DEVIANT LIFE AND MORALITY IN *BOHEMIAN RHAPSODY* MOVIE (READERS' RESPONSE THEORY)

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ABSTRACT

This research discusses the deviant life and Morality in Bohemian Rhapsody Movie and aims to describe the deviant live in Bohemian Rhapsody and to know the lessons and moral messages in the movie based on the readers' response theory. This research focused on moral deviation theory by Merton and reader response theory by Rosenblatt. The findings showed that there were two classifications of moral deviation in this movie such as moral deviation without process questioning and identifying, and moral deviation by identification process, then showed the moral messages obtained by audiences in the movie. The researchers conclude that the deviant life can be influenced by several factors, especially environmental and social factors, and get a variety of different perspectives about deviant life from several audiences.

Keywords: *Bohemian Rhapsody, morality, deviant life, and reader response.*

ABSTRAK

Penelitian ini membahas tentang kehidupan yang menyimpang dan moralitas dalam film *Bohemian Rhapsody* yang bertujuan untuk menggambarkan kedua masalah tersebut dan untuk mengetahui pelajaran dan pesan moral dalam film ini berdasarkan respon pembaca. Penelitian ini difokuskan pada teori penyimpangan moral oleh Merton dan teori respon pembaca oleh Rosenblatt. Hasil penelitian menunjukkan bahwa ada dua klasifikasi penyimpangan moralitas dalam film ini antara lain penyimpangan moralitas tanpa proses pertanyaan dan identifikasi, dan penyimpangan moralitas dengan proses identifikasi, kemudian menunjukkan pesan moral yang diperoleh oleh penonton pada film tersebut. Peneliti menyimpulkan kehidupan yang menyimpang dapat dipengaruhi oleh beberapa faktor, terutama faktor lingkungan, sosial dan mendapatkan berbagai perspektif berbeda tentang kehidupan yang menyimpang dari beberapa audiens.
Kata kunci: Bohemian Rhapsody, moralitas, kehidupan yang menyimpang, respon pembaca.

INTRODUCTION

Morality is the good and bad behaviour determinant of person so sometimes morality is one of the most important problems if this case is not overcome immediately. For example, children who were taught about morality will obey the rules while the children who were not given morality lessons will be anarchic and violate the rules such as stealing and doing other deviant habits.

Some of the problems which were raised in morality case that in line with the conscience values, this case relates to the structure of society and the distribution of resources in a society that relies on very functional rules and values (Bostrom et.al, 2014: 320). The moral values can be learned through the movie. Movie is a literary work that is most demanded and used to convey morality messages. The moral value of a movie contained good and bad behaviour. The

purpose of this moral value is to provide an overview for the audiences.

The audiences who are watching a movie will directly give a response of the movie story. They will provide a representation of the meaning and moral message obtained from the movie. The audience efforts on providing interpretations are called reader response. The reader response that tries to represent the moral value can be applied and used as an example of society such as *Bohemian Rhapsody* movie.

Bohemian Rhapsody tells the deviant life of Freddie Mercury. He is the lead singer (vocalist) of Queen, the rock band from England. The association of young people especially musicians always get in promiscuity that corrupt themselves.

Freddie Mercury's life story describes the morality values digression, such as drugs, free sex to homosexual relations that have a negative impact on him, and he is infected with HIV AIDS ultimately. However, before the movie ends, Freddie Mercury realizes the mistakes made by himself, and tries to do the good thing by participating in a charity concert that aimed to raise funds for starving victims in Ethiopia.

Based on the explanation above, the researchers are interested in analysing the Deviant Life in *Bohemian Rhapsody* movie based on the readers' perspective. Commonly deviant life is usually associated by rules or behaviours which are not accorded with norms applied in society. Public figures, young people, and children that are uncontrolled by their parents are vulnerable in a deviant life environment. Most of the deviant life occurs because there is no supervision or control lack of themselves and society, so they can be trapped by a free lifestyle easily, such as drugs and free sex which can cause self-destruction. The analyses of deviant life, especially morality will be answered by the reader response theory. This research aimed to convey the importance of studying and improving morality, such as by capturing the morality message of this movie.

LITERATURE REVIEW

1. Morality

Generally, morality can be defined as a series of social structures in society that are binding and regulate the processes of interaction with one another. As state to Eckert in Resa and Nasrum (2018: 191), a good language to communicate should contain three elements, including honesty, courtesy and interest. This is to maintain a pattern of communication and interaction between one person and another, restrictions and rules are needed in order to avoid misunderstandings about the representation of the good thing and the bad thing.

This opinion is related to Sternberg (1994: 938), he says that morality refers to what is good or right in people's relationships with each other. A key to understanding morality is to be specific about the definition of good (or bad) and right (or wrong).

As stated by Sternberg, there are two basic types of morality, good morality and bad morality. Good morality is all actions taken by a person are based on the rules, norms, and desire of the community. For example, a person

must be required to get high grades in school because in society, intelligence standards are measured based on achieving high grades obtained in the academic field. Meanwhile, bad morality is the opposite of good morality or activities carried out by someone who deviates from the rules, norms, and desires of society. For example, someone who always acts as he pleases without caring about himself, his family and his social environment.

An understanding of the standardization of good and bad deeds in society indirectly has created a consciousness. Consciousness refers to the state of consciousness or knowledge of someone about something, both internal and external, which comes from the process of interpreting messages obtained from the social environment (Barron et.al, 2016: 113). It gives specific consideration and uniformity about the good and bad things that will be done in the community.

The specific considerations and uniformity about the good and bad thing that will be carried out as part of morality, aim to avoid the conflict in society. Morality is an entity that must be owned by everyone, so that in acting not as they wish and always considering the impact of the actions taken against him and the community (Shephred, 2018: 14). Morality is not a rule to be obliged in binding as a whole individual, so that he will appear to have lost his human rights, but morality seeks to validate the success or failure of a community group towards their members in achieving a common goal.

Furthermore, discussing morality which is formed as a way to achieve group goals, morality issues will focus on the behaviour and character of the group that is invested in individuals. Group behaviour, better known as group awareness, can increase the level of solidarity within the group.

Carol K. Sigelman (1995: 330) says that there are three basic components of morality. They are:

1) An affective or emotional component that contains the feelings of guilt concern for other feelings that surround by right or wrong actions that motivate thoughts and actions. These feelings include the nature of behaviours, interests, attitudes, emotions, and values in acting.

2) A cognitive component that focuses on the way we conceptualize right and wrong in making decisions about how to behave. The decision comes from the existence of logical activities/thoughts and being able to distinguish between right and wrong positions.

3) A behavioural component that reflects on the way we behave. For example we do or have something that we know is bad or wrong, or help a person in need. This action is the final act carried out as a result of a combination of emotional (affective) and logical thoughts (cognitive).

a) Morality Values

Morality values are connected to fundamental human emotions and experiences that motivate us in distinctive ways. Morality value is value that must be separated with other values and has relation with it (Bertens: 1993: 142).

Based on these explanations, it can be defined that morality values are standardized values that are formed based on the experience of an individual, or

society differently, but become one because of the need to keep each other's feelings. There are two categories to identify the morality values as fundamental attitudes owned by society.

The first category may be called the category of the *Good*. In this good we typically find references to human wellbeing, both individually (a single person's wellbeing is morality good) and collectively (a group's or society's or community's wellbeing is a good thing); often, the wellbeing of other sentient beings is included under the category of the *Good* (Birnbacher, 2013: 44).

At this point, it is important to recognize certain terms as referring to things that are valuable and often categorized within the class of things considered good. There are many different and opposing specifications of what happiness or utility amounts to (pleasure, satisfaction of all or some of our desires, satisfaction of our preferences or revealed preferences, the achievement of our projects and plans, and so on).

Second category of morality value often recognized in modern morality theory is the category of the *Right*. Morality rightness is often attributed to actions, but sometimes states of affairs are also characterized as being right in one sense or another. Some of the concepts that frequently associates with the category of value are duty or obligation, law, rights, fairness, equality, desert, respect and justice. (Birnbacher, 2013: 44).

As in the case with the elements listed within the category of the good above, these particular elements in the category of the right admit that there are many different interpretations. Wrongdoing, lawlessness, unfairness, inequalities, disrespect, injustice are terms that signify actions or states of the world that violate or undermine the right.

Every categories of morality value, Good and Right, both remain based on relation with other values. There are four values that have relation with morality value. They are as follows:

1) Morality value is related to responsibility

Moral value is related to human responsibility. Morality value makes people wrong or not, because he/she has responsibility. Especially moral value is related to human personality of responsibility. Moral value can be real inaction wholly if it becomes the responsibility of the involved person.

2) Moral value is related to a pure heart

Moral value is related to a pure heart that means all values need to make it real, because it has persuasive power, it should be practiced. One of the special characteristics of morality values is the value will effect voice of pure heart to accuse us if it opposes morality value and praises us if make morality valued.

3) Obligation

The obligation of people is absolute and it can not be compromised. Educative and cultural person will admit and enjoy the aesthetic value. But in different people we can not blame.

4) Formality

The formality of moral value describes that the morality value is not stand-alone without other value. Morality value is top value that we must appreciate, but it is not in top without other value. Morality values is not separated with other values. For example, a merchant applies morality values along with applying economic values (Bertens, 1993:143-147).

In the end, in the application of moral value will not always commit according to the wishes of society. The application of morality values refer to the *Good* category will always be in line with the standardization and objectives that desired to be achieved by the society, while the application of morality values that refer to the *Right* category, sometimes will cause differences with the wishes of the people, even if not conflicting. Disobedience to the morality values of society is subsequently known as the deviant life.

b) Deviant Life

Deviant behaviour is behaviour that violates the normative rules, understandings, or expectations of social systems. This is the most common usage of the term and the sense in which it will be used here (Cohen, 1979: 3).

The use of the term deviant behaviour is addressed to someone or a group of people who carry out actions outside the prescribed morality limits in society. Despite the fact, what they have done and how they have done it is the result of their representation in defining the morality values that apply in their social environment.

This has become one of the most difficult problems in the theory of deviation. Although, not entirely their actions are something worthy of blame because basically morality values are systems and rules that have been institutionalized - that is, agreed, internalized, and sanctioned (Johnson, 1960: 20). People who do morality deviations are a form of protest against this. Although, there are several obvious forms.

According to Merton (1968: 359-368) regarding this matter, there are two types of deviations that occured. First, those who make morality deviation without process of questioning and identifying the function of these morality values. Second, those who make morality deviations, have previously carried out a specific identification process, then carried out "revocation" of morality values and then replaced them with other morality values based on the results of their understanding. Furthermore, those of the types will be discussed below.

1) Moral deviation without process of questioning and identifying

Moral deviation without going through the process of questioning and identification is described as a process of deviation from morality values that occur directly to someone. This process arises as a result of the influence of social and social environments that change significantly in the youth group.

Parsons (1963: 27) states that the youths are not only a form of natural transformation that can be determined based on the age of biology, but also a form of transformation in social conditions that includes changes in attitudes and thought patterns. For example, a young person always tries to follow a growing

trend just because of a high curiosity. Hobbies, fashion, feelings, up to sexual urges make them sometimes take deviant actions without going through the process of identification.

They do this deviation because of the assumption that young people are free to try all new things without being bound to anyone or anything. So that it can be concluded that deviations are present as a place to experiment.

2) Moral deviation by identification process

Moral deviation is not always only committed by youth, but also sometimes can be committed by adults. A deviation of morality values can occur in adults generally due to stress and frustration. Job pressure, time constraints, family problems, financial problems and associations with colleagues are triggers of stress.

Stress experienced by someone is a common thing experienced in the modern era. This is because modernity drives the rate of growth in all fields, which has consequences for the level of instant needs, so that at some point, they will seek escape with deviant things (Giddens, 1992:12).

Morality deviations do not occur directly but go through the process of identification. They identify forms of morality deviation, through their types, ways and consequences. In the end they will find out what kind of morality deviation suits them.

Beside of the two types of morality deviation above, the cause of the emergence of deviant life behaviours can be caused by three factors, namely social control, self-control, and routine activities.

1) The first factor is caused by a lack of social control in society (Savage, et al. 2013: 2). This is due to the lack of commitment to safeguarding the morality values prevailing in society, lack of involvement of individuals in setting rules and norms that will be applied, and the absence of public trust in someone to determine their own life goals. The greater three components happen, the higher the probability of deviance life.

2) The second factor is due to the lack of self-control in dealing with the social and environmental changes that occured (Gottfredson and Hirschi, 1990: 56). This is caused by the low self-control in filtering out all the bad influences faced and the high curiosity to always try something new even though it can be detrimental to oneself. The greater the self-control, the lower the probability of deviant life will happen.

3) The third factor is caused by the density of activities and how routine these activities must be carried out (Cohen and Felson, 1979: 588). Deviant life behaviours are used as a way to eliminate the stress due to intense and routine activities. They will always be motivated to do things outside the morality value limit if they are also supported by a target of deviation that is appropriate to their needs and supported by other people who also want to take these deviant actions. The lower the dense and routine activities carried out, the lower the likelihood of deviant life.

The researchers only focused on moral deviation theory by Merton (1968) because they want to know the moral teachings that the movie could influence to

the audiences. Nowadays, many people watch movie yet they do not know and realize the benefit of the movie related to their daily attitude, behaviour including moral teachings from a particular movie. They just watch the movie without gaining moral messages which they can implement in their daily lives.

2. Reader Response Theory

The reader response is a criticism of the reader that talks a lot about the reader and the reading experience (Fowler, 1991; 52). This argument describes that the reader not only enjoying a literary work, either in the novel or in a visual form such as a movie, the reader also directly criticizes the literary work that they watch based on their experiences. The reading experience is the process of meaning carried out based on the imaginative experience that is gained by the reader when reading or watching the literary work. This shows that the text is written to be read must have a reader who is able given a certain meaning and identity after they read or watched it.

According to Goldstein (2005: 2) reader-response criticism states that the interpretive activity of the reader in understanding the significance of the text and aesthetic value is not the author task. However, this happens to the reader naturally in comparing between knowledge, experience, what they have read and witnessed.

The importance of understanding the reader responses is more focused in understanding literary texts when they enjoy the certain discourses which are an exclusive feature of the literary genre (Ghandehari, 2012: 1381). Therefore, discussion of text analysis has the potential to link the interpretation level of the reader that is quite high in giving meaning to the message received.

Based on Selden in Peter (2005: 46-49), there are two forms of response; actual readers and ideal readers. The actual reader is the reader who gives meaning to the literature based on actual conditions. The reader will provide representation and meaning based on the social conditions that generally happens in society. For example, in real life, deviant are negative actions so when they find the same thing in a literary work, the reader will think that is something wrong and distorted. The ideal reader is a reader who gives meaning to literature based on their situation and understanding. The reader does not directly give representation and meaning, but the representation happens by the process of background identification. For example, if a literary work tells about someone who commits deviant thing, firstly the reader will identify the background and cause of the deviation.

Insights and conclusions obtained by the reader are based on the background of the knowledge and experience of interpretation that the reader receives. Text that is read through novels or watched through movies is interpreted by the reader to identify the tendency of the author to make literature. This identification is intended to provide a better understanding of how meaning is created by the reader through his active involvement in reading texts.

Through the reading process, a reader 'symbolizes' with the text which is followed by re-symbolization when the first act of perception and identification produce in us a need, desire, or demand for explanation.

Rosenblatt (2005) explains that readers approach the work in ways that can be viewed as aesthetic or efferent. The question is why the reader is reading and what the reader aims to get out of the reading.

Rosenblatt (1995) distinguishes between efferent and aesthetic reading, defining the former (from the Latin "efferre", meaning *to carry away*) as reading in which the reader is concerned with what they will carry away (also sometimes described as reading for information) while the latter is when "the reader's primary concern is with what happens during the actual reading" (Rosenblatt, 1994, p. 24). Aesthetic reading requires live experience, since readers bring about their own text through interaction with the original text. Based on this view, the meaning-making process plays an active role. In reading comprehension courses, students should be able to create meaning in terms of how they perceive the text. They are no longer "implied readers" or "ideal readers"; rather, they are real readers when their role in the literary world helps shape the pedagogical aspects of literature. If aesthetic reading becomes the main concern, the reader is no longer act as the invisible eavesdropper, and pre-reading activities can be replaced by contextual discovery.

Efferent reading is a method to gain solid information from a text. In this regard, readers do not have strong interest in language rhythm of prose and keep trying to reveal information, and they need to focus on things to remember as an extra to reading: information, logical solution, and action carried out. In aesthetic reading, readers attempt to find experience from reading process. Rosenblatt (1995:25) contends, "in aesthetic reading, the reader's attention is centred directly on what he is living through during his relationship with that particular text".

a.Efferent

Efferent reading: reading to "take away" particular bits of information. Here, the reader is not interested in the rhythms of the language or the prose style but is focused on obtaining a piece of information. Rosenblatt states that:

"the reader's attention is primarily focused on what will remain as a residue after the reading — the information to be acquired, the logical solution to a problem, the actions to be carried out." (Rosenblatt in Iskhak, 2015, p.24)

b.Aesthetic

Aesthetic reading: reading to explore the work and oneself. Here, readers are engaged in the experience of reading, itself. Rosenblatt states that:

"In aesthetic reading, the reader's attention is centred directly on what he is living through during his relationship with that particular text." (Rosenblatt in Iskhak, 2015, p.24).

RESEARCH METHOD

This research used qualitative method. The researchers used interview to the students of English and Literature Department Alauddin State Islamic University of Makassar with total respondents are thirteen students. The interview

questions are about the moral deviation by using reader response theory. This method was intended to describe everything that related to the deviant life in *Bohemian Rhapsody* movie. This research used purposive sampling in order to get some respondents accurately.

FINDINGS AND DISCUSSION

1)   Moral messages obtained by the audience in the Bohemian Rhapsody movie

Q1 : What do you think about *Bohemian Rhapsody* movie which tell about deviant life forms from vocalist of Queen band ?

No.	Audiences	Responses
1	Alwi	That behaviour is the normal thing in a band live environment to trigger arousal before the stage, but of using drugs are wrong.
2	Ardi	The behaviour is very negative but can provide lessons for teenagers so they do not follow the negative behaviour.
3	Ilham Rahman	Those are not good, they can be in influenced by environmental factors so they can be trapped into negative thing.
4	Haedar	That is up to the perpetrator because it is his own choice.
5	Imran	There is no problem committed by the vocalist because he is in a liberal country, but not to be imitated or used as an example.
6	Sudarmono	It is inappropriate to be done by vocalist band because this behaviour will damage the band's good name.
7	Ari Syaputra	That is bad behaviour because religion forbids it.
8	Ersal	That behaviour is a negative thing but it is done in a liberal country so it is considered normal.
9	Adri	Those are the actors of social construction experienced by Freddie in his life environment which eventually made him fall.
10	Juswandi	Very bad deeds as a vocalist and will affect his career.

11	Melinda	Very bad behaviour and not worth emulating.
12	Nina	Negative and inappropriate examples.
13	Wafa	Very bad.

Based on Q1 above, the audiences understand very well the characters in the movie as evidenced by the answers they give, in general the audiences think that the actions carried out by Freddie are deviant and should not be used as an example. But there are some audiences who think that the behaviour carried out by Freddie is a normal thing for young people to do because he lives in a liberal country.

Q2 : What are the causes of doing the deviation ?

No.	Audiences	Responses
1	Alwi	Sexual disorders usually occur because of a congenital soul like the homosexsual, but alcohol and drugs can occur because of the environment.
2	Ardi	Environmental factors and high curiosity.
3	Ilham Rahman	Bad environmental factors.
4	Haedar	Environmental factors and cannot control themselves.
5	Imran	Environmental factors and the presence of personal problems.
6	Sudarmono	Environmental factor .
7	Ari Syaputra	Environmental factor .
8	Ersal	Education cannot save them and also the influence of the environment.
9	Adri	Social environmental factors.
10	Juswandi	Social environmental factors and the burden of life faced.
11	Melinda	High curiosity that makes them want to try everything.
12	Nina	Environmental factors and curiosity
13	Wafa	Life load factor is very heavy so it causes depression

Q3 : How do you get out or avoid of this deviant thing ?

No.	Audience	Response
1	Alwi	Avoiding distorted environments and limiting curiosity to bad things.
2	Ardi	Befriend good people, and do positive activities.
3	Ilham Rahman	Avoiding the negative associations and can lead to negative ones
4	Haedar	Do positive activities.
5	Imran	Stay away from people who had bad behave and can lead to negative things.
6	Sudarmono	Look for positive activities to avoid deviant behaviour.
7	Ari Syaputra	Study with good people so you can choose what is right and wrong.
8	Ersal	Join a group that can have a positive impact to avoid deviant behaviour and promiscuity.
9	Adri	Be selective in choosing friends and engaging in positive activities in the community.
10	Juswandi	Participate in positive activities so as not to fall into a distorted life.
11	Melinda	Be More selective in choosing friends and good at distinguishing between good and bad.
12	Nina	Can limit yourself in the association, carry out positive activities and think towards the future.
13	Wafa	Don't make friends with people who behave negatively or deviate.

Based on Q2 and Q3 above, from the answers given by the all audiences, most of them gave the same answers that is change and how to avoid deviant behaviour is due to the support of environmental factors, but two different answers argue that the factors occur because of the burden of life experienced and high curiosity as a young child. The audiences are aware of the things that must be done and avoided so as not to lapse into a distorted life as experienced by the main character in the movie.

Q4 : what are the lessons and moral messages that you get when watching the this movie?

No.	Audiences	Responses
1	Alwi	Don't be so arrogant when you are successful.
2	Ardi	What is desired will be achieved if we are serious juts like the hard work and efforts of the Queen band.
3	Ilham Rahman	Alcohol, drugs, and free sex will corrupt our lives now and in the future, so avoid these negative things.
4	Haedar	Never approach negative things like drug use, alcohol and free sex.
5	Imran	The use of drugs, alcohol, and free sex will adversely affect health and the future.
6	Sudarmono	Don't do negative things because it will endanger and harm yourself.
7	Ari Syaputra	Nothing, because many behaviours and actions are not commendable.
8	Ersal	Do not think too much about your own ego espcially in a group because it will cause a conflict and the group can be fallen apart.
9	Adri	No matter how good a person's career if he/she separated from society and did not find happiness in his/her career will fall.
10	Juswandi	You should not do deviant acts in your life because they will have an impact in the future.
11	Melinda	Deviant behaviour will have a negative impact on people.
12	Nina	Don't ruin the future with deviant behaviour.
13	Wafa	No matter what the problems are, do not give up.

Based on the table above, it is shown that most of the audiences get almost the same moral values but expressed with different language styles after watching Bohemian Rhapsody, these moral values can be used as learning for the present and the future. However, one of them answered that he did not get any moral

message from the movie because the movie showed more behaviour and actions that were not commendable.

There are various kinds of views and moral messages obtained by audience in the Bohemian Rhapsody movie. Moral messages obtained are based on the results of the audience experience while watching a movie, then from the results of the viewing experience the audience focuses on capturing and providing information in the film so that the audience can provide a response about the movie.

a. Cluster 1: Inspiring Movie

Some of the audience said that Bohemian Rhapsody is a movie that has a lot of moral messages and is highly recommended for others, moral messages obtained from the audience are very diverse depending on how the audience capture the information or moral messages that exist, audience knowledge about this movie is very good.

Some of the moral messages obtained by the audience one of them is deviant life behaviour such as some scenes that are done in the movie which has a very bad impact on themselves and people around the environment and influences the perpetrators' future so that the behaviour can become learning material so that it is not imitated because of the impact as the result of the negative action, from the movie also the audience gets a moral message such as the environment is one of the factors that can plunge a person to the end in deviant life so that as individuals who are in community groups must be clever in determining relationships and behaviour that violates the norms that must shunned so as to avoid deviant life behaviour.

In addition, the audience also said that this movie provides inspiration related to the story of the struggle of a group of people in realizing their dreams, even though they have to sacrifice everything they have. Conflicts and disputes that occur between them, are not directly able to destroy their dreams. When one of them gets into trouble, the other reminds one another and gives moral support to one another.

The intention of the audience says that this movie provides inspiration because they are able to know and learn how someone can fall into a deviant life. They learn how the environment has a great influence on changes in a person, and how oneself can select all behaviours that can be replicated and behaviour that cannot be imitated. So, in the end it can be a lesson for every audience who has watched the movie.

b. Cluster 2: Uninspiring Movie

Of the thirteen audiences interviewed by the writer, one audience said that Bohemian Rhapsody is a movie that has no moral message at all because the actions and behaviours contained in the movie scene will impact and influence the behaviour of those who watch it, in the movie there are also a lot of dishonorable

actions and inappropriate scenes because they are very vulgar.

The assumption comes from almost every scene that is shown in the movie, most of which tell about the dark side of promiscuity that is not in accordance with the immoral norms of Eastern culture. Moreover, the figure of Freddie who is an Asian descent, who seems to be resisting the cultural traditions taught by his parents. Deviant sexual behaviour, relationships without marital status, alcoholic party, the use of illegal drugs, homosexuality, and some examples of violence and anarchist acts that are displayed throughout the movie, certainly will not inspire viewers who embrace a normative culture.

Even though at the end of the movie, Freddie performed a charity concert for humanity, but still has led to the stigma that he did when he had been diagnosed HIV/AIDS because in reality, Freddie's behaviour in a relationship with the homosexual did not change. Therefore, the inspiration value of this movie once again depends on the viewpoint of the audience who have different cultural backgrounds.

The equation of this study with the three previous findings is where all these studies together found that deviant life occurs because there are two factors, namely external and internal factors. While the difference of this study with the three previous findings is the first previous finding Sanusi (2008) describes the moral education of children is very important to face the life of the main character in the novel Blood Secrets by Craig Jones. And then, the second previous finding Riyanti (2008) results of this study indicate that the moral aspects of main characters are good characters possessed by three characters and bad characters possessed by one character. Then the third previous finding Mubarokah (2014) Bartleby's personality structure is unbalanced, in which Id is more dominant and defeats his superiors so that it leads to self-destruction. While the results of this study found the types of moraity deviation in Bohemian Rhapsody that can have a negative impact and moral message through the audience's point of view using reader response theory

CONCLUSION

The researchers get a variety of different perspectives about deviant life from several audiences. There is a correlation between the opinions expressed by researchers with the opinions of the audiences regarding the form of moral perversion. Researchers and the audience use two points of view in providing responses related to deviant behaviour. The first viewpoint that uses the perspective of the reality of Western life that tends to assume that some negative things that are displayed in the movie scene, is a common thing and often happens. The life of Westerners who like to have parties which are filled with alcohol parties and free sex is common. This is because in the social environment they give freedom to do that, as long as what they do does not harm others and is based on a mutual desire to get pleasure.

Whereas in the second point of view, which uses the point of view of morality of the Eastern people, especially in the point of view of the Islamic religion. Researchers and the audience consider that some of the negative actions displayed in the movie scene clearly violate social, cultural and religious norms in society. Alcohol consumption at a party and free sex acts that are believed to have a negative impact on people. Someone who consumes excessive alcohol is believed to cause health problems and can affect one's psychology. In general, people who have been addicted to alcoholic drinks tend to be rude, dissident and easily cheap. Whereas people who are caught up in free sex, the longer it will lead to sexual irregularities that can have an impact on the desire to try new things in free sex, which results in the emergence of sexual disruption behaviour, such as encouraging someone to become a gay which in turn can cause disrupt a person's psychology and can cause illness.

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