connection with all the souls I was charged with protecting. On my travel, I met a strong and noble people. Among them, a female, who accepted me for what I was. Who loved me. It was not a life I was fated to have, but it taught me something. If love is what you need, you must be willing to travel to the end the world to find it.</p>	<p>(7)</p> <p>You are all I have.</p> <p>(8) Go find Lothar</p>

		<p>Garona: You left your mate. Medivh: Go find Lothar. Step inside the circle. This... is my gift to you, Garona.</p> <p><b>(9)</b> Lothar: Why are you here? Garona: The king. He goes to fight the Horde. With your Guardian's help, Durotan will kill Gul'dan. Lothar: Don't trust him. Garona: I've told you, Orcs do not lie. Lothar: Not Durotan. Don't trust Medivh. Garona: I will try to protect your king. Lothar: Don't go with them. Garona: Why? Lothar: i don't want you to get hurt. Come back alive.</p> <p><b>(10)</b> Lothar: Is that all? Medivh. If there is something of you still in there, old friend, come back to us. Medivh. Come. Kill me. I have got nothing left to live for now anyway. After all, life is just fuel to you, isn't it? But Llane, he believes in you. Don't kill your king. Don't kill your friend. Whatever you plan to do, kid. Do it now. Now.</p>	<p><b>(9)</b>I don't want you to get hurt.</p> <p><b>(10)</b> If there is something of you still in there, old friend, come back to us</p>
5.	Creative	<p><b>(11)</b> Solider : Now you die, you beast! Lothar : Don't try and take them on with brute force. They are stronger. Be smarter.</p>	<p><b>(11)</b> They are stronger. Be smarter.</p>
6.	Fair	<b>(12)</b>	<b>(12)</b>



		<p>King Wrynn: Garona. No good will come from us both died. Look around you, we are surrounded. Your killing me is the only hope we have for peace. You told Lady Taria that killing her would bring you honor. Well. Killing me would make you a hero. Survive. Bring peace between orcs and humans. You must. You must.</p> <p>Garona: No. No!</p> <p>Orc: She has killed their chieftain,</p>	<p>Your killing me is the only hope we have for peace.</p>
7.	Care for the environment	<p><b>(13)</b></p> <p>Durotan: It's good to see trees again. And the snow. Even from a distance. Remember when we would track blood ox through the Frostwind dunes? There is always meat. Always life. You know, it's strange that we lost our home when Gul'dan came to power.</p> <p>Orgrim: One orc could not kill a world, Durotan.</p> <p>Durotan: Are you sure? Look around you. Does it not remind you of something? wherever gul'dan works his magic, the land dies. if our people are to make a home here, my friend. gul'dan must be stopped.</p> <p>Orgrim: We are not powerful enough to defeat Gul'dan.</p> <p>Durotan: No. No. But with the humans help, we could be.</p>	<p><b>(13)</b></p> <p>It's good to see trees again. And the snow.</p>
8.	Trustworthy	<p><b>(14)</b></p> <p>Lothar: And if he's lying?</p> <p>Garona: Orcs do not lie.</p> <p>Lothar: What if he is?</p>	<p><b>(14)</b></p> <p>He freed me, and he</p>

		<p>Garona: There is no honor in it.</p> <p>Lothar: And where is the honor in betraying his own people?</p> <p>Garona: Durotan is protecting his clan. His enemy is the fel. Gul'dan is the betrayer.</p> <p>Queen Taria: This orc, Durotan. How do you know him?</p> <p>Garona: He freed me, and he is loved by his clan. He's a strong chieftain. Strong chiefs must earn their clans trust.</p>	<p>is loved by his clan.</p>
9.	Bravery	<p><b>(15)</b></p> <p>Medivh: How many legions would you need to hold the orcs in place?</p> <p>King Wrynn: Five for Deadwind Pass. Ten for the Redridge Mountains. Ten more to protect the city. We've already lost 18 legions.</p> <p>Lothar: That leaves one, two, three.</p> <p>King Wrynn: Can it be done, Medivh?</p> <p>Lothar: No, it can't be done.</p> <p>King Wrynn: With three legions, Frostwolves, and my power...</p> <p>Lothar: With all due respect, Guardian, your powers have proved unreliable at best recently.</p> <p>Medivh: Llane. Have I ever let you down?</p> <p>Lothar: Let him down? Where have you even been for the last 6 years?</p> <p>King Wrynn: Please, Anduin. Medivh is the Guardian...</p> <p>Lothar: Not the one you remember. He's lost it. He's unstable. And he won't be there when you really need him.</p>	<p><b>(15)</b></p> <p>Your powers have proved unreliable at best recently.</p>

		King Wrynn: Find your bearings, Anduin. Lothar: I'd march into hell for you, if I thought there was a slightest chance of victory. But there isn't, this is suicide.	
10.	Appreciating Achievements	<p><b>(16)</b> Khadgar: In the barracks, one of the bodies. Lothar: Guardian, what is the fel? Medivh: A magic unlike any other. It feeds on life itself. It pollutes the user, twisting everything it touches. It promises great power but it exacts a terrible price. There is no place for the fel in Azeroth. You've done the right thing. We'll go.</p> <p><b>(17)</b> Lothar: You're stronger than he is. Khadgar: From light comes darkness...and from darkness... light. Lothar: Show me your eyes. I have to go. I'm proud of you.</p>	<p><b>(16)</b> You've done the right thing</p> <p><b>(17)</b> I'm proud of you.</p>

The data above represents the dialogues which include expressions or sentences about moral values. At the very first of *Warcraft* movie, it showed that Durotan was paying attention to his wife, Draka. Draka at that time was sleeping, but she woke up after she knew that her husband was sitting beside her. Durotan was responsible man, so that he became a chieftain for his clan. This could be proven that *Warcraft* movie contains lots of moral values through analyzing the

verbal and non-verbal data. Those moral values which found within verbal communication in the movie will be discussed clearly as follow:

### **1. Responsibility**

**Scene (1):** Medivh arrived in Azeroth for his responsibility



In this scene, Medivh as a guardian for human seemed to leave every personal business that he had. This was he did because he was responsible for his duties. Though his busy schedule at that time was quite dense. He left a Golem and left the kingdom of Karazhan to help King Wrynn solve his problem. This could be concluded from Medivh's statement who said "I exist to protect this realm, my lord. It is my very purpose. I am the Guardian. At least for the time being anyhow." The relation of the moral values contained in this film with the syllabus used in 1 Lembar Senior High School is both emphasizing the value of responsibility. As students, they also need to carry out responsibilities, for example, study diligently, do assignments given by the teacher and others.

## Scene (2)

Khadgar prepared or charged himself to go back to Azeroth



The picture above is proof that Medivh was very responsible for what was his duty. Because even though he felt scared and lost with the threats, he still left his kingdom and preferred to protect Azeroth because no one would take care of the human' kingdom except himself.

**Scene (3):** Durotan surrounded himself to Guld'an



The third value of responsibility could also be witnessed through Durotan's conversation with Black hand. In this scene, Durotan who had become a fugitive Guld'an might be willing to surrender to Gulda'an, because he was the first to challenge Guld'an. So as a result of the challenge he was responsible by surrendering so that his tribe was safe from the torture of Guld'an.

**2. Love of peace**

In addition to the value of responsibility, *Warcraft* also displayed the value of “love of peace”. There are several values of peace contained in the film, among others:

**Scene (4) :**

King Wrynn, Quenn Taria and Khadgar looked for information from Garona.



In this scene, Garona tried to threaten Lothar behind. Lothar initially threatened Garona if he would not take the King and himself to the Portal where the orcs appeared. But king Wrynn calmly said "We're not trying to be fearsome, Garona. We are trying to protect our people, our families. If you help us I give you my oath. You will have your freedom." From this dialogue, it showed that the queen did not want Garona to be hurt or injured. It can be seen from Queen Taria's argument which guaranteed Garona's freedom. Not only Garona that the queen wanted to give protection, but her people too. In conclusion, the queen of Taria had a love of peace and *Warcraft* showed the importance of that value to be applied through this scene.

Not only in this scene, the value of love of peace was found, this could also be seen on scene (5) when Durotan who was an orc tribal leader knew that Garona brought humans to the orc's territory to spy on the orcs who made portals. Durotan was supposed to be angry and slaughtering humans, but he only covered Khadgar's mouth with his hand and told Garona that he wanted to make peace and

work with humans to defeat Guld'an instead. This indicates that Guld'an also did not want to have a bloody oath between innocent lives. This data is in line with what the queen of Taria wanted, that is peace. This could be proved through Durotan conversation with Garona as below.

Scene (5): Garona met Guld'an.



### 3. Love homeland

Scene (6): Lothar tried to help Callan



The scene above told the death of Callan, son of Lothar in the first meeting of King Wrynn with Durotan. Initially the meeting was safe, but apparently there



were intruders who were spying on Durotan, and in the end there was a clash. It also invited Medivh's attention. He saw the power of the orcs which were very dangerous, then Medivh released out his magic. Unfortunately Callan was surrounded by orcs and Medivh magic, his father tried with all his might to help him, but it was useless. Callan cannot be released, he died. Before dying Callan talked to his father and said "Dad, for Azeroth". Through this phrase, the author of *Warcraft* movie indicated that Callan loved his native land, Azeroth. So he sacrificed his life to defend the land where he lives. So, *Warcraft* also contained the value of patriotism that is worth emulating. In here we can conclude that what was Charless emphasized, was to fight for your motherland until the last drop of blood.

#### **4. Affection**

The next scene there is moral values also represented by the author, that is affection. That data can be seen as follow:

Scene (7): Khadgar visited his son, Callan.



The dialogue at point (7) on the table above told that Lothar really loved his son, Callan. In this scene, Callan was defeated by Orcs. Orc took all of his

troops, but they took them live. While Callan could be revived by other troop. It made his Father worried a lot. Lothar proved that he loved his son from dialogue which says “you had me worried and you are all I have.” From the words “all I have” Lothar tried to express that he would be so in pain if he lost Callan because Callan was the only worthy things that he had in his life.

Another scene that showed affection value was that when Garona felt guilty for Callan. She was actually the one who recommend king Wrynn to meet Guld'an. She told Medivh about this, and Medivh gave her suggestion like stated in this scene:

#### Scene (8):

Garona took care of weak Medivh, and Medivh gave advice



Dialogue at point (8) above told that Medivh advised her that she should look for Lothar, although she felt she was wrong, Medivh forced her to go because he knew that it would linger pain for long time if she did not find him soon. Love and affection also can be seen in dialogue below:

Scene (9): Lothar did not want Garona to go to battle field.



In here, Garona told Lothar that king had gone to battlefield with Guardian, and Lothar told Garona to not trust Medivh, so that she decided to go with king and guardian, but Lothar disallowed her because he could not go along with her, he thought that he could not protect her, he was worried about Garona safety. It means that he loves and cares of Garona so much. And other data about affection is found in this dialogue:

Scene (10): Lothar tried to wake Medivh from inflected Fel.



In here, Lothar represented how much he cared about Medivh. Medivh had turned into a beast. He had to break Azeroth by saying incantation. Lothar was so sad for seeing him like that, so he tried to get him back by saying “If there is

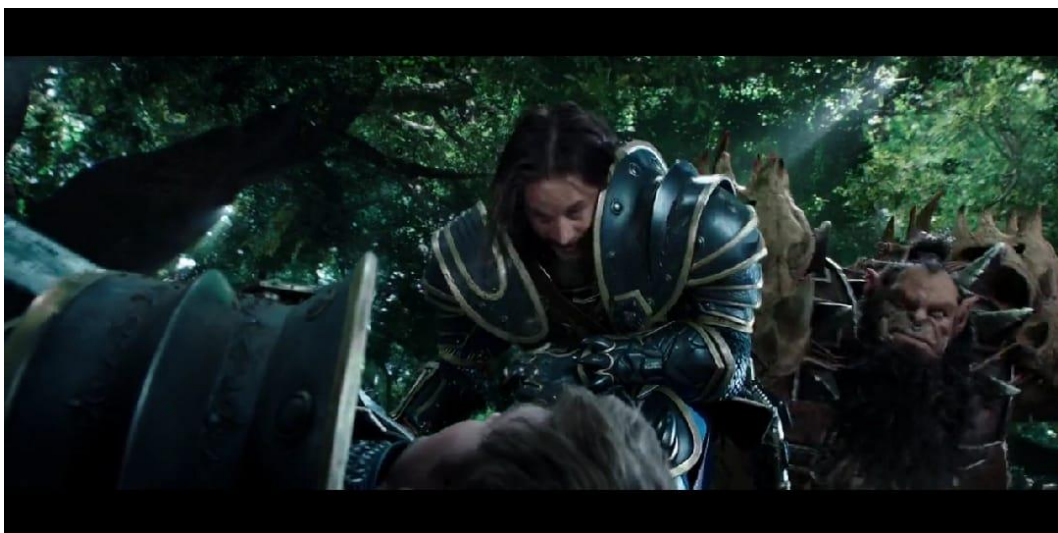
something of you still in there, old friend, come back to us.” From this sentence we could know that Lothar still cared of Medivh although he turned into a beast. He tried to bring him back and with Khadgar’s help, he could defeat that beast and brought back Medivh. In here we could take a lesson that we should help others no matter what kind of being they are.

## 5. Creative

Creative is the way we do something out of the box. Creative will bring something old into new and update. As what have shown by Lothar and Khadgar at some scenes, the hard things become easy cause by creativity. Those creative values are represented below:

### Scene (11):

Lothar told Callan to be smarter.



In this scene, Lothar was having a fight with an orc. He realized that he could not beaten the orc by his own power because orc was much stronger than he was. So that he decided to be creative. He remembered that he was given a gun by

dwarf, then he used it to attack orc, as the result he won. In this scene Lothar said “Don't try and take them on with brute force. They are stronger. Be smarter.” From the words “be smarter” it showed that be smart is the best way when we are not strong enough to knock down enemy.

## 6. Fair

Fair has a meaning as giving the same and is not one-sided. Fair is also a value that we should apply in our daily lives. As for the fair value contained in the *Warcraft* movie, it couldn't be witnessed on the scene below:

Scene (12): Garona followed what King Wrynn had asked



In the dialogue point (12) above, King Wrynn said “Your killing me is the only hope we have for peace. You told Lady Taria that killing her would bring you honor. Well Killing me would make you a hero. Survive Bring peace between orcs and humans. You must. You must.” From this statement we could find out that King Wrynn advised Garona to kill him. This he did because he thought, killing each other would not produce anything. Therefore he asked Garona to kill him in front of the orcs. Orcs had a culture where when they fight, and one of



them kills the leader of the war, then the killer will be appointed as leader. Therefore, the king was convinced that in this way a justice would be created between humans and orcs. Humans would live quietly as usual and Garona, who was once only a maid for the orcs, would be transformed into a feared leader. And in the end, Garona did as what she had told by the king and she became the queen of the Orcs. The thing that can be taken from this scene is fair. Examples of fair in real life that can be applied by students in terms of education are by sacrificing time, for example reduced play time for learning and use it for other beneficial things so that the future can be guaranteed.

## **7. Care for The Environment**

### **Scene (13)**

Durotan and Orgrim were enjoying beautiful view



This scene featuring Durotan and Orgrim were enjoying the beautiful scenery. They really missed the atmosphere like this, but Guld'an's magic wiped out the beauty and naturalness of their residence. After Durotan realized this, he too took the initiative to stop Gulda'an. This right shows that Guld'an is very concerned

about the environment. Whenever Guld'an released his magic, the world would be corrupted and life would disappear. It's the same with what happens in real life. Fel was described as trash in the film, if it's left unchecked, there will be damage and imbalance of the ecosystem. Therefore, we need to maintain environmental cleanliness.

## **8. Trustworthy**

### **Scene (14)**

Garona when was being asked by Lothar about Durotan



Next is the scene where Garona convinced the royal family of Durotan's kindness. Durotan was a very respected and respected person in the Orc tribe, but the king and queen of Azeroth still doubted about that. Fortunately Garona could prove that Durotan is a trustworthy person. This could be found in Garona's conversation that said "He is freed me, and he is loved by his clan. He is a strong chieftain. Strong chiefs must earn their clans trust." The value that can be taken from this moral value is to continue to do good because one's trust can be obtained by showing virtue.

## 9. Bravery

### Scene (15):

Lothar argued King Wrynn for his plan



In these scenes Lothar dared to oppose the king because he learns that Medivh no longer works like a Guardian. But the king still believed that Medivh was still carrying out his duties correctly. Lothar did not give up on convincing King Wrynn that Medivh had changed and he also said "Not the one you remember. He's lost it. He's unstable. And he won't be there when you really need him. " In saying this, Lothar knew what the consequences would be. But he proved that daring to defend the truth with various kinds of risks is better than lying. He was arrested by the king because of his opposition, but fortunately, Khadgar came to save him.

## 10. Appreciating achievements

The next data is about appreciating achievement, at least there are two data found about this value which can be seen on scene no. (16) and no. (17)



**Scene (16):**  
**Khadgar in Kharazan**



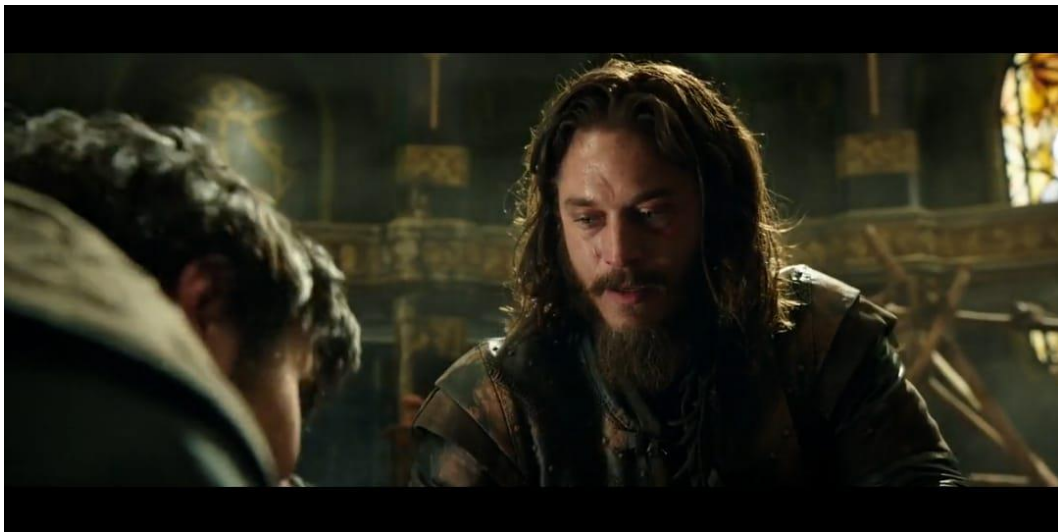
In this dialogue, Medivh caught up Khadgar in library of Kharazan which belonged to guardian. He asked Khadgar about what he was doing while he was still had his training in Khirin Tor, and Khadgar said “In the barracks, one of the bodies is infected by fel”. Medivh knew that it’s crucial problem, then he appreciated Khadgar for doing right thing, he said “You've done the right thing.” to Khadgar because he had told him an important news.

Next data of appreciating achievements was founded in a scene where Khadgar successfully defeated the beast which infected Medivh. Khadgar got appreciation from Lothar who said “I'm proud of you”. Lothar in here appreciated Khadgar because he had done amazing thing with his creative strategy. “I’m proud of you” commonly represent an expression that is use to appreciate amazing thing that have done by people, and in here Lothar did it to Khadgar. In real life, when people done something whether the result is bad or

good, we have to always give them appreciation because it can build up their self-esteem to do better and better.


#### Scene (17):

Lothar appreciated Khadgar for his success on defeated beast which inflected Medivh



#### B. Non-Verbal Verse

This verse is describing data which found in form of non-verbal data, this data contains of moral value that can be seen through an action which done by the character in the movie. And those non-verbal data can be seen as follow:

No.	Name of moral values	Scene
1.	Love reading	(1) 

		<p>(2)</p> 
		<p>(3)</p> 
2.	Sincerity	<p>(4)</p> 
3.	Creative	<p>(5)</p> 

## 1. Love reading

### a. Scene (1)

Khadgar were reading a book, In here Khadgar was reading a book he took from Karazhan. He read the evidence to find clues from where the orcs actually appeared. Khadgar in this film was described as having love reading habit.

### b. Scene (2)

In this scene, Khadgar was so exciting with the atmosphere of Kharazan because in here he could see so many books that he never seen before, so that he kept walking around library and read some book before Lothar came. In here, Khadgar emphasized that he love reading.

### c. Scene (3)

Khadgar always brought his book everywhere he goes. In this scene, we could see on point (3) on discussion table above that told us how Khadgar loved reading, even he was also given title of bookworm by Lothar because he had never separated from book. This can be seen through the scene above. Another moral value also discusses the value of love reading found in the *Warcraft* movie. The conclusion from these three data is that reading very important to know new things. In *Warcraft* movie, Khadgar had a very important role in solving problems. Khadgar solved the problem through reading. Then we can make conclusion that reading can solve difficult problems.

## **2. Sincerity**

Scene (4) showed Queen Taria gave Garona a mantel, food and water to drink. In this scene, the sincerity was shown by Queen Taria. He came over to the captive Garona. Queen Taria knew that Garona must be cold and starving, so she came to see her with a coat, food and drink that warmed Garona's body. Garona previously felt intimidated by the arrival of the queen and Lothar, so she threatened the queen by saying "Then killing you will bring me even greater honor." Although the queen was threatened, but her good intentions did not recede, she just smiled and said that she would guarantee a free life for Garona. Not only was the proof of Queen Taria's sincerity, she also freed Garona from the iron chain wrapped around her neck. As for what could be drawn from the value here is, we should still do good to people regardless of who they are, because our sincerity can sometimes change the minds of even bad people.

## **3. Creative**

Another scene which also represented creativity was that when Khadgar fought Medivh. It could be seen on scene (5). In this scene, Khadgar was so creative he could not defeat Medivh just like Lothar beat the orc at the previous data. So he had an idea, his idea was to pull the Golem that was created by Medivh to a fountain where Medivh was. And as the result he won it. In brief, it is clear that to be a creative being is really needed when something that beyond our power cannot be done by the power that we have.

#### **4.3. Pedagogical contribution of moral values in *Warcraft* Movie**

From previous discussion, it is known that so many moral values are available on that movie. It can be said that movies not only for entertainment, but it also can educate the watchers. Talking about education and movie, both of them have a relation in which movie can be media that used for instructional media for students and they can take the educational conveyed and delivered by the author of the movie.

*Warcraft* is a movie which tells about a human and orc war. At first, human lived in a peace, there was no disturbances, they all are lived happily. Meanwhile the orcs had lost their world, almost there is no life to be lived in. so their leader decided to rob the world of human. But to reach human world, they had to open a portal which could be opened by sacrificing life. The orc sacrificed weak creatures in their world. And the one that could open the portal was Guld'an. Guld'an in the movie was explained as an arrogant orc, he wanted to command the world and his chieftain realized it, he was Durotan, who was the only orc that gave voice to crush down Guld'an. From this short story of *Warcraft* movie, moral value that can be taken is that bravery. Not only bravery which is found in the movie but many more.

Therefore, this study has pedagogical contribution in which this contribution can be found by comparing educational values in the movie with educational values in Ministry of National Education. In the school where the writer took the data uses Curriculum 2013 as their curriculum. The teacher of English subject also uses syllabus which has been revised currently. On that

syllabus, there are points in where students must have good behavior such as honest, discipline, responsible and care (whether care for the environment or care for others). This point is stated clearly on KI 2 on syllabus that is used in 1 Lembar Senior High School. KI 1 and KI 2 actually are not implemented explicitly into KD 1 and KD 2 but the implementation of competency of attitude in English subject is still applied through the way how teaching and learning process runs. In achieving this competency, indirect teaching is used to achieve the goals such as providing good models, refracted, and culture of the school.

Based on this Ministry of National Education, the aim of character building is to improve the quality of implementation and outcomes of education in forming students' character of moral as a whole, integrated, and balanced. Through the implementation of character building, students are expected to be individuals who live in line with Indonesian ideology that is *Pancasila*. So, character building may be viewed as a process or to develop, improve and to form a character, personality and attitudes in order to be morally good based on Indonesian ideology.

In building students' character, the moral values which found in the movie can be implemented through some way. Each part of moral has their own way to be applied in real life, even more for students in Senior High School, those contribution are, doing homework and submit it on precise time, come to school and many more to sharpen their responsibility, avoid bullying to create love of peace, make them participate in Olympiads or contest in order to build up their feeling of love homeland, let them talk about their opinion in learning process

without cutting it in order to build affection, because some students might get confuse after their opinion is rejected. Make students to do their job in creative ways for example in teaching how to make invitation, teacher should not give them directly, ask them to look for it, it will create their creativity. Never compare smart students and fool students in order to avoid unfair, because they will be intimidated when smart students are treated better. Bring students to learn outdoor, it will help them to love their environment. Keep monitoring students when they are having examination in order to sharpen their trustworthy, lead them to do something out of the box to build up their bravery, for example the captain of the class reporting lazy students although they are threatening, beside their bravery rise, their trustworthy also will develop. When they done something new, or when they try something good, always appreciating them because it also will improve their self-confidence to be better. Make them cares to others in order to rise up their sincerity. The last moral value is love reading. Use attractive books in teaching and learning process like, novel, comic, short story, and so forth, in order to make them love reading, because Senior High School students tend to read book which affect and entertain them.

At last, from data above, it can be concluded there are twelve moral values with 21 frequencies within the movie. Those relations of moral values found in *Warcraft* movie and moral values according to Ministry of National Education were clearly described in previous discussion it also related to syllabus uses in 1 Lembar Senior High School. In Ministry of National Education is known a value named honest. This value is founded in dialogue namely trustworthy which is



stated by Garona who said “He freed me, and he is loved by his clan. He is a strong chieftain. Strong chieftain must earn their clan trust”. While in dialogue which said “you have to be smarter” indicates creative value. And others values that found within the movie are fair, bravery, love of peace, love reading, sincerity, love homeland, appreciating achievements, care for the environment, sincerity, affection, and responsibility. In short, in this pedagogical contribution of *Warcraft* movie that found by analyzing data is hoped to be useful for teaching and learning. This is because of the moral values contained in the movie are very suitable with what Minister of National Education have mentioned.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on what have explained and described in previous chapter, this thesis deals with two main questions, thus are: what are the moral values found in the movie entitled *Warcraft*? and how the movie entitled *Warcraft* contribute to moral teaching at senior high school. This movie contains of two kinds of moral, namely value of being and value of giving. Values of being consist of bravery, trustworthy, sincerity, and value of giving consists of love and affection, and fair. Secondly, according to Ministry of National Education, the kind of moral values that they have mentioned are available on *Warcraft* movie. These data also related to KI 2 in 1 Lembar Senior High School in which the point of KI 2 deals with character building that focus on responsibility, care for environment as well as care for others, discipline, and also be a good models for others. While in the movie there were found that kinds of moral values. Those moral values are fair, bravery, love of peace, love reading, sincerity, love homeland, appreciating achievements, care for the environment, sincerity, affection, and responsibility . Love of peace can be implemented by avoid bullying, care for the environment can be done by put rubbish in rubbish bin, and so on.

In brief, *Warcraft* movie is concluded as a movie that has contribution in building character education and the movie could be used as media to build character education.

## **5.2 Suggestion**

After analyzing data about moral values in the movie, then the writer has recommendation for who this research useful for, they are students, teachers and for those who will conduct the same research.

### **1. For students**

Warcraft movie is a good recommendation movie for students. They can take and absorb the moral values which found in the movie and apply them into their real life.

### **2. For teachers**

For teacher, especially English and Literature teacher, this research is hoped that teacher can use movie as media for teaching, because movie can entertain students and make learning process more attractive.

### **3. For other researchers**

The writer of this research also hope that this research will be beneficial for those who want to do the same research, the research hopes that this research can be a references for them, especially for them who want to know more about moral values in movie and they can develop this study.

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# **APPENDICES**

Durotan : There has been a war between orcs and humans for as long as can be remembered. But there was once a time, when we did not even know who our enemy was. Or what that evil green magic, the fel, had done to us. But in the beginning, how could we have known. What choice did we have? Our world was dying. And I had to find my clan a new home.

Draka : Durotan. I can feel your eyes.

Durotan : I thought you were asleep.

Draka : I was. Dreaming of a hunt, through the snow. I thought of a name.

Durotan : Well. Keep it to yourself, wife. I'll choose a name when I meet him. Or her.

Draka : Oh. And how will the great Durotan name his son? If I do not travel with him.

Durotan : A son? Can you hide your fat belly?

Draka : Better than you can hide your fat head.

PORTAL

Durotan : So many clans from one place, Orgrim. Laughing skull. Black rock. All have been summoned.

Orgrim : It will be a mighty warband. I just wonder who's left to fight?

Black hand : Lok'tar ogar!

Orc : (Victory or death). Black rock, over there.

Guldan : How much longer, Black hand?

Black hand : We are ready, Gul'dan.

Prisoner : Help me. My child. Please let him go. I beg you.

Guldan : What did she say?

Garona : She begs for you to free her child.

Guld'an : But I need him. I need all of them.

Black hand : Move, half breed.

Draka : What is that?

Durotan : Gul'dan's magic.

Guld'an : The fuel of my magic is life. We only have enough prisoners to send through our strongest warriors. But that will be enough. The enemy is weak. When we arrive, we will take them as fuel. We will build a new portal. And when it is complete, we will bring through all... of the Horde.

Durotan : Let me go first.

Orcs : For the Horde!

Black hand : With child? You dare bring that burden into my war band!

Durotan : Let me go, Black hand. Draka!

Guldan : Push, little one. Push.

Durotan : My son.

Guld'an : A new warrior for the Horde.

#### IRONFORGE

Dwarf : Lothar, come. I have got something for you.

Lothar : What is it?

Dwarf : A mechanical marvel. It's a boom-stick. Odd.

Take water.

You might want to head home, big man. Someone has attacked one of your garrisons. It seems your king needs you, commander.

#### STORMWIND

Lothar : The entire garrison, and no one saw anything.

Solider : We did find someone. He was searching the bodies, here, in the barracks.

Lothar : In the barracks?

Khadgar : Finally, Are you in command?

Lothar : That's the mark of the Kirin Tor. What are you doing in my city, spell chucker?

Khadgar : Let me complete my examination of the body across the hall.

Now why would I do that?

Lothar : Within that body is the secret to your attacks.

#### BARRACKS

Lothar : What was that?

Khadgar : You must summon the Guardian.

Lothar : Medivh?

Khadgar : It should be he who explains it.

Lothar : Only the king summons the Guardian. Get him to Goldshire.

#### GOLDSHIRE

King Wrynn : What kind of beasts?

Solider : Rumors, your Majesty.

King Wrynn : How does a garrison of 30 men disappear without a whisper.

Khadgar : The fel. Or at least it's influence.

King Wrynn : Is this him?

Khadgar : Your Majesty.

Callan : Dad.

Lothar : Thank you, son.

King Wrynn : So who are you, mage?

Khadgar : My name is Khadgar. I'm a Guardian novitiate. I was. I renounced my vows.

Lothar : You mean you're a fugitive?

Khadgar : I'm not hiding. Your Majesty. I may have left my training but I didn't leave my abilities behind. I sense something.



Dark forces, when it's strong it... almost has a smell. Knowing that something so evil was so close I couldn't just ignore it.

King lothar : What's going on out there?  
Solider : Smoke, Sir. The southeast.  
Khadgar : Your Majesty, I urge you to engage the Guardian with all haste.

Solider : They've reached Elwynn Forest. The Grand Hamlet is burning.

Queen : An attack? What?  
Lothar : Stop requesting Callan. Stay out of my business.  
Queen : He wants to follow in his father's footsteps.  
Lothar : My son doesn't need your help.  
Queen : Tread carefully when you talk to your queen.  
Lothar : You are my sister first.

King Wrynn : When was your last visit to Karazhan?  
Lothar : With you. I don't know... 6 years?  
King Wrynn : And you had no contact with Medivh since?  
Lothar : Not for the lack of trying.  
King Wrynn : Well. He can't hide from us now. The Guardian is summoned.

Lothar : Get on.  
King Wrynn : Good luck.  
Lothar : Okay.

Humans : Let me go!  
Black hand : Frostwolves do not join the hunt?  
Durotan : We prefer our enemies armed with an axe, not a child.  
Black hand : We have been commanded, Durotan. Respect the old ways. There must be a worthy foe somewhere on this dung heap. Find them all! Try not to kill too many, we need them alive.

KHARAZAN  
Moroos : Lothar.  
Lothar : Moroos. Look at you. You haven't aged a bit. Where is everyone?  
Moroos : Many things have changed.  
Khadgar : The power that must be locked away here, the knowledge.  
Lothar : Where is she?  
Khadgar : I didn't know so many books even existed.  
Lothar : Wait here. And try not to touch anything.

Lothar : He sees no one?  
Moroos : The world's been at peace. Good you are here, Lothar. It would do the Guardian a world of good

to see a friendly face beyond this old one. He  
 can't refuse you... nor King Wrynn.  
 Lothar : Not if he's summoned.  
 Moroes : Chop chop.  
  
 Medivh : Did you summon him, Moroes?  
 Lothar : No. He did not. So. You become a sculptor?  
 Medivh : I'm making a golem. It usually takes years of  
 magic to sip into the clay, but up here  
 it's..... much faster. Makes someone to keep  
 Moroes company. Help to clean up around the  
 house.  
 Lothar : Thank you.  
 Medivh : It's good to see you, Lothar.  
 Lothar : We need your guidance, Medivh. Our king  
 summons you.  
 Medivh : Who's the boy downstairs?  
  
 Khadgar : Hello? Guardian?  
 Medivh : Have a good look around? Getting some ideas  
 what you are going to do with the place once  
 it's yours?  
 Khadgar : Guardian, I've renounced my vow. I didn't want  
 to come here. I swear, Guardian. I urged them to  
 find you. I told them..... you should be the  
 one to explain.  
 Medivh : Explain what?  
 Khadgar : Fel !  
 Medivh : In Azeroth?  
 Khadgar : In the barracks, one of the bodies.  
 Lothar : Guardian, what is the fel?  
 Medivh : A magic unlike any other. It feeds on life  
 itself. It pollutes the user, twisting  
 everything it touches. It promises great power  
 but it exacts a terrible price. There is no  
 place for the fel in Azeroth. You've done the  
 right thing. We'll go.  
  
 Lothar : Hey. Go home, you.  
 Medivh : Step in.  
 King Wrynn : Medivh.  
 Medivh : Your Grace.  
 King Wrynn : It has been too long. Come. Help us get to the  
 roots of these troubles about.  
 Medivh : What kind of beasts?  
 King Wrynn : They are saying giants. Armed giants. Wolves  
 to carry them. Huge unstoppable monsters  
 Medivh : What are the other kingdoms? Are they  
 suffering the same?  
 King Wrynn : All seek our protection yet not trust us  
 enough to tell us anything.  
 Medivh : We know nothing about these so call monsters.  
 Lothar : We need prisoners. Even a corpse can tell us  
 something.

King Wrynn : I don't know what danger we're in, Medivh.  
Medivh : I exist to protect this realm, my lord. It is my very purpose. I am the Guardian. At least for the time being anyhow.  
King Wrynn : Yes. What are we going to do about...What is his name?  
Khadgar : Khadgar, sire.  
Medivh : He'll be coming with us.  
Lothar : Well then.  
Medivh : We better get going.

# **ELWYNN**

FORES Halt!

Medivh : It can't be.  
Varis : What is this?  
Medivh : Can't tell from the look of it.  
.  
Khadgar : Guardian.  
Soliders : Close ranks! Watch your back!  
Orcs : Victory or death!  
Solider : Watch the flank to your left! Watch your flank! Watch your flank! To your left!  
Khadgar : Guardian!  
Solider : Now you die, you beast!  
Lothar : Don't try and take them on with brute force. They are stronger. Be smarter.  
Durotan : The fel.  
Lothar : They're all dying.  
Medivh : Only the green ones!  
Solider : Kill that big bastard!  
Black hand : Durotan. Move.  
Khadgar : Guardian. Guardian, what did you do? I was right, wasn't I? It's here. Where are you going?  
Medivh : Get these men safely back to Stormwind. I've to return to Karazhan. You did well today.  
Lothar : Where's the Guardian?  
Khadgar : Karazhan.  
Lothar : We need a prisoner. Where's your horse?  
Khadgar : Uh. They took my horse.  
Lothar : Really?  
  
Lothar : Just stay there. How much do you love your master? I'll do it. Back off! Pity. It would have make a good coat.  
Khadgar : Over here!  
Lothar : You took it alone.  
Khadgar : Yes. Looks like the runt to the litter.  
  
Lothar : You. What are you? And why do you attack our lands?  
Garona : He does not know what you speak.  
Lothar : You speak our language?

Prisoner orc : Speak one more word of their language. And I will wear your tongue. I will not warn you again.

Lothar : Tell him to stop.

Garona : You tell him.

Lothar : You're welcome.

King Wynn : Have you a name? You understand our language. Again, have you a name?

Lothar : Garona. She calls herself, Garona.

King Wrynn : What kind of being are you?

solider : She seems more like us than those... beast we fought.

Garona : Orc.

King Wrynn : Orc? That's what you are? Or the beast in the cage was? I know every races in the Seven Kingdoms. I've never heard of orc. Show me where you come from.

Garona : This is not orc world. Orc world is dead. Orcs take this world now.

King Wrynn : Not from this world. How did you get here?

Garona : The great gate. Deep in ground and through magic brought us here.

King Wynn : But how did you learn our language?

Garona : Orc take prisoner for the gate. I learn from them.

King Wrynn : Prisoners? Our people? Are they alive?

Garona : Yes. Many.

King Wrynn : Why?

Garona : To feed the gate. To bring the Horde to take your world.

Lothar : You'll take us to them.

Garona : No.

Lothar : You'll take us to them or you will end up like your friend in the cage.

Garona : You think you are fearsome. Orc children have pets more fearsome than you.

King Wrynn : We're not trying to be fearsome, Garona. We are trying to protect our people, our families. If you help us. I give you my oath. You will have your freedom.

Guld'an : Fearsome Blackhand. Warchief of the Horde. You have allowed the smallteeths to kill your warriors. Worse. You shamed your people by running from an enemy. Are you too weak to talk, destroyer? The Horde has no use for weakness. Respect our tradition, warchief. You know the penalty. Death.

Black hand : Done.

Guld'an : You dare interrupt this judgment?

Durotan : We fought hard! Their warlock uses your fel  
against us.  
Guld'an : Only I can control the fel! I see you and your  
men have survived. Perhaps Black hand kept  
you safely away from the battlefield. Maybe he  
knows you are weak too. Do you wish to challenge  
me, little chieftain.

Durotan : I do not question, Gul'dan. But the fel is  
born of death,  
must have a price.  
Guld'an : A price paid in lives taken.

Draka : Will you hold your son? He will be a great  
chieftain. Like his father, a born leader.

Durotan : I was no leader today.

Draka : He challenges you already.

Durotan : If Gul'dan can infect born as innocent as he.  
What chance do the rest of us have?

Draka : Whatever happens.

Durotan : Whatever happens.

Garona : I see you.

Medivh : This gate, who showed it to Gul'dan? Who lead  
him to Azeroth? Gul'dan call him a demon.

Medivh : Did you see it?

Garona : Not the face, but the voice... Like fire and  
ash.

Lothar : I'll be here if you need me.

Garona : Your mate. I could kill you before he even  
reaches me.

Queen Taria : Lothar? He is my brother. The king is my mate.

Garona : You are the chieftain's wife then?

Queen Taria : I suppose so.

Garona : Then killing you will bring me even greater  
honor.

Queen Taria : Not among my kind. It is a cold night. I  
thought you might use these. It will warm you.  
More of our villages burned tonight. One of them  
is the village of my birth. I cannot imagine  
what horrors you have been through, Garona. But  
this does not need to happen. We have peace in  
these lands for many years now. Peace between  
races from all over the world. What is this? I  
can have it removed. There is a life here for  
you, Garona. With us. A life of freedom. If you  
want it.

Khadgar : The great gate. From light comes darkness and  
from darkness, light. Well, that's clear. Ask  
Alodi. Alodi. Ahh.

Durotan : It's good to see trees again. And the snow. Even from a distance. Remember when we would track blood ox through the Frostwind dunes? There is always meat. Always life. You know, it's strange that we lost our home when Gul'dan came to power.

Orgrim : One orc could not kill a world, Durotan.

Durotan : Are you sure? Look around you. Does it not remind you of something? Wherever Gul'dan works his magic, the land dies. If our people are to make a home here, my friend. Gul'dan must be stopped.

Orgrim : We are not powerful enough to defeat Gul'dan.

Durotan : No. No. But with the humans help, we could be.

Garona : I want that weapon.

Lothar : You'll have me to protect you.

Garona : I need no one to protect me.

Lothar : What are you looking at? Bookworm. Take the first watch.

Khadgar : Respectfully, Commander, my name is Khadgar.

Lothar : My deepest apologies, Khadgar. You see, I thought we bonded when I didn't put you in a prison cell for breaking into royal barracks. Now take the watch.

Lothar : Well. At least you're not reading.

Garona : He wishes to lie with me.

Khadgar : I beg your pardon?

Garona : You will be injured

Khadgar : I don't want to lie with you.

Garona : Good. You would not be an effective mate. Why do you laugh? I can't see how you humans survive such a thing. No muscles to protect you. Brittle bones that break.

Lothar : You don't look that different to us. How did you survive?

Garona : Broken bones heal stronger. My are very strong.

Lothar : I'm sorry.

Garona : Do not be.

Garona : My name, Garona, it means "curse" in orc. My mother was burned alive for giving birth to me.

Lothar : They kept you alive though.

Garona : Gul'dan did. He gave me her tusk to remember her.

Khadgar : My parents gave me to the Kirin Tor when I was 6 years old. That's the last time I saw them or... any of my brothers and sisters. It brings a family honor to offer a child to the Kirin

Tor. To have their son taken up to the floating city of Dalaran and be trained by the most powerful mages in the land. Less so, to have them run away.

Lothar : Well. That was cheerful.  
Garona : The great gate.  
Lothar : Why do they need so many prisoners?  
Garona : Like wood for a fire. Green magic takes life to open the gate.

Lothar : How many more orcs are  
Garona : they planning on bringing? All of them. This is just a warband. When the portal is open, Gul'dan will bring the Horde.

Lothar : Get them back to Stormwind. We ride ahead.  
Khadgar : Garona, we should go. It's not safe...  
Garona : Durotan.  
Durotan : To the north, there is a black rock that touches the sky. I would meet with their leader.  
Garona : To challenge him?  
Durotan : I saw you, lead the smallteeths to our encampment. They have seen what is being built. And only you know, what Gul'dan has planned for my people. His magic is death to all things. He must be stopped. Tell him, the black rock, when the sun is highest.

Garona : I will. Chieftain. If I returned, would you  
take me into your clan?  
Durotan : You're safer here, with them.

Moroos : Is it as you feared?  
Medivh : The fel is everywhere.  
Moroos : Then you mustn't leave again.  
Medivh : They need the Guardian's help now more than  
ever.  
Moroos : Maybe the boy can help.

Mage : We need solution!  
Dwarf : Easy for you to say!  
Mage : The Dwarf enforcers must work overtime.  
Dwarf : You treat us no better than dogs.  
Mage : We shall supply you no more!  
King Wrynn : Enough! You have all called on Stormwind in the past either for troops or arbitration. If we do not unite to fight this enemy, we will perish. Stormwind needs soldiers, arms, horses...

Mage : Ha! We have our own kingdoms to look after.  
Fight your own wars!  
Lothar : Your Majesty.

King Wrynn : Commander.  
Lothar : The Orcs are building a portal, through which they plan to bring an army. If we do not stop them now, we may never get another opportunity.

Mage : Where is he? Where is the protector of Azeroth? Where the Guardian? Where is Medivh?

King Wrynn : My liege. I suggest we take a recess.  
Mage : Take as long as you like. We're done.

Varis : Commander. What's left of the 4<sup>th</sup> has retreated from Stonewatch.  
Lothar : What's left?  
Varis : Callan is among the injured.

Callan : Dad? I'm fine. It's fine.  
Lothar : You had me worried. Where's the rest of your troop?  
Callan : They took most of them alive.  
Lothar : We'll get them back. Don't be in such a hurry. You're all I have.  
Callan : I know. I'm a soldier.

King Wrynn : He would not ask for this meeting if he thought he could defeat Gul'dan alone. The fel must truly terrified him.

Garona : Durotan is scared of nothing. The location.  
Lothar : The suddenness of this meeting. Sounds like a trap.  
Garona : It is not.  
Lothar : Could be.  
Garona : It is not.  
Lothar : Could be.  
Garona : It is not.  
Lothar : What do you think?  
King Wrynn : It's too good an opportunity to ignore. I think we have no choice. We must stop the orcs from opening the portal. But we will need help.

Lothar : And if he's lying?  
Garona : Orcs do not lie.  
Lothar : What if he is?  
Garona : There is no honor in it.  
Lothar : And where is the honor in betraying his own people?  
Garona : Durotan is protecting his clan. His enemy is the fel. Gul'dan is the betrayer.

Queen Taria : This orc, Durotan. How do you know him?  
Garona : He freed me, and he is loved by his clan. He's a strong chieftain. Strong chiefs must earn their clans trust.

Queen Taria : If we are to expect you to join us. We must earn yours. To defend yourself.



Garona : With this?  
 Queen Taria : Yes.  
 King Erynn : Find the Guardian.

Medivh : What is this?  
 Khadgar : Guardian? Uh. The gate. We saw it, in the morass. I've been putting together all the clues I can about it.  
 Medivh : This. This drawing. Where did you copy it from?  
 Khadgar : Guardian.  
 Medivh : And this? And this? And this?  
 Khadgar : I've been researching ever since I felt the presence of the fel.  
 Medivh : I am the Guardian. Me, not you. Not yet.  
 Khadgar : I just thought you might appreciate some help.  
 Medivh : Don't presume you can help me. You have no idea the forces I contend with. If you want to help, protect the king. You leave the fel to me. Interesting choice.  
 Khadgar : Guardian.

Solider : Pack up and move to the west gate. You there. Pack up your stall and get moving now!  
 Khadgar : I need your help. I found a book.  
 Lothar : Of course you did.  
 Khadgar : There was an illustration that showed the gate like the one we saw being built.  
 Lothar : Sorry. Sorry. Khadgar.  
 Khadgar : Listen. I tried to show the Guardian but he became furious.  
 He burned all my research. He would have burn this too If I hadn't hidden it in my robe. No, turn the page. Here. Look. See.  
 Lothar : What do you think the image means?  
 Khadgar : The orcs were summoned. From this side of the gate. They were invited in.  
 Lothar : And the Guardian burned your research. He's probably just trying to protect you. Now go away.

Orgrim : Good spot for an ambush.  
 Durotan : Our sentries are well placed.  
 Orgrim : I will check again.  
 Garona : You requested to speak to the leader of the humans. This is he.  
 King Wrynn : I am the King Llane. I'm told you wished to talk. Ask him if they plan to return to their home?  
 Durotan : Our world is destroyed. There is nothing to go back to.

King Wrynn : We are not responsible for destroying your world. War with us will solve nothing.

Garona : He says, "Orcs, war solves everything."

King Wrynn : Then why is he here?

Garona : To save my people. Fel takes life from more than it's victims. Kills the earth and corrupts those who use it. Gul'dan will poison everything with his death magic. If my people are to survive, Gul'dan must be destroyed. In 2 suns, the humans we have captured..... be used to fuel the portal. If you attack our camp, and draw his warriors away, Frostwolf clan, will kill him.

King Wrynn : Two days. If we do this, you will protect my people until then.

Durotan : I will try.

Lothar : It's a trap! Traitor die!

King Wrynn : Retreat! Back! Return to our camp! Fall back! Stay together! Focus.

Solider : Like old times. Cover your flank! Push! You alright? You are no good to us dead. Go. I'll get the others. Fall back! We're all getting out. Medivh will cover our retreat.

King Wrynn : Garona! Stay together! Fall back! Keep it up!

Medivh : Where's the bloody Guardian? Protect the king.

I got them.

King : Move back!

Callan : Shield FORMATION!

King Wrynn : Retreat to the plateau. Fall back! Up the hill. Move!

Lothar : Medivh. Medivh, take it down! Medivh! Hold on, son.

Callan : Dad. For Azeroth.

Lothar : Medivh! Stop. Callan.

Garona : He's here!

Khadgar : What's wrong with him? We need to get him to Karazhan. I'll get the horses.

King Wrynn : You won't make any time by road. Take one of my birds.

Moroos : Place him in the fountain.

Khadgar : Moroos, what's wrong with him

Moroos : I told him not to leave Karazhan.

Khadgar : I have to go. We need the help of the Karin Tor, now.

Garona : Go.

Moroos : There are medicines I must prepare. Sit with him.

Black hand : You and the baby must leave now. You're a traitor, Durotan.  
Durotan : No. One who values what we once were. Like you used to.  
Black hand : That time is past. We are but fuel for the fel now.  
Durotan : There is still hope, Blackhand. Our children.  
Black hand chieftain. : Do not make me take more innocent lives, young Durotan.  
Durotan : If I submit..... will you let my people be?  
Draka : What will I call our son?  
Durotan : Go'el

Medivh : You. Where's the older man?  
Garona : He told me to watch you.  
Medivh : The king.  
Garona : He is alive. Lothar's son is dead. I argued for the meeting.  
Lothar will hate me.  
Medivh : This upsets you.  
Garona : He is a great warrior. He defends his people well.  
Medivh : A good mate for an orc.  
Garona : I am no orc. I am no human either.  
Medivh : When I was younger, I used to feel apart from my kin. I traveled far and wide, looking for... wisdom. Feel a connection with all the souls I was charged with protecting. On my travel, I met a strong and noble people. Among them, a female, who accepted me for what I was. Who loved me. It was not a life I was fated to have, but it taught me something. if love is what you need, you must be willing to travel to the end the world to find it.  
Garona : You left your mate.  
Medivh : Go find Lothar. Step inside the circle. This... is my gift to you, Garona.

Guld'an : A whole world and exchange for a statue. Gods are strange creatures. Frostwolves, you are a practical people. Those of us from the south have always admired that about you. When the portal opens, when the rest of the Horde join us we will give them the fel. All of them.  
Orgrim : Durotan did not agree to this!  
Guld'an : And why would you care what that traitor thinks? It is time for a new leader of the Frostwolf clan. One who has the best interest of his orcs in mind. One who appreciates Gul'dan's

vision, ... his power. Come. I will grant you the fel.

Orgrim : Durotan, he... has poisoned the Frostwolves against the fel. Let me gather them, bring them here. Grant me the fel in front of them, let them see... How much stronger I become.

Guld'an : As I said, a practical people. This is a new dawn. The time of the Horde. Be reverent, or be killed.

Garona : I'm sorry.

Lothar : Callan's mother, died in childbirth. I blamed him for it, for years. I'm not going to blame you. He was so young. In my entire life, I have never felt so much pain as I do now.

Orc : Gul'dan does not want to waste his power on the Frostwolves.

Draka : Burn them! Take the weak, kill the strong!

Orgrim : I'll bath in your blood.

Orgrim : Maybe, but not now. I can't give you long, but I can give you a head start. For the sake of your son, Draka. Leave... now.

Draka : You should have trusted in your chieftain, Orgrim Doomhammer.

Khadgar : Wait for me.

Mage : Khadgar! How dare you to come here! Get out!

Khadgar : I come seeking your wisdom.

Mage : There is nothing for you here now.

Khadgar : The Guardian, Medivh, is unwell.

Mage : What?

Khadgar : He's been poisoned by the fel.

Mage : What? Ridiculous.

Khadgar : What do you know of the dark portal? You come back, and accused the Guardian... What is Alodi?

Mage : How does he know? Alodi.

Khadgar : What is it?

Mage : An entity from a time before the Kirin Tor existed before of it's existence, and the Kirin Tor existed. We think it serve the functions similar to that of the Guardian. Protector. No one beyond the arch council knows it will stay that way. And you to mention it in the same breath as the dark portal is too much to be mere... coincidence.

Khadgar : Do I go in?

Mage : I don't know. It's never done that before.

Alodi : Khadgar.

Khadgar : I know you, from the library. You're Alodi?

Alodi : I used the last of my energies to summon you here. The Guardian has betrayed us.

Khadgar : Medivh. I saw the fel in his eyes.  
 Alodi : He is consumed by it. If he is not stopped, this world will burn.  
 Khadgar : I don't have the power to defeat a Guardian.  
 Alodi : Guardian is but a name. The true Guardians of this world are the people themselves. I know you see what the Kirin Tor cannot. It's why you left them. No one can stand against the darkness... alone.  
 Khadgar : I don't understand what you want me to do.  
 Alodi : Yes, you do. Trust in your friends. Together, you can save this world. Always remember... From light comes darkness, and from darkness... light.

Moroes : Up, up.  
 Medivh : Thank you, Moroes.  
 Moroes : You'll recover, Guardian. You always do.  
 Medivh : No... Thank you. For everything you've done. Sorry, old friend. It seems I have let the orcs into this world. The fel has twisted me. I..... don't even know what else I may have done. I just don't remember. Everything I fought to protect, I have... destroyed. I can't control the fel. No one can.

King Wrynn : Five legions to block Deadwind Pass. Another ten here, here, and here, along Redridge Mountains. Supply lines here. While the Eastern Sea hems them in both south and east. If we hold these positions, we will be at our strongest.  
 Lothar : Containment?  
 King Wrynn : Until there is a better option, yes.  
 Lothar : And where there is 10 times as many. What then?  
 King Wrynn : If there were easy answers...  
 Lothar : Our priority must be to stop the gate from opening.  
 King Wrynn : Fail there, and it's just a matter of time before they beat us with sheer numbers. What do you suggest?  
 Lothar : Send everything we got. Destroy the gate, free our people, and end the immediate threat.  
 King Wrynn : And the Orcs that remain?  
 Lothar : We'll take care of them later.  
 King Wrynn : After they've ravaged the entire kingdom?  
 Medivh : My Lords.  
 King Wrynn : Medivh. You are up and well.  
 Medivh : I am. I feel... restored.

King Wrynn : We need you. We've been agonizing over our options. Some of us believe there are no options. We need fresh eyes.

Medivh : I have news. I've met with Durotan.

Lothar : You met with Durotan.

Medivh : The rebellion against Gul'dan is gaining strength. With their help we can destroy this gate.

Lothar : That doesn't change my plan.

Medivh : What plan?

King Wrynn : Anduin believes we should attack with full force. I'm concerned it leaves the rest of the kingdom defenseless.

Medivh : How many legions would you need to hold the orcs in place?

King Wrynn : Five for Deadwind Pass. Ten for the Redridge Mountains. Ten more to protect the city. We've already lost 18 legions.

Lothar : That leaves one, two, three.

King Wrynn : Can it be done, Medivh?

Lothar : No, it can't be done.

King Wrynn : With three legions, Frostwolves, and my power...

Lothar : With all due respect, Guardian, your powers have proved unreliable at best recently.

Medivh : Llane. Have I ever let you down?

Lothar : Let him down? Where have you even been for the last 6 years?

King Wrynn : Please, Anduin. Medivh is the Guardian...

Lothar : Not the one you remember. He's lost it. He's unstable. And he won't be there when you really need him.

King Wrynn : Find your bearings, Anduin.

Lothar : I'd march into hell for you, if I thought there was a slightest chance of victory. But there isn't, this is suicide.

Medivh : Is this about Callan? It was a tragedy. If he hadn't been trying so hard to win your approval, he might still be with us.

Lothar : Medivh.

Medivh : Callan wasn't ready. You knew it. And you let him play soldier anyway.

King Wrynn : Anduin, stop!

Lothar : You killed him!

Solider : Commander. Please, sir. Please.

King Wrynn : Varis. Take him to a cell to calm down. You are no use to us like this.

Medivh : We'll protect the kingdom, my lord. You and I.

Lothar : Why are you here?

Garona : The king. He goes to fight the Horde. With your Guardian's help, Durotan will kill Gul'dan.

Lothar : Don't trust him.

Garona : I've told you, Orcs do not lie.  
 Lothar : Not Durotan. Don't trust Medivh.  
 Garona : I will try to protect your king.  
 Lothar : Don't go with them.  
 Garona : Why?  
 Lothar : I don't want you to get hurt. Come back alive.

Orc : Hey, Frostwolf. Who goes...  
 Durotan : Now you are enemies with all sides.  
 Orgrim : I'll tell them it was you.  
 Durotan : What happened?  
 Orgrim : I'm sorry, Durotan. I did not see how we could  
 side with the humans... against our own kind. I  
 was wrong. Gul'dan's fel magic is destroying us.  
 Durotabn : Where Draka? Safe?  
 Orgrim : But, the rest. They won't follow him, if they  
 see what he has become.  
 Durotan : And I will show them.

King Wrynn : There is no other man I would entrust the  
 safety of my family to, Varian. Keep them safe while I'm g  
 Medivh : Ready?  
 King Wrynn : I would feel better if Lothar were riding with  
 us.  
 Medivh : We'll be fine. I'll return to Karazhan and get  
 ready for battle. Find me at the portal.

Khadgar : Whoa. Whoa. Whoa, whoa!  
 Lothar : Guard. I know you're just doing your job, and  
 a good one at that. But I've cool down now. So,  
 if you just come and open this gate. So I can  
 protect the king. OPEN THE GATE !  
 Guard : I am just following my...  
 Lothar : Where the hell have you been?  
 Khadgar : The Kirin Tor. It only works on the simple  
 minded, last about a minute. your armor,  
 commander. Sorry. They have a full day ahead of  
 us.  
 Lothar : I just hope we're not too late.  
 Khadgar : We can't go after them. Not if you want to  
 save Azeroth.  
 Lothar : My king needs me.  
 Khadgar : AZEROTH needs you more! If you want to save  
 your king, we need to stop Medivh first.  
 Lothar : Where is Medivh?  
 Khadgar : We got a demon to kill.

Orc : Go. Search over here.  
 Draka : Remember. You are the son of Durotan and  
 Draka, an unbroken line of chieftains.

Durotan : I am Durotan, son of Garad. Chieftain of the Frostwolf clan. And I am here to kill Gul'dan.  
 Guldan : Ghost cannot invoke Mak'gora.  
 Orc : (Duel of honor)  
 Guld'an : You are the chieftain of no clan. Your people are food for worms.  
 Orgrim : Some of us still live, warchief.  
 Guld'an : Do I make a quick end of them? I always thought you were one for tradition, Blackhand. Durotan. Your clan was weak, and you are a traitor. I accept your challenge, if only to personally ripped the heart out of your pathetic body.  
 Black hand : What of the portal? You must be ready when the incantation begins  
 Guld'an : This won't take long.  
 Orcs : Kill him, Gul'dan!  
  
 Khadgar : It's the incantation to the Orc home world. He's opening the portal, we need to shut him up.  
 Guld'an : The incantation. I have no time for this.  
 Blackhand!  
 Orcs : (... Orc tradition...)  
 Guld'an : This is a Mak'gora.  
 Orcs : (Duel of honor)  
 Black hand : You will respect our tradition. Keep fighting.  
 Orcs : Gul'dan cheats. Cheating! Shame on you! You cheat, Gul'dan! This is not our way.  
 Guld'an : Traitor!  
 Durotan : GUL'DAN ! You have no honor.  
 Orgrim : You will follow this... demon? Will you? You will follow this demon? I will not. I follow a true Orc. A chieftain.  
 Orc : May your balls rot, demon.  
 Guld'an : Anyone else? And you, warchief. You will take the fel, and you will become stronger than any Orc has ever been. And when the fel has remade you, you will crush the smallteeth. Now claim my new world.  
 King : Legion! Halt! Frostwolves. We are on our own now. With you then. Get to the prisoners. We will free our people! Charge!  
 Soliders : Attack!  
  
 Lothar : Ideas? Very impressive. Now try shutting him up. Oh, that went well. Ohhhhh. He's moving, do something. (What?)  
 Khadgar : Fine, I'll handle this. You take care of Medivh.  
 Lothar : Hey,over here. Clayface.



Solider : Now, men! Fire!  
 Guldan : Come, my orcs. Let the fel unleash the full  
 power of the Horde.  
 Orcs : For Gul'dan! For the Horde!

Lothar : Hey, kid! Wake up! You alright?  
 Khadgar : Quick thinking. Slicing it's head off like  
 that.  
 Lothar : Yeah.  
 Khadgar : Just how I planned it.  
 Lothar : What now?  
 Khadgar : The Guardian has to speak the incantation  
 himself. So uh... As long as he is doing  
 that..... we can get in close. Distract him.

Lothar : Then what?  
 Khadgar : Get Medivh in the fountain.  
 Lothar : Is that all? Medivh. If there is something of  
 you still in there, old friend, come back to us.  
 Medivh. Come. Kill me. I have got nothing left  
 to live for now anyway. After all, life is just  
 fuel to you, isn't it? But Llane, he believes

in you. Do

Solider : The portal. It's closing!  
 Guldan : No.

Lothar : You're stronger than he is.  
 Khadgar : From light comes darkness...and from  
 darkness... light. Lothar : Show me your eyes. I  
 have to go. I'm proud of you.

Solider : Stormwind. My lord. Through the portal,  
 Stormwind!  
 King Wrynn : Thank you, Guardian. Varis! Legion, forward!  
 Attack! Garona, ride with me. Varis, set the men  
 in a perimeter. Garona, Karos, take what men we  
 can spare and free the prisoners. And send them  
 through to Stormwind.

Solider : Form a line, shield to shield! We will hold as  
 long as we can. Get to the portal. Go.

Prisoners : Bless you. Thank you.

Solider : I need more powder. Get over there!

Help me push!

Come on, boys!

Put your scorn into it!

Over here! We'll go behind

the gate to attack them!

Lothar : Take care of him.

Solider : We should leave.

King Wrynn : We save as many of our people as we can.

Medivh : It's the loneliness that makes us weak.  
Khadgar. I'm sorry.  
I wanted to save us all. I always did.

Solider : Move! We've lost the Guardian. Protect the  
flank! Protect the flank!

Gul'an : Blackhand comes to claim the honor of killing  
you.  
King Wrynn : Garona. No good will come from us both died.  
Look around you, we are surrounded. Your killing  
me is the only hope we have for peace. You told  
Lady Taria that killing her would bring you  
honor. Well. Killing me would make you a hero.  
Survive. Bring peace between orcs and humans.  
You must. You must.

Garona : No. No!  
Orc : She has killed their chieftain, Gul'dan. The  
Horde embraces you. Orc.

Orcs : Kill him. Kill him! Gul'dan, the Mak'gora is  
sacred.  
Garona : The human won, fairly. Let your warriors honor  
their tradition.  
Guld'an : I will not be disobeyed. What are you waiting  
for? Do as I say! Traitors! Get out of my way,  
I'll do it myself.  
Garona : Who will obey you? If you go to war with your  
own kind.  
If you do this, you will lose the Horde. And  
this war is only beginning.  
Orgrim : For your son. So your spirit can teach him.

Lothar : Garona's dagger. I pulled that from Llane's  
neck.  
Khadgar : Well. There has to be an explanation.  
Lothar : Yes. She made her choice.  
Khadgar : I don't believe that.

Queen Taria : Maybe you and I didn't know her as well as we  
thought we did. There is no greater blessing a  
city can have than a king who would sacrifice  
himself for his people. But such a sacrifice  
must be earned. We must deserve it. If we only  
show our unity to mourn a good man's death. Was  
King Llane wrong to believe in you?

Peoples : No! No! We will avenge you, my lady! Lead us  
against the orcs, Lothar! Lothar! - Lothar!  
Lothar! Lothar! Lothar! Lothar!

For Azeroth!  
For Azeroth and the Alliance!  
- For Azeroth!  
- For Azeroth!  
- For the Alliance!  
- For the Alliance!

Draka's voice : You will travel far, my little Go'el.  
My world maybe lost, but this is your  
world now. Take what you need from it.  
Make a home for the orcs and let no one  
stand in your way.

Human : My lord. You should see this.  
Draka's voice : You are the son of Durotan and Draka,  
an unbroken line of chieftains. And our  
people need a leader now.....more than  
ever.

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