



Family Values in Tom Flynn's Film Gifted

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Abstract. This research analyzes family bonding values in Gifted written by Tom Flynn using Fritz Van Wel's (1994) Family Bonding Theory. The objectives of this research are to identify the types of family bonding and explain how family values are represented through the emotional interactions among the characters in the movie. This research uses a qualitative descriptive method because the study focuses on dialogues, scenes, and emotional relationships portrayed in the movie. The primary data of this research are dialogues and scenes related to family relationships between Frank Adler, Mary Adler, and Evelyn Adler. The researcher collected the data by watching the movie repeatedly, identifying important scenes, and classifying the data according to Van Wel's idea, it includes intimacy, love, closeness, trust, commitment, attachment, and interdependence. The result of this research show that all aspects of family bonding are represented in the movie. Attachment becomes the most dominant aspect because the story mainly focuses on emotional protection, affection, and support between Frank and Mary. In addition, the movie also portrays commitment, interdependence, closeness, trust, intimacy, and love through parenting conflicts, sacrifice, communication, and emotional struggles among the characters. The researcher concludes that family relationships are formed not only through biological connections but also through emotional care, responsibility, and unconditional love. Therefore, Gifted reflects the importance of strong emotional relationships in maintaining family harmony and emotional well-being.

Keywords: Family Bounding; Family Values; Fritz Van Wel; Gifted; Literary Analysis.

1. INTRODUCTION

Literature is widely regarded as one of the most significant forms of artistic and imaginative expression that represents human life added, emotions, experiences, thoughts, and social realities through language. As a form of cultural production, literature reflects various aspects of human existence, including emotional conflicts, interpersonal relationships, moral values, and social phenomena occurring within society. According to Terry Eagleton (2013), literature cannot merely be defined as imaginative writing, but rather as a form of discourse that represents human experiences, ideologies, cultural values, and social conditions through artistic language. Therefore, literature functions not only as a source of entertainment, but also as a medium for conveying moral messages, emotional expressions, criticism, and social awareness. Through literary works, readers are encouraged to understand human behavior, psychological conditions, and social relationships more deeply because literature closely relates to realities experienced by individuals and communities. Furthermore, literature also contributes to the development of emotional understanding and social consciousness since literary texts frequently portray family relationships, social conflicts, cultural values, and psychological struggles encountered in everyday life. Literary works are generally classified

into several major genres, namely poetry, prose, and drama, each of which possesses distinct characteristics and functions in representing human experiences and emotions.

Drama, for instance, presents stories through dialogues, actions, and performances, enabling audiences to directly observe emotional conflicts, characterization, and interpersonal interactions among the characters. Consequently, literature becomes an essential object of academic study because it reflects diverse dimensions of human life represented through imagination, language, and artistic expression.

Film is one of the modern literary and artistic media that presents stories, emotions, experiences, and social realities through visual and audio elements. Films combine dialogues, characterization, music, setting, cinematography, and performances to deliver messages and emotional experiences to audiences. According to David Bordwell and Kristin Thompson (2013), film is an artistic and narrative medium that represents human experiences, emotional conflicts, and social realities through moving images and sound organized in narrative structures. Therefore, films can also be analyzed using literary theories because they contain intrinsic elements such as theme, plot, characterization, setting, conflict, and moral values similar to literary works. Films become one of the most influential media in modern society because they visually represent social life, emotional experiences, and cultural phenomena that audiences can easily understand. In literary studies, films are often analyzed because they portray human relationships, emotional struggles, social conflicts, and moral issues reflected in society. Through visual storytelling and cinematic techniques, films are able to present emotional expressions and interpersonal relationships more realistically and effectively. One film that strongly portrays emotional relationships and family values is *Gifted* written by Tom Flynn. The film tells the story of Frank Adler, who becomes the guardian of his gifted niece, Mary Adler, after the death of her mother. The film focuses on emotional attachment, sacrifice, parenting, and family conflicts experienced by the characters. Through dialogues, emotional interactions, and character actions, the film portrays how family relationships influence emotional development, communication, and psychological well-being among family members.

Family is one of the most important social institutions in human life because it becomes the first environment where individuals learn emotional values, communication, personality, morality, and social behavior. Family have a role in shaping emotional development and psychological stability because family relationships influence how individuals interact, communicate, and build emotional connections with others. According to Fritz Van Wel (1994), family bonding is formed through emotional relationships among family members. The

emotional aspects create emotional security, affection, support, and harmony within family relationships. Strong family bonding helps individuals develop emotional stability, confidence, social awareness, and psychological comfort in their daily lives. Emotional support and affection within family relationships also help individuals overcome emotional conflicts, stress, loneliness, and social problems. In addition, family relationships are not only formed through biological connections, but also through emotional care, sacrifice, responsibility, protection, and communication among family members. In *Gifted*, family bonding is clearly reflected through the emotional relationship between Frank Adler and Mary Adler. Their relationship portrays emotional attachment, sacrifice, protection, parenting responsibility, trust, and unconditional love despite the conflicts and difficulties they experience throughout the story. Therefore, family becomes an important aspect in literary and movie analysis because it reflects emotional relationships and social values represented in human life.

Gifted is a family drama movie written by Tom Flynn in 2017 that portrays emotional attachment, sacrifice, parenting, and family conflict in modern society. The movie mainly focuses on Frank Adler, who becomes the guardian of his gifted niece, Mary Adler, after the death of her mother. Through dialogues, emotional interactions, and character actions, the movie reflects how family relationships influence emotional development, communication, responsibility, and psychological well-being among family members. According to David Bordwell and Kristin Thompson (2013), movies represent human experiences, emotional conflicts, and social realities through visual storytelling, characterization, and performances. This can be seen in this conversation:



Figure 1. Scene : 0:28:10.

Evelyn : “And what do you think she'd say, if she saw how her child is living now? Do you honestly think she'd be pleased?”

Frank : “**That she's living a somewhat normal life? Yes. I do.**”

Evelyn : “She's not normal. And treating her as such is negligence on a grand scale. I know your heart's in the right place on this. But you are denying the girl her potential. I can provide for her, I can enrich her life.”

Frank : “Oh, I do. That's why I have Mary in the first place.”

The bold statements above indicate emotional conflict in family relationships because Evelyn believes that Mary's extraordinary intelligence should be fully developed through special treatment and educational opportunities, while Frank prioritizes giving Mary a normal childhood and emotional stability. The conversation reflects contrasting parenting perspectives, where Evelyn focuses on Mary's intellectual potential and future success, whereas Frank emphasizes emotional care and a balanced family life. Therefore, the dialogues and character interactions in *Gifted* become important aspects in analyzing family relationships portrayed in the movie, which are also used as the primary data in this study.

The primary data of this study consist of dialogues, conversations, emotional expressions, and character actions that reflect family relationships in *Gifted* written by Tom Flynn. The data focus on utterances and interactions related to emotional attachment, parenting, communication, sacrifice, family conflict, and psychological support shown by the characters throughout the movie. According to John W. Creswell (2018), qualitative research focuses on interpreting social phenomena through descriptive and textual analysis. In Addition, this study applies a qualitative descriptive method to analyze the representation of family relationships reflected in the characters' dialogues and actions. The dialogues and character interactions are selected because they provide important information about how the characters build emotional attachment, handle conflict, and communicate within the family environment. Furthermore, the use of dialogues and character actions as primary data is important in supporting the analysis of family relationships reflected in the movie, which is also related to several previous studies discussing family relationships and emotional attachment in literary and film studies.

Several previous studies have discussed family relationships, parenting, emotional attachment, and psychological development from different perspectives. Diana Baumrind (2013), in studies about parenting styles and child development, explains that parenting patterns strongly influence emotional and behavioral development in children. Meanwhile, John Bowlby (2012), through attachment theory studies, states that emotional attachment between family plays an important role in psychological stability and emotional security. Furthermore, Atika Anjani (2025), *Family Values in Don Hall and Carlos Lopez Estrada's Movie Raya and The Last Dragon*. Urie Bronfenbrenner (2011), in ecological systems theory, argues that family environments significantly affect children's emotional and social growth.

Another study conducted by Patricia Noller (2016) explains that communication patterns within families influence emotional understanding and interpersonal relationships among family members. In addition, Laura Stafford (2020), through studies on family communication, discusses how emotional support and interpersonal interaction contribute to family stability and psychological well-being. Another relevant study by Aulia Rahma (2022), entitled *Family Conflict and Emotional Attachment in Modern Movies*, examines emotional relationships and parenting conflicts reflected through family interactions in films. Those previous studies indicate that family relationships are commonly associated with parenting, emotional attachment, communication, sacrifice, and psychological support. However, studies specifically discussing the representation of family relationships in *Gifted* are still limited, which leads to the research gap of this study.

Based on the previous studies above, most researchers primarily focus on family relationships in relation to parenting styles, emotional attachment, communication patterns, and psychological development. Those studies generally examine how individuals build emotional connections, handle conflicts, and maintain interpersonal relationships within family environments. In addition, previous studies tend to analyze family relationships in psychological and social contexts rather than in literary and film studies. Although several studies have discussed emotional attachment and parenting in movies, research specifically examining the representation of family relationships in *Gifted* is still limited. Therefore, the primary objective of this research is to examine how familial dynamics are depicted through the characters' verbal exchanges and behaviors within the film *Gifted*. This study is expected to contribute to literary and film studies by providing a deeper understanding of how emotional attachment, parenting, sacrifice, communication, and psychological support are represented through the characters behavior and interpersonal interactions.

2. REVIEW OF LITERATURE

Van Wel's (1994) Family Bonding Theory

According to the theory, family relationships are based on emotional and moral bonds. He notes that family solidarity depends on various crucial values such as bonding, devotion, mutual dependence, proximity, and another type from the theory. The values assist in creating stronger emotional ties, developing empathy, and creating relationships based on support among family members. Moreover, these components are not only confined to the family structure but exist in broader social relations, which have familial characteristics. In narratives, the family values are often represented in terms of character interactions, emotional disputes, sacrifices,

reunions, and supportive relationships highlighting emotional development and human connections.

Attachment

Attachments refer to an emotional bond between people, according to Van Wel (1994), attachments form as a result of caring, protecting, and having shared experiences that ensure individuals' safety and appreciation. When there is a healthy attachment between family members, it fosters emotional intimacy, empathy, and trust among them. Attachments in movies are frequently represented through the protective measures family members take and through their encouragement and emotional support for each other.

Chris: "Don't ever let somebody tell you you can't do something. Not even me."

Christopher: "All right."

Chris: "You got a dream, you gotta protect it. People can't do something themselves, they wanna tell you you can't do it. If you want something, go get it. Period."

Christopher: "I know."

This dialogue reflects the essence of attachment through emotional encouragement, trust, and protection. Chris gives his son confidence and reassurance, showing that he fully supports his dreams and abilities. Meanwhile, Christopher responds with trust and calmness, proving the existence of a deep emotional connection between them. This interaction supports the idea that attachment can make emotional security and strengthens family bonds through love, support, and understanding.

Commitment

Commitment represents loyalty, responsibility, and perseverance in maintaining family relationships. Van Wel (1994) explains that commitment is reflected through sincere dedication, sacrifice, and emotional constancy in preserving harmony within the family. Commitment strengthens trust and unity because family members continue to care for and support one another despite difficulties or challenges. An example of commitment is portrayed in *Lilo & Stitch* through the relationship between "Lilo and Stitch" who express the meaning of family and loyalty to one another.

Lilo: "'Ohana' means family."

Stitch: "Family means nobody gets left behind."

Lilo: "And nobody gets forgotten."

Stitch: "I promise I will never leave you."

This conversation clearly illustrates commitment through promises of loyalty, togetherness, and emotional dedication. Lilo teaches Stitch the true meaning of family, while Stitch understands and accepts the value of never abandoning one another. His promise reflects sincere responsibility and devotion toward family relationships. This supports Van Wel's theory that commitment is essential in maintaining family unity, trust, and emotional stability through mutual care and perseverance.

Interdependence

Interdependence refers to mutual reliance and cooperation among family members. Van Wel (1994) states that family harmony is achieved when individuals support one another emotionally and recognize that every member has an important role within the family system. Through empathy, cooperation, and mutual appreciation, family members become stronger together rather than functioning independently. The concept of interdependence can be seen in "Frozen" during the emotional moment between Anna and Elsa.

Anna: "Oh, Elsa."

Elsa: "You sacrificed yourself for me?"

Anna: "I love you."

Elsa: "Love will thaw... Love... of course."

This dialogue portrays interdependence through sacrifice, love, and emotional realization. Anna's willingness to sacrifice herself demonstrates sincere care and dependence on her relationship with Elsa. In return, Elsa realizes that love and togetherness are the true sources of strength. Their relationship shows that they complete and support one another emotionally, reflecting Van Wel's view that family harmony is built through mutual dependence, empathy, and emotional connection.

Closeness

Closeness refers to emotional nearness, warmth, and open communication between family members that strengthen their relationship. According to Van Wel (1994), closeness develops through affection, understanding, emotional support, and consistent interaction that make individuals feel accepted and valued within the family. A close relationship allows family members to share their feelings honestly and comfortably without fear of rejection. In movie narratives, closeness is often portrayed through emotional conversations, comfort, reassurance, and supportive interactions between family members. An example of closeness can be seen in "Wonder".

Auggie: "Why do I have to be so ugly?"

Isabel: "You are not ugly, Auggie."

Auggie: "You just have to say that because you're my mom."

Isabel: "Because I'm your mom, it counts the most. Because I know you the most."

This dialogue reflects essence of closeness through emotional openness, and understanding between mother and son. Auggie feels comfortable expressing his insecurity and sadness to his mother, while Isabel responds with affection and emotional support to comfort him. Her statement shows that her understanding and love for Auggie come from a deep emotional connection as his mother. This interaction supports the idea that closeness in family relationships is built through empathy, honest communication, and emotional support that make individuals feel loved and accepted.

Trust

Trust refers to confidence, belief, and reliance between family members that strengthen emotional relationships and create a sense of security. According to Van Wel (1994), trust develops when individuals believe in one another's abilities, intentions, and responsibilities. Trust allows family members to feel emotionally safe, respected, and supported, especially during difficult situations. In family relationships, trust is important because it encourages independence, honesty, and emotional understanding between individuals. In movie narratives, trust is often portrayed through support, belief, and the willingness to rely on one another despite fear or uncertainty. An example of trust can be seen in "Finding Nemo" when Marlin finally chooses to believe in Nemo's abilities during a dangerous situation.

Marlin: "No, i am not gonna lose you again!"

Nemo: "There's no time, it's the only way we can save dory!"

Nemo: "I can do this Dan"

Marlin: "You're right.. I know you can. Go, Hurry"

This dialogue reflects the essence of trust through confidence, emotional support, and belief in one another's abilities. At first, Marlin's fear of losing Nemo shows his anxiety and overprotectiveness as a father. However, after hearing Nemo's confidence and determination, Marlin finally decides to trust his son and allows him to take responsibility for saving Dory. Meanwhile, Nemo demonstrates courage and self-confidence by convincing his father that he is capable of handling the situation. This interaction supports Van Wel's idea that trust strengthens family relationships because individuals learn to believe in and rely on one another emotionally, even in moments of fear and uncertainty.

Intimacy

According to Van Wel (1994), intimacy is built through emotional openness, vulnerability, empathy, and sincere understanding between individuals. Unlike love, intimacy focuses more on emotional honesty and the willingness to share personal emotions and experiences. Through intimacy, family members create a safe emotional space where they can comfort, understand, and support one another during difficult moments. In cinematic storytelling, intimacy is often portrayed through emotional conversations, vulnerable confessions, and sincere expressions of fear, sadness, and affection between characters. An example of intimacy can be seen in “Little Women” during the emotional conversation between Beth and Jo.

Beth: “I’m not afraid anymore.”

Jo: “I can’t imagine that.”

Beth: “I’ve been sick for a long time, Jo.”

Jo: “Please don’t leave me.”

This tender exchange reflects emotional vulnerability and deep understanding between the sisters. Beth openly expresses her acceptance of her condition and reveals her inner feelings honestly to Jo. Meanwhile, Jo emotionally responds with fear and sadness because of her deep connection with her sister. Their conversation demonstrates Van Wel’s concept of intimacy, where openness, emotional honesty, and vulnerability strengthen emotional bonds and create mutual understanding within family relationships.

Love

Love refers to deep affection, care, and emotional devotion between family members that strengthen their relationship and create emotional security. According to Van Wel (1994), love is an essential value in family relationships because it encourages protection, understanding, sacrifice, and emotional support among individuals. Love is expressed not only through actions, but also through sincere concern, comfort, and the desire to protect loved ones from harm. In movie narratives, love is often portrayed through caring conversations, emotional support, and protective behavior between family members. An example of love can be seen in “The Conjuring: Last Rites” through the emotional conversation between Judy and Lorraine regarding Judy’s spiritual abilities.

Lorraine: “Trust me, after a lifetime of this, you don't want it.”

Judy: “I got it.”

Lorraine: “I love you.”

Judy: “I love you too, mom.”

This dialogue reflects the essence of love through care, protection, and emotional affection between mother and daughter. Lorraine's warning shows her concern and fear that Judy may suffer from the same frightening experiences she has faced throughout her life. She wants to protect her daughter from danger and emotional pain.

3. METHODOLOGY

This research uses a qualitative descriptive method to analyze family bonding values in Gifted written by Tom Flynn. This study used qualitative research and focuses on understanding emotional interactions, dialogues, and family relationships portrayed in the movie. The main source of data in this research is the dialogues and scenes from the movie that show emotional conflicts, parenting, sacrifice, and communication between the characters, especially Frank Adler, Mary Adler, and Evelyn Adler.

The researcher collected the data by watching the movie repeatedly, identifying important dialogues, and selecting scenes related to family bonding values. The data were then classified based on Fritz Van Wel's (1994) Family Bonding Theory. After the classification process, the dialogues and scenes were analyzed contextually by explaining the emotional situations, character interactions, and family conflicts represented in the movie. The analysis focuses on how family bonding values are portrayed through emotional communication, protection, sacrifice, and interpersonal relationships among the character.

4. RESULT AND ANALYSIS

Table 1. Types of Family Bounding Theory.

| No | Types of Family Bounding | Number | Percentage (%) |
|----|--------------------------|--------|----------------|
| 1 | Attachment | 6 | 20% |
| 2 | Commitment | 5 | 16,7% |
| 3 | Intrdependence | 4 | 13.3 % |
| 4 | Closeness | 5 | 18,7 % |
| 5 | Trust | 4 | 13,3 % |
| 6 | Intimacy | 3 | 10 % |
| 7 | Love | 3 | 10 % |
| | Total | 30 | 100 % |

Based on the table above, the researcher found seven types of family bonding in Gifted based on Fritz Van Wel's (1994) theory. Attachment becomes the dominant aspect because the movie mainly focuses on the emotional relationship between Frank Adler and Mary Adler

through protection, affection, and emotional support. Meanwhile, commitment, interdependence, closeness, trust, intimacy, and love also appear through parenting conflict, sacrifice, and emotional communication among the characters.

In addition, each type of family bonding is illustrated through different interaction patterns between Frank and Mary throughout the film. Commitment is reflected in Frank's determination to raise Mary in a way that prioritizes her emotional well-being, even when facing legal and social pressure regarding her educational future. Interdependence is evident in the emotional impact they have on one another, where both Frank and Mary experience distress whenever separation or conflict occurs. Closeness is shown through their daily routines and shared living environment, which strengthen their emotional connection as a family unit. Trust is demonstrated by Mary's reliance on Frank as her primary caregiver and decision-maker, despite moments of disagreement. Intimacy appears in their emotional openness, where both characters are able to express vulnerability and personal feelings without hesitation. Lastly, love is consistently represented through Frank's actions, sacrifices, and continuous care for Mary, which highlight a deep emotional bond that goes beyond biological relationship. Overall, these findings indicate that the family bonding in *Gifted* is strongly shaped by emotional attachment, caregiving behavior, and mutual emotional dependence, forming a complex and meaningful family relationship.

Attachment



Figure 2. Scene 1.

Mary : “But I don’t wanna go.”

Frank : “**Well, I don’t wanna go to work, but I do.**”

Mary: “You don’t go to work. You fix the boats on a dock.”

Frank : “Okay. It’s a poor example, but you’re still going.”

This dialogue reflects attachment because it shows a strong emotional bond between Frank and Mary in a situation where Mary experiences anxiety and resistance toward going somewhere new, likely school. Mary expresses her fear and reluctance openly by saying she

does not want to go, which indicates that she feels emotionally safe enough to express vulnerability in front of Frank. In response, Frank does not dismiss her feelings, but instead responds with a mixture of realism and emotional grounding. Even though his example is imperfect and slightly humorous, it shows his attempt to normalize responsibility and reassure Mary in a way she can understand.



Figure 3. Scene 2.

Frank: **“You’ll be fine.”**

Mary: “No, I won’t.”

Frank: “Everybody’s nervous on the first day.”

Mary: “I’m not everybody.”

This dialogue also reflects attachment because it highlights Frank’s continuous effort to provide emotional reassurance to Mary during a moment of insecurity. Frank repeatedly uses calming statements such as “You’ll be fine” and normalizes Mary’s fear by stating that everyone feels nervous on the first day. These statements indicate emotional support, which is a central aspect of attachment relationships, especially between a caregiver and a child.

Commitment



Figure 4. Scene 3.

Evelyn: “That the child's best interest is all that matters.”

Frank: **“That she's living a somewhat normal life? Yes. I do.”**

Evelyn: “She's not normal.”

Frank: “That's why I have Mary in the first place.”

This dialogue reflects commitment because it demonstrates Frank's strong sense of responsibility and long-term dedication toward Mary's well-being. The conversation between Frank and Evelyn highlights a conflict in values, where Evelyn prioritizes intellectual development and academic enrichment, while Frank prioritizes emotional stability and a normal childhood for Mary. Frank's statement, "That she's living a somewhat normal life? Yes. I do," shows that he is consciously choosing a parenting approach that emphasizes emotional health over academic pressure.



Figure 5. Scene 4.

Evelyn: "I can provide for her, I can enrich her life."

Frank : "Oh, come on, Evelyn. You're gonna take that girl, **you're gonna bury her in tutors...**

then you're gonna loan her out to some think tank."

Evelyn: "And you'd bury her under a rock. Look, I don't expect you to understand the price you

have to pay for greatness.

Frank : "Oh, I do."

This dialogue reflects commitment because it shows a direct ideological conflict between Frank and Evelyn regarding Mary's future, and Frank's firm stance in defending his belief about what is best for her. Evelyn argues that she can provide enrichment and intellectual advancement for Mary, suggesting a structured and academically intense upbringing. In contrast, Frank strongly criticizes this idea, expressing concern that such a life would deprive Mary of emotional freedom, childhood experiences, and normal social development.

Interdependence



Figure 6. Scene 5.

Mary: **“I want to stay with you! You promised me...”**

Frank: “Now come”

Mary: “But you promised. Why are you leaving me here?”

Frank: “You know why, we've been over this ad naus... We've been over it. I have to do what the court says.”

This dialogue reflects interdependence because it highlights a strong emotional reliance between Mary and Frank that becomes especially visible during separation. Mary's statement, “I want to stay with you! You promised me” indicates that she not only desires Frank's presence but also depends on him emotionally for security and stability. Her reaction shows distress and confusion, suggesting that Frank is a central emotional figure in her life.



Figure 7. Scene 6.

Mary: **“You promised me”**

Frank: “I made a mistake.”

Mary: “You said you wouldn't leave me.”

Frank: “I made a mistake.”

This dialogue strongly reflects interdependence because it shows how deeply Mary relies on Frank emotionally and how Frank is also affected by Mary's emotional pain. Mary's repetition of “You promised me” shows her expectation of emotional consistency and trust, which indicates that Frank holds a central and stable role in her emotional world. Her disappointment highlights emotional dependency, as she interprets Frank's absence not only as physical separation but also as emotional betrayal.

Closeness



Figure 8. Scene 7.

Mary: **“Fred loves to watch the sandpipers. They run in, they run out, they run in, they run out. On Fred. His head turns to follow them.”**

Frank: “Like kitty Wimbledon.”

Mary: “He thinks he'd like to catch one, but he'd regret it. Fred's not a killer, he's a lover. Fred.”

Frank: “Fred”

This indicates that their relationship is built on comfort and emotional familiarity, not only caregiving responsibility. Frank’s participation in Mary’s imaginative storytelling also shows emotional presence and connection. According to Van Wel’s theory, closeness is formed through emotional comfort, familiarity, and continuous interaction. Therefore, this dialogue reflects closeness through relaxed communication and emotional bonding.



Figure 9. Scene 8.

Frank: “what?”

Mary: **“You drive like an old lady.”**

Frank: “It's Florida, I'm blending in.”

Mary: “Argh.”

This dialogue reflects closeness because it shows a playful and informal interaction between Mary and Frank that indicates emotional comfort. Mary feels safe enough to tease Frank, which shows that she is not afraid or distant in expressing herself. Frank also responds in a relaxed and humorous way, showing that their communication is natural and comfortable. This type of interaction reflects a strong emotional bond that is built through daily communication and familiarity

Trust



Figure 10. Scene 9.

Mary: "I like Evelyn, she looks like my mom, but I don't want to live with her. She's bossy."

Frank: "I've heard that... **Don't worry, you're not going anywhere.**"

Mary: "promise?"

Frank: "i promised"

This dialogue reflects trust because Mary seeks reassurance about her living situation and depends on Frank's words for emotional security. Her request for a promise shows that she believes Frank is reliable and expects him to keep his word. Frank's response strengthens her sense of safety by giving direct assurance. This shows that trust in their relationship is built through consistency and emotional reliability.



Figure 11. Scene 10.

Mary: "Where fred?"

Frank: "At our house, with three other never mind, that's a long story. We could go see him, if you like."

Mary: "**How, how do I know you won't leave me again?**"

Frank: "Because, as it turns out, you are in the best interest of me."

This dialogue reflects trust because Mary directly expresses fear of abandonment and uncertainty about Frank's commitment. It shows that her emotional security has been affected by past separation, making her question his reliability. This indicates that trust in their relationship is fragile and needs reassurance to be rebuilt. Frank's presence becomes important in restoring her emotional safety.

Intimacy



Figure 12. Scene 11.

Frank: “im sorry”

Mary:” im so sad”

Mary: “**i missed u**”

Frank: “i missed u too”

This dialogue reflects intimacy because both Frank and Mary openly express emotions such as sadness, apology, and missing each other. It shows emotional vulnerability from both sides without hesitation or emotional distance. Their communication indicates that they feel safe to express personal feelings honestly. Frank’s response also shows emotional openness and willingness to reconnect.



Figure 13. Scene 12.

Mary: “Why did you do it?”

Frank: “I thought it was the right thing”

Mary: “**It hurt me**”

Frank: “I know”

This dialogue reflects intimacy because Mary expresses emotional pain directly, and Frank acknowledges it without denial. It shows that their communication allows honesty even in uncomfortable emotional situations. Frank’s response demonstrates emotional awareness and acceptance of Mary’s feelings. This strengthens their emotional connection because both are willing to face emotional truth.

Love



Figure 14. Scene 13.

Frank: “**You baked cookies at midnight?**”

Roberta: “You’re one curious fellow. Every time I start to buy into the loner guy bullshit you like everyone to believe, you turn around and do something like tonight for the baby. So, I made you cookies.”

Frank: “I hate cookies.”

Roberta: “Sure you do, darling. Sure you do.”

This dialogue reflects love because it shows a caring and affectionate moment that represents emotional attention and warmth. The action of baking cookies reflects concern and appreciation toward Frank, even if he denies needing it. It shows that love can be expressed through small gestures, not only words. This interaction highlights emotional care in everyday life.



Figure 15. Scene 14.

Frank: “Do you have even a moment where you consider it’s Mary’s life?”

Evelyn: “Frank, I’m exhausted, and it’s out of our hands now anyway”

Frank: “She has a right to”

Evelyn: “She is a child”

Frank: “**A right to her own destiny.**”

This dialogue reflects love because Frank strongly defends Mary’s right to live her own life and make her own future choices. It shows deep emotional concern and protection for Mary’s well-being. His statement reflects that his actions are driven by care and sacrifice rather than external pressure.

5. CONCLUSION AND SUGGESTION

Based on the analysis of *Gifted* written by Tom Flynn, the researcher concludes that the movie strongly represents family bonding values through the relationship between Frank Adler and Mary Adler. Using Family Bonding Theory, the researcher found seven aspects of family bonding in the Film. Among those aspects, attachment becomes the most dominant because the movie mainly focuses on emotional protection, affection, and support between Frank and Mary.

The movie also shows that family relationships are not only formed through biological connections but also through emotional care, sacrifice, communication, and responsibility. Through parenting conflict and emotional struggles, Frank continuously prioritizes Mary's happiness and emotional well-being despite difficult situations. Therefore, *Gifted* reflects the importance of emotional support, trust, and unconditional love in maintaining strong family relationships. This research also proves that theory can be applied in literary and movie analysis to understand emotional relationships and family values represented in modern films.

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