

**VALUES FOUND IN “FRONT OF THE CLASS” MOVIE
DIRECTED BY PETER WERNER**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG**

May 2015

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Presented to

**State Islamic Institute of Tulungagung in partial fulfilment of requirements
for the degree of Sarjana Pendidikan Islam in English Education**



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ADVISOR APPROVAL SHEET

This is certify that the *Sarjana* thesis of Vivid Novitasari has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, 28th May 2015

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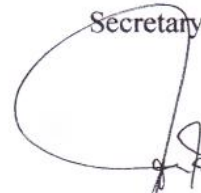
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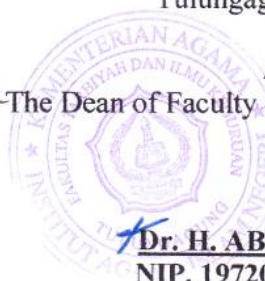
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MOTTOS

- ♥ *Let's put our passion as purpose, because one day it will be our profession.*
- ♥ *If someone tries to give you uncomfortable condition, kill them with the kindness.*
- ♥ *A simple act of caring creates an endless ripple.*

DEDICATIONS

I would like to dedicate my thesis for:

1. My loving father, Sutejo who always be my superhero and gives money for paying education fee and push tenacity ring in my ears and also my amazing mother, Sarminah who always gives marvelous supports and advices.
2. My two naughty young brothers who brings the madness and happiness in my life.
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4. All of my friends in the real world and also cyberspace who give me laugh and cheers my day up.
5. All part of my body, who always work hard to make my dream comes true.
6. All people in my life who loves me, sorry I can not mention one by one, thank you all for make my day alive.

The writer

DECLARATION OF AUTHORSHIP

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States that thesis entitled **“Values Found in “Front of the Class” Movie Directed by Peter Werner”** is truly my original work. It does not incorporate any material previously written or published by another person except those in indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other.

Tulungagung, 28th May 2015



Vivid Novitasari

ABSTRACT

Novitasari, Vivid. Registered Number Student. 3213113158. 2015. *An Anlysis of Values Found in Front of the Class Movie Directed by Peter Werner*. Thesis. English Education Department. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Susanto, SS, M.Pd.

Keywords: Literature, Value, Movie, Front of the Class.

Nowadays, technology had become an important need of human being. Mostly, the technology are used include audiovisual technology and information media. Movie as a part of audiovisual technology has a power to provide significant influences in our life. It makes us will find out the knowledge and experience as well, without having to pass in a real life. Movie contains many values including moral, social, educational values, etc. That is why through inspiring movie, such as *Front of the Class* movie, audiences can get the value conveyed in the movie and apply them to get the better life.

The formulation of research problems were: 1) What are the values found in the *Front of the Class* movie directed by Peter Werner? 2) To what extent do the values build up the total story of the movie?

The purposes of this research were: 1) To know the values found in the *Front of the Class* movie directed by Peter Werner. 2) To elaborate the extent of the values build up the total story of the movie.

Research Method: 1) The research design of this study was library research. 2) In this study the data were in the form of dialogues containing values presented by the characters of the *Front of the Class* movie. Meanwhile the data were taken from screenplay of the *Front of the Class* movie. 3) Since the design of this study belonged to library research, documentation method was used to collect the data. 4) In this study, the researcher applied theoritral triangulation to check the trustworthiness of the data analysis. 5) In this study, the data were analyzed through the following steps: watching the movie, transcribing the dialogues, reading the transcript, identifying the values found in the movie, grouping the values found into moral, social, and educational value, interpreting the values, and concluding all data found.

The researcher found out several values in the *Front of the Class* movie. All values found could be classified into: 1) moral value which covered high self-confident, persistent, serious, wise and righteous, independent, patient, optimist and courageous, and also humble. 2) social value included caring and kind-hearted, protective, communicative, respectful, humorous, calm, helpful, friendly, open-minded, and also wise and encouraging. 3) educational value consisted of innovative, sincere, heart-whole and inspiring. Meanwhile for answering the second research question, the researcher found out that all values; moral, social, and educational value perfectly build up the total story of the movie. Through some dialogues, prologues, and epilog, the wisdom of life could be seen directly. In addition, the intrinsic elements included plot, setting, character, conflict,

characterization, etc had role to build up the total story of the movie. It made the audiences to be more easier to catch the messages.

ABSTRAK

Novitasari, Vivid. Nomor Induk Mahasiswa. 3213113158. 2015. *An Anlysis of Values Found in Front of the Class Movie Directed by Peter Werner*. Thesis. Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Dr. Susanto, SS, M.Pd.

Kata kunci: Literature, Value, Movie, Dialogue.

Sekarang ini, teknologi merupakan kebutuhan penting bagi manusia. Teknologi yang paling sering digunakan adalah teknologi audiovisual dan media informasi. Film sebagai salah satu bagian dari teknologi audiovisual memiliki kekuatan yang bisa memberikan pengaruh penting bagi kehidupan kita. Hal tersebut membuat kita mendapatkan ilmu pengetahuan dan pengalaman tanpa harus mengalaminya dalam kehidupan kita secara nyata. Dalam film terkandung banyak nilai termasuk nilai moral, nilai sosial, nilai pendidikan, dan sebagainya. Itulah mengapa melalui film yang inspiratif seperti *Front of the Class*, para penonton bisa mengetahui nilai yang disampaikan dalam film tersebut serta menerapkannya untuk mendapatkan kehidupan yang lebih baik. Karena proses inilah, kita akan menemukan pengetahuan dan pengalaman tanpa harus melewatinya dalam kehidupan kita secara nyata. Itulah mengapa melalui film yang sangat inspiratif manusia akan mendapatkan nilai yang terdapat dalam film tersebut dan menerapkannya untuk mendapatkan kehidupan yang lebih baik.

Penjabaran dari masalah penelitian adalah: 1) Nilai apa saja yang ditemukan dalam film *Front of the Class* yang disutradarai oleh Peter Werner? 2) Sejauh mana nilai tersebut membangun keseluruhan jalan cerita? Tujuan dari penelitian ini adalah: 1) Untuk mengetahui nilai apa saja yang ditemukan dalam film *Front of the Class* yang disutradarai oleh Peter Werner. 2) Untuk mengelaborasi sejauh mana nilai-nilai tersebut membangun keseluruhan jalan cerita.

Metode penelitian: 1) Desain penelitian ini menggunakan kajian pustaka. 2) Dalam penelitian ini, data yang digunakan berupa dialog yang mengandung nilai antar tokoh film *Front of the Class*. Dalam penelitian ini, data diambil dari naskah film *Front of the Class*. 3) Karena desain penelitian yang digunakan dalam penelitian ini adalah kajian pustaka, metode dokumentasi digunakan untuk pengumpulan data. 4) Dalam penelitian ini, peneliti mengaplikasikan teori triangulasi untuk memeriksa tingkat kebenaran dalam analisis data. 5) Dalam penelitian ini, data dianalisis mengikuti beberapa langkah antara lain: menonton film, membuat transkrip percakapan, membaca transkrip, mengidentifikasi nilai yang terkandung dalam film, mengelompokkan nilai yang ditemukan ke dalam nilai moral, sosial, dan nilai pendidikan, menginterpretasi nilai, dan menyimpulkan semua data yang telah ditemukan.

Peneliti menemukan banyak nilai yang terdapat dalam film *Front of the Class*. Nilai tersebut diklasifikasikan dalam: 1) nilai moral yang meliputi kepercayaan diri yang tinggi, tekun, serius, bijaksana dan berfikir positif, sabar,

optimis dan berani, serta rendah hati. 2) nilai sosial yang terdiri dari sikap peduli dan baik hati, melindungi, komunikatif, menghargai perbedaan, humoris, berperilaku baik dan pandai mengontrol diri, senang membantu, ramah, berfikiran terbuka, bijak dan menyemangati. 3) nilai pendidikan yang mencakup selalu berinovasi, tulus, mengajar menggunakan hati dan pendekatan personal, sertasangat menginspirasi. Sedangkan, untuk menjawab pertanyaan nomor dua, peneliti menemukan bahwa baik nilai moral, sosial, maupun nilai pendidikan secara sempurna membangun keseluruhan cerita dalam film tersebut. Melalui beberapa dialog, prolog, maupun epilog, kebijaksanaan hidup bisa dilihat secara langsung. Selain itu, nilai-nilai intrinsik yang meliputi alur cerita, setting, tokoh, permasalahan, penokohan, dan lain sebagainya membentuk kesatuan yang membangun jalannya cerita dalam film. Hal tersebut membuat pembaca lebih mudah dalam mendapatkan pesan yang ingin disampaikan.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, 28th May 2015

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, statement of the research problems, objectives of the research, significances of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Education is extremely important thing in our life and it becomes a basic need of every human in the world. Having an education leads us to better chance and it provides us with knowledge about the world. It paves the way for a good career. It helps build character. It leads to enlightenment. It lays the foundation of a stronger nation. Education makes a man complete.

According to Langgulung (1973:147), acquiring an education is not only get in formal education which is full of set of laws and norms, presenting a rather rigid curriculum as regard objectives, content and methodology, but it can be done in everywhere like as in home, in a garden, in a coffee shop, and soon, because in every places we can learn many things then filter and duplicate them to our daily life.

Unfortunately, in globalization era, there are a lot of thing which will influence people and brings them either to the something bad or good. One of the biggest reason is technology. The development of technology more over audiovisual technology and information media influence the life style and changing the society. In the past decade, radio, television, DVD, and some

electronic tools were became a tertiary need, but the condition is quite different now. Those electronics become basic need to almost human in the world.

We should know that everything around us will build our character. Yusuf et. al, (2011: 27-31) states that there are two factors that will influence and build up character. The first is genetic factors and the second one is environment factors. Environment factors are classified into several kinds such as family's factor, school's factor, and culture's factor.

Kluckhohn in Yusuf (2011:30) states that cultural factors regulate our life from birth to death, either consciously or unconsciously. Culture influences us to follow a certain behavior patterns that have been made by others. In the culture itself, there are a lot of things that sometime are not fit to be applied to us. Technology, on the other hand, is a part of cultural factors, because it is made and used by the humans.

Everyday, almost of people in the world use technology, especially audiovisual technology and information media. It is really close to our life. While the essential of the education is build up the good value of the human, so that technology holds the important role to influence the human's life. All kinds of technology and everything around us such as television, internet, game, movie, the group of people, books, and soon have the values that can change the human's character. Values themselves are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add

quality to life. Values give meaning and strength to an individual's character by occupying a central place in his/her life. One of media using technology is a movie.

Nowadays, movies have been progressing rapidly along with the existence of technology development. A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology (Webster, 2004: 305).

As stated by Lunggalung above that value can be taken in every place, so it also can be gained in Literature. Literature is simply another way we can experience the world around us through our imagination (Jones, 1968:1). Literature is also a source of knowledge. In his capacity as source of knowledge, works of literature would automatically act as a "teacher of life". It is no exaggeration, because the other side of literature also serves as a power. Power here we can interpret as a driver or motivation that comes from outside (extrinsic). This power can provide a significant influence on the next journey of our lives. Because of this process, we will find the knowledge and experience as well, without having to pass in a real life journey.

Literature refers to compositions that tell stories, dramatize situations, express emotions, analyze, and advocates ideas (Webster, 2004:654). Beside

the part of technology, movie also is a kind of literature. That's why, here, we can use the way in literature to analyze the movie then get many values there. One of them is through psychology of literature. It is an interdisciplinary between psychology and literature which focus on the study of human from the inside (Minderop, 2011: 59). The appeal from the psychology of literature is it paints a portrait of a soul and the soul will represent the reader or the viewer soul. Soul here means the soul from every character in the movie in which their dialogues or their attitude contains of value.

One of the reasons why movie is chosen as the topic to be analysed in this study, because most of people like watching movies, not only those who live in big cities, but also those who live in small town. Nowadays, people can watch movies shown anytime and anywhere, both in the movie theaters and also shown in the TV programs. Not only by these two media, but lately movies are also produced in compact disc (CD) and digital video disc (DVD) that facilitate those viewers to be easier to enjoy their hobby. Watching movies can be said as one of the most enjoyable activity in human daily life. Moreover, movie is one of media that can be used by its producers to convey their visions and missions to public. By producing movies, they want to inform, educate, or just simply want to entertain people, and even just for arousing business interest after all.

From the explanation above, the writer believes that movie is considered as an important art form, a source of popular entertainment, and a

powerful medium for educating and indoctrinating citizens. Movie is one of media with a huge of capability in helping educating people.

Movies produce an emotional response to audiences. They can be amused, frightened, and excited, but they also can experience tension, patriotism, sorrow, pity, and so on. By watching movies, the audience can get more imagination in their mind and get many values by catching the messages conveyed in the story. There are many kinds of movie, such as action, comedies, horror, trailler, drama, and so on. For the topic of the research, the writer prefers to choose drama family movies with fresh and logical stories, but it still can convey rich values of live that can help the audience improve their own personality.

Movies with motivational themes are the best of all to be seen and be investigated by the writer. One of the inspiring movies is “Front of the Class” movie produced in 2008 which was belonged to drama movie and adapted from the book of real life story by Brad Cohen, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-authored by Lisa Wysocky. Since the movie taken from real life story, so that it is seen more touchable instead of imaginative movie. In other hand, the movie is rich of values that can encourage the audiences not to give up in facing any situation in their life. No wonder, in some websites this movie is also received many good responds and good references from the audiences as one of the best inspiring movies that also got a prestigious Voice Award given by the Department of Health & Human Services.

Front of the Class movie tells about the disability of Brad Cohen who had Tourette Syndrom. He always produced silly noises. In the same time, Cohen had a high desire to be a teacher. It seemed almost impossible, because being a teacher Brad must explain the material to his student and his Tourette will disturb it. It is like we have to run, but we do not have any legs. Here, Cohen faced internal and external conflicts. How Cohen faced his problem inspire us to never give up of reaching our desired job. Meanwhile, the *Front of the Class* movie relates to education, because it contains of many educational values and teaching methods that can be applied by teachers, moreover when they have ‘special treatment students’. It also will inspire us that teacher is prestigious and awesome job.

From the reason above, the writer conducted research entitled ***THE ANALYSIS OF VALUE FOUND IN “FRONT OF THE CLASS” MOVIE DIRECTED BY PETER WERNER.***

B. Statement of the Research Problems

The problems are related to the study on the values in *Front of the Class* Movie by Peter Werner. The problems can be expressed as follows:

1. What are the values found in *Front of the Class* movie directed by Peter Werner?
2. To what extent do the values build up the total story of the movie?

C. Objectives of the Research

Every discussion has certain objective. According to the problems of the research, the objectives of the study can be stated as follows:

1. To know the values found in *Front of the Class* movie directed by Peter Werner.
2. To elaborate the extent of the values build up the total story of the movie.

D. Significance of the Research

The writer hopes that this result of the research can be used by several parties, as follow:

1. The Students

After reading this paper, the students are aimed to know the way of analyzing movie and also can apply many positive values, so that they have better understanding not only in analyzing the content of the movie, but also the wisdom of life, such as giving appreciation to those people who were born with disability.

2. The Teachers

Since this study analys the value of the movie which is contain of several teaching methods to “special treatment students”, so that this study is aimed can inspire the teacher that all students have their own uniqueness and the process of teaching learning is not only about transferring knowledge, but also help the students to find out their passion and send the progress of the students to their parents.

3. Other Researchers

This study can be an inspiration and secondary data to the other researcher who interest to conduct study about values in others movie, so there will be many movies analyzed and many values get and apply.

E. Scope and Limitation of the Study

To avoid deviation from the purpose of studying problem, the writer limits the scope of discussion of the study. The scope of this research is investigating values in the *Front of the Class* movie directed by Peter Werner. Besides, for the limitation, the writer limits the value only educational, social, and moral value, since they are the dominant one.

F. Definition of Key Term

In order to avoid misunderstanding and ambiguity of the terms which used, the writer gives the definition of key terms, as follows:

1. Value

Value is everything that is suitable to be applied by the human (Drijarka 1966: 38). According to Rokeach (1973:5) value is an belief that specific mode of conduct or end state of personality or socially preferable to an opposite or converse mode of conduct or end –state of existence. Shortly value here means educational, social, and moral value, that stated in *Front of the Class* movie.

2. Literary Analysis

Literary analysis is understanding the techniques that make literary work effective. It can be done by identifying a certain kind of literary work then writing brief essay explaining what we have identified.

3. Front of the Class Movie

Front of the Class movie is inspiring movie in 2008 which was directed by Peter Werner. It was belonged to drama movie and taken from real life

story of Bradley Cohen who had Tourette Syndrome. It made him produce silly noises. From his childhood, he had to face discrimination because of his disability, but he never gave up. He had a high dream to be a teacher. He put his passion of teaching as his life goal. His persistence made him get a job and become a wonderful teacher.

CHAPTER II

REVIEW RELATED LITERATURE

The review related literature is very important. It is a basic theory concerning with the formulation of research problems and the goals of the research. The review below consists of the meaning of literature, the psychology of literature, the meaning of movie and the concept of value.

A. Literature

There have been various attempts to define literature. It can be defined for example, as 'imaginative' writing in the sense of fiction - writing which is not literally true. But even the briefest reflection on what people commonly include under the heading of literature suggests that this will not do. Seventeenth-century English literature includes Shakespeare, Webster, Marvell and Milton; but it also stretches to the essays of Francis Bacon, the sermons of John Donne, Bunyan's spiritual autobiography and whatever it was that Sir Thomas Browne wrote (Eagleton, 2005:1)

Shortly, Jones (1968:1) states that literature is simply another way we can experience the world around us through our imagination. Literature in its broadest sense includes all writer materials. Into this general grouping falls history books, philosophical works, novels, poems, plays, scientific articles, dictionaries, directories, instructional manuals, travel folders, magazines, school textbooks. Here, literature is divided into two kinds, the first is literature of knowledge which has the function to teach and the second is

literature of power which has the functional to move. Literature of knowledge can be said as informative language and literature of power is imaginative literature.

Informative literature tells us about the truth or the fact statement of a thing done or existing, for example Los Angeles is the largest city in the West, the sun is burning gas, and soon. While, imaginative literature has aims to arouse thoughts and feelings (Jones, 1968: 2). Imaginative literature has close relation to fiction because it uses language in peculiar ways. As informative literature, imaginative literature also uses fact or truth, but it is added by the author imagination. Truth and fact are related each other. The writer of literature does not stray from facts. He will select from the facts of the world or make up certain facts so that he can present truth of human nature. For example a man says that hunting is 'the best sport in the world'. This is a truth, not a fact. Some of us like baseball more, bowling, or surfing (Jones, 1968:3).

A good writer, furthermore, will let the facts speak for themselves. He will not tell the reader the 'answer'. If a writer is telling a war story, he doesn't have to tell us that killing is bad, that war is evil. If he arranges his material right and present it well, we will be able to see that war is one of the evils of mankind (Jones, 1968:4).

Moreover, Jones (1968:5) states that good literature lives also because it gives pleasure. It lives not only because of the thought and feeling expressed, for bad literature may have thought and feeling, but because of the

way in which the thought and feeling are expressed – the style. Our judgment of style is based on what we know and our experiences. If we say that a band has a style of its own, we probably heard many bands. The same holds true for literature, knowledge, and experience are required of the reader to make a judgment. It is only by bringing in our past experiences that we can fully appreciate the literary work before us. The more reader brings to a literary work, the more he will get from it. The more he knows, the more he will learn.

Many valuable things that we can learn and apply in our daily life. It proves that literature and literary work hold an important role in build up character oh human being. Wellek and Warren (1949:23) state that a cognitive value in the drama and novels would seem to be psychological. "The novelists can teach you more about human nature than the psychologists" is a familiar kind of assertion. Horney recommends Dostoevsky, Shakespeare, Ibsen, and Balzac as inexhaustible sources.

Unfortunately, literature depends on both the reader and the writer. Probably no two readers get exactly the same thoughts and feelings from something they read, because their past experiences have been different. So, at the best, the writer of literature applies truth, facts, and style to the basic emotions of man, those emotions share pity, fear, anger, disgust, yearning, pain, hope, joy, sorrow, and soon. Those are feelings all of us have, and it is through such feelings that we know each other. The writer looks at men, his

actions, and his relationship with others and helps us to know ourselves and the world we live in (Jones, 1968:5).

B. Psychology of Literature

Guerin in Minderop (2011:52) states that Psychology of Literature firstly used by Aristotele since the fourth before centuries by applying classical border of tragedy which is combined loving feeling to scary feeling which caused cathartic experience. Cathartic experience itself is some efforts of reducing the effect of bad experience in the past.

In the twentieth century, theories of literature had great improvement. Several of new branches appear include structuralism, semiotic, sociology of literature, psychoanalysis, and others. Basically, Psychology of Literature built up on genesis assumptions which had relation to psychiatric aspects of the author. In modern era, sometimes, the authors lost their control and make a negative literary work, such as make a porn novel or movie which has high opportunity to influence the others. Based on those reason, psychology of literature is seen very important to be learnt to know what the author or director want (Minderop, 2011:54).

Ratna in Minderop (2011: 54) states that psychology of literature doesn't want to show up the weakness of the author in making literary work, but only describing what the aspects in the literary work through several intrinsic elements. Through characterization that is clear described by the author, the readers will compare to the real life and will know whether they have to take it as role model or not. Further, there are three ways that can be

followed for understanding the relationship between psychology and literature. The first, we have to understand the psychiatric elements of the author. The second, we have to understand the psychiatric elements of the fictional characters in the literary work. Then the last is we have to understand the psychiatric elements of the reader.

Abrams (1953: 257) states that the closeness between literary work and psychology can be seen through conflicting motives in literary the work- the pressure of personal passion and desire to seek imaginative satisfaction, and the force modesty which shrinks from revelation of the private self-by its capacity 'to give utterance sparingly and only under veils and disguises, to the deepest feeling.

Here, how the psychiatry aspects of the author influence the literary work can be seen by analyzing the elements of literary work itself. In the course of reconstructing the temperament of Homer, Keble takes pains to catalogue what he calls "test of an author's bias and disposition'. Firstly is the canon of significant theme. Keble underlying assumption here that, as in all his investigations, is that each personality has a single key 'one prevailing character or element, the centre of attraction' which constitutes its 'ruling taste or passion'. The second is the canon of identification with the hero. Keble also holds that 'nothing appears of greater value and importance when endeavouring to the estimate the literary work and qualities as a whole than a thorough acquaintance with the character to whom he designedly accords the leading part'. Sometimes, the sentiments of the hero duplicate those of his

creator, as the result of the process Keble calls 'the transference of the poet's own passion and disposition to actual characters'. The next is the canon of fervor. It means that, here the authors have the right to determine their style in making a literary work. It depends on their personal feeling and may stand out from their context by their *energeia*, fervor, and by the freedom and their richness of their versification. Then next one is the canon of imagery. Keble states that the psychiatric of the author can be inferred not only from the story, but from the imagery and the comparisons which the author draws from every quarter and from the choice which he makes of literary work ornament and beauty, to illustrate both the language and the subject of which he treats. And the last is the canon of style. Here Keble states that the reconstruction of literary personality is sure to be tinged more or less with the peculiar views of the person carrying on it on (Abrams, 1953:260).

Based on the explanation above, Endaswara in Minderop (2011:59) states that psychology of literature is interdisciplinary between psychology and literature. Studying psychology of literature is like studying human being from the inside. The aspect of 'inside' is often subjective which is considered will be something difficult to be learnt. Actually studying psychology literature is very please, because we can understand the depth of the human soul. The interesting thing in studying psychology of literature is on human problem which reflects a portrait of the soul. It is like what Abrams states above, that sometimes the authors added their own experience in their literary work.

Besides, Endaswara in Minderop (2011:59) states that there are three ways in understanding the psychology of literature as follow:

- a. Understanding the psychiatric elements of the author.
- b. Understanding the psychological elements of the fictional characters in literary work.
- c. Understanding psychiatric aspect of the reader.

So, now we know that psychology of literature hold an important role in completing analyzing literary work. It makes the understanding of literary wok be balance. Here, the author's intelligent which often exceed of reasonableness can be detected through psychology of literature. By studying psychology of literature, we will understand literary work proportionally and can classify it to a daydream, high dream, encouragement, sex, and soon (Minderop, 2011:59-60).

C. Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology (Webster, 1973: 305).

Movie offers a special language of projected moving image with sound a language which incorporates the characteristics of the graphic, plastic, spatial and narrative arts. It is finally becoming accepted in

educational circles an established art form suitable for study analysis, research in institutions of higher learning. Film study encompasses the examination of the motion picture as a medium of communication, entertainment and artistic expression (Deighton, 1971: 1).

Movie is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry. Films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological effect called beta movement.

The origin of the name "film" comes from the fact that photographic film (also called film stock) has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for an individual motion picture, including picture, picture show, moving picture, photo-play and flick. A common name for film in the United States is movie, while in Europe the term film is preferred. Additional terms for the field in general include the big screen, the silver screen, the cinema and the movies. (<http://en.wikipedia.org/wiki/Film> accessed on February, 27, 2015 retrieved on 08.30 p.m).

There are several kinds of movie or film as follow:

1. Action – These types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature, your keyword is Action. In these movies, it's usually a fight between the good guys and bad guys, i.e. Fight Club.
2. Adventure- Do you like thrilling stories that take you to wondrous places? They are similar to action films but the action may be less and more weight will be given to experiences. Indian Jones movies belong to this category.
3. Comedies- They are loved by young and old for the feel good content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example.
4. Crime and Gangster Films- Such films trace the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, i.e. Gangs of New York.
5. Drama films- is a film genre that depends mostly on in-depth development of realistic characters dealing with emotional themes. Dramatic themes such as alcoholism, child abuse, drug addiction, moral dilemmas, racial prejudice, religious intolerance, etc, put the characters in conflict with themselves, others, society and even natural phenomena. Drama is one of the broadest movie genres and includes subgenres such as romantic drama, war films, sport films, period

drama, courtroom drama and crime. They are sensible movies with a strong plot. Dramas depict true stories or real- life situations. The character development is noteworthy, i.e. Little Women.

6. Epics/ Historical films – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. Ben Hur is a classic example. Historical movies tend to pay homage to a legend or hero.
7. Horror- You either loves them or hates them. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. i.e Jaws.
8. Musicals/ Dance films – These are entertaining films that are based on full scale scores or song and dance. They can either be delightful, light-hearted films for the whole family (i.e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.
9. War films- These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. i.e. Flags of Our Fathers.
10. Westerns- This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. Remember Butch Cassidy and the Sundance Kid?

11. Animation- Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. i.e. Finding Nemo.
12. Thrillers- They are different from horror because they are more provocative than scary. i.e. The Bone Collector
13. Sci-Fi – If you like futuristic scenes, movies like Star Wars will intrigue you. They can be classified as adventure films too. (<http://www.bizymothers.com/entertainment/film-genres.html> accessed on 27th February 2015, retrieved on 09.00 p.m).

D. The Concept of Value

It is really hard to explain what is meant by value. Bertens (2005:139) states that value is something fun and exciting that we look for or simply it is something delighting and something good. While Jonas in Bertens (2005:139) defined that value is *addressee of a yes*. It means that something valuable accepted as something good.

Actually, values had been discussed by the philosophers from 50s until 60s. In the last of 19 centuries it had a high position and discussed explicitly, although it had been implicitly discussed and played a role since Plato gave the concept of “good”. That was the biggest reason the emergence of new branch in Philosophy that was known as axiology or “the theory of value” (Bertens, 2005: 139-140).

Here, Bertens (2005:141) states that there are three characteristics of value. Firstly, value always related to the subject. If there is no subject, it means that there is no value to be shown. For example, when the volcano

erupted and there is no appraiser, it can't be assessed whether it is "beautiful" or even "detrimental". Secondly, value is practical and not found only in theoretical approach. Then the last, value doesn't deal with material worthiness of something.

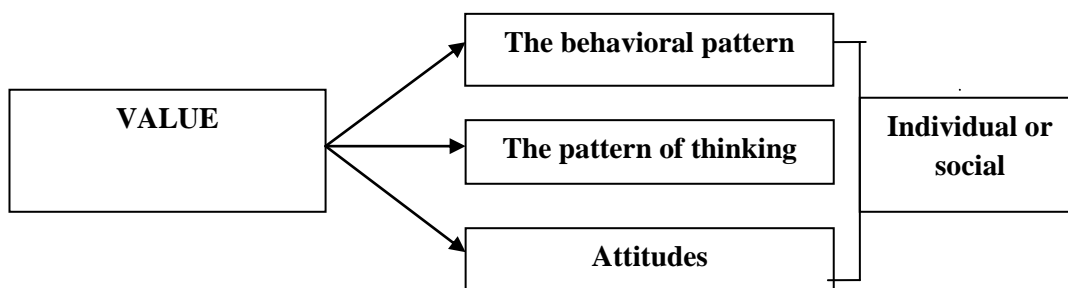
Moreover, Bertens (2005:142) states that Philosophy do not discussed clearly about the classification of value and it's really disappointing. However, by following German pedagogue, Takdir in Suseno (2005: 135) classified value into six categories, they are theoretical value, economical value, religious value, aesthetic value, political value, and social value.

The view point of theoretical value is "right and wrong" in which the positive things are seen as the rightness and the negative things are seen as the mistake. Then economical value seen that the valuable things know by calculating whether it is profitable or not. Here, the criteria are financial interest or loss which is gotten. While religious value is about the obedient and the violation to the God's rules. Besides, aesthetic value judges base on the beautiful least of something. If the things are beautiful and wonderful, it can be said that they have high aesthetic value. Meanwhile, the political value is seen the goodness or badness of something is known whether it is power or powerless. Then the last, social value viewed by seen how deep the relationship to the others. The tolerance one is good, while the selfish one is very bad.

Ambroise in Fitri (2012:89) states that value is abstract. It means that we feel whether it is valuable or not within ourselves and it is driving force as

the way of our life. Therefore value has the important place of someone's life to the extent that people are ready to sacrifice their lives at the expense of value. Value can be tracked from the three realities as described in the figure below.

Figure 1.1



From the chart above, we can say that we can't separate one reality to another. If the tendency is only from the behavioral pattern without relate to the other, it will create the wrong perception of a certain value. In Philosophy, value had a close relationship to ethics and moral, but they seen as something different from each other. Ethic is seen as a *body of principle* which lead people to do the right thing and in accordance with the norm. In particular, Bottorf (1997: 57-59) defined ethic as:

Ethics is body of principles or standards of human conduct that govern the behavior of individuals and organizations. It is knowing what is the right thing to do and is learned when one is growing up or at the later date during an organization's ethics training program. Because individual have different concept of what is right, the organization will need to develop the standards or code of ethics for organization.

Judged from terminology side, value as something which is abstract has the understanding used to give reward to a certain thing while ethics is something which leads to the rightness and norm is the rules (Fitri, 2012: 91).

While the concept of value in Philosophy is a little bit different to the concept of value in Literature. In Literature, value is discussed integrally with *moral*. Moral is defined as something stated in the literary work that have to be conveyed to reader. Here, moral is seen has a similarity to the theme, because both of them stated can be interpreted as the main point which constructs the literary work (Nurgiyantoro, 2010:320). However, Kenny in Nurgiyantoro (2010:320) states that theme is much more complex than moral, so that moral can be said is the simple form of theme, but any moral is not theme.

Moral in the literary work usually reflects the belief of the author about the concept of “goodness”. That belief will be conveyed to the readers or listener. Further, Kenny in Nurgiyantoro (2010:321-322) states that moral seen as the message of the whole story. It can be used as the “guidelines” to be the role model. In literary work, value imbedded by moral not to be in regard with the value in the real life, because the truth in literary work sometimes is not in line with the truth in real life. Sometimes, it is contrary to the religion’s rule as stated in the short story *Datangnya dan Perginya* which is written by Navis. Navis as the author let Sutan Duono as the main character permitted his son, Masri getting married with Arni, his daughter from

different wife. Here, it's not a big problem to make a literary work is not in line with the religion's rule, because literary work itself is not a religion.

According to Nurgiyantoro (2010:322) value or lesson learned that is gotten by the readers or the listeners is always in a good sense. Thus, if literary work displayed the less praiseworthy character, it doesn't mean that the author suggested the audiences to be so. Through plotting, the author can make the story dramatically and radically, but it is deliberately shown that the message of the story must not be followed entirely. The audiences are expected to get the value of the story by their own interpretation.

There are unlimited kinds of values used in literary works. Usually, the whole problem of human life used to be found as the values. Generally, the problem of human life is divided into three kinds. Firstly, the human relationship to themselves. Secondly, human relationships with other human beings in a social environment. The last is the relationship between a human and the Lord (Nurgiyantoro, 2010, 323-324). Moreover, Nurgiyantoro (2010:324) states in a literary work, there will be several values which build up the total story. As the theme, there are two kinds of value based on the position in the literary work. They are mayor values and minor values. So that the high skill is needed in analyzing and interpreting these values then apply them in the daily life.

There are two ways of communicating values in literary work. The first one is explicitly (direct communicating) and the second one is implicitly (indirect communicating). In communicating values explicitly, the author

states clearly the values through characterization, telling, and expository. This way has its benefits and weaknesses. Through this way, the reader will be easier to catch the values without think aloud, because here the author “telling directly” what he want to communicate. Unfortunately, the literary work is not an ethics book which allows the author to freely express what he wants to teach. The explicit way seen is not effective and will make the reader being the foolish one. Because of the literary work is an aesthetic work which has the function to entertain the reader, and give emotional and intellectual pleasure, so the explicit way will decrease of the aesthetic value of the literary work itself. This way was used in several earlier Indonesian novels from *Balai Pustaka*, because it viewed fit to the mission of the governments to build up the good characters of the readers. Here, the author is called by *pujangga*, the special term that was seen is higher than the author (Nurgiyantoro, 2010:335-337). Communicating values explicitly is described through the figure below.

Figure 1.2



Based on the figure above, the reader will never feel something surprising in the literary work and the content itself will feel so tendentious. It

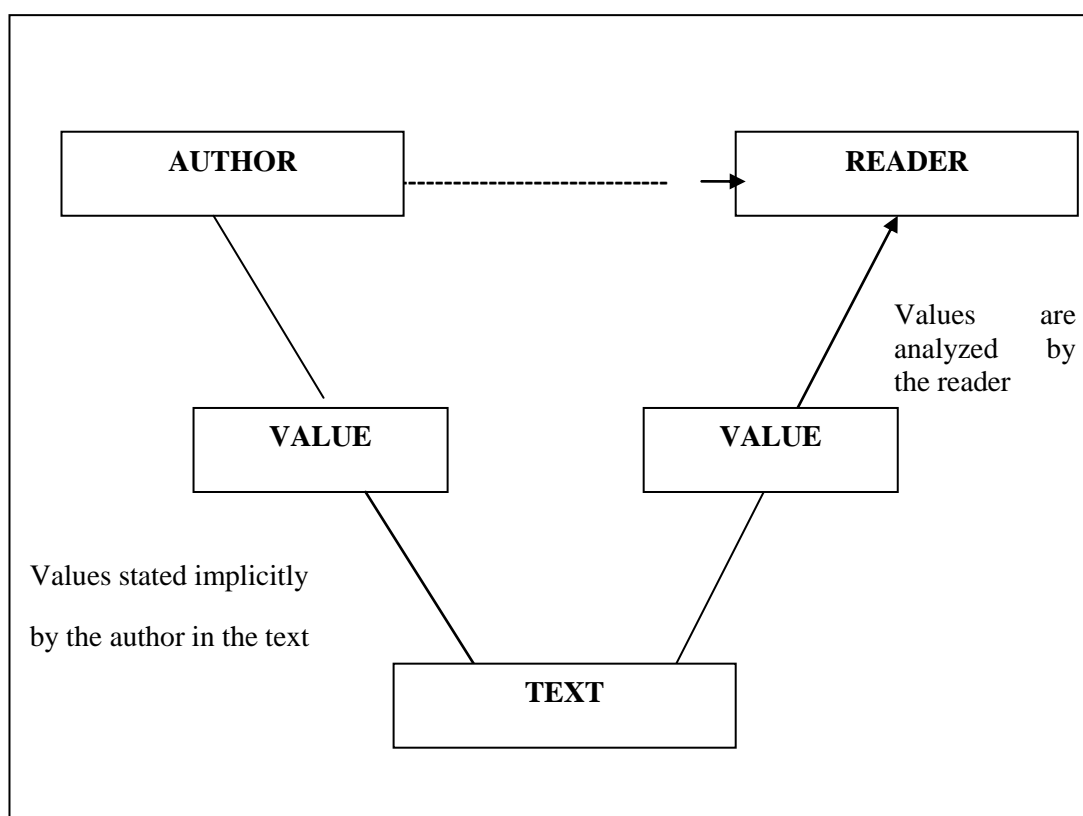
will really quite different from one characterization to another (<http://kbbi.web.id.tendensius>, accessed on 1st March 2015, retrieved on 10.30 pm). It is still understandably to be applied in old Indonesian's books, because the authors don't have enough knowledge about it. Unfortunately, the condition will be quite different to be if explicit way applied in new Indonesian novel like as *Siti Nurbaya* by Marah Rusli. The characterization between Siti Nurbaya as protagonist and Datuk Maringgih as antagonist made strictly different. Here, the author also described Datuk Maringgih only from his bad side, so that the readers do not require to deeply thinking of getting the values from that story (Siti Nurbaya story as explained by Nurgiyantoro, 2010:337-339).

Different from explicit value, in communicating value implicitly, the author does not directly tell to the readers the values that are state and build up the total story. Here, the author lets the readers to enjoy the literary work as something entertaining. Similar to explicit value, communicating through implicit value also has benefits and weakness. It seen less communicative, because value only describe through conflict, the way of the characters in facing the conflict, and what characters feel inside. It makes high opportunity of misinterpretation. But it is seen as something that is common and take it as the special thing of a literary work, because it prove that the literary work is quite complete and prove that the author doesn't patronize the readers. It is also seen as something challenging for the readers who want to improve their skill in analyzing values in a certain literary work. The literary work which

used implicit ways in describing the values is Hamlet by Shakespeare. Although it was written in a long time ago, but if we read it again, we will still feel the renewal values of that story (Nurgiyantoro, 2010: 339-341).

In communicating implicit value, the author “hides” the message by combining perfectly intrinsic elements of the literary work. Further, the relationship between author and the reader is not a strict relation. Nurgiyantoro (2010:341) explain the communicating through implicit value and the relation between author and reader in this way through the figure below.

Figure 1.3



The classification between communicating value through explicit and implicit ways are only the theories. Practically, those two ways communicating value are impossible to be applied independently. The authors often combine both of explicit and implicit ways, because it is seen more effective to the reader (Nurgitatoro, 2010:335).

E. Kinds of Value

1. Moral Value

Moral is thing that related with skill to decide right and wrong of behaviours accepted by citizen. Morality contains belief about the nature of man, belief about ideals, what is good or desirable for its own sake, rules laying down what ought to be done, and motives that incline us to choose the right or the wrong course. with inner thoughts and feelings controlling his or her actions (Trusted: 1987: 1).

There are four characteristic of moral value as follows:

a. Moral value related to our responsibility

Moral value related to our human personality. A special mark of moral values is the value associated with the responsibility of the human. Moral values lead someone to be guilty or innocent of their responsibility.

b. Moral value related to our conscience

All values need to be recognized, and communicated. The special characteristic of moral value is this value raises the voice of our deep heart to ignore the bad things.

c. Moral value related to our obligation

Moral value requires us to do something better everyday. It has to be done totally, for example: the badminton player who want to be a champion have to train hard.

d. Moral value related to our formal life

Even though moral value is the highest value in the world, but it can not separated to others value such as economical value, aesthetic value, and soon. For example: a seller applies moral value all at one while applies economical value. It proves that moral value can not stand alone without other value.

2. Social Value

Social value is the term used to describe the additional value created as an indirect result of a publicly funded service being delivered (Compact Voice: 2012). It also can be said as form an important part of the culture of the society. Values account for the stability of social order. They provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy, respect for diversity, care and protection fo vulnerable people or children, etc. Values are the criteria people use in assessing their daily lives; arrange their priorities and choosing between alternative course of action.

3. Educational Value

Today, education is only advanced scientific aspect intellectual intelligence of the children. As for the formation of character and culture nation within the students increasingly marginalized. The fragility of the character in the nation's cultural life can bring a setback in civilization. In contrast, a society that has character and a strong culture will strengthen the existence of a nation and state. That is why educational value is needed to be learnt. Education is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. No restriction is set on what is transmitted other than that. Cooper (1986: 15) states that educational value is the concept of value and rule that leads how to teach proper concept of a person, or an understanding that other people count or grasp of other people emoticon. Educational value related to develop other aspects: personality, morals and ethics, etc that has relation to the education.

F. Previous Study

This study was library research. In this study, the writer analyzed value reflected in *Front of the Class* movie. Research on the value has not been much discussed. The study on value has been conducted by Ahmad Zulfahmi Muwafiq (2013) entitled "*Analysis of Values Taken From Macapat Affecting Macapat Readers in Paguyuban Macapat Mardilars*". He found that there were some values found in *Macapat*, such as: sacred values, philosophical values,

religious values, and aesthetic values. Those study also focused on the affect of *Macapat* toward the reader in *Paguyuban Macapat Mardilaras*. The values in *Macapat* read by the members of *Paguyuban Macapat Mardilaras* affecting the members in term of giving deligh, believing to prophecy and reincarnation, giving understanding about the origin of and the direction, evoking the members doing particular rituals, and evoking the members transmitting values in *Macapat*.

The previous study above, focused on *the values in Macapat and their effect for the Macapat readers in Paguyuban Macapat Mardiaras*, so that it used pragmatic approach. Meanwhile, in this research, the writer analysed value in the *Front of the Class* movie directed by Peter Werner. The writer only focused on educational, social, and moral value, since they are the dominat one. The writer elaborated to what extent the values build up the total story of the movie. Since the writer only describing values without seeing the effect of the movie to the audiences, so that objective approach was choose.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It covers the following topics: research design, data and data source, data collection, credibility and dependability, and data analysis and interpretation.

A. Research Design

Burns and Grove (2005: 195) define a research design as a blueprint for performing a study with maximum control over factors which could interfere with the validity of the findings. It means that research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, the design used is library research in which all possible information and literary review were collected from the printed material as source of the data.

Besides, the method used in this research was critical approach especially psychoanalytic criticism. It is a method from Sigmund Freud which expanding our understanding of how language and symbols operate by demonstrating their ability to reflect unconscious fears or desires (https://en.wikipedia.org/wiki/Psychoanalytic_literary_criticism accessed on 7th March 2015, retrieved on 10.03 a.m). Since this research described the value reflected in *Front of the Class* movie, so that the psychoanalytic criticism

was needed to know how the values from the movie players could build up the total story of the movie.

B. Data and Data Source

Data itself is information, usually the form of fact or statistic that can be analyzed. In this research, the writer tried to analyze the value reflected in *Front of the Class* movie by using some theories of value concept and the theory psychology of literature. The data were the dialogues among the movie player of *Front of the Class* movie containing value. It also helped by movie script and movie subtitle. Due to the fact that the data were in the form of text, the analysis were called a documentary analysis.

Meanwhile, data source is source in which the data taken. According to Sugiyono (2012: 225), there are two categories data based on its sources, primary data source and secondary data source. Because of this research uncovered the values in *Front of the Class* movie, so that the primary data was taken by the writer from the screenplay of the *Front of the Class* directed by Peter Werner. To support the primary data, the secondary data were taken from others resources. Since this is a library research, the secondary data source were collected from many printed materials which supported the research conducted such as the value theory proposed by K. Bertens (2005), literature theory from Jones (1968), and psychology of literature theory from Minderop (2011) and Wellek and Warren (1949) and many others book relevant to the research.

C. Data Collection Method

Data collection method is the way to collect data from subject of the research. Since the design of the study belonged to library research, documentation method was used to collect the data. Documentation is one of the best ways of establish dependability to use an audit trail. Audit trails provide a mechanism by which others can determine how decisions were made and the uniqueness of the situation (Ary et al, 2010:502). In this research, the ways of collecting the data by using noting technique of screenplay. It means that the writer gave big attention to every dialogue among the movie characters and matched it to the screenplay and movie subtitle to know the values reflected. Here are some activities conducted by the writer to collect the data:

1. Watching *Front of the Class* movie.

This is the first step in looking for the data. In this step, the writer watched a whole movie in order to be familiar with characters and the total story of the movie.

2. Listening carefully to every conversation occurring among the movie players and crossing check them with the movie script.
3. After watching a whole movie, then the next step was listening carefully the conversation among the movie players and checked them to the screenplay. In this step, the writer noted the dialogue that contained values.
4. Repeating for every missing conversation

Watching the movie, there were some conversations missing heard, so that the writer repeated the missing conversation to get deep understanding about it and to know whether in the missing conversation stated a value or not.

5. Writing down and classify the value found.

After finishing the steps above, then the writer wrote down the values found and classified them.

In this research, the key or the main instrument of this research was the writer herself. It means that, the writer used *human instrument* as the primer instrument. The positions of the were a planner, implementer, data collector, analyst, interpreter of the data, and reporter the results of the research. It helped by documentation sheet such as field note to get the data clearly (Moleong, 2011:9). Besides, another instrument used is electrical media in the form of computer.

D. Credibility and Dependability of the Data

1. Credibility

Credibility concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the writer has established confidence in the findings based on the research design, participants, and context. The writer has an obligation to represent the realities of the research participants as accurately as possible and must provide assurances in the report that this obligation was met (Ary et al, 2011:498).

Eisner in Ary et al (2010:498) states that structural corroboration is fit to know multiple types of data which are related to each other to support or contradict the interpretation and evaluation of a state of affairs. Structural corroboration uses different source of data (data triangulation) and different method (method triangulation).

In data triangulation, the writer investigated whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument. Denzim (in Moleong, 2011:330) states that there are four kinds of triangulation, *source triangulation*, *method triangulation*, *theories triangulation*, and *investigator triangulation*.

Thus, in analyzing the *Front of the Class* movie, the writer used theories triangulation. Theories triangulation used by matching one theory to another and combined the result of them to know whether it is the same or not. It seemed important, because if there was ambiguous result, it was re-checked by using another theory. The theories used here were the Literature theory from Jones (1968), the concept of values in education's theory from Fitri (2012), the kinds of values' theory from Trusted (1987) and Cooper (1986).

2. Dependability

Dependability is consistency viewed as the extent to which variation can be tracked or explained. In this research, the way to have a dependable data, besides applied theories's triangulation by using Trusted (1987), Cooper (1986), and some theories related to the concept of values,

the writer also re-watched the movie and matched it to the screen play, so that the result was really consistent. In addition, the writer also sorted the data.

E. Data Analysis and Interpretation

According to Bogdan and Biklen in (Moleong, 2011:248) data analysis is a process whereby researcher systematically search, organize, and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others. The step involved in analyzing values in the the *Front of the Class* movie were:

1. Watching *Front of the Class* movie

It was the first step in analyzing data in order to be familiar with all intrinsic elements of those movie and get the values conveyed in the movie. In this step, the writer gave a total attention to every dialogue among the movie players in order to get deep understanding about the value in the *Front of the Class* movie.

2. Transcribing the dialogues

The second step is transcribing all dialogues amongs the characters. In this process, the writer made the screenplay fits to the dialogues in order to make her easier to know the values conveyed in the movie.

3. Identifying the value

The next step is identifying the values conveyed in the movie by watching and match it to the screenplay. In identifying, the writer nothing the dialogues which contained values.

4. Grouping the values to moral, social, and educational value

After all dialogues which contained movie were identified, then these values were classified into moral, social, and educational value. Since there are a lot of data found, so they needed to be reduced. Miles and Huberman (1994: 24) said that reducing is the process selecting, focusing, abstracting and transforming the data that appear in written-up field notes or transcriptions. In this research, the way of reducing the data by deleting unimportant data through sorting the data based on the theories which were used. By reducing, the data will be sharper.

5. Displaying and interpreting data

The step after classifying the values was displaying and interpreting data. The data was interpreted using some theories. It was a little bit difficult, because in library research, there is no set of rules to be followed. The quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the writer and the intellectual skills he or she brings to the task. Thus, in analyzing value in *Front of the Class* movie, the writer combined some relevant theories from literature, psychology, and philosophy. In interpreting the data, the writer gave the description clearly.

6. Drawing the conclusion

This was the last step in analyzing data. After the data were displayed and interpreted then the writer drew conclusion. The conclusion was made clearly in order to make the readers easier to know the result of the study.

Giving conclusion was not enough. In this research, the writer also verified the data by fleeting second thought crossing the writer's mind during writing, with a short excursion back to the field notes, lengthy argumentation and using triangulation to know whether or not the data had been credible and dependable.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study referring to the proposed research problems. The findings related to the values found in the *Front of the Class* movie directed by Peter Werner and to what extent those values build up the total story of the movie

A. Findings

The next step of this research process is presenting the finding of values found in *Front of the Class* movie directed by Peter Werner and to what extent the values build up the total story of the movie.

1. Finding on Values Found in *Front of The Class* Movie Directed by Peter Werner

Based on the result of document analysis, there are three kinds of values found in *Front of The Class* movie directed by Peter Werner. They are moral value, social value and educational value.

a. Moral Value

As stated in Chapter II, moral value is thing that related to skill to decide both right and wrong behaviours accepted by citizen. Moral values classified below are based on the characteristics mentioned in Chapter II.

From the *Front of the Class* movie directed by Peter Werner, the moral values are characterized by the following traits:

1) High Self – confident

The trait of having high self – confident is presented in the following dialogues and contexts:

Data (a)

Performed at: 00:03:25 – 00:03:43

Police : Sir, 've you been drinking?
 Brad : No...no sir, I have a Tourette syndrome.
 Police : Take it easy, son. I'm gonna need you to sign. **So, what kind of job are you looking for?**
 Brad : **Teaching. I'm gonna be a teacher.** (Aha. I get this look a lot but I never let it get to me).

Context

Brad rides car speeding and and the police asks his identity. Brad says strange voice because of Tourette Syndrom. When the police asks his job, he says confidently that he gonna be a teacher. It shows us that even though Brad has the weakness, he still has high self-confidence to reach his dream and make it comes true.

Data (b)

Performed at: 00:04:12 – 00:04:30

Recruiter : I see you have a BA from Bradley university, that's in Illinois, isn't it?
 Brad : Yes, ma'm.
 Recruiter : Graduated cumma laude. High recommendations. Your student teaching evales are outstanding. Excellent. **What made you decide to go into**

Brad : **teaching?
It's all I ever wanted to do. I feel like I was
born to teach. Wop!**

Context

This moment occurs when Brad applies for a job. The recruiter surprises of the achievements that is reached by Brad and asks him the biggest motivations which make him decides to be a teacher. Brad answers that he feel like born to teach. It reminds us to keep fighting on what we are passionate about and never shy to reach it even though it seems impossible because of we have flaws.

Data (c)

Performed at: 00:05:02 – 00:05:30

Brad : Maybe we should talk about the elephant?
 Recruiter : Elephant?
 Brad : In the room. My Tourettes.
 Recruiter : No, the Americans with Disabilities Act doesn't allow me to ask.
 Brad : I know but I would like to tell you. Just like I tell the kids in my classes. See, I explain it to them that it's a brain thing that causes me to make these strange noises. They are like sneezes. Irrepressible. When you have to.
 Recruiter : How do they react?
 Brad : Once they understand, they are fine with it. It's never caused a problem in the classroom. **All I want is a chance. Just get me the interviews and let me prove to them that I can do the job. The Americans with Disabilities Act says I'm entitled to a chance.**

Context

It happens when Brad is interviewed by the principal. He admits that he has Tourette Syndrom that make him looks totally different from the others, but he keep his self-confidence

always on the top of hope. He persuades the principal to give him the chance and he will be the great teacher. It teaches us to never lost hope.

Data (d)

Performed at: 00:36:10 – 00:36:20

- Principal Fowler : Sorry about the air conditioning, it's supposed to have been fixed by now. Well, your resume looks ok, and we do have an opening in the fifth grade. **But I do have to tell you, this is a tough place to work. We've got some really hard cases.**
- Brad : **I'll take this as a challenge. I don't believe that any kid is hopeless. I mean, they all wanna learn. You can't ever give up on them, you just gotta find the right way to teach them.**

Context

Brad is interviewed by the Principal named Mr. Fowler. He tells that Brad will teach the fifth grade and it is a hard class. In high self-confidence Brad will take it as a challenge. He believes that all kids are special and there are some right ways to solve it. Unfortunately, Mr. Fowler takes Tourette Syndrom as the handicapped and said that Brad is forbidden to refrain making those noises in the class. Brad does not agree with it and keep persuading Mr. Fowler that he will handle it perfectly. It inspires us to never let our weaknesses win and keep believing on our selves, even some people try to make us down.

Data (e)

Performed at: 00:40:36 – 00:41:09

- Norman : You'll be starting at the bottom, but that's no big deal. That's where I started. You're working from 7 to 4.
- Brad : **I told you this only part-time. I need to keep my mornings open for interviews.**
- Norman : I thought that schools had started already.
- Brad : No, not all of them.
- Norman : Well, we'll see what happens. Here're your tools of the train. Just for the time-being. Like I said, bottom. But every job is important here, and who knows maybe you'll end up liking it. And if you put your time in...
- Brad : **Did you hear what I just said? I'm only working here until I get a teaching job.**

Context

Brad comes to his father office in order to get the job while waiting for the next interview. His father tries to persuade Brad to work with him permanently, but Brad rejects it. He works there only part-time. He still keep believing that he will find the job as a teacher. He is still in a high self-confident. The idea above suggests us to always believe in our selves. We should believe that our dream is like a miracle and miracle always happens. It will happen and pays our sweat, our time, our money and our hope.

2) Persistent

The trait of having persistent is presented in the following dialogues and contexts:

Data (f)

Performed at: 00:17:10 – 00:17:23

- Brad : I don't care if they expell me. I hate that school!
- Ellen : Well, it's that school or another school.
- Brad : **I hate all schools. Why are we going here?**
- Ellen : **To find some answers.**

Brad : **I can't go in the library. They'll throw me out. Please, Mom.**

Ellen : All right. Come here. Sit over here. Well, maybe we're just going down the wrong track.

Context

Brad's mother, Ellen gets mad at the headmaster who make Brad down by saying that the silly noises which made by Brad bother the other students. It makes her looks for the answer of Brad sickness. Those conversation above presents us that a mother will fight all the best for her kid and not willing if her kid is insulted by others people. It advice us to never give up on the condition and never let anyone make our family down.

Data (g)

Performed at: 00:19:38 – 00:19:53

Ellen : **This says there is no cure. But that may have changed, this is an old book.**

Psychiatrist : That hasn't changed, Mrs Cohen. I'm very sorry.

Ellen : **Yeah, but they are still looking for a cure, right?I mean, they will find one, won't they? They have...have to...**

Brad : It's ok, Mom. We can do this, all right? (Mother is crying)

Context

Those super dramatic conversation happens when finally Brad's mother, Ellen finds out the bad fact that there is no cure for Tourette Syndrom. She still believes that there will be other ways to treat it. As a mother, she believes that miracle will happen for Brad, so that Brad can live like normal people. It touches Brad heart. From Ellen's attitude, we get the lesson

learned to never give up even though everything seems impossible. It stimulates us know that emotional connection between parent and kid will make every problems pass easier.

Data (h)

Performed at: 00:24:35 – 00:24:46

Ellen : Yeah. Thanks. Let's go, Bobo. It's supposed to be a support group. Where is the support? Just hide away for the rest of your life? I'm really so sorry that I brought you there, honey. Let's just forget this. (Mom and Brad are leaving the Tourette group)

Brad : **I don't wanna forget this, Mom. These people let Tourette's win. I'm never gonna do that.**

Context

The mother asks Brad to go to Church for joining Tourette group. At the first, she hopes that they will have support group, but the mother gets disappointed to the group because they hide themselves from normal life. They let Tourette win. The mother feels guilty to Brad. From that moment, both of mother and Brad promise that they will lives as a normal people and decide to make give up was not an option.

3) Serious

The trait of having never serious is presented in the following dialogue and context:

Data (i)

Performed at: 00:21:43 – 00:21:57

Principal : Well, I see you only have your Bachelor's degree. Are planning to get your Masters?

Brad : Yes, sir. As soon as I can.

Principal : **We don't require for entry level.. But if you're**

- Brad : **serious.**
I'm very serious. I want to make teaching my life. I... I make these noises because I have a Tourette syndrome. I'd like to tell you about it. It's a neurological disorder, where my brain sends mixed signals to my body. It's like sneeze, it's irrepressible.
- Principal : Three weeks, and..to get off.
- Brad : Ok. Thanks very much.
- Principal : Take care

Context

The moment of those dialogue happens when Brad is interviewed by the first principal. It can be seen that Brad is really serious to do what his passionate about. He really do many efforts to make it comes true. It stimulates our mind to do everything seriously and with a whole of heart.

4) Wise and Righteous

The trait of having wise and righteous are presented in the following dialogue and context:

Data (j)

Performed at: 00:27:40 – 00:27:40

- Girl : Don't look now. Ok. Don't look now. There is this guy behind us, and I don't know what his problem is. Keeps staring.
- Brad : **Ah.I actually get that look a lot. It's a look of envy. He is thinking: how can I make cool noises like that guy.**
- Girl : **You have such a great attitude about your.**

Context

When Brad and the girl talk about sports in a bar, some visitors keep staring on Brad because of his silly noises. The girl tells to Brad about it, but Brad sees it with different perspective. He tries to see the good in everything. He takes it wisely and tries

to stay positive thinking. Brad Cohen success to show us to always keep our though positive, because positive though generate positive feeling and attract positive life experience.

5) Independent

The trait of having independent is presented in the following dialogue and context:

Data (k)

Performed at: 00:29:20 – 00:29:58

- Norman : Dianne is wondering when you're gonna come by. Guess you've been pretty busy with the job-hunting. Any luck?
- Brad : **Still interviewing.**
- Norman : How's that going? Are they giving you any trouble with your...
- Brad : **You can say the word, Dad. Tourette's. Some of them are, some of them aren't.**
- Norman : How's your money holding out?
- Brad : **I'm not asking you for money.**
- Norman : I know that. You never ask me for anything.
- Brad : No.
- Norman : But if ever you do get short, you know you get a job with me
- Brad : **I'm gonna teach, Dad. Ok? I can't let anything get in the way of that.**
- Norman : Ok. I'm just saying there is nothing wrong with keeping your options open, in case things don't work out. **You know, there are other things besides teaching.**
- Brad : **Not for me.**

Context

Those are dialogue between Brad and his father. Even though Brad have no job yet, and the money begins to run out, but he does not want to give up on those condition, especially asks money to his father. He stands up strongly and keep believing

that he will get job as a teacher soon. He shows us that he is not a spoiled child. Brad introduces us to be an independent person and never rest hope to the others, because we have to believe that God put us to this Earth to be an extra

6) Patient

The trait of having patient is presented in the following monologue, dialogue and context:

Data (l)

Performed at: 00:39:32 – 00:40:34

So, I decided it wasn't tourette's. I just hadn't found the right school yet. I'd keep barking and I wasn't quitting until I found that principal. I made a map of every school where I hadn't interviewed. If the principal wasn't in, I'd give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn't care. I needed a job. I wasn't gonna stop, until I had.

Context

24 times Brad has been turned down from his interviews of his dream job. It is not a short time, he has to go here and there to catch the interviews, until he runs out of time and money, but it has no result. But he still keep trying to apply the same job to be a teacher. It perfectly inspires us to always be patient on what we want, because there will be no awesome things come instantly.

Data (m)

Performed at: 00:52:05 – 00:52:22

Jeff : **How can you stand living in the world, where everybody is so ignorant.**

- Brad : **Everybody's not. You saw these golfers back there, They want to bet for me. My life is full of people like that.**
- Jeff : That's not always my experience.
- Brad : Well, that's because you're always getting in the fight sticking up for me. You and Mom. You've always been there for me and my tics.

Context

Brad and Jeff go to the golf course and they are chased away by the owner, Joe because of Brad's noises is considered will bother the other members. It is driving Jeff mad at Joe, but Brad is an immense patient and wise person, so that he can handle it in a good way. He shows us that being patient and having wise thinking will drive us to the positive attitude.

7) Optimist and Courageous

The trait of having optimist and courageous are presented in the following dialogues and contexts:

Data (n)

Performed at: 00:49:29 – 00:49:38

- Norman : I guess you never heard from that school.
- Brad : **No, not yet. They are still interviewing. I'm not worried.**
- Norman : Ok.
- Brad : What's that supposed to mean?
- Norman : I just said "Ok".
- Brad : I know what you mean. You don't think anybody would hire me, if they had a choice.
- Norman : So you're a mind-reader now?
- Brad : **You know what, Dad? This is gonna be my last day here.**
- Norman : Why don't you wait and see if you got the job first?
- Brad : **I'm gonna get the job, Dad. I just have to stay focused.**
- Norman : Why can't you stay focused and realistic at the same time? What's wrong with that?

Context

As Brad runs out time and money, he has an initiative to work in his father's building company while he waited for another interviews. But Norman's attitude makes him to be dare to state his courage to stay focus in hunting his dream job. From that moment, we get the valueable thing that sometimes we have to leave the job that make us uncomfortable and keep being optimist of desired job.

Data (o)

Performed at: 01:03:22 – 01:03:47

- Staff : Sorry, I stuck you with Thomas. He was making my class impossible. He's got a whole outfit of problems: ADD, ADHD, OCD. You want my advice? **You'll pass him on to special ed?**
- : **No. I can't do that.**
- Brad
- Staff : **You'll see how you feel after he's trashed a few classes.**
- Brad : **He'll be alright. I just need to get settled. I can't wait for tomorrow.**
- Staff : Ok.

Context

Brad arbitrates a fight between Weilei and Thomas wisely. Suddenly a staff sees those moment and says that Thomas is a naughty student and needs special treatment because of he has some problems. Brad does not agree with her. He remembers his childhood moment in which his teachers and friends were ridiculed and mocked at him because of his Tourette. He does not want Thomas faced what he faced. Brad believes that all students had their uniqueness and have the opportunity to learn.

So that Brad takes it a challenge and he is optimist that he can fix it perfectly. These conversation between staff and Brad inspires us know as a teacher we are forbidden to differ our students. They are the same and have their own uniqueness. It just needs a patience and encouragement to treat them as normal.

8) Humble

The trait of having humble is presented in the following dialogue and context:

Data (p)

Performed at: 00:54:36 – 00:55:00

- Brad : Yeh, Mom, it's phenomenal, but you know, it took me so long to get here, I still have to remind myself that I'm just at the beginning.
- Ellen : Honey, that is...that is wonderful news. Wonderful!
- Brad : Yes, Mom, it is absolutely wonderful, but you know: **they 're going to give me a contract for a year, ok? I still have to prove to them that they've made the right choice.**
- Ellen : Honey, listen. Just take a moment to enjoy this. Oh, my Gosh! Did you call your father? He's gonna be so proud of you.

Context

Brad calls his mother to tell her that he is accepted as a new teacher in Mountain View Elementary School. Her mother is so extremely happy, but Brad does not want to boast himself. He still preserves himself to be humble and takes it as just a beginning. He uses the opportunity was given as the way to prove that he will be a great teacher and teach using different

method in teaching. Brad's attitude teaches us that even we can reach our dream, we should keep being down to earth.

b. Social Value

Social value is an important part of culture in a society. Values account for the stability of social order. They provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy, respect for diversity, care and protection for vulnerable people or children, etc. Values are the criteria people use in assessing their daily lives; arrange their priorities and choosing between alternative course of action.

From the *Front of the Class* movie directed by Peter Werner, the writer displayed the found of social values as follows:

9) Caring and Kind-hearted

The trait of caring and kind-hearted are presented in the following dialogues and contexts:

Data (q)

Performed at: 00:08:43 – 00:08:46

Ellen : Norman.
 Norman : Yeah.
 Ellen : **They are not gonna hold that plane for you.**

Context

This moment happens when Norman (Brad's father) still give advices to Brad and Jeff, suddenly Brad's mother then calls

Norman to immediately go to airport to keep up plane. It describes that Ellen (Brad's mother) still respect and care to her ex husband even though they had divorced. It persuades us to never hate someone and always care although they are not part of our lives again.

Data (r)

Performed at:00:38:48 – 00:39:27

- Brad : It was the worst interview I've ever had. The only thing he could see when he looked at me was my Tourettes. It's all any of them see.
- Ellen : **Oh, honey, if they can't see what a great teacher you would be, it's their failure, not yours.**
- Brad : Well, it sure seems like my failure.
- Ellen : Well, if you say so. You know what? Why don't you just throw in the towel and come home, huh? I'll buy you the ticket.
- Brad : I'm not saying that.
- Ellen : **Really? It sounds like that's what you're saying. It sounds like you're letting Tourette's win.**
- Brad : **I'm not letting Tourette's win.**
- Ellen : Really?
- Brad : **Yes, really. Look, I'm never gonna give up, I just... I have to find the right school.**
- Ellen : **You will, Bobo. You will.**

Context

After getting the worst interview, Brad calls her mother to tell what happened. It is driving Brad to get mad, but his mother is always hear and care to Brad. She always givesplentous motivations to never let Tourette win. Those support and motivation are like the medicine for Brad and he gets the new energy to never give up. The power of mother's love making Brad stronger than before. The conversation between Brad and his mother open our mind to always care to our family

problems, because when someone gets angry, mad, disappointed, or they cry of losing something, the best ways for reducing those stress are hug and caring.

Data (s)

Performed at: 00:42:20 – 00:43:03

- Dianne : **Brad. You Dad loves you. So much. He just doesn't wanna see you get hurt.**
- Brad : The only thing that hurts is the fact that he has never accepted who I am. See, he's got this idea of a perfect son, who is normal and does normal things. Well, I'm never gonna be normal.
- Dianne : **Or maybe that's not his idea, Brad. Maybe, that's yours. And you're right. You are not normal. You have a gift. To teach. And it's not in spite of your Tourette's . It's because of it.** I have to go.

Context

Dianne (Brad step mother) comes to Brad apartment several days after Brad and his father had a little conflict. Dianne put herself as the mediator for those problem. She explains that actually Brad father has no purpose to make Brad hurt. Dianne also supports Brad by saying that his Tourette is not a sickness, it is gift. Dianne shows us to be nice and caring person to all people.

Data (t)

Performed at: 01:14:40 – 01:15:47

- Brad : **So, are you gonna have a big Thanksgiving this year?**
- Heather : Aha. Mom says all my grandparents are gonna come.
- Brad : **Well, that sounds special.**
- Heather : Except when they cry. They try to hide it, but I always see them. **Can I pet Waffle?**
- Brad : **You bet you can pet Waffle.**

- Heather : Are you gonna have a good Thanksgiving, Mr Cohen?
- Brad : Yes, I am. Me and Waffle are gonna take a little trip to see my Mom, in St Louis.
- Heather : I know where that is.
- Brad : **That is super, Heather. That's exactly where it is. Now do me a favor, will you? And I'm gonna trust you to take a good care of my friend Waffle, all right?**
- Heather : Sure. And I will be right back.
- Brad : **Hi Amanda. Shouldn't you be in your class? All right. Come on, I'll walk you to your room.**
- Amanda : **Why can't I be in your class, Mr Cohen?**
- Brad : **Well, your father had to do what's best for you, Amanda. And you know what? You've got a great teacher.**
- Amanda : Ok. See you later, Mr Cohen.

Context

Brad teaches his students value of caring and kindness. His easy going manner and gentle humorist made him wins over the students' attention. How he cares and loves his students in the class, made Heather, a girl with terminal cancer always comes to the class enthusiastically while Amanda wants to join back to his class.

Data (u)

Performed at: 01:29:25 – 01:30:08

- Norman : You said you needed bookshelves, didn't you?
- Principal Myer : **Your father's built these new bookshelves for the library.**
- Norman : **Things are a little slow at the office. Oh, I got you something for your collection.** (Give the helmet)
- Student : Put it on, Mr Cohen.
- Norman : **A hard hat for an extremely hard head.**

Context

Brad's father, Norman, is a very loving and caring father through his children. Even though he has get divorced with his wife, he still spare his time for looking after his children. But his temperamental behavior makes him seems like very rude person, but actually he cares very much to his children. He always gives good advices to his children. Through the conversation above, we can see plentiful cares of Norman. He gives tremendous support by giving some new bookshelves to Brad which are made by himself. It makes all pains felt by Brad were invisible. It shows us that actually, all parents are care to their children, even though sometimes the way of caring is shown in different way.

10) Protective

The trait of having protective presented in the following dialogues and contexts:

Data (v)

Performed at: 00:10:10 – 00:10:32

- Buyer : **He is barking like a dog, for Goodness sake!**
Now look. Don't take this a wrong way, you know I wouldn't say this to you, if we weren't friends. But have you considered an exorcist?
- Ellen : **You know, I think you might face the fact that you are size 12.** I can cut the label out to make you feel better.

Context

Those moment happens in the boutique of Brad's mother. A buyer sees and hears that Brad makes a strange voice and says to Brad's mother that Brad barks like a dog. It makes Brad's mother gets angry. She gives the protection of her beloved kid by driving away the buyer softly. She does not want anyone in the world mocking her kid. It introduces us know that whatever the condition of our family, we should take it gracefully and mother's love is unlimited and never fades.

11) Communicative

The trait of having communicative is presented in the following dialogues and contexts:

Data (w)

Performed at: 00:13:33 - 00:14:00

Norman : I've been seeing somebody.
 Jeff : What do you mean seeing somebody?
 Norman : Her name is Dianne, and she ... Brad, please! Stop doing that!
 Brad : I can't.
 Norman : I mean, nothing has happened yet, but how'd you guys feel about having a step-mom?
 Jeff : No way.
 Brad : We've already got a Mom.
 Norman : **Well, now you're gonna have two. I've talked to your mom about it, and she is fine with it.**

Context

Those conversation occurs in the car on the way home. Father tells Brad and Jeff that he will do marriage again with the woman named Dianne. Brad and Jeff disagree with their

father's plan. They get mad, but the father persuades them by saying that their mother agrees with it. It proves us that the mother is a communicative and a wise person. It shows us that whatever the bad past story is, we have to make our heart and brain always open.

Data (x)

Performed at: 00:17:35 – 00:16:57

- Ellen : I know you're busy, Norman. I won't take up much of your time, but I really think you should hear this. Boys, keep it down, I'm talking to your Dad.
- Jeff : I wanna talk to him!
- Ellen : In a minute, keep it down! **Listen, you know those teachers and that doctor. To them, it's all about bad parenting, which of course comes down to me, because I'm the only one here. No, I'm not blaming you, Norman. In fact, I'm gonna stop blaming myself. was talking to a friend, and she thinks that the doctors are missing something. I got this stuff of medical books from the library and I've been doing a little bit of research. Stop saying he just needs more discipline, Norman! Nothing I do, helps.He is out of control and I'm at the end of my rope.**

Context

Those moment happens after Brad's mother goes to library and finds out the new fact of Brad's sickness. She tries to keep communicating with Brad's father in order to get the best problem solving of it. It proves that Brad's mother is not a narrow mind people. It introduces us to always keep communicating and do the best for our family need.

12) Respectful

The trait of having respectful is presented in the following dialogues and contexts:

Data (y)

Performed at: 00:25:17 – 00:25:25

- Principal 2 : **You seem to have been very successful inspite of your Tourette's.**
 Brad : I worked very hard to become the best teacher I can be.
 Principal 2 : Thank you for coming in, I'll let you know.
 Brad : Thanks.

Context

When Brad does the second interview, the principal who interviews him seems so respect to Brad even Brad has Tourette Syndrom. Those idea suggest us to always respect and tolerance for the diversity, because it will make people are becoming more and more closely interconnected.

Data (z)

Performed at: 00:33:18 – 00:34:17

- Principal Myer : **Do you like making noises and upsetting people, Brad?**
 Brad : No, sir.
 Principal Myer : **Then why do you do it?**
 Brad : **Because I have Tourette syndrome.**
 Principal Myer : What's that?
 Brad : It's the thing in my brain that causes me to make rude noises.
 Principal Myer : **But you could control it, if you wanted to, right?**
 Brad : **No, sir. It's a sickness.**
 Principal Myer : **Well, why can't you just get cured?**
 Brad : **There isn't any cure. I don't like making**

noises any more than you like hearing them. They are even worse when I get stressed. When you don't accept that I can't stop them. But when I feel accepted, then they are not so bad.

Principal Myer : **What can we do? And I mean - everyone in this school. What can we do to help you, Brad?**

Brad : **I just want to be treated like everybody else.**

Principal Myer : Good job. Go sit down.

Principal Myer

Context

Principle Myer has succeeded teaching the audience in Sally Jessy Raphael Show how to be tolerant to others, by asking Brad to come up to the stage, explaining about his condition and asking how is the best way to treat him. Since then, Brad has never been mocked and ridiculed again by his friends. It advice us to tolerance and respect to human diversity, because tolerance is the highest result of education and without having feeling of being tolerant our world turns into hell.

Data (a.a)

Performed at: 00:53:00 – 00: 54:06

Principal Oybey : **Yes, they do. they do. Hillary and I discussed you with the teachers. And we talked about how proud we are of teaching our kids to never let anything hold them back in life. And Hillary said: if we're gonna talk the talk, we need to walk the walk. She's waiting to show you your classroom. Welcome.**

Hillary : **Second grade is overcrowded, so we had to create a new class. Your kids are being taken out of other rooms, so some of them might be a little confused. They've been in school for 3 weeks. There's your student roster. The fun starts Monday, Brad, let me know if there's anything you need.**

Brad : I need everything.

Context

Brad is invited by the Principal of Mountain View Elementary School, Jim Oybey to come to his office again. When Brad enjoys the condition of the class, the Principal comes and brings good news for Brad. Although Brad has disability, but the Principal and Hillary gave him the opportunity to be the teacher to teach the second grade. Giving the disability person like as Brad is the highest level of respect for diversity. From that moment, we are educated not to judge someone based on the cover, because sometimes cover does not represent the ability and attitude.

Data (b.b)

Performed at: 01:05:50 – 01:06:49

- Brad : **So, it really doesn't bother you, does it?**
 Nancy : What?
 Brad : You know what. **My Tourette's, my noises.**
 Nancy : **Not when I compare them to the noises other guys make. You know, like braggers, loud talkers. Like egocentric, humor-challenged idiots. Seriously, no. Your noises don't bother me at all. As long as they keep me laughing.**
 Brad : Well. don't say that. You know how I get under pressure.
 Nancy : Oh, I'm sorry. **My Dad always said I was gonna marry someone whol made me laugh.**Not that it has anything to do with...anything. Say something.
 Brad : Quack! Don't laugh, this was a serious quack. I got you, though.

Context

It is an immensely fantastic dating of Brad and Nancy. They are like a fusion of perfection in which Brad as a humorist one and in other hand Nancy is a very respectful person. Through those romantic conversation, we know that Nancy does not care

to Brad's sickness because Brad really brings the happiness to Nancy's life. Brad makes Nancy keep laughing. Moreover, Nancy said that one day she will marry someone who can make her laugh. It is like a code that Nancy fall in love to Brad. Nancy opens our eyes that we cannot judge someone based on their appearance, because it does not guarantee that we have seen is true.

13) Humorous

The trait of having humorist is presented in the following dialogues and contexts:

Data (c.c)

Performed at: 00:27:18 – 00:27:28

- Brad : **I hear that because I wish I was good enough to be him**
- Girl : Who?
- Brad : **Him. (Pointing Homer, Braves' mascot in television)**
- Girl : **Oh, you wanna be a mascot.**
- Brad : His name is Homer. And it's a life long ambition.
- Girl : **Don't look now. Ok. Don't look now. There is this guy behind us, and I don't know what his problem is. Keeps staring.**
- Brad : **Ah. I actually get that look a lot. It's a look of envy. He is thinking: how can I make cool noises like that guy.**
- Girl : **You have such a great attitude about your.**

Context

When Ron asks Brad to hang out for reducing his stress, Brad meetsup with a nice girl. They talks about sports, because both of them are sports-fan. Even though Brad has Tourette Syndrom which makes him spreads out silly noises, but Brad

are successfully make those girl feeling comfort by giving her fresh jokes. It suggest us to always be friendly, and humorist because it will bring the happiness to someone beside us.

Data (d.d)

Performed at: 00:45:40 – 00:45:52

Principal : **I hope this question isn't too personal, Brad.**
 Oybey : **Do you make those noises in your sleep?**
 Brad : **I don't know. I'm asleep. No, I don't tic in my sleep. When I'm relaxed, the noises give me a little bit of a break. Like just now.**

Context

The Principal of Mountain View Elementary School does the interview to Brad. The interview is totally different from previous interviews in which some fresh jokes are given by the Principal. It is bringing Brad to the relax condition. It educates us know that even though we have higher level of position, but we have to be humble and treat the others especially someone who has disability in a good way.

Data (e.e)

Performed at: 01:05:25 – 01:05:37

Brad : **You know what I just realized?**
 Nancy : What?
 Brad : **All ducks have Tourette's.**
 Nancy : What is that?
 Brad : **I don't know. I don't know. We are birds of a feather. So, it really doesn't bother you, does it?**

Context

It is a second date of Brad and Nancy. At the first, Brad feel so doubt of second date syndrom because he sees Nancy as a

perfect girl. He worries that Nancy will not feel comfortable because of his Tourette, but at the same time Brad can not deny that he really loves the beautiful smile of Nancy. He decides to ask Nancy to go to a beautiful garden. Through conversation above, we directly know that Brad is a humorist person. He creates infinite smiles in Nancy's face. It made Nancy feel so warm. From those conversation, we know that through a simple joke, we can soften some the worst blows that life deliver.

14) Calm

The trait of having calm are presented in the following dialogue and context:

Data (f.f)

Performed at: 00:51:18 – 00:51:42

Joe : **I'm sorry, sir. I'm going to ask you to stop making those noises.**
 Jeff : Pal, he's not doing this because.....
 Brad : **No, no, I can handle it, Jeff, I got it.**
 Joe : **It's just not fair to the other golfers.**
 Brad : **No, I understand. I can't help making these noises. Because I have Tourette syndrome. It's a neurological disorder. I'd like to tell you about it.**
 Joe : **You gonna have to leave the course. I've got to think about the other members.**

Context

Young Brad Cohen grows up becomes a person with positive attitude and has a good self control. When he goes to a golf course with his brother, Jeff, the owner in the golf course

chases him away. He scares Brad's tics will bother other members. Brad just goes away without complaining and arguing. Brad has inspiring attitude makes us know that good self-control is needed in every situation and positive thinking will lead us to the positive words and action.

15) Helpful

The trait of having helpful is presented in the following dialogue and context:

Data (g.g)

Performed at: 00:54:18 – 00:54:33

- Staff : **We thought you might need these**
- Staff : **Hey, everybody, come in. Just put them down anywhere, we'll get them arranged.**
- Brad : Here, let me help you with that. Thank you.
- Staff : **(Give Brad flower) Welcome to Mountain View.**

Context

After Brad is accepted in Mountain View Elementary School, some staffs help Brad in preparing his class. They never consider Brad as someone who has disability, but they consider Brad as someone who had a kindheart, so that they help Brad sincerely. It leads us to be nice and help everyone, because a simple act of caring will create an endless ripple.

16) Friendly

The trait of having friendly is presented in the following dialogue and context:

Data (h.h)

Performed at: 00:55:42 – 00:56:43

Nancy : You must be Brad.
 Brad : You must be Nancy. Hi, I'm Brad.
 Nancy : I know.
 Brad : **Right, of course. I guess, we are a little nervous. Please... This is my first time computer dating, so...**
 Nancy : Me, too. My Mom thinks it's dangerous.
 Brad : **Well, yeah. You never know what kind of weirdo you might meet. But you look pretty normal, so...**
 Nancy : **Good, I'm glad.**
 Brad : **Actually, you look much better than normal.**
 Nancy : Thank you.
 Brad : **So, I guess we're supposed to tell each other our life-stories, or...**
 Nancy : **Ok, do you think you could get a cup of coffee first?**
 Brad : Cup of coffee?
 Nancy : Yeah.
 Brad : Right. Of course, coming on.
 Nancy : Thanks.
 Brad : Do yo want, like a...muffin?
 Nancy : I'm on a diet. But I would love a muffin.

Context

Brad is a very friendly and polite person. He never discriminates other people. He always be friendly and polite to them. His gentle and humorist attitude are very succssesful bring the people around him to the happiness. One of them is Nancy, the girl whom he meet in online dating. He meets up with Nancy at the first time in a coffe shop and talks interesting topic. Those idea persuade us to be nice to everyone even we only meet them once.

Data (i.i)

Performed at: 01:19:31 – 01:19:48

Nancy : Oh, you're here! Oh, hii! I can't believe I'm finally seeing you. Nancy! **You're even prettier than I thought. Brad has told me so much about you, Mrs Cohen.**

Ellen : Ellen. That's more than he tells me about you.

Brad : What? I tell you all about Nancy.

Ellen : Oh, you never tell me the real stuff. Come on, Nancy. Bobo, get the bag, honey.

Nancy : Yes, Bobo, get on that.

Ellen : **So, are you exhausted?**

Nancy : No.

Ellen : **Because we have a pedicure appointment in an hour.**

Context

Brad celebrates Thanksgiving by taking a trip with Nancy to meet Ellen, Brad's mother in St. Louis. Nancy is so tremendously nervous to meet her. After they arrive in Ellen's house, she gives a super welcome to Brad and Nancy. Through those conversation above, we know that Ellen is a nice and friendly person that can make Nancy feel so close and warm. We can take a lesson that we have to be nice to everyone we meet.

17) Open minded

The trait of having open minded is presented in the following dialogue and context:

Data (j.j)

Performed at: 01:00:16 – 01:00:58

Brad : **Did your teachers warn you that Mr Cohen makes funny noises?**

Students : Yes...

Student : **She said you have Tour..Tor...**

Brad : Tourette syndrom. **Ok. Anything you wanna know about it, I want you to ask.**

Student : **Is it catching?**

- Brad : **No, absolutely not.** You have to be born with it, like I was.
- Student : **Does it hurt?**
- Brad : Well, sometimes, when my neck jerks, but noises do not hurt at all. These are great questions. Keep in coming. **And it's ok to ask me anything about Tourette's.**
- Student : Can you go to movies?
- Brad : Yes, I can go to movies, but sometimes I get kicked out and that makes me sad.

Context

It is the first day Brad taught the second grade. Before he explains the material, he makes his students familiar with his Tourette. He lets his students ask him about his Tourette. He is really open mind to all questions are given. Through the conversation among Brad and his students, we directly see that Brad keep his mind always open. It makes him have positive attitude. It shows us that narrow mind is not needed in any situation, because it will make us grow up being a sensitive person. In addition too, we get the lesson that one day, if we become teachers, we must love our students and never blame them.

18) Wise and Encouraging

The trait of having wise and encouraging are presented in the following dialogue and context:

Data (k.k)

Performed at: 01:08:11 – 01:08:34

- Hillary : **He's concerned about Amanda's ability to concentrate. He just thought that you'll make it a little harder for her.**

- Brad : Can he just give me a chance? We've only just started.
- Hillary : **I pointed that out.**
- Brad : And?
- Hillary : **He said he's sympathetic, but Amanda needs, as he put it, a "normal" teacher. Don't take it to heart, Brad. Parents are the hardest part of the job.**

Context

Brad gets disappointed at Amanda's father, because he moves Amanda to another class with bad excuse that Amanda can not concentrate because of the Tourette. It makes both Amanda and Brad sad. Brad tries to convince Amanda's father, but it seems useless. Hillary, the assistant of principal who know it tries to make Brad calm down. She advises Brad wisely that Brad should see it from parent's perspective. Parents will give all the best for their children. Hillary keep supporting Brad to do not take the Amanda's father's excuse to the heart. Hillary tells us that as a friend or work partner, we should give encouragement and help our friends to never lost their confidence and never make our friends down.

Data (I.I)

Performed at: 01:21:17 – 01:21:30

- Brad : **I mean... It jsut scares me. Right? I never thought about it before.** I never dared to think about it.
- Ellen : **Brad. She understands about your noises. She doesn't care. You make her happy. She told me that, Brad. You make her laugh.**
- Brad : Well, what if one day she stops laughing? What is one day she gets fed up of living with someone who... I just... I don't wanna hurt her, Mom.
- Ellen : **Maybe, you don't wanna get hurt. The only**

thing that can hurt either of you is if you let Tourette's drive her away from you. If you let it win.

Context

In the kitchen, Brad tells his mother that his whole heart are filled of anxiety that makes him less his confident of taking Nancy as his soulmate. He has perfect worry that one day Nancy will stop laughing and leaving him because of his disability. Then his mother tries to understand his son mental flaws and keep supporting him that everything would be fine. His mother always reminds Brad to never lets Tourette win. The power of mother's love, incredibly cares, and infinite support really make Brad's anxiety has gone away. Through the deep conversation between Brad and his mother, it is so touching our heart that we have to see everything from wise perspective. We also have to keep supporting our family so that they can live out their dreams and fears anything.

c. Educational Value

Educational value is the concept of value and rule that leads how to teach proper concept of a person, or an understanding that other people count or grasp of other people emoticon. Educational value related to develop other aspects: personality, morals and ethics, etc that has relation to the education.

19) Innovative

The trait of having innovative is presented in the following dialogue and context:

Data (m.m)

Performed at: 00:25:26 – 00:25:35

Brad : **Each week I like to send home a progress report to my students' parents. I like to give my students a voice in learning, to be hands-on and interactive in the classroom. But also to keep the parents closely involved.**

Context

When Brad is interviewed by the third principal, he explains the new method that will be used if he becomes a teacher. He tells that he will use personal approach in which it focuses on what students need. He also will keep the parents of the students involved to know the progress of their children. It makes us know that as a teacher, we should improve the education method and being the innovative, and creative teacher, because the teacher should take a hand, open a mind, and touch a heart.

Data (n.n)

Performed at: 00:47:30 – 00:47:47

Staff 3 : So Brad, what do you think is the most important thing you have to teach?

Brad : **Well, besides the importance of reading and the value of math, that it's ok to be yourself. It's ok to color outside the lines, if that's who you are.**

Context

Brad really focuses not only on teaching skill and his students have high score, but also will let his students to be what they want as long as they know the boundaries. It is a kind of innovative teaching method. We get a value that as a teacher we have to open the students creativity.

Data (o.o)

Performed at: 01:15:47 – 01:17:38

Thomas : **Bastard.**
 Brad : **Where did you learn those words, Thomas? You know you're not supposed to leave the classroom without asking? Well, you're gonna clean that up.** And you're on detention. No recess. But you do get an A for spelling. You can't read it if you don't open it, Thomas.

Thomas : **I hate reading.**
 Brad : So do I.
 Thomas : You do?
 Brad : Yeah. **Reading is really hard for me.**
 Thomas : **It's not hard for you.** You're the teacher.
 Brad : **You wanna bet? Let's play a game. You'll be Mr Cohen trying to read, and I'll be Tourette syndrome. Ok?** Read this page.

Thomas : **Upon a time there was a...- That itches! - Does that itch a little bit?**
 Brad : All right, keep reading.
 Thomas : There was a..
 Brad : **All right, that's hard, isn't it? It's hard to concentrate. That's how hard reading is for me. It's not that hard for you, is it?**

Thomas : **No, it's easy for me. But how can you be a teacher if you hate books?**
 Brad : **Hate books? I don't hate books. Everything in the world is in books, I just have to work extra hard to get it out. I'm not gonna give up on you, buddy. Ok?** And I'm not gonna let you give up on yourself. Now, keep reading, right here.

Context

After sending back Amanda to her class, Brad meets Thomas in the rest room. Thomas is surprised and he says bad word.

Brad gets mad at Thomas, but he always tries to be patient as always. He gives Thomas punishment in order to make him know that everything in the world has cause and effect. As a teacher, Brad takes those moments to give special treatment to Thomas. He asks Thomas to read. Brad tells Thomas that he hates reading, because every time he tries to read a book, his tics come to bother him. Brad tells the interviewer also frankly that he has Tourette Syndrome, though finally he has to be turned down many times because of it. He tells us how he feels stressful when he gets the rejections many times. He can laugh, cry, and be happy, and even he gets mad as well, such as when he has a super bad interview with Mr. Fowler who looks down on him. Brad never lets his Tourette win. Brad inspires Thomas through his past experience. Brad uses it as the innovative and creative way to treat Thomas. Then finally the magic happens. Thomas started loving reading.

20) Sincere

The trait of being sincere is presented in the following monologue, dialogues and contexts:

Data (p.p)

Performed at: 00:35:00 – 00:35:20

A few words, a little education, and it was like opening a door to a brand new world. Now, some day, some way I knew: Tourette's or no Tourette's, I was going to be a teacher. I had no choice but to prove Tourette's would never get the best of me. If I quit, I will be agreeing with everyone who had ever told me I was barking up the wrong tree.

Context

Principle Myer's power in changing the audience's insight about him has made Brad determines and dedicates himself as a teacher. Though, the way to achieve his dream is not easy, but he is still keep fighting on his desired job as a teacher. As seen in the movie, Brad himself works very hard to pursue his dream, to be a teacher. It directly touches our brain and heart as the student in teaching department to be a teacher and make the innovations in education, because education is the most powerful weapon to change the world.

Data (q.q)

Performed at: 00:44:30 – 00:45:08

- Principal Oybey : We're gonna look at it in a minute, Brad. **Just come on in and tell us why you wanna be a teacher.**
- Brad : **Ok, it's a...It's all I ever wanted to be. Ever since I was in school.**
- Hillary : You must have had some pretty inspiring teachers.
- Brad : Oh, well. I had an inspiring principal, Mr Myer. **But my teachers, they really inspired me to be the kind of teacher they never were.**
- Principal Oybey : What kind of teacher is that?
- Brad : In a way, **the best teacher I ever had was my Tourette's.**

Context

It is the 25th interview. When Brad comes, the Principal and his assistant give the super welcome. The Principal asks him what Brad's motivation to be a teacher. Brad answers that teacher is his life's goal since when he was kid, he has bad

experiences about the teaching method. Some of his teachers can not accept him and his Tourette. Brad considers his Tourette as his loyal companion to be a teacher and he will be a nice teacher by giving promise that he will make all kids are possible to learn even they are different. It touches our heart. Here, Brad inspires us that he really loves education. He considered that education is not the feeling of pain, but the lighting of fire.

21. Heart-whole

The trait of having heart- whole is presented in the following monologue, dialogues and contexts:

Data (r.r)

Performed at: 01:01:31 – 01:02:05

- Brad : **All right, guys, any more questions about Tourette's?** Anyone.
- Student : Are they ever gonna make you well, Mr Cohen?
- Brad : **Well, right now there is no medicine that can cure Tourette's. But it's ok, I've learned to accept it and I don't let it run my life.**
- Student : What can't you do? Like...can you not eat?
- Brad : **I can eat. I eat a lot. In fact, I can do anything that anybody else can do, except... there is one thing that Mr Cohen can never do.**
- Students : What? What is it?
- Brad : No, I just can't.
- Students : Tell us!
- Brad : **Mr Cohen can never play hide-and-go-seek.**

Context

After making his students to be familiar to his Tourette, Brad teaches them to accept their physical appearance without any complain. Through the conversation above, he directly answers

the worries of some Principals who do interviewe to him that he can not be an amazing teacher because of his Tourette. He also use personal approach by using some fresh jokes to touch his students' heart, like as let them guessing what can never do because of his Tourette. It makes the students are curious to know the answer. Finally, Brad answers that he can never play hide and seek as his bad experience in his childhood. When he plays it with Jeff in his mother's boutique, a customer said that he is barking like a dog, and it completely makes his mother gets mad at her customer. It is like a fresh joke for his students. In the first day, Brad was successfully brought them to the happiness. Brad directly teaches us that if we want to accepted by others, the first thing is we have to accept and love ourselves and love thers, so they also give their to us.

Data (s.s)

Performed at: 01:06:11 – 01:09:49

- Brad : **All right. Who can tell me the names of the capitals Maxine and her big red truck have to pass through?** Anybody? Oh, these hands! Excuse me, excuse me...Oh, man, who do I choose? I don't know...Heather!
- Heather : Atlanta, Nashville, Springfield...
- Brad : **That's great.** Because a lot of people think it's Chicago and... **This is Springfield, right? (pointing Indianapolis)**
- Students : **No, that's Indianapolis.**
- Brad : **Oh, that's right, what am I thinking! This is Springfield. (pointing Ohio)**
- Heely : No.That's Columbus. Springfield is over there, Mr. Cohen.
- Brad : Where is it, Heely, over here?

Students : No
 Brad : **Where is Springfield? I don't know, you guys have to point it out for me. Point out, point it out! I don't see Springfield. Aaa, I see it. You're telling me that this is Springfield, right?**

Context

Brad teaches his students. He really creates the pretty amazing circumstance, so that all of the students are tremendously enthusiastic listen on what Brad said. Through those conversation among Brad and his students, we know that Brad uses personal and scientific approach. It will make the students easier to catch the knowledge. It really needed in education. The beautiful jokes also are given by pointing wrong map. It makes all of the students are perfectly concentrate to the materials. It really inspires us that inside the classroom, the teacher have to be not only a great teacher with many methods of teaching, but also a nice friend in order to make the students do not afraid of the material.

22) Inspiring

The trait of being inspiring is presented in the following dialogues and contexts:

Data (t.t)

Performed at: 01:02:08 – 01:02:29

Student : Why can't you play hide-and-peek?
 Thomas : Because **they'll hear him, stupid!**
 Brad : **Well, that's the right answer, but it's the wrong words, because there won't be any name-calling in Mr Cohen's class. Excuse me, where are you going?**

Thomas : Bathroom.
 Brad : What's your name?
 Thomas : Thomas
 Brad : **Ok, well, Thomas, if you want to leave your seat, you have to ask for permission.**

Context

When Brad tells his students about his Tourette, suddenly a student named Thomas answers in his sharp words. Brad directly corrects it and asks all students to use polite word. Then when Thomas tries to leave the class without permission, he reminds Thomas to never do it again. Brad teaches good attitude to all students. Through those conversation, he shows us that classroom is not only place to teach, learn skill and get good scores, but also to teach them positive attitude.

Data (u.u)

Performed at: 01:23:35 – 01:03:57

Heather's : Mr Cohen. Aren't you coming in?
 mom
 Brad : I'm sorry. **I thought I could, but I...I think I'd be too disruptive.**
 Heather's : **: You made such a huge difference in Heater's**
 mom **life. You were her favorite teacher.** Please, don't leave without saying good bye to her.

Context

After a few months teaching, Heather, one of Brad's student with terminal cancer, finally passes away. He and all his students come to Heather's funeral ceremony to express their condolences to their beloved friend. Unfortunately, Brad does not want to come in because he has big afraid that his Tourette

will bother the funeral ceremony. He looks so extremely sad. Heather is an active and smart student. Through Heather' mom, we know that Brad is successfully brings the huge happiness to Heather's life, that's why she wants Brad to come in to say the last good bye for Heather. It's great moment, in which a simple act of caring and infinite patience will make us being an inspiring teacher. To the world, Brad maybe just a teacher, but for his students, Brad is a hero.

Data (v.v)

Performed at: 01:30:41 – 01:31:17

- Principal : Here he is. Brad! Come over here a minute, please.
 Myer : Hillary has got an announcement to make.
 Hillary : Some of you may've noticed an observer hanging around school for the last few weeks. **Well, he was here to assess one of our teachers. Mr Cohen. And I'm here to announce that our very own Brad Cohen has been chosen from amongst all the new educators in the state of Georgia to be Sally Maze First year Teacher of the Year.**

Data (w.w)

- Brad : The noise you just heard is the Tourette syndrome I've been living with since I was 6 years old. I'm standing up here today because the love and support of plenty of people put me up here. My family. My school family. My students. And all my friends. I owe this award to all of them. But **I also owe it to the toughest and the most dedicated teacher I ever had. My constant companion. My Tourette's. Now, some of you may thinks that's pretty weird to thank a disability. And calling it a great teacher - that's really weird.**

Data (x.x)

Brad : That's right. **Coping with my tourette's has taught me the most valuable lesson anyone can ever learn. and that is: to never let anything stop you from chasing your dream.** From working or playing, falling in love...That's right. Coping with my Tourette's has taught me the most valuable lesson. Yes, Thomas?

Context (v.v, w.w, x.x)

Hillary calls Brad to come in to the room. Principal Oybey and some students have been waiting for Brad. Then Hillary gives the announcement that extremely shocking Brad. Brad have been chosen from amongs all the new educators in the State of Georgia to be Sally Maze First year Teacher of the Year. It mixturs emotions of Brad. He get overwhelming happiness. It is glitter and shine like a unicorn flying high above the skies. Next day, in Georgia Stage Hall, Brad receives the award. It shows us that patience and all his dedication paid all the tears, mockeries, and it perfectly answers the worries of some people who ever underestimate Brad's ability. It also pays the horrible childhood experience in which Brad was mocked, and though was ridiculous so that he felt invisible. Brad cries tears of happiness and gave incredibly thank to his constant companion, his Tourette Syndrom who become a pretty awesome teacher and tremendous motivation so that he gives all the best for education. Brad quite inspires us to accept our weaknesses and used it as the strong power to reach our dreams.

Summary of Values Found in the *Front of the Class* movie Directed by Peter Werner

Based on the findings present above, the summary of values found in the “Front of the Class” movie as follows:

No	Values	Kinds of Values Found	Data
1	Moral Value	High self-confident	Data (a) Data (b) Data (c) Data (d) Data (e)
		Persistent	Data (f) Data (g) Data (h)
		Serious	Data (i)
		Wise and Righteous	Data (j)
		Independent	Data (k)
		Patient	Data (l) Data (m)
		Optimistand Courageous	Data (n) Data (o)
		Humble	Data (p)
2	Social Value	Caring and kind-hearted	Data (q) Data (r) Data (s) Data (t) Data (u)
		Protective	Data (v)
		Communicative	Data (w) Data (x)
		Respectful	Data y) Data (z) Data (a.a) Data (b.b)
		Humorous	Data (c.c) Data (d.d) Data (e.e)

		Calm	Data (f.f)
		Helpful	Data (g.g)
		Friendly	Data (h.h) Data (i.i)
		Open minded	Data (j.j)
		Wise and Encouraging	Data (k.k) Data (l.l)
3	Educational Value	Innovative	Data (m.m) Data (n.n) Data (o.o)
		Sincere	Data (p.p) Data (q.q)
		Heart-whole	Data (r.r) Data (s.s)
		Inspiring	Data (t.t) Data (u.u) Data (v.v) Data (w.w) Data (x.x)

2) Finding on To What Extent The Values Build up The Total Story of *Front of the Class* Movie Directed by Peter Werner

Generally, *Front of the Class* movie tells about an amazing true story of Bradley Cohen, a kid who lives in Missouri with his divorce mother, Ellen, and his younger brother, Jeff. He has a Tourette Syndrome. In his childhood, he is accused of being a troublemaker in school due to the tics he suffered from. His mother is compassionate of it, but his father, Norman, does not understand why his son does such like those things. Norman often gets frustrated and punishes him for making noises or other physical tics that he thought his son might be know how to control it.

When he was a kid, Bradley Cohen has many super bad experience due to his Tourette, such as he is punished by his fifth-grade teacher for making

noise and causing disturbance for other students. The teacher forces him to walk to the front of the class room to apologize for the noises he made and promised he will never make them again. Of course, it makes him sad and humiliated. He feels like the kid in the corner, who never gets acceptance and support from the teacher and his class mate.

Fortunately, all the bad things in the past that have been passed by Bradley Cohen made him grow into a man with all the good attitudes, such as high self – confident, persistent, serious, wise and righteous, independent, patient, optimist and courageous, and also humble. All of those attitudes can be classified as moral value. When he is adult, Brad lives with his house mate, Ron, in Georgia. He is looking for a job as an elementary school teacher. However, it is not easy to get a job he dreamt. No one was willing to give him a chance despite he has an impressive college record and many recommendations. In some dialogues and monologues, we can see that Bradley Cohen never give up of his condition. He never let Tourette win.

In data (f), *So, I decided it wasn't Tourette's. I just hadn't found the right school yet. I'd keep barking and I wasn't quitting until I found that principal. I made a map of every school where I hadn't interviewed. If the principal wasn't in, I'd give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn't care. I needed a job. I wasn't gonna stop, until I had.* It shows us that Bradley Cohen is a tremendous patient person. He is turn down for 24 times from his interview. He almost give up, because he runs out of time and money, but he never asks

money from his father, Norman or his mother, Ellen. He is really an independent person. He keep being optimist and trys to see everything from wise and positive perspective. Finally, on his 25th interview, he was accepted as a 2nd grade teacher in Mountain View Elementary School.

His good attitudes are inspired from his mother, Ellen. She never give up to get the best cure for his son Bradly Cohen. She goes to the library to know the Brad's sickness and also bring him to attend a Tourette syndrome support group for the first and the last time, as the members of support group seems like lost their courage to be accepted by the society and to live normally like any other people.

Besides, some good attitudes which are classified into social value also shown by Brad and some movie players. Those good attitudes are: caring and kind-hearted, protective, communicative, respectful, humorous, calm, helpful, friendly, open-minded, and also wise and encouraging. The trait of caring and kind-hearted are shown by Ellen. She cares and always give infinite support to Brad even when Brad called her because he has the worst interview (can be seen in data r). She says that one day Brad will be a great teacher. In addition, some of characters show their respect of diversity of Brad's Tourette. One of them is Principal Myer. At the eighth grade of his middle school, Brad is sent to the principal's office for disrupting the class. Then, Principal Myer invites him to see the school concert in the afternoon, instead of giving him punishment. Brad refuses the invitation, because he

himself is not interested with the musical concert, and scared of making trouble in the concert.

Finally he comes to the concert in the afternoon, even though he knows he will not be able to control his noises, that will make the audiences feel upset hearing his noisy tics during the concert. At the end of the concert, Principle Myer calls Brad up to the stage and asked some questions to Brad about his Tourette syndrome. He tells the audience about his sickness that there is no cure of it, and he conveyed his desire to be treated like everybody else when the principle asked him what they can do to help his problem. Brad gets back to his seat, and the audiences give applause him.

Another respect also shown by Principal Ovbey and Hillary who give Brad the opportunity and belief to teach the second grade. Some of the teachers in Mountain View Elementary School also respect of Brad's sickness, they help Brad in preparing his class and gave the super warm welcome. Meanwhile, Bradley Cohen himself also be nice and polite to people in his life. He never discriminated other people. He is always friendly and polite to them, even though he just meet one person at the first time, such as when he meet the friend of Ron's girlfriend in the bar, meet Nancy in the coffee shop, and also meet Maxine, a fat Indian lady working as the big truck driver, and also each time he attended an interview.

Many social values found in Front of the Class movie. Another example is how Brad treated his students. He is very open mind to all his students. He lets his students ask him about his Tourette. But his easy-going manner and

gentle humor quickly win over his young students. In addition, the students also learned valuable lessons in tolerance and acceptance of differences. Bradly Cohen also grows up with pretty amazing self control. It can be seen when he goes to golf course with his young brother, Jeffery, the owner of the golf course, Joe, chases Brad away because he is afraid that Brad's tics will bother other members. Brad just goes away without any complaining and arguing.

The last value found in *Front of the Class* movie is educational value. It includes innovative, sincere, heart-whole, and inspiring. In the conversation between Brad and the third principal (in the data m.m) Brad really want to make the parents of the students include in the education and know the progress of their students. It was a kind of innovative and fresh idea. Through some dialogues between Brad and his students, we also know that personal approach that is used by Brad makes the students love him. We also know that Brad dedicates his life for education and teaching. It is quite awesome. Brad really takes the difficulties in his life as a challenge, not as a problem, so that he can face it well.

All of those value presents above: moral, social, and educational value perfectly build up the totall story of the movie. Through some dialogues or even monologues, we can see that the wisdom of life can be seen in the *Front of the Class* movie. From the first until the last scene, it is totally understood how Bradly Cohen fight againts for his dream. He never let his Tourette win. Moreover, Brad and his mother are like a perfect combination which support

and love each other, so all problems appears can be faced easily. All of the characters in the movie, include major and minor characters are quite successful in buiding the story of the movie which can touch the audiences.

The moral, social, and educational values are presented orderly, so that it is easy for the audiences to catch the messages. All of the values have a role and build up the total story. It stimulates the audiences feel the feeling of characters in the *Front of the Class* movie.

A. Discussion

Front of the Class movie is an inspiring movie adapted from the true story of Bradly Cohen, a man who has Tourette Syndrom, but has a big and priceless dream to be a teacher. Three kinds of values in the *Front of the Class* movie have been discussed by the researcher. As Nurgiyantoro (2010:322) cited in *Pengkajian Teori Fiksi* that value or lesson learned which is gotten by the readers or the listeners is always in a good sense. That is why, the researcher analyzed the worth of a thing or the positive quality from the *Front of the Class* movie. Here, the values themselves classified into three kinds of group, there are moral value, social value, and educational value since they are the dominant one.

Further, there are some kinds of moral value found in the *Front of the Class* movie such as high self-confident, persistent, serious, wise and righteous, independent, patient, optimist and courageous, and also humble. As stated by (Trusted: 1987: 1), these values contains belief about the nature of man, belief about ideals, what is good or desirable for its own sake, rules

laying down what ought to be done, and motives that incline us to choose the right or the wrong course.

There are many dialogues or even monologue which are contain of moral value, such as a monologue performed at 00:39:32 – 00:40:34 *So, I decided it wasn't tourette's. I just hadn't found the right school yet. I'd keep barking and I wasn't quitting until I found that principal. I made a map of every school where I hadn't interviewed. If the principal wasn't in, I'd give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn't care. I needed a job. I wasn't gonna stop, until I had.* It inspires us to be tremendous patient person like as Bradly Cohen. In addition, Brad also a man who has high self-confident even though he has Tourette Syndrom. It can be seen in a dialogue between Brad and the police performed at 00:03:11-00:03:43 (data a). When the police asks Brad what kind of job that is look for by Brad, he answers confidently that he will be a teacher. It is strengthened by Brad's utterance in every interview he follows that being a teacher is all he wants to do. In a dialogue between Brad and recruiter performed at 00:04:12 – 00:04:30 (data b), the researcher found Brad's statement *I feel like I was born to teach.* It reminds us to keep fighting on what we are passionate about and never shy to reach it although seems almost impossible because of flaws.

Another moral values shown by Brad when he is turn down for 24 times from his interview and he runs out time and money, but he never asks money from his parent. He takes the initiative to work part time in his father

company while waiting for the next interview. It introduces us to be an independent person. In another dialogue between Brad and his father, when his father asks Brad to work permanently in his company, Brad does not take it by saying *I'm gonna be get job, Dad. I just have to stay focus* performed at 00:49:29 – 00:49:38 (data n). It teaches us to keep being optimist of desired job.

Besides Brad, another character in the *Front of the Class* movie, such as Brad's mother, Ellen shows us her pretty amazing attitude. She never lets other persons mock on Brad because of his Tourette, like as the principal in Brad's middle school who wants Ellen to move Brad to special school because the Brad's voice is considered bothers the other students. She never gives up to know the Brad's sickness. She goes to the library and finds out the dreadful fact that Brad suffers Tourette Syndrom. Moreover, she is immensely sad when the psychiatrist says that there is no cure for Tourette Syndrom. The super dramatic dialogue between Ellen and psychiatrist and Ellen's statment *yeah, but they are still looking for a cure, right? I mean, they will find one, won't they? They have... have to...* performed at 00:19:38 – 00:19:53 (data g), really touche heart. Ellen believes that there will be a miracle for Brad. She is very persistent and never gives up to look for the best cure and treatment for Brad. She brings Brad to the Tourette Syndrom support group. Unfortunately, the members seem like lost their courage to be accepted by the society and to live normaly like other people.

Meanwhile, some good attitudes which are classified into social value also shown by Brad and some other characters. These good attitudes are: caring and kind-hearted, protective, communicative, respectful, humorous, calm, helpful, friendly, open minded, and also wise and encouraging. As stated by a note of social value briefing (Compact Voice: 2012), social values is an important part of the culture of the society. Values account for the stability of social order. It means that social value relates to the human relationship with other human being in a social environment.

In the *Front of the Class* movie, the social values can be seen of a character and their ways to treat the others. Being care and kindness are shown by Ellen. She cares and always gives infinite support to Brad even when he calls her because he has the worst interview with Principal Fowler. Ellen always says that one day Brad will be an inspiring and awesome teacher. Ellen also gives the protection to Brad. Her endless love makes Brad's life easier. In a dialogue between Ellen and her customer in Ellen's boutique performed at 00:10:10 – 00:10:32 (data v), Ellen gets mad at her customer who says that Brad barks like a dog. It makes Ellen chases away the customer softly.

In addition, some characters show their respect of human diversity toward Brad's Tourette. One of them is Principal Myer. In school orchestra, Principal Myer calls Brad to the stage and asks some questions to Brad about his Tourette. Brad tells to the Principal Myer and also the audiences that there is no cure for Tourette and he conveys his desire that he just want to be

treated like everybody else. Principal Myer has succeeded teaching the audiences how to be tolerant to others. Another respect also shown by some characters such as Principal Oybey and Hillary who give Brad the opportunity to be a teacher for second grade in Mountain View Elementary School. Some teachers there also very respect to Brad and really helpful. They give warm welcome to Brad and help him in preparing his class (data g.g).

Aside it, other social values such as friendly, open minded, calm, wise and encouraging also shown by Brad and other characters. Brad is always friendly, polite and always gives fresh jokes to everyone he meets, like as friend of Ron's girlfriend in the bar, meets Nancy in coffee shop, and Maxine, a fat Indian lady working as the big truck driver and each time he attends an interview. He never discriminates other people. Brad also keep his brain always open to all questions of his student. He lets his students ask him his Tourette to make them be familiar with it. His easy-going manner make him win over his students. Brad considers his Tourette as the best teacher and best companion. It makes Brad grows up being a gentle and calm man with amazing self control. It can be proved through the dialogue between Brad, Jeff, and Joe, the owner of golf course (can be seen in data f.f). Brad goes to golf course with his young brother, Jeff. Then Joe, the owner of the golf course chases Brad away. He considers that Brad's tics will bother other members. Amazingly, Brad just goes away without complaining and arguing. It is strengthened by the dialogue performed at 00:52:05 – 00:52:22 between

Brad and Jeff outside the golf course. Jeff gets mad at Joe who is so ignorant. Brad always see everything from different perspective. It proves that being patient and having wise thinking will drive us to the positive attitude.

The last value is educational value. As stated by Cooper (1986:15) that educational value is the concept of value and rule that leads how to teach proper concept of a person, or an understanding that other people count or grasp of other people emotion. Educational value related to develop other aspects: personality, morals and ethics, etc that has relation to the education. The kinds of educational values found in the *Front of the Class* movie are innovative, sincer, heart-whole, and inspiring.

In some scenes of the *Front of the Class* movie, it is clearly seen the new inovation that will be used by Brad if he is given an opportunity to be a teacher. Quote from Brad's statement from his third interview performed at 00:25:26 – 00:25:35 (data m.m), *Each weak I like to send home a prograss report to my students'parents. I like to give my students a voice in learning, tobe hands-on and interactive in the classroom but also to keep the parents closely involved.* Those method uses rarely by the other teachers. Brad really wants the parents of his students involve the teaching learning proses. It also will make the parents know the progress of their students, so that they know their children's needs.

Brad is quite successfully put himself not only as a teacher, but also as a nice friend for his students. Brad treats them equally. He thinks that all

students have their own uniqueness. His super bad experience in the middle school makes him grows up as the inspiring teacher. When he knows that he has “special student” like as Thomas who can not read yet, and often leave the class without permission, he uses personal approach to keep in touch with Thomas. Brad tells Thomas that when he was a kid he was quite difficult to read because his Tourette disturb his concentration. Firstly, Thomas ignores it. He does not believe in Brad’s story. Then Brad tries to show Thomas the difficulties by asking him to read. Finally, Brad’s fresh jokes and patience pay everything. He is not only success to make Thomas like reading, but also win Thomas’ attention (performed at 01:15:47 – 01:17:38).

Brad makes all his promises come true. He teaches use different method from other teachers. Inside the classrom, Brad creates a funny environment to catch the students’ attention. He lets his students learn scientifiactly. Through the scene performed at 01:23:57 – 01:26:09, it clear to see Brad permits his students to go outside to see big red of Maxine. His method is really different, because the usual method is teaching and learning only do inside the classroom and only transferring knowledge without teaching valuable thing.

Finally, all pretty amazing attitudes of Brad pay all mocks that were gotten in his childhood. Brad is choosen from amongs all new educators in the State of Georgia to be Sally Maze First Year Teacher of The Year. Since awesome moment that have been created by Principal Myer when he was in the eight grade of middle school, Brad is really a sincer person. He dedicates

his life for education. In a monologue performed at 00:35:00 – 00:35:20 (data q.q), *A few words, a little education, and it was like opening a door to a brand new world. Now, some day, some way I knew: Tourette's or no Tourette's, I was going to be a teacher. I had no choice but to prove Tourette's would never get the best of me. If I quit, I will be agreeing with everyone who had ever told me I was barking up the wrong tree.* In the stage, when he gives the speech, Brad says thank you to his Tourette that has taught him the most valuable lesson that anyone can ever learn and never let stop us from chasing our dream.

All of those values presented above: moral, social, and educational value completely build up the total story of the movie. Through some dialogues, prologues, and epilogues, the wisdom of life can be seen directly. The intrinsic elements includes plot, setting, character, characterization, etc have role to build up the total story. All of the values in the *Front of the Class* movie also presented orderly, so that it is easy for the audiences to catch the messages. Moreover one value to another has close relation and make perfect combination to present quite amazing movie which full of laughs, tears, love and infinite struggle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion presented in Chapter IV, the conclusions are drawn as follows:

1. Related to the values found in the *Front of the Class* movie expressed by all characters, the values are classified into three kinds as follows:
 - a. Moral value. It related to skill to decide both right and wrong behaviours accepted by citizen. Morality contains belief about the nature of man, belief about ideals, what is good or desirable for its own sake, rules laying down what ough to be done, and motives that incline us to choose the right or the wrong course. There are some kinds of moral value found in the *Front of the Class* movie, such as high self-confident, persistent, serious, wise and righteous, independent, patient, optimist and courageous, and also humble. These values are presented through some dialogues among the characters and monologues by mayor character, Bradly Cohen.
 - b. Social value. It is a part of culture in society. It relates to human relationships with other human beings in a social environment. There are some kinds of social value found in the *Front of the Class* movie like as caring and kind-hearted, protective, communicative, respectful, humorous, calm, helpful, friendly, open- minded, and also wise and

encouraging. Different from moral value that could be seen in monologue, social value is only seen through dialogues between two or more characters.

- c. Educational value. It related to how to teach proper concept of a person, or an understanding that other people count or grasp of other people emotion. All of them had relation to the education. There were some educational values found in the *Front of the Class* movie covering innovative, sincere, heart-whole and also inspiring. These values are mostly presented in dialogues and even monologues when the setting of place occur in the school.
2. Related to what extent the values built up the total story of *Front of the Class* movie directed by Peter Werner, all values belong to moral, social, and educational value successfully build up the total story of the movie. Through some dialogues among the characters, prologues, and epilogues, the wisdom of life can be seen directly. The intrinsic elements includes theme, plot, setting, character, conflict, characterization, etc have role to build up the total story of the movie. All of the values in the *Front of the Class* movie are also presented orderly, so that it is easy for the audiences to catch the messages. Moreover, one value to another has close relation each other and make perfect combination to present quite amazing movie that being patient and persistent in pursuing our dream, would be the key of success in our life. It makes the *Front of the Class* movie written by Brad Cohen adapted from his book entitled *Front of the Class: How*

Tourette Syndrome Made Me the Teacher I Never Had, won the Independent Publisher Book Award for Best Education Book for that year. In addition, the *Front of the Class* movie gets a prestigious Voice Award given by the Department of Health & Human Services. It proves us that *Front of the Class* is tremendous awesome and inspiring movie.

B. Suggestion

This research is still far from being perfect. There are many weaknesses among its research method, findings and discussion. Hopefully, positive criticisms and suggestion will be gotten from the readers to make the research better. Here, the researcher would like to give some suggestions related to the movie *Front of The Class* directed by Peter Werner that are probably useful for everyone who will study or do the research.

1. To the lecturers

After watching and analyzing this movie, the reseracher hopes that the lecturers will not discriminate the students with disability and know the best method to handle disable students with caring method.

2. To the students

Hopefully the students can study and absorb some values contained in the movie to be applied in their daily life. This research is also expected can inspire the students to have some pretty amazing good attitudes such as being patient, never give up, optimist, high self-confident and being care and encouraging. It is also expected that these values are the keys of of success in chasing their dream whatever their condition.

3. Other researcher

This research only discusses about moral, social, and educational value found in the *Front of the Class* movie. There are many other aspects in this movie that can be analyzed, such as intrinsic elements, or other kinds of values.

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Appendix 1

SYNOPSIS OF “FRONT OF THE CLASS” MOVIE DIRECTED BY PETER WERNER

Bradley Cohen is a twelve-year-old boy, who lived in Missouri with his divorce mother, Ellen, and his younger brother, Jeff. Both of Brad and Jeff are very cheerful and very playful boys.

In his childhood, he was accused of being a troublemaker in school due to the tics he suffered from. His mother was compassionate of it, but his father, Norman, did not understand why his son did such like those things. Norman often got frustrated and punished him for making noises or other physical tics that he thought his son might be know how to control it.

One day, he was also punished by his fifth-grade teacher for making noise and causing disturbance for other students. The teacher forced him to walk to the front of the class room to apologize for the noises he made and promised he would never make them again. Of course, it made him sad and felt humiliated. He felt like the kid in the corner, who never got acceptance and got support from the teacher and his class mate.

To find out what was wrong with her son, Ellen, his mother sought medical help. One of Ellen's friends suggested her to meet an exorcist, but she did not believe with the exorcism. According to a psychiatrist, Brad's tics were the result of his parents' divorce. She decided to make a research to the library and finally she could identify her son behavior as Tourette syndrome (TS), and the psychiatrist agreed with the diagnosis and told her that there is no cure for this syndrome. It made Ellen felt very sad.

His mother also brought him to attend a Tourette syndrome support group for the first and the last time, as the members of support group seemed like lost their courage to be accepted by the society and to live normally like any other people. From then on, He aspired to never be like the other members of the support group instead of being a successful person.

At the eighth grade of his middle school, Brad was sent to the principal's office for disrupting the class. After meeting the principal, Principal Myer invited him to see the school concert in the afternoon, instead of giving him punishment. Brad refused the invitation, because he himself was not interested with the musical concert, and scared of making trouble in the concert.

Finally he came to the concert in the afternoon, even though he knew he would never be able to control his noises, that would make the audience felt upset hearing his noisy tics during the concert. At the end of the concert, Principle Myer called Brad up to the stage and asked some questions to Brad about his Tourette syndrome. He told the audience about his sickness that there is no cure of it, and he conveyed his desire to be treated like everybody else when the principle asked him what they can do to help his problem. Brad got back to his seat, and the audience applauded him.

When he was adult, Brad lived with his house mate, Ron, in Georgia. He was looking for a job as an elementary school teacher. However, it was not easy to get a job he dreamt. No one was willing to give him a chance despite he had an impressive college record and many recommendations. He was turn down for 24 times from his interview. He almost gave up, because he ran out of time and money. So, he worked in his father's building company, while he was waiting for the interviews calling. He continued looking for a job he wants, an elementary school teacher. Finally, on his 25th interview, he was accepted as a 2nd grade teacher in Mountain View Elementary School.

On his first working day, Brad explained about his Tourette syndrome to the children. He tried to make the students understood that his TS was just his loyal companion, that might not make disturbance in teaching and learning

activity in his class room. He helped Thomas on reading and made a good impression on Heather, a girl with terminal cancer. However, Amanda, one of his students, was pulled out of Mr. Cohen's class by his father, as he felt afraid her teacher would distract her. But his easy-going manner and gentle humor quickly won over his young students. In addition, the students also learned valuable lessons in tolerance and acceptance of differences.

Brad met Nancy on an online dating site. He invited her over to Thanksgiving party in his mom's house. He told Nancy that he loves her, as he felt his love was reciprocated. He told his mom, that one day Nancy might get fed up of his tics, but Ellen reassured him that he must not let it happened.

At the end of the year, an observer was hanging around at the school to assess Brad's teaching. The head teacher announced that Brad has been chosen to receive the Sally Mae's Teacher of the Year award. He accepted his award proudly in front his family, friends and students. And at the end of story, Brad got his Master's degree; he dressed up as Homer, the Atlanta Braves mascot. He married with Nancy in 2006. Photographs of the real Brad Cohen teaching in his class room were also shown to close the story.

Appendix 2**BIOGRAPHY OF
BRADLY COHEN**

Brady Cohen is an American motivational speaker, teacher, school administrator, and author who has severe Tourette syndrome (TS). Cohen described his experiences growing up with the condition in his book, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-authored with Lisa Wysocky. The book has been made into a Hallmark Hall of Fame TV movie titled *Front of the Class*.

During his childhood, Cohen was accused of being a troublemaker in school and was punished by his teachers for the tics and noises caused by TS. He decided to "become the teacher that he never had". After he graduated and received his teaching certificate, 24 elementary schools rejected him before he was hired at Mountain View Elementary School in Cobb County, Georgia. As a new teacher, he was named Georgia's First Class Teacher of the Year.

Cohen grew up in St. Louis, Missouri, in a Jewish family. His parents divorced during his early childhood. Cohen barked and twitched constantly during his waking hours, and would knock his knee against the inside of the car door. Someone asked his mother once if she had considered an exorcist. His mother was compassionate, but his father did not understand why his son did the things he did, often getting frustrated and punishing him for making noises or other physical tics.

Doctors initially told Cohen's mother that his tics were an emotional reaction to his parents' divorce. Teachers did not understand Cohen; they thought he was mischievous, due to the noises (tics) caused by his TS. His fifth-grade

teacher forced him to walk to the front of the classroom to apologize for the noises he made and promise that he would never make them again. He felt humiliated and decided that he would become the teacher he never had, saying: "I always felt like the kid in the corner. I really needed support and acceptance from my teacher and didn't get it. From then on, I knew that I wanted to be that teacher—one who would offer support and acceptance and really be there for each kid." When Cohen was 12 years old, his mother identified his behavior as TS from her own research. She took him to a Tourette syndrome support group meeting, where Cohen realized that other attendees "seemed resigned to a life of defeat" and was "inspired to triumph over the disorder".

In the beginning of his eighth grade year, after Cohen appeared on the *Sally Jessy Raphaël show*, his middle-school principal decided to let Cohen speak to the school about his Tourette syndrome. Cohen continued to educate people about TS, increasing his confidence and speaking skills.

Cohen attended Bradley University in Peoria, Illinois, where he majored in elementary education and was a member of Alpha Epsilon Pi. During his first week at school, he was kicked out of a local fast food restaurant when an employee thought he was drunk and threatened to call the police, even as Cohen and his friends were trying to explain about his vocal tics and TS. Within hours, fellow students began to organize a boycott of the restaurant; the manager phoned Cohen and asked him to come back to the restaurant so he could apologize in person.

After graduating *cum laude* with many academic honors, Cohen moved to Atlanta, Georgia in the 1990s to seek employment, applying to numerous elementary schools for a teaching position. He interviewed with administrators, but his interviews were always punctuated by his tics. He was rejected 24 times before Mountain View Elementary School hired him to teach the second and third grades. Cohen, who taught about his Tourette syndrome at the beginning of each year, was popular with students; one parent requested his child be removed from his class, but asked to have the child moved back only weeks later. He was awarded the Sallie Mae First Class Teacher of the Year in 1997. Cohen later

taught second grade at Tritt Elementary School in suburban Atlanta, before leaving the classroom on the path to becoming a school administrator, supervising other teachers. As of 2013, he is assistant vice principal at Addison Elementary School in Cobb County, Georgia.

Cohen was less lucky in romance, saying, "We called it second-date syndrome: I couldn't get past the first date." Cohen met Nancy Lazarus of Charleston, South Carolina, through an Internet dating service; they married in June 2006 and have one child.

Appendix 3

SCREENPLAY
FRONT OF THE CLASS MOVIE
DIRECTED BY PETER WERNER

My name is Bradley Cohen, but when I was a kid, people called me by lots of names. My brother Jeff called me Dr Bobo. My mom called me... honey, and the kids at school... well, they called me everything, from spas to freak. I didn't have many friends, actually but I did have a constant companion I can barely remember the time it wasn't there. Now, sometimes it wasn't a problem for me. Other times...it was Chrop-chopp - Chrop boy! Scared, Brad?

Brad's friend : Stop it. Throw!

Brad's teacher : What's going on. Come on, bring it on! Stop that fighting right now! come on! Get back to class!

Brad : Chop – Chop

Brad's teacher : Stop that nonsense. You are in a big trouble, mister.

(In the classroom)

Brad's teacher : The girl fell in the mud and got dirty.

One thing my constant companion and I agreed on was that we hated school. I couldn't wait till I got out. No more homework, no more books, no more teachers' dirty looks.

Brad : Wa-wa-quap (everybody laughing).

My companion first showed up when I was six but it was years before it had a name. Now, the shrink said I was just hyper. I made funny noises and acted weird to draw attention to myself. It was just a face. I'd grow out of it and be normal like everybody else.

Brad's adult : Wop- Wop.

Through it all, my constant companion stuck with me. Now, to my friends I'm just regular old Brad. The guy who likes baseball and who loves cheesy 80's music which they think is much weirder than the noises I make.

Brad : Afternoon officer, was I speeding?
 Police : St. Luis, ha? You're a tourist?
 Brad : No. I live in Atlanta now. I just moved here. I guess I was a little distracted. Wop-wop.
 Police : Sir, 've you been drinking?
 Brad : No...no sir, I have a Tourette syndrome.
 Police : Take it easy, son. I'm gonna need you to sign. So, what kind of job are you looking for?
 Brad : Teaching. I'm gonna be a teacher. (Aha. I get this look a lot but I never let it get to me).

(In interview place)

Recruiter : I see you have a BA from Bradley university, that's in Illinois, isn't it?
 Brad : Yes, ma'm.
 Recruiter : Graduated cumma laude. High recommendations. Your student teaching evales are outstanding. Excellent. What made you decide to go into teaching?
 Brad : It's all I ever wanted to do. I feel like I was born to teach. Wop!
 Recruiter : Why choose Atlanta? I mean - Missuori is your home.
 Brad : Yeah...No, I'm thinking of becoming a Brave's fan. So I...George is my Iliinois teaching certificate plus, I fell in love with Atlanta when I worked down here as a camp counselor I live here now. So does my dad and my step-mom.
 : Well, it's nice to have family here to give you support.
 Brad : Maybe we should talk about the elephant?
 Recruiter : Elephant?
 Brad : In the room. My Tourettes.
 Recruiter : No, the Americans with Disabilities Act doesn't allow me to ask.

Brad : I know but I would like to tell you. Just like I tell the kids in my classes. See, I explain it to them that it's a brain thing that causes me to make these strange noises. They are like sneezes. Irrepressible. When you have to.

Recruiter : How do they react?

Brad : Once they understand, they are fine with it. It's never caused a problem in the classroom. All I want is a chance. Just get me the interviews and let me prove to them that I can do the job. The Americans with Disabilities Act says I'm entitled to a chance.

(In home)

Brad : Ron...

Ron : Hey, how did it go?

Brad : Err..you know... Who wants a teacher who barks like a dog? You should try another line of work.

Ron : Are you serious? Didn't they look at your resume? Ah! you're kidding me!

Brad : They are setting up some interviews with some principals.

Ron : Fantastic! When?

Brad : I don't know, I gotta wait for their calls.

Ron : Get changed, we 're gonna go celebrate. Haven't you got a date? Elis, see if she's got a friend. It's about time you started meeting some chicks.

Brad : I can't focus on dating right now.

Ron : Has anybody ever told you that you 're obsessive?

Brad : Only every shrink I ever saw.

Ron : Well, have fun focusing. Oh, your Dad called againg. Maybe you should call him back. You know? I'll see you later.

Returning dad's call? I'd have to prepare for that. See, mom and dad had divorced when I was a little kid and my relationship with Dad had always been...

Let's just say...complicated. I mean, I wore out his patience like nails on a chalkboard. It didn't help that my brother Jeff was also a little hyper.

(Back to the childhood)

Jeff : Dad said he is waiting to get back to his room in Atlanta.
He is waiting to say good-bye.

Brad : Bye.

Jeff : You 're gonna make him mad!

Brad : Shut up!

Jeff : Come on, I'll race ya!

Brad : Git's the green dragon, ya gotta be kidding!

Jeff : Sucker!

Brad : Cheater! See you, Jeff!

Jeff : That's not fair! Oh, come on! You're not gonna beat me!
Oh, that's not fair! You gotta fight!

Norman : Quiet down, guys, quiet down! We do have neighbours,
you know! Come here!

Jeff : You see, I did beat you!

Norman : Yeah. Calm down. Brad, come here. Come on, honey,
focus, will you? Come here. Come here, stand here. Listen,
listen up. Focus, please All right? I need you guys to do me
a favor. I want you both to make life a little easier for your
mom, ok? You are driving her nuts! Guys, listen. Hey, hey,
stop it! Brad! Help her out around the house, but most of
all let us - stop the obnoxious behavior! Hey, listen! I mean
it! Ok? Quit the clowing! Your brother may think it's funny
but I don't.

Brad : I can't help it!

Norman : Yes you can, there is nothing wrong with you, it's a little
self control wouldn't fix. Now, stop it!

Ellen : Norman.

Norman : Yeah.

Ellen : They are not gonna hold that plane for you.

Norman : Ok, all right! Ok, give me a hug. (Hug Brad and Jeff)

Jeff : See you, Dad!

Norman : Bye-bye, J-man!

Brad : I love you, Dad!

: And listen up. We'll stay in my house next time, ok? I'll get tickets to a Brave's game. And Brad? Remember, what we talked about? Self control, all right? ok?

Jeff : You need any help with anything, Ma?

Ellen : You mention it.

(In boutique)

After the divorce, Jeff and I helped Mom with her new business. Sort of a high-class traveling boutique. Well, maybe "helped" isn't exactly the right word.

Buyer : Oh, Ellen, these things are exquisite. You'd never find styles like these in St. Louis.

Ellen : It was direct from California. Beverly Hills. This is what everybody is wearing. Look at this...Boys! boys!

Brad : Hide-and-peek? You count! One, two.

Buyer : Now, Ellen, I don't wanna see anything in double digits.

: Honey, everything in California runs small. Go ahead, just try it on!

Brad : Wha-whap! whap!

: Brad, would you please calm down.

Buyer : He is barking like a dog, for Goodness sake! Now look. Don't take this a wrong way, you know I wouldn't say this to you, if we weren't friends. But have you considered an exorcist?

Ellen : You know, I think you might face the fact that you are size 12. I can cut the label out to make you feel better.

(In Psychiatrist's Place)

- Ellen : It's a new doctor, let's listen to what he has to say.
- Brad : I know what he has to say.
- Psychiatrist : Do you feel any anger toward your mother, because of the divorce?
- Brad : Wha..No. No.
- Psychiatrist : You resent your father because he doesn't live with you anymore?
- Brad : No
- Psychiatrist : Do you blame yourself for the divorce, Brad?
- Brad : It happened when I was a little kid. I hardly even remember.
- Psychiatrist : Mrs. Cohen, Brad has some serious denial issues regarding the divorce. What he needs at home are some clear boundaries. He needs to understand that this behavior is totally unacceptable and that, Mrs Cohen, is your job.

The hardest part was knowing how tough I made things for Mom. I tried as best as I could for her.

- Psychiatrist : Make sure he keeps taking his medication, yeah?

And for Dad ...I played sports. On the ball field I fit right in. I mean, everybody makes funny noises and has strange tics at the baseball game

- Jeff : Go on, bobo!
- Norman : Get him in, Brad, get him in! Hey, guys! I've got something pretty exiting to tell you! Honey, don't eat so fast, you gonna get the hiccups.
- Jeff : He's always got the hiccups.
- Brad : You're a hiccup, j-juch!
- Norman : Listen, would you just relax? Mom says you're not taking your meds. How are you ever gonna calm down if you don't do what the doctor tells you to do?
- Brad : Pills just make it worse.
- Norman : Oh, I see, so you're a doctor now, too, heh?

- Jeff : He's Doctor Bobo!
- Brad : Shut up!
- Norman : All right guys, listen, guys. I have a very important announcement to make. Guys? GUYS?? All right, that's it, we 're going back to the car. Come on.
- Brad : I'm still hungry.
: You know what 'd be nice? One day! without you acting up. One!
- Brad : So, what's the announcement, Dad?
- Norman : I've been seeing somebody.
- Jeff : What do you mean seeing somebody?
- Norman : Her name is Dianne, and she ...Brad, please! Stop doing that!
- Brad : I can't.
- Norman : I mean, nothing has happened yet, but how'd you guys feel about having a step-mom?
- Jeff : No way.
- Brad : We've already got a Mom.
- Norman : Well, now you're gonna have two. I've talked to your mom about it, and she is fine with it. She said...I said, STOP IT! STOP IT!

You see, I couldn't really blame Dad for losing it. My ties drove him nuts. Because, like my teachers, he had no name for my strange behavior. Except – insufferable. Now, somehow, I don't know how I made OK grades. But what would take a normal person an hour, took me two or three. I mean I love learning. but I hated, HATED reading! Trying to concentrate brought out the worst in my constant companion.

(In the classroom)

- Teacher : Brad! Come up here, please. I know you think you are the class clown, but I've had it with you!
- Brad : I can't -wha--can't help it.

Teacher : That's what you always say. I don't wanna hear any more excuses. Your classmates are trying to study. And your clowning makes it impossible.

Brad : I'm sorry.

Teacher : Don't apologize to me. Apologize to them. Eyes up here, everyone. Sit up straight, please. Brad has something to say to you.

Brad : I'm sorry, I ...that you can't study because of me.

Teacher : And...You promise never to make any more silly noises ever again.

Brad : Promise I won't make any more silly noises ever again.

Teacher : Take your seat. All of you back to your books!

Brad : Whop –whop- whop.

(In Brad's school)

Brad's Principal : As difficult as this may be for you, Mrs Cohen, I assure you - the teachers are at their wits' end.

Ellen : I understand that, of course.

Brad's Principal : No, this can be the last chance. I mean - THE very last chance. Brad! Look, I sent for your mother, because things have just gotten out of control here. Now, she's gonna take you home today. You can come back.

Brad : I can't help it.

Brad's Principal : Sorry, what did you say?

Principal

Ellen : He said, he can't help it. What if he is telling the truth? Huh?

Brad's Principal : You've got a bright boy, Mrs Cohen, but making excuses for him... Making excuses is not going to help. Now, he needs to use this time to ask himself this question.

Ellen : Come on, Brad, let's go!

Brad's Principal : Why am I sabotaging myself?

Principal

(Ellen and Brad are going to the library)

- Brad : I don't care if they expell me. I hate that school!
- Ellen : Well, it's that school or another school.
- Brad : I hate all schools. Why are we going here?
- Ellen : To find some answers.
- Brad : I can't go in the library. They'll throw me out. Please, Mom.
- Ellen : All right. Come here. Sit over here. Well, maybe we're just going down the wrong track.
- Brad : Who?
- Ellen : All of us.

(In home, Brad and Jeff are fighting)

- Jeff : Get off me!
- Ellen : I know you're busy, Norman. I won't take up much of your time, but I really think you should hear this. Boys, keep it down, I'm talking to your Dad.
- Jeff : I wanna talk to him!.
- Ellen : In a minute, keep it down! Listen, you know those teachers and that doctor. To them, it's all about bad parenting, which of course comes down to me, because I'm the only one here. No, I'm not blaming you, Norman. In fact, I'm gonna stop blaming myself. I was talking to a friend, and she thinks that the doctors are missing something. I got this stuff of medical books from the library and I've been doing a little bit of research Stop saying he just needs more discipline, Norman! Nothing I do, helps. He is out of control and I'm at the end of my rope.
- Brad : Can I talk to Dad?
- Ellen : Can you just wait a minute, honey? All right, give him back to me when you're done. What is it, Jeffrey?

Brad : Hi Dad! No, it was a great game! I had two base hits in a walk.

(In Psychiatrist's Place)

Brad : Sorry I cause you so much trouble, Mom!

Ellen : I want you to read something in this book I found. It's a medical book that might explain why you make all those noises.

Brad : I can't read it, Mom.

Ellen : Read.

Brad : Tourette syndrom.

Ellen : That's Brad, isn't it? The noises and the twitches.

Psychiatrist : I still need to do more tests, but... you could be right. We may've been headed out the wrong road here. I've never actually seen a case of Tourette's before.

So at last, my constant companion had a name.

Ellen : This says there is no cure. But that may have changed, this is an old book.

Psychiatrist : That hasn't changed, Mrs Cohen. I'm very sorry.

Ellen : Yeah, but they are still looking for a cure, right? I mean, they will find one, won't they? They have...have to...

Brad : It's ok, Mom. We can do this, all right? (Mother is crying)

Then after that, Brad calls his father to tell him about his sickness

Brad : See, there is a reason, Dad. I haven't been weird on purpose. Chop-chop.

Norman : Listen, Brad...I....

Brad : Right. Well, that's all I wanted to say. Bye.

Finally, my Dad believed me. But he never believed in me that I would succeed. That I could teach.

(In adult life) Brad is called by someone for interview

Brad : Cha-Wap-wa..cha..Hello, this is Brad. A dog? Yes. Yes, ma'm, that's my dog. Aha.Ok, yes. Yes, I can be there 11

a.m. Great, that sounds great. Ok, thank you.

(Brad is going to interview place)

I tried not to overreact. I held in my tics. After the first call, I got two more. Three interviews with three principals. Needless to say, my constant companion was more than a little enthusiastic.

Principal 1 : Well, I see you only have your Bachelor's degree. Are planning to get your Masters?

Brad : Yes, sir. As soon as I can.

Principal 1 : We don't require for entry level..But if you're serious.

Brad : I'm very serious. I want to make teaching my life. I.. I make these noises because I have a Tourette syndrome. I'd like to tell you about it. It's a neurological disorder, where my brain sends mixed signals to my body. It's like sneeze, it's irrepressible.

Principal 1 : Three weeks, and..to get off.

Brad : Ok. Thanks very much.

Principal 1 : Take care.

(Back to the childhood)

Well, strike one. But, like Mom always said - don't ever give up. When I was little, Mom never stopped researching. Because, while there was no cure, there might be ways to live a normal life.

(Mom and Brad are going to the Church to get the support from Tourette group)

Brad : It's a church, Mom.

Ellen : Honey, you're not gonna have to get a Bible lesson. This is just a support group.

Brad : Do I have to?

Ellen : You need to connect with other people who have Tourette's. Let's find out how they live with it. Ok? Let's do it.

Brad : I'm not going in there. (Hold Mom'a arm)

I'd never seen anyone with Tourette's syndrome before. There were eye-blinkers and nose-twitchers, foot stampers and neck-jerkers. Some of them yelped, coughed. Is this what I looked like to other people?

Ellen : Come on, Bobo. We are here to learn. Start learning.

The Tourette 1 : The Americans with Disabilities Act gives us the right to do anything or go any place we want to. Try going to a movie. Or a concert, or a restaurant. All this doesn't mean anything when people yell at you to shut up.

The Tourette 2 : I come home, and my parents close the windows and blinds, 'cause they don't want the neighbors to see me tick

No one was even trying to be accepted. The adults were out of work, the kids stayed at home. I knew one thing: I didn't wanna be like them

Mother of T 2 : Even the coach on his team won't accept him.

Ellen : Oh, I had it.

Mother of T 2 : Of course, you're homeschooling, too.

Ellen : No, Brad goes to school, like any other kid.

Mother of T 2 : These kids aren't like any other kids. School is a waste of time for them. I took him out of the third grade, just to save my sanity. You want my advice? You'll do the same.

Ellen : Yeah. Thanks. et's go, Bobo. It's supposed to be a support group. Where is the support? Just hide away for the rest of your life? I'm really so sorry that I brought you there, honey. Let's just forget this. (Mom and Brad are leaving the Tourette group)

Brad : I don't wanna forget this, Mom. These people let Tourette's win. I'm never gonna do that.

It's difficult to imagine that at the age of 12 I would find a genuine philosophy to live by. But here it was, this defining moment - to always face my adversity head on. When I went to my next interview, I decided to be even more upfront. Get the Tourette's staff out of the way first, and then dazzle them with my approach to teaching.

(In adult life)

Principal 2 : You seem to have been very successful inspite of your Tourette's.

Brad : I worked very hard to become the best teacher I can be.

Principal 2 : Interviewer 2 : Thank you for coming in, I'll let you know.

Brad : Thanks.

For my third interview, I decided to avoid discussing my Tourette's at all.

(Brad is going to the 3rd interview)

Brad : Each week I like to send home a progress report to my students'parents I like to give my students a voice in learning, to be hands-on and interactive in the classroom But also to keep the parents closely involved.

(In Brad's apartment, with Ron)

Brad : Ron, it was a huge mistake not mentioning my Tourette's It was like...you know...I was trying to hide it.

Ron : Fat chance!

Brad : Ok. that's the negative.

Ron : No the negative is you gotta stop stressing out. You're stressing me out.

Brad : But the positive is that - hey, the agency had no problem with it, right? I just...I got to wait for the call.

Ron : The positive is: you're coming out with me. My new girl friend, she has a roommate.

Brad : Will you stop trying to set me up? When I'm ready to date, I'll date.

Ron : Come on, she's heard all about you, and she still wants to meet you.

Brad : Oh, thanks. Real kind! Listen, I wanna relax, ok? I wanna watch the Braves.

Ron : We all wanna watch the Braves. Get changed!

(In Atlanta Bar. Some of the visitors are watching Braves)

- : Ron tells me you are on a big job-hunt. How is it going?
- Brad : Pretty good. Except no one has hired me yet. I guess they are all too busy fighting to get to me. You do this? I'm impressed by this. You should be (Wave hand)
- Girl : I was not expecting this.
- Brad : That's amazing!
- Girl : But I'm pretty good.
- Brad : You are. So, you are really a sports-fan?
- Girl : Yes, big time. Soccer, softball, tennis. I played a lot in college, but not good enough for the pros.
- Brad : I hear that because I wish I was good enough to be him
- Girl : Who?
- Brad : Him. (Pointing Homer, Braves' mascot in television)
- Girl : Oh, you wanna be a mascot.
- Brad : His name is Homer. And it's a life long ambition.
- Girl : Don't look now. Ok. Don't look now. There is this guy behind us, and I don't know what his problem is. Keeps staring.
- Brad : Ah. I actually get that look a lot. It's a look of envy, He is thinking: how can I make cool noises like that guy.
- Girl : You have such a great attitude about your.
- (Girl is leaving the bar)
- Girl : Bye, Homer. Bye, Ron
- Brad : Bye-bye.
- Girl : So, that must have gone well, heh? Did you ask her out again?
- Brad : Yeah, I asked. but it's second-date syndrome. You know - I'm a great guy, she had a lot of fun, but...
- Ron : Your ticks are just too cool for her.
- Brad : No, actually she said because my roommate's breath smells

so bad.

Ron : What do you mean?

Brad : You know what I mean.

(In Brad's apartment) Brad is called by his father.

Brad : This is Brad. Hi, Dad. No, Ron told me you called, I just...
I've been so busy that.. No, I haven't had lunch yet. All
right, that sounds great. Where d'you wanna meet?

Lunch at Dad's work. He wouldn't have to worry about my noises there.

Norman : Hey! Cheap in on you way!

Brad : Yeah.

Norman : Yeah. Let's grab lunch outside my office. A little more
private.

Brad : All right.

Norman : Dianne is wondering when you're gonna come by. Guess
you've been pretty busy with the job-hunting. Any luck?

Brad : Still interviewing.

Norman : How's that going? Are they giving you any trouble with
your...

Brad : You can say the word, Dad. Tourette's. Some of them are,
some of them aren't.

Norman : How's your money holding out?

Brad : I'm not asking you for money.

Norman : I know that. You never ask me for anything.

Brad : No.

Norman : But if ever you do get short, you know you get a job with
me

Brad : I'm gonna teach, Dad. Ok? I can't let anything get in the
way of that

Norman : Ok. I'm just saying there is nothing wrong with keeping
your options open, in case things don't work out. You
know, there are other things besides teaching.

Brad : Not for me.

Dad could never understand my optimism. Like when I graduated to middle school. I was really hopeful things would be different.

(Back to the childhood, in school canteen)

Brad's hater : What's the matter, Brad? Eating alone?

Make a fresh start. New school. New friends. Same result.

(Childhood. In the classroom)

Teacher : Today we're gonna be talking about fractions. Fractions are your friend. You use fractions in everyday life, and

Brad : Chap-chap...

Teacher : For example, say your mother bakes a pie...She cuts the...Cohen! Just go to the principal's office.

(Brad is going to principal's office)

Not the best way to introduce myself to the principal.

Principal Myer : What do you think a school is for, Brad?

Brad : Chap- chap. I'm sorry I keep disrupting the class.

Principal Myer : You're not answering my question. What's the school for? To educate, isn't it? To use knowledge to wipe out ignorance. School's orchestra is having a concert this afternoon, you're planning on going?

Brad : No sir. My tics will ruin the music.

Principal Myer : I want you to be there.

(In school's orchestra)

Principal Myer : Everybody, just keep your seats for a minute, please. Thank you. Enjoyed the concert? Nice job! Did you hear any noises during the quiet parts?

Audiences : Yes.....

Principal Myer : Yes, so did I. They are pretty annoying, aren't they? The

person making those noises is Brad Cohen. Come on up here, Brad. Do you like making noises and upsetting people, Brad?

Brad : No, sir.

Principal Myer : Then why do you do it?

Brad : Because I have Tourette syndrome.

Principal Myer : What's that?

Brad : It's the thing in my brain that causes me to make rude noises.

Principal Myer : But you could control it, if you wanted to, right?

Brad : No, sir. It's a sickness.

Principal Myer : Well, why can't you just get cured?

Brad : There isn't any cure. I don't like making noises any more than you like hearing them. They are even worse when I get stressed. When you don't accept that I can't stop them. But when I feel accepted, then they are not so bad.

Principal Myer : What can we do? And I mean - everyone in this school. What can we do to help you, Brad?

Brad : I just want to be treated like everybody else.

Principal Myer : Good job. Go sit down.

A few words, a little education, and it was like opening a door to a brand new world. Now, some day, some way I knew: Tourette's or no Tourette's, I was going to be a teacher. I had no choice but to prove Tourette's would never get the best of me. If I quit, I will be agreeing with everyone who had ever told me I was barking up the wrong tree.

(In Brad adult life. Brad is going to the next interview to meet up with the school principal)

Principal Fowler : Sorry about the air conditioning, it's supposed to have been fixed by now. Well, your resume looks ok, and we do have an opening in the fifth grade. But I do have to tell you, this is a tough place to work. We've got some really hard cases.

- Brad : I'll take this as a challenge. I don't believe that any kid is hopeless. I mean, they all wanna learn. You can't ever give up on them, you just gotta find the right way to teach them.
- Principal : You got something stuck in your throat, would you like a
Fowler drink?
- Brad : I have tourette syndrome.I'd like to tell you about it.
- Principal : Tourette - isn't that when you yell out obscenities?
Fowler
- Brad : That's corpolalia. It's a rare symptom. A small percentage of people with Tourette's have it. I don't.
- Principal : Listen, they didn't tell me that you're gonna be
Fowler handicapped. How do you expect to handle a bunch of wild students, with a handicap like that?
- Brad : Well...by educating them. I'll let them know that it's OK to talk about it.
- Principal : These students would laugh at you.
Fowler
- Brad : Not...not when they understand that's simply a matter of...
- Principal : I've seen teachers with disabilities before. And never with
Fowler what you've got. I just don't see how you could ever teach a class.
- Brad : I can teach. Look at my resume. Look at it! I was very successful as a student teacher. My Tourette's has never posed a problem. I can teach.
- Principal : Ok, bottom line. I need somebody now for the fifth grade.
Fowler You want to teach here - you're gonna have to refrain from making these noises in class.
- Brad : Thank you very much for the interview.
- Principal : But don't you want the job?
Fowler
- Brad : Yes, actually, I want it really bad. But I would never, ever

work for a man who doesn't care about his students. So, I'll take my portfolio and take no more of your time. You got a great boss.

(In apartment, Brad's calling his mom)

Brad : It was the worst interview I've ever had. The only thing he could see when he looked at me was my Tourettes. It's all any of them see.

Ellen : Oh, honey, if they can't see what a great teacher you would be, it's their failure, not yours.

Brad : Well, it sure seems like my failure.

Ellen : Well, if you say so. You know what? Why don't you just throw in the towel and come home, huh? I'll buy you the ticket.

Brad : I'm not saying that.

Ellen : Really? It sounds like that's what you're saying. It sounds like you're letting Tourette's win.

Brad : I'm not letting Tourette's win.

Ellen : Really?

Brad : Yes, really. Look, I'm never gonna give up, I just... I have to find the right school.

Ellen : You will, Bobo. You will.

So, I decided it wasn't tourette's. I just hadn't found the right school yet. I'd keep barking and I wasn't quitting until I found that principal. I made a map of every school where I hadn't interviewd. If the principal wasn't in, I'd give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn't care. I needed a job. I wasn't gonna stop, until I had.

(In Norman's work place)

Norman : You'll be starting at the bottom, but that's no big deal. That's where I started. You're working from 7 to 4.

Brad : I told you this only part-time. I need to keep my mornings open for interviews.

- Norman : I thought that schools had started already.
- Brad : No, not all of them.
- Norman : Well, we'll see what happens. Here're your tools of the train. Just for the time-being. Like I said, bottom. But every job is important here, and who knows maybe you'll end up liking it. And if you put your time in...
- Brad : Did you hear what I just said? I'm only working here until I get a teaching job.
- Norman : All that stuff has to go in the dumpster.

The hiring season was ending. My interviews had dried up. School had started. I was running out of time and money and hope.

(In Brad' apartment)

- Brad : Dianne.
- Dianne : I gave up on you ever coming to me, so I just came to you. You busy?

It was my stepmom Dianne, trying to build bridges with bagels.

- Dianne : Your Dad built his business with his own two hands, you can't blame him for wanting you to be a part of it. He's just being a Dad. He wants you in his life. So, how do you like Atlanta? got to meet any nice girls? I'm just saying all the right things, heh?
- Brad : Let me get you a refill.
- Dianne : Brad. You Dad loves you. So much. He just doesn't wanna see you get hurt.
- Brad : The only thing that hurts is the fact that he has never accepted who I am. See, he's got this idea of a perfect son, who is normal and does normal things. Well, I'm never gonna be normal.
- Dianne : Or maybe that's not his idea, Brad. Maybe, that's yours. And you're right. You are not normal. You have a gift. To teach. And it's not in spite of your Tourette's . It's because

of it. I have to go.

(Brad is called by the Principal to come for interview)

Brad : Chop- chop. Yep, right, Brad cohen. 10 o'clock is perfect for me. Absolutely. Ok, great.

Principal : You must be Brad Cohen. I'm the principal around here.

Oybey Hillary Streick, assistant principal.

Hillary : Come on in the office, Brad

Principal : We heard you coming all the way from the parking lot.

Oybey

Hillary : You've been making the rounds

Brad : 25 schools so far. And here is my resume.

Principal : We're gonna look at it in a minute, Brad. Just come on in

Oybey and tell us why you wanna be a teacher.

Brad : Ok, it's a...It's all I ever wanted to be. Ever since I was in school.

Hillary : You must have had some pretty inspiring teachers.

Brad : Oh, well. I had an inspiring principal, Mr Myer. But my teachers, they really inspired me to be the kind of teacher they never were.

Principal : What kind of teacher is that?

Oybey

Brad : In a way, the best teacher I ever had was my Tourette's.

Hillary : You don't have to talk about...

Brad : It's never off the list to my students. they can ask me anything they want about it any time.

Hillary : You must get some pretty interesting questions.

Brad : Oh, yeah. Sometimes it gets really personal.

Principal : I hope this question isn't too personal, Brad. Do you make

Oybey those noises in your sleep?

Brad : I don't know. I'm asleep. No, I don't tic in my sleep. When I'm relaxed, the noises give me a little bit of a break. Like

just now.

Hillary : Ok, Brad. I wanna hear more about your teaching philosophy.

Brad : Yeah, I'd love to tell you about my teaching philosophy.

We talked for nearly 2 hours. It was the best interview I had ever had.

Principal : Well, Brad. It was a pleasure to meet you.

Oybey

Brad : You, too.

Hillary : We've still got a few more teachers to interview, but we'll let you know when we've made a decision.

Principal : Thank you.

Oybey

Brad : Thank you.

Still, my constant companion, as always, warned me not to get my hopes up. But hope is a hard habit to break. I was called one last time and asked to come in and meet with the second grade staff.

Staff 1 : Oh, so you as student taught second grade?

Brad : I love second grade. The kids are still so open-minded. They are open to everything.

Staff 2 : Yes, but you do manage to maintain a little discipline, right? While they are being so open?

Brad : I do let them know what the boundaries are, yes.

Staff 3 : So Brad, what do you think is the most important thing you have to teach?

Brad : Well, besides the importance of reading and the value of math, that it's ok to be yourself. It's ok to color outside the lines, if that's who you are.

Staff 2 : So, it's ok to ignore the boundaries?

Brad : No, and I didn't

Staff 2 : I'm sorry, but how can you expect kids to learn, when you are doing this all the time?

- Staff 3 : Oh, come on, Brenda.
- Brad : No, it's ok. It's a valid question, and I wanna answer it. Before they know me, kids sometimes think I'm just weird or even scary. But once I educate them about my Tourette's, and they can see that Mr Cohen is a real person, who just happens to have funny noises then they accept me as a good teacher. Just like they accept all of you.
- Staff 3 : Well, maybe we should all try to be more like 2nd graders. Does anyone have any other question for Mr Cohen? Brad, thanks for coming in. The school will be in touch with you, so just be patient.

It's hard to be patient when you feel as though you've blown your last chance. And patience was never my constant companion strong suit.

(In Norman's work place)

- Norman : I guess you never heard from that school.
- Brad : No, not yet. They are still interviewing. I'm not worried.
- Norman : Ok.
- Brad : What's that supposed to mean?
- Norman : I just said "Ok".
- Brad : I know what you mean. You don't think anybody would hire me, if they had a choice.
- Norman : So you're a mind-reader now?
- Brad : You know what, Dad? This is gonna be my last day here.
- Norman : Why don't you wait and see if you got the job first?
- Brad : I'm gonna get the job, Dad. I just have to stay focused.
- Norman : Why can't you stay focused and realistic at the same time?What's wrong with that?

(In Brad's apartment)

- Ron : Wow, you all right, man? You'll knock yourself out doing that. What if that happens while you're driving?
- Brad : I'm fine.

- Ron : Yeah, I don't know. You've got to see another doctor.
 Brad : I've seen doctors my whole life, Ron. And they don't help.
 Ron : Don't you think you need to see somebody?
 Brad : I really don't. Just...

There I was, waiting for the phone ring again. I treid to convince myself something good would happen. My kid brother. Not exactly what I had in mind.

(Jeff is coming to Brad's home)

- Jeff : How're you doing, Bobo?
 Brad : What are you doing here? Why didn't you tell me you were coming?
 Jeff : You know, you're in your boxers.
 Brad : Did Mom send you to check up on me?
 Jeff : Why, you need checking up on?
 Brad : No, but...
 Jeff : Where I put my stuff?
 Brad : Great. You get the couch.
 Jeff : Wow! Nice clubs, are these new?
 Brad : They are Dad's, he let me borrow them. Thought maybe you'd like to play a little golf.
 Jeff : So, what d' you think, ... a hand from you little bro?

(In the golf's course)

- Brad : Hey, by the way, thanks for the round.
 Jeff : Thank Dad. Oh, wait. You guys aren't speaking.
 Brad : I don't wanna talk about that right now. You're just saying that to rattle me, because you know I'm going to beat you.
 Jeff : I'm serious, Brad, you and Dad got to start getting along.
 Brad : We get along just fine. As long as we keep a long distance.
 Jeff : Is that why you moved down here? To keep a long distance? I mean, it's not like you've got anything to prove to him, right?
 Brad : What are you now, Jeff - a shrink? Dr. Jeff, heh?

Joe : I'm sorry, sir. I'm going to ask yo to stop making those noises.

Jeff : Pal, he's not doing this because.....

Brad : No, no, I can handle it, Jeff, I got it.

Joe : It's just not fair to the other golfers.

Brad : No, I understand. I can't help making these noises. Because I have Tourette syndrome. It's a neurological disorder. I'd like to tell you about it.

Joe : You gonna have to leave the course. I've got to think about the other members.

Golf player 1 : Hey, Joe, leave the guy alone. He's fine.

Golf player 2 : Hey, man, we're twosome and our buddies don't appear to be showing. Would you like to join us?

Joe : If you don't leave, I'm gonna have to call security.

Brad : Ok. Thanks guys. Maybe, next year, right? Jeff, come on. Come on, buddy. thanks.

(Brad and Jeff are leaving the golf course)

Brad : Come on, Jeff, it's not like you haven't seen it before.

Jeff : How can you stand living in the world, where everybody is so ignorant.

Brad : Everybody's not. You saw these golfers back there, They want to bet for me. My life is full of people like that.

Jeff : That's not always my experience.

Brad : Well, that's because you're always getting in the fight sticking up for me. You and Mom. You've always been there for me and my tics.

Jeff : You know what?

Brad : What?

Jeff : You're beginning to tic, be off racing car.

Jeff's visit did give me a break from my worries. And after he left, I got a call from the school. The principle wanted to see me in his office. Just like old times.

(In Mountain View Elemntary School)

Principal : Pretty noisy, heh?

Oybey

Brad : And yet, some other kids manage. Don't they?

Principal : Yes, they do. they do. Hillary and I discussed you with the

Oybey teachers. And we talked about how proud we are of teaching our kids to never let anything hold them back in life. And Hillary said: if we're gonna talk the talk, we need to walk the walk. She's waiting to show you your classroom. Welcome.

Hillary : Second grade is overcrowded, so we had to create a new class. Your kids are being taken out of other rooms, so some of them might be a little confused. They've been in school for 3 weeks. There's your student roster. The fun starts Monday, Brad, let me know if there's anything you need.

Brad : I need everything.

I looked down at that roster, like I was announcing the starting line-up for an all-star baseball game.

Brad : Hillary, this is...thank you.

(Brad look at the back and surprissed by some staffs who help him arrange his class)

Staff : We thought you might need these.

Staff : Hey, everybody, come in. Just put them down anywhere, we'll get them arranged.

Brad : Here, let me help you with that. Thank you.

Staff : (Give Brad flower) Welcome to Mountain View.

(In Brad's apartment. He is calling his mom)

- Brad : Yeh, Mom, it's phenomenal, but you know, it took me so long to get here, I still have to remind myself that I'm just at the beginning.
- Ellen : Honey, that is...that is wonderful news. Wonderful!
- Brad : Yes, Mom, it is absolutely wonderful, but you know: they 're going to give me a contract for a year, ok? I still have to prove to them that they've made the right choice.
- Ellen : : Honey, listen. Just take a moment to enjoy this. Oh, my Gosh! Did you call your father? He's gonna be so proud of you.
- Brad : I will, Mom. But you know, right now I literally have about 2 weeks of preparation to do in about 2 days. And, you know, now that I have the job, I have to seriously start working on getting my Masters degree.
- Ellen : Ok, one thing at a time. all right? Listen, are there any cute teachers at that school?
- Brad : MOM!
- Ellen : I want you to be happy.
- Brad : Ok, all right, don't worry, I'm working on that, too. I gotta go, good bye.

(In the coffee shop)

- Nancy : You must be Brad.
- Brad : You must be Nancy. Hi, I'm Brad.
- Nancy : I know.
- Brad : Right, of course. I guess, we are a little nervous. Please... This is my first time computer dating, so...
- Nancy : Me, too. My Mom thinks it's dangerous.
- Brad : Well, yeah. You never know what kind of weirdo you might meet. But you look pretty normal, so...
- Nancy : Good, I'm glad.
- Brad : Actually, you look much better than normal.

Nancy : Thank you.
Brad : So, I guess we're supposed to tell each other our life-stories, or...
Nancy : Ok, do you think you could get a cup of coffee first?
Brad : Cup of coffee?
Nancy : Yeah.
Brad : Right. Of course, coming on.
Nancy : Thanks.
Brad : Do you want, like a...muffin?
Nancy : I'm on a diet. But I would love a muffin.

(Brad and Nancy are leaving the coffee shop)

Nancy : My roommate is driving me absolutely crazy. She never makes her bed, she's got clothes everywhere. Always blasting her music, night and day. But of course, whenever I want to listen to my music, she's all like: you need to keep it down.
Brad : So, what kind of music do you listen to?
Nancy : Well, mostly old stuff, especially Sting. I love Sting. Madonna, Bon Jovi, you know..
Brad : Milli Vanilli?
Nancy : I love Milli Vanilli.
Brad : Really?
Nancy : Wait, you too?
Brad : I've got to be the only two people on earth that love Milli Vanilli.
Nancy : We do not.
Brad : Yeah.
Nancy : I had a really nice time, thank you. I shouldn't have had that muffin, but... I really enjoyed meeting you.
Brad : Yeah, me too.
Nancy : I mean...well, thanks again, Brad.

(In Brad's apartment. Brad and Ron are playing basket ball)

- Ron : I cant' believe you. You said she was perfect.
 Brad : She was perfect. I just didn't want to ruin it.
 Ron : Oh, by asking her out again? Oh, right. Second- date syndrome. So, it that gonna be your life? nothing but first and only dates? How do ever expect to have a relationship?
 Brad : Maybe, I don't.

(In the school. The first day of Brad being a teacher)

- Brad : Come on in. Get in there. Come on in. (Brad asks his students to come in his new class)
 Students : Weirdo.

(In the classroom)

- Brad : Did your teachers warn you that Mr Cohen makes funny noises?
 Students : Yes...
 Student : She said you have Tour..Tor...
 Brad : Tourette syndrom. Ok. Anything you wanna know about it, I want you to ask.
 Student : Is it catching?
 Brad : No, absolutely not. You have to be born with it, like I was.
 Student : Does it hurt?
 Brad : Well, sometimes, when my neck jerks, but noises do not hurt at all. These are great questions. Keep in coming. And it's ok to ask me anything about Tourette's.
 Student : Can you go to movies?
 Brad : Yes, I can go to movies, but sometimes I get kicked out and that makes me sad.
 Student : What's the bunny's name?
 Brad : Wa..Wa..Waffle.
 Students : Wa-wa-waffle? (Students are laughing)

- Student : His name is just Waffle.
- Brad : All right, guys, any more questions about Tourette's? Anyone.
- Student : Are they ever gonna make you well, Mr Cohen?
- Brad : Well, right now there is no medicine that can cure Tourette's. But it's ok, I've learned to accept it and I don't let it run my life.
- Student : What can't you do? Like...can you not eat?
- Brad : I can eat. I eat a lot. In fact, I can do anything that anybody else can do, except... there is one thing that Mr Cohen can never do.
- Students : What? What is it?
- Brad : No, I just can't.
- Students : Tell us!
- Brad : Mr Cohen can never play hide-and-go-seek.
- Student : Why can't you play hide-and-seek?
- Student : Because they'll hear him, stupid!
- Brad : Well, that's the right answer, but it's the wrong words, because there won't be any name-calling in Mr Cohen's class. Excuse me, where are you going?
- Student : Bathroom.
- Brad : What's your name?
- Student : Thomas
- Brad : Ok, well, Thomas, if you want to leave your seat, you have to ask for permission.
- Student : Weirdo!
- (School end. The students are leaving school)
- Kewin : Bye Mr.Cohen.
- Brad : Bye Kewin.
- Heather : Bye, Heather. I'll see you tomorrow.
- Amanda : I really liked your class, Mr Cohen.ga

Brad : Well, thank you, Amanda. How're you doing, Mr. Wreight?

Mr. Wreight : I'm fine.

Brad : Heely, Thomas! Which one of you, guys, thinks that you can help me?

Thomas and : I can. I can.

Heely

Brad : All right, here's the deal: I need to get this ball and put it back in that bin. Why don't you guys shoot for it?

Thomas and : Rock, paper, scissors, shoe.

Heely

Brad : All right, Heely, you win today. it's ok, Thomas, you can help him.

Brenda : Sorry, I stuck you with Thomas.He was making my class impossible.He's got a whole outfit of problems: ADD, ADHD, OCD. You want my advice? You'll pass him on to special ed?

Brad : No. I can't do that.

Brenda : You'll see how you feel after he's trashed a few classes.

Brad : He'll be alright. I just need to get settled. I can't wait for tomorrow.

Brenda : Ok.

(In gas station)

Maxine : You make more noise than my air-horn. Sounds like you got a healthy case of Tourette's. I was just kidding with you, son. Got a dispatcher buddy with TS. You ever need a cross-country all-in, jsut call for Maxine.

Brad : Hey, do you have a card?

Maxine : I wasn't being serious, son. Unless you're in the shipping business.

Brad : No, I teach 2nd grade.

- Maxine : Here's the card.
 Brad : Thank you so much, Maxine.
 Maxine : You're welcome.
 Brad : Safe trucking.

I found myself focusing on teaching all the time. Well, almost.

(Brad and Nancy are dating for the second time)

- Brad : You know what I just realized?
 Nancy : What?
 Brad : All ducks have Tourette's.
 Nancy : What is that?
 Brad : I don't know. I don't know. We are birds of a feather. So, it really doesn't bother you, does it?
 Nancy : What?
 Brad : You know what. My Tourette's, my noises.
 Nancy : Not when I compare them to the noises other guys make. You know, like braggers, loud talkers. Like egocentric, humor-challenged idiots. Seriously, no. Your noises don't bother me at all. As long as they keep me laughing.
 Brad : Well. don't say that. You know how I get under pressure.
 Nancy : Oh, I'm sorry. My Dad always said I was gonna marry someone whol made me laugh. Not that it has anything to do with...anything. Say something.
 Brad : Quack! Don't laugh, this was a serious quack. I got you, though.

(In the school)

- Heather : Mr. Cohen. My Mom said to ask it it's ok.
 Brad : Is what ok, Heather?
 Heather : If I give this to Waffle.
 Brad : You tell your Mom that I said that's fine. Ok?
 Heather : He said that's Ok?

Heather's : Yeah
mom

Heather : I love you.

Heather's : I love you too. I'll see you right after school.
mom

(In front of the classroom)

Brad : Amanda, is everything all right?

Amanda : I wanna be in your class, Mr Cohen.

Brad : You are in my class, Amanda.

Amanda : No, he made them take me out.

Amanda's : See you after school, honey, ok?
father

Amanda : It's not fair!

Brad : Is everything ok? I'm Amanda's teacher, Mr Cohen. We met yesterday.

Amanda's : Oh, no, there's nothing wrong. I just have to do what's right
father for my daughter. Come on, Amanda. Come on!

Hillary : He's concerned about Amanda's ability to concentrate. He just thought that you'll make it a little harder for her.

Brad : Can he just give me a chance? We've only just started.

Hillary : I pointed that out.

Brad : And?

Hillary : He said he's sympathetic, but Amanda needs, as he put it, a "normal" teacher. Don't take it to heart, Brad. Parents are the hardest part of the job.

(In the classroom)

Brad : All right. Who can tell me the names of the capitals Maxine and her big red truck have to pass through? Anybody? Oh, these hands! Excuse me, excuse me...Oh, man, who do I choose? I don't know...Heather!

Heather : Atlanta, Nashville, Springfield...

Brad : That's great. Because a lot of people think it's Chicago and... This is Springfield, right? (pointing Indianapolis)

Students : No, that's Indianapolis.

Brad : Oh, that's right, what am I thinking! This is Springfield. (pointing Ohio)

Heely : No. That's Columbus. Springfield is over there, Mr. Cohen.

Brad : Where is it, Heely, over here?

Students : No

Brad : Where is Springfield? I don't know, you guys have to point it out for me. Point out, point it out! I don't see Springfield. Aaa, I see it. You're telling me that this is Springfield, right?

Students : Yes.....

Brad : You don't have a permission to leave your seat, Thomas. That's right, Mr Cohen has eyes on the back of his head. Go back and sit down, please. And next time ask.

Thomas : I need to sharpen my pencil.

Brad : Now, Thomas. All right, now: where is Maxine and her big red truck gonna be on Tuesday?

(School end, and students are leaving the school)

Brad : See you right early tomorrow, David. All right. Hey, remember to walk.

Heather : I really like your hat, Mr Cohen.

Brad : Thank you, Heather. I like your hair.

Heather : It's so short because of the medicine. Bye.

Heather's : Hi, honey!

mom

Heather : Hi, Mom!

Heather's : Can you wait right here for just a minute?

mom

Heather : Sure.

Heather's : Hey. I've been meaning to come and speak to you about
mom Heather.

Brad : I think I know.

Heather's : Yeah, we were just reluctant to tell anyone at first. Of
mom course, it was only a matter of time before the chemo
became obvious, so...

Brad : Is she gonna be ok?

Heather's : Heather just loves your class. She can't wait to get to
mom school every day. And... I'd be grateful if you kept her
secret a little longer. I just don't want her to be singled out.

Brad : Yeah..

Heather's : Thanks. Hi, baby girl. Let's go. (She is leaving Brad)
mom

(Brad and Nancy are dating in shop)

Nancy : Oh-oh. What do you think, what do you think? (put hat on
Brad)

Brad : I already have that one.

Nancy : What?

Brad : Looks great on you, though.

Nancy : Hey, what's wrong?

Brad : Oh, nothing, I'm just focusing on the school stuff.

Nancy : Can you focus on me for a minute?

Brad : Sorry.

Nancy : Hey, try this one on. It'll make you feel better. Yes!

Brad : Really?

Nancy : Oh, my Goodness, this suits you.

Brad : More than you know. I've decided it's time to go for my
Master's degree.

Nancy : Wow! Does that mean you'll be going away?

Brad : No, I'll go locally. Anyhow, I'll have to pass the entrance

- test to graduate school first, so...
- Nancy : Oh, wait. Isn't it like the SATs? Do you have to take that in a big room with a lot of people?
- Brad : They said I could have a room all to myself. Tourette's does have its privileges. Would it bother you if I did go away?
- Nancy : Of course it would, are you kidding? Get out of here!
- Brad : Come here, I wanna show you something.
- Nancy : Crazy.
- (In test place)
- Committe : Next.
- Brad : Hi....Brad Cohen.
- Committe : Brad cohen? You're Mr cohen. All right, I need you to take this package and I need you to go right in there for me.
- Brad : Oh. I' supposed to have special accomodations.
- Committe : I don't have any notation of that. And everybody does the test on the same conditions today.
- Brad : Yeah, but I called and they said ...they said that I could have a spage to myslef.
- Committe : You know what, I need you to talk to the administrator about that. His office is right over there. I can't make an exception. We are not set up that way.
- Brad : They promised, and I have the right to special testing accomodations.
- Committe : Listen, I'm sorry about your disability. but there isn't anything that I can do. If you want to take the test, you'll have to go in there now.
- Brad : Look at me! How can anyone possibly concentrate, if I'm in that room?
- Committe : Listen, I have to start the exam now. Do you need me to call you a doctor? Isn't there anyone you could call for

help?

(Brad is calling his dad)

Norman : Brad, calm down, I can't understand you. They said you could take it alone? Ok, all right, no problem. I'll be right there.

Dianne : Has something happened?

(In a test place)

Norman : You can take the test. And you'll have a room to yourself.

Brad : What did you say to them?

Norman : The magic word. Lawsuit. I gotta get to work.

Brad : Hi, dad..

Norman : Yeah.

Brad : Thanks

Norman : Good luck on the test.

As it turned out, I needed more than just Dad's "Good luck". I needed time. With the clock and my Tourette's ticking away, I failed to get all the way through the test.

(In the school)

Brad : Good job, guys! Thomas, I'm so proud of you.

Thomas : Thank you, Mr Cohen.

Brad : Wow, look at that turkey, Heather.

Heather : Thank you.

Brad : So, are you gonna have a big Thanksgiving this year?

Heather : Aha. Mom says all my grandparents are gonna come.

Brad : Well, that sounds special.

Heather : Except when they cry. They try to hide it, but I always see them. Can I pet Waffle?

Brad : You bet you can pet Waffle.

Heather : Are you gonna have a good Thanksgiving, Mr Cohen?

Brad : Yes, I am. Me and Waffle are gonna take a little trip to see my Mom, in St Louis.

Heather : I know where that is.
Brad : That is super, Heather. That's exactly where it is. Now do me a favor, will you? And I'm gonna trust you to take a good care of my friend Waffle, all right?
Heather : Sure. And I will be right back.
Brad : Hi Amanda. Shouldn't you be in your class? All right. Come on, I'll walk you to your room.
Amanda : Why can't I be in your class, Mr Cohen?
Brad : Well, your father had to do what's best for you, Amanda. And you know what? You've got a great teacher.
Amanda : Ok. See you later, Mr Cohen.

(Brad is sending Amanda to her class and he meets Thomas)

Thomas : Bastard.
Brad : Where did you learn those words, Thomas? You know you're not supposed to leave the calssroom without asking? Well, you're gonna clean that up. And you're on detention. No recess. But you do get an A for spelling. You can't read it if you don't open it, Thomas.
Thomas : I hate reading.
Brad : So do I.
Thomas : You do?
Brad : Yeah. Reading is really hard for me.
Thomas : It's not hard for you. You're the teacher.
Brad : You wanna bet? Let's play a game. You'll be Mr Cohen trying to read, and I'll be Tourette syndrome. Ok? Read this page.
Thomas : Upon a time there was a...- That itches! - Does that itch a little bit?
Brad : All right, keep reading.
Thomas : There was a..
Brad : All right, that's hard, isn't it? It's hard to concentrate. That's

- how hard reading is for me. It's not that hard for you, is it?
- Thomas : No, it's easy for me. But how can you be a teacher if you hate books?
- Brad : Hate books? I don't hate books. Everything in the world is in books, I just have to work extra hard to get it out. I'm not gonna give up on you, buddy. Ok? And I'm not gonna let you give up on yourself. Now, keep reading, right here.
- Thomas : Once upon a time, there was a mage..mage..
- Brad : Magician.
- Thomas : A magician, who met a small boy.The small boy was trying to pull a big sword of a big rock. Weird. Why would a sword be in a rock?
- Brad : Well, I don't know. but if you keep reading, you might just find out.
- Thomas : The magician told the small boy that whoever could pull the sword out of the rock, wold be the true king. Cool. Keep going, what happens next?
- Brad : Keep going, what happens next?
- (Brad and Nancy are taking trip to celebrate Thanksgiving to meet Brad's mother, Ellen in St. Louis)
- Brad : Hey, what's wrong?
- Nancy : I'm so nervous.
- Brad : What's there to be nervous about? You're just gonna meet my Mom.
- Nancy : Thank you. That's helpful.
- Brad : And Jeff, and my aunts and uncles. And anybody I've ever loved in my entire life. Prepare yourself. This is big. That's right. Prepare yourself.
- Nancy : Oh, you're here! Oh, hii! I can't believe I'm finally seeing you. Nancy! You're even prettier than I thought. Brad has told me so much about you, Mrs Cohen.

Ellen : Ellen. That's more than he tells me about you.

Brad : What? I tell you all about Nancy.

Ellen : Oh, you never tell me the real stuff. Come on, Nancy.
Bobo, get the bag, honey.

Nancy : Yes, Bobo, get on that.

Ellen : So, are you exhausted?

Nancy : No.

Ellen : Because we have a pedicure appointment in an hour.

(In Ellen's home. There is a privat party. Ellen introduces Nancy to her relatives)

Ellen : This is Nancy, who I was telling you about. And...wait.
Janice, come on, meet Nancy.

Nancy : Hello, it's nice to meet you.

Brad : Mom is going a little overboard trying to make Nancy feel
like family.

Jeff : Is there a possibility her being family?

Brad : I don't know. I mean, you know...I know, but I don't...I
don't...

Jeff : Oh, that's serious. Has she met Dad?

Brad : No.

Jeff : Well, what are you waiting for?

Brad : Hey, back off, will you?

Brad's auntie : And then he hit his head straight against the curb. Gave
himslef a concussion.

Brad : Will you excuse me? Nancy is needed in the kitchen. I'm
just gonna steal her for one second.

Nancy : Are you rescuing me? Cause I don't need rescuing.

Brad : I do.

Nancy : What's going on?

Brad : How was your pedicure?

Nancy : If you're wondering what your Mom and I talked about, we
talked about you and us.

Brad : Something wrong?

Nancy : I was just wondering if I told you... I love you.

(In the kitchen, Brad and his mother are talking each other)

Brad : I mean... It jsut scares me. Right? I never thought about it before. I never dared to think about it.

Ellen : Brad. She understands about your noises. She doesn't care. You make her happy. She told me that, Brad. You make her laugh.

Brad : Well, what if one day she stops laughing? What is one day she gets fed up of living with someone who... I just... I don't wanna hurt her, Mom.

Ellen : Maybe, you don't wanna get hurt. The only thing that can hurt either of you is if you let Tourette's drive her away from you. If you let it win.

(In the school. The student are writing cheer up letter to Heather). Heather's mother had called to say Heather was no longer able to attend school.

So the class all pitched in to cheer her up.

Brad : Wow, look at this table. Looks very good. Oh, this looks great over here.

(In Heather's funeral. She finally end up her fighting)

Man : Sir! They are about to start the service.

Brad : You go ahead.

Heather's
mom : Mr Cohen. Aren't you coming in?

Brad : I'm sorry. I thought I could, but I...I think I'd be too disruptive.

Heather's
mom : : You made such a huge difference in Heater's life. You were her favorite teacher. Please, don't leave without saying good bye to her.

(In the school)

Brad : Ok, Thomas, what is your team's word?

- Thomas : Weird.
- Brad : Weird. Anybody not on Thomas's team knows what that word means?
- Students : Strange. - Creepy. - Scary.
- Brad : Very good. Who can use the word "weird" in a sentence? (Students are put their hands up) Me, me! - Twenty five, thirty, thirty five, forty - Gailain!
- Gailain : I like weird movies. Sorry, Mr cohen, I know you can't go to them, 'cause you get thrown out of the movie theatre.
- Brad : Well, that' ok, Gailain, 'cause I can rent movies. And I also like weird movies. So, weird is a good word, right? But what if someone comes up to you and they say Hey, you! Yeah, I'm talking to you - you're weird! Is it still a good word?

Students : No...

(Students heard strange bell from Big Red)

- Student : What's that?
- Brad : Ok, everyone, stay in your seat.
- Thomas : It's Maxine, on her Big Red! Mr Cohen, can we go see them?
- Brad : Ok, but everyone - inside voices. No running. Exactly. Heely, get in there, man, all right? But be careful. So, what do you think of it? - Heely! What did I tell you? All right? No pulling horn! Sorry, Maxine!
- Maxine : That's all right. Kids will be kids!
- Brad : Yeah, they will.

(In Norman's home)

- Dianne : They still get along?
- Nancy : Well, looks like it.
- Dianne : Give them time.

(Norman and Brad are talking while preparing for barbeque)

Norman : I like Nancy. She reminds me of your mom when we first met.

Brad : They don't look anything alike.

Norman : I'm not talking about looks. I'm talking about that...spark, you know? That spirit. That je ne sais quoi (charm) How're things at school?

Brad : You know..We got more books that bookcases, roof leaks... still worried they might not ask me back next year. There's plenty of teachers with a lot more experience than me.

Norman : I'm proud of you regardless.

Brad : It doesn't feel that way. Why do I feel like you're still embarrassed by me? And it's ok, Dad, you can admit it.

Norman : You're not trying to start something?

Brad : No. But, you know, we're talking, and it's good, so let's talk. I've always been an embarrassment to you. I have, haven't I? Even when you used to come visit me, you used to squirm on all those eye-balls who clicked my way? You've never been able to accept it.

Norman : You're right. It is tough being with you sometimes. I hate it when we go to restaurants and people give you those looks. Sometimes I wanna just... I just feel so helpless. You know, I've always been a guy who could fix things. But the one thing I could never fix was the one hurting yo most.

Brad : I doesn't need fixing! Nobody can fix it

Norman : But maybe it's my fault. Maybe I gave it to you. I think these babies are done...

(In the school)

Brad : Come on, guys, we only got two minutes till the media center closes. Just hurry up back there. Stay to the side, guys, stay to the side, what did I tell you? Guys in the back,

about. You're in front of the crowd every day.

Brad : Well, these aren't second graders. Oh, man. I wish I was invisible.

Nancy : That's something you will never have to worry about. Hold still, hold still!

Brad : I love you.

(Brad comes into the stage, all audiences give applause)

Ellen : Come on, Bobo, you can get through this.

Norman : Don't worry, he's gonna get through it.

(Brad gives the speech)

Brad : The noise you just heard is the Tourette syndrome I've been living with since I was 6 years old. I'm standing up here today because the love and support of plenty of people put me up here. My family. My school family. My students. And all my friends. I owe this award to all of them. But I also owe it to the toughest and the most dedicated teacher I ever had. My constant companion. My Tourette's. Now, some of you may think that's pretty weird to thank a disability. And calling it a great teacher - that's really weird. I mean - what can I possibly learn from a disability? Yes, Kewin.

Kewin : You learned to keep going.

Brad : Heely?

Heely : You learned not to let it stop you.

Brad : Yes, Thomas.

Thomas : You learned not to let it win.

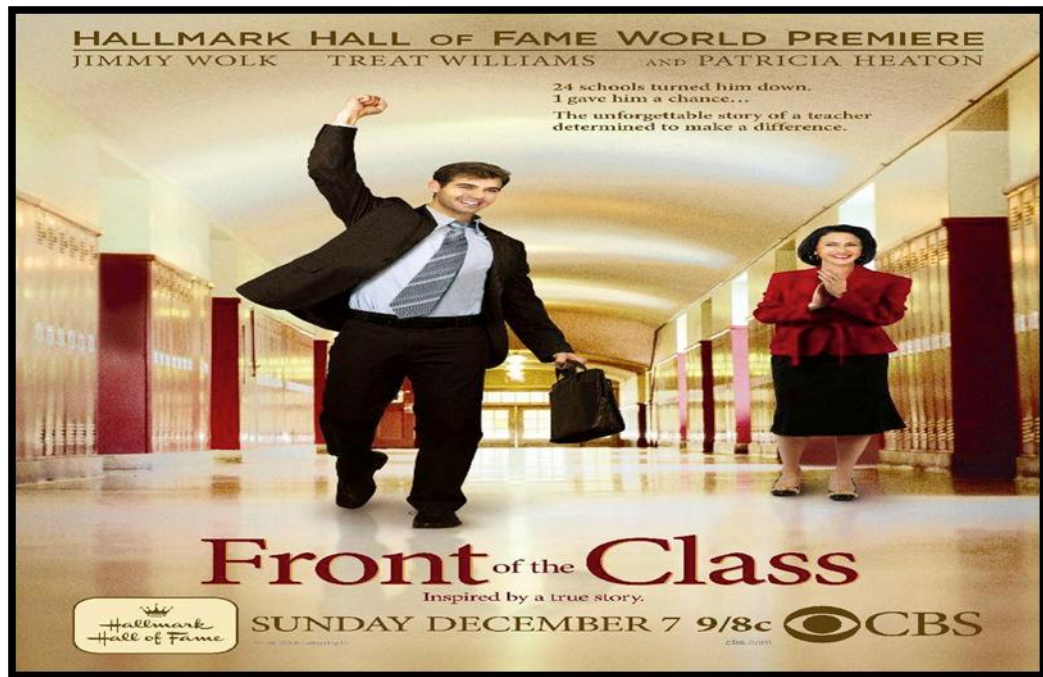
Brad : That's right. Coping with my tourette's has taught me the most valuable lesson anyone can ever learn. and that is: to never let anything stop you from chasing your dream. From working or playing, falling in love...That's right. Coping with my Tourette's has taught me the most valuable lesson.

Yes, Thomas?

Thomas : Can you bring that award to the "Show and Tell" on
Monday?

Brad : You bet.

Appendix 4

Picture of *Front of the Class* movieCover DVD of *Front of the Class* movie

Brad's teacher calls him to the front of the class to make him apologize to his class for disrupting them with his noisy tics, and promised not to do it again



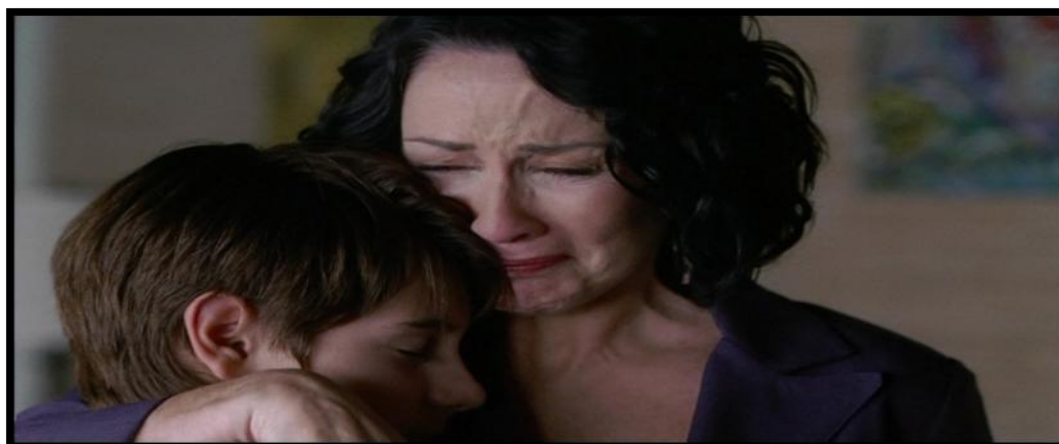
Brad only cry, when his father gets mad with at him because he could not stop his tics.



Based on the library book research, finally her mother finds out that Brad suffers from Tourette syndrome.



The Psychiatrist finally believe that Brad suffers from Tourette Syndrom



Ellen feel sad when she know that there is no cure for Tourette Syndrom.



Principal Myer asks Brad what he want. He only wanted to be treated like anybody else. Since then, he had never been mocked and shunned by his friends' school anymore.



Amanda wants to join Mr. Brad's class, but her father does not allow her.
Brad send her back to her class.



Brad really nice tand humorist one. He meets Nancy and are falling in love each other.



As he loves his job very much, Brad is chosen as Georgia's Teacher of the Year.
It pays all his glorious sacrifices.



Real Brad Cohen is teaching in the classroom.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI TULUNGAGUNG
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Nomor :
Lamp. :
Hal. : **Laporan selesai Bimbingan Skripsi**

Yth. Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Tulungagung

Yang bertanda tangan di bawah ini :

Nama : Dr. Susanto, SS, M.Pd.
NIP : 19730831 199903 1 002
Pangkat/Golongan : Penata I / III D
Jabatan Akademik : Lektor
Sebagai : **Pembimbing Skripsi**

Melaporkan bahwa penyusunan skripsi oleh mahasiswa :

Nama : Vivid Novitasari
NIM : 3213113158
Jurusan : Tadris Bahasa Inggris
Judul : Values Found in "Front of the Class" Movie Directed by
Peter Werner

Telah selesai dan siap untuk DIUJIKAN.

Tulungagung, 28th May 2015

Pembimbing

Dr. Susanto, SS, M.Pd.

NIP. 19730831 199903 1 003











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Nama : Vivid Novitasari
NIM : 3213113158
Jurusan : Tadris Bahasa Inggris
Judul Skripsi/Tugas akhir : Values Found in "Front of the Class" Movie Directed by Peter Werner.
Pembimbing : Dr. Susanto, SS, M. Pd

No	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
1.	23/3/2015	Seminar of Proposal	<ul style="list-style-type: none"> Give more argument about the strength of the movie in the background and revise all chapters. Make the definition of key terms shorter. Submit Chapter I. 	
2.	26/03/2015	Submitting Chapter I	<ul style="list-style-type: none"> Make the correlation between the movie analyzed to the education. Make the scope and limitation clearly. 	
3.	29/03/2015	Consulting revision Chapter I	<ul style="list-style-type: none"> ACC Chapter I. Submit Chapter II. 	
4.	7/04/2015	Consulting Chapter II	<ul style="list-style-type: none"> Give the strong argument about the concept of value. Add the definition of every value that will be analyzed. 	
5.	11/04/2015	Revising Chapter II	<ul style="list-style-type: none"> Mention the kinds of movie's genre. Correction the grammatical 	

6	15/04/2015	Submitting revision of Chapter II	<ul style="list-style-type: none"> • ACC Chapter II • Submitting Chapter III 	
7	19/04/2015	Submitting Chapter III	<ul style="list-style-type: none"> • Mention the theory used in credibility and dependability. • Submitting Chapter IV. 	
8	23/04/2015	Submitting revision of Chapter III Consulting Chapter IV	<ul style="list-style-type: none"> • ACC Chapter III. • Use simple present to analyze the context of the movie. 	
9	30/04/2015	Submitting revision of Chapter IV	<ul style="list-style-type: none"> • Arrange the dialogues orderly. 	
10	8/05/2014	Consulting revision of Chapter IV	<ul style="list-style-type: none"> • ACC Chapter IV. • Submitting Chapter V. 	
11	18/05/2015	Consulting Chapter V	<ul style="list-style-type: none"> • Make the conclusion shorter and orderly. • Submit abstracts and appendices 	
12	23/05/2015	Submitting revision of Chapter V and consulting	<ul style="list-style-type: none"> • ACC Chapter V • Correct the grammatical error in abstract 	
13	28/05/2015	Consulting all Chapters	<ul style="list-style-type: none"> • ACC all Chapters 	

Tulungagung, 28th May 2015

Advisor



Dr. Susanto, SS, M.Pd
NIP. 19730831 199903 1 002

Appendix 7**CURRICULUM VITAE OF THE RESEARCHER****Personal Detail**

Full Name : Vivid Novitasari
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Religion : Islam
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E-mail : vividnovitaairis@gmail.com

Educational Background

1999 - 2005 : SDN Gayam, Panggul
2005 - 2008 : SMP 1 Panggul
2008 - 2011 : SMAN 1 Panggul
2011 – 2015 : IAIN Tulungagung