

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss the basic theories concerning the formulation problems and the goal of the research which is important in conducting research. The review below consists of movies, struggles, and a review of previous studies.

A. Movie

This sub-chapter will discuss the definition of a movie, the types of movies, the genres of the movie, the elements of the movie, and the Coach Carter movie.

1. Definition of Movie

The movie is an animated picture arranged based on a script with adding sound and any effects which support the quality of the movie itself. A movie is also known as cinema. Josef V. S. stated that cinema is a work of art when motion follows a definable rhythm with pause and tempo, and all aspects of the continuous image are related to the whole (as cited in Boggs, J. M., & Petrie, D. W., 2008, p. 2). Movies are the combination of pictures or act sound and any additional things which have some goals, either for educational, political, social or any. A film presents us images in illusory motion (Bordwell & Thompson, 1997, p. 3). Movies not only serve the reality of the world, but also the writer's imagination of the world. Surely, the process of making a movie is different depending on

the complexity of the plot. On the other side, the basic process of making movies is the same.

Most films go through three general phases (Bordwell & Thompson, 1997, p. 10):

- a. Preparation. At this stage, the filmmaker usually developed and committed the idea to paper in some form. They begin to acquire funds to make, publicize, and distribute the film.
- b. Shooting. At this stage, the production of images and sounds begin in form of a film strip.
- c. Assembly. At this stage, which may happen at the same time as the shooting phase, the images and sounds are put together in their final form.

Burstyn et al. (n. d) said that the director has to develop their vision and probably the best way to create a film from beginning to end. By doing the process, the director will learn how to:

- a. Develop the story and interesting characters
- b. Write the story into words (screenplay)
- c. Create a visual storyboard to show camera angles, distance, and subjects
- d. Plan a filming schedule
- e. Utilize various camera, sound, and lighting techniques
- f. Work with actors
- g. Understand the power of art direction and continuity
- h. Use costumes and makeup
- i. Do post-production sound and editing

The movie is a beneficial thing as a media which gives people an interesting way to get information, entertainment, education, and knowledge contained. Many writers are interested to adapt what is happening in real life into a movie or series by changing some parts of it but still focusing on the goal. It can be from legend, history of the country, an event that is currently happening, or an innovation in such sector (for example technology, education, economics) and many others.

2. Genres of Movie

Genre is just an important part similar to the plot. The viewers mostly classify the movie based on the genre. Keith (2007) stated that the movie genre might be defined as a picture category that supports connections in the narrative elements or the emotional reaction to the film. (as cited in Wulandari, 2020, p. 16-17). Genre affects the viewer's impression in the order they would watch the movie or not besides the title. The genre also influences the plot in deciding what scene will be done.

There are, at least, 18 genres generally people know. The 18 genres will be explained as follows:

a. Drama

This genre shows the character's conflict at a crucial moment in their lives. Most of the movies revolve around tragic or painful resolutions, oftentimes concerned with family.

b. Action

This genre will show a series of events covering violence, fighting, physical feats, and rescues. Action films tend to show a mostly

resourceful hero struggling with the dangerous villains include life-threatening situations that end with the victory for the hero.

c. Comedy

This kind of film is the best helper for people who need humor to press stress. Comedy movie tends to be light as an entertainment media because the viewers do not need to speculate the theory which underlies the behavior of the actors in a scene.

d. Horror

The horror film will provoke people's fear feeling of people, which is exactly the purpose of making this film. Most of the films have supernatural, mystic, death, mental illness which is centered on the villain.

e. Romance

The romance movie focus on the existence of love. Selebo (2015, p. 92) said that the romance film genre refers to stories about people who are looking for love, discovering love, losing love, or gaining love, and it frequently addresses the concept of real love. (as cited in Oktavian & Nugroho, 2016, p. 87).

f. Fantasy

The fantasy genre tends to serve as a film based on the creator's imagination. Fowkes (2010, p. 2) stated that fantasies tell stories that would be impossible in the real world. This genre involves witches,

mythical and animal creatures that can speak fluently like people, and other things that never can happen in real life.

g. Adventure

Adventure movie narrating a chosen character or group who has a special mission to come to a certain place or location to rescue someone, find something, or anything similar. The viewers will enjoy the movie with a tense feeling. The adventure genre often relates to an action film.

h. Thriller

Different from mystery, in which the main character can unravel the chronology of criminal acts, the main character in a thriller movie will thwart the enemy's evil plans with many plot twists inside. The main character is, mostly, takes the role of 'hero' who is against the villain. Terrorists, serial killers, psychopaths, are often the enemy who investigated.

i. Sci-fi

This genre movie is kind of imaginative which may as a possibility of improved technology made by people in future. This genre is called Sci-fi (SF) genre. The science-fiction genre, as it is named, is the combination of the fantasy genre that supported science in leading the plot. Most SF movies are set in the future and outer space and deal with aliens.

j. Mystery

Mystery films contain puzzles (in case of how to solve any problem/conflict). In addition, a mystery film serves a puzzle, over time the puzzles will get more organized so that it makes sense.

k. Western

Generally, this genre is used to tell the story of a nomadic cowboy or gunfighter who rides a horse and wears Stetson hats with broad brims and high crowns.. Mostly, the story tells about the harshness of the wilderness and frequently sets the action in an arid, desolate landscape of deserts and mountains.

l. War

A film with a war genre will specifically show warfare, typically about naval, air, or land battles. Besides, the plot can also tell about the military environment or even the background of the character.

m. Crime

Crime is a concept related to bad habits or attitudes. Crime movie tells about an evil scenario which represents the whole story which may tell about the life story of the criminal.

n. Sport

As its name, the main plot of the movie will relate to how sport can affect someone's life. Genre sport is possible to collab with another genre, such as drama, biography, action, or romance. Sports film can also generate motivation for the audience.

o. Documentary

Documentary movie gives reality with a certain purpose for the audience. It can be a medium for the dissemination of information, education, and propaganda for certain people or groups. In essence, the documentary remains based on things as real as possible.

p. Biography

This biographical film discusses history, life experiences or it could be a career about a famous figure, culture, or race.

q. Musical

A movie with a musical genre will make the viewers remember about theatre. The term 'music' in the context of a film musical usually refers to singing accompanied by innovative (but not necessarily luxurious) musical accompaniment (a number of famous musical sequences utilize improvised accompaniment on 'found' objects). orchestration, and, most importantly, dancing (Langford, 2005, p. 83). Every character has a chance to perform their song accompanied by dance choreography.

r. Animation

Animation movies are also known as cartoon movies. The character in animation probably formed like a human, animal, inanimate objects that seemed alive or an imagination character who has superpowers.

3. Elements of Movie

The movie has elements. The writer classified become internal elements (which are related to the contents of the movie) and external elements (which are related to people who support movie making). Internal elements include plot, theme, acting (character and its performance), dialogue, cinematography, editing, and sound & music. On the other side, the external elements are producer, director, screenwriter, cameraman, artistic director, music engineer, editor, performer and sound engineer, and actor.

a. Internal Elements of Movie

1) Theme

The theme is the core of the discussion as the center of the story. The theme is the most important thing needed to assemble the plot. All of the elements (except the theme itself) are constructed by the existence of the theme. Plot and narrative are vehicles that lead a reader or viewer to a story's central topic.

2) Plot

The plot keeps the story on track while keeping the purpose of a scene based on the script. Besides, Hartoko (1948) argued that a plot is a storyline created by the reader in the form of a chronologically ordered, interconnected, and causal sequence of events based on the experiences of the story's characters.

3) Acting (character and its performance)

Here, character means actor/actress or the performer. A character is people who play a character who lives in the story. The existence of a character is extremely beneficial to a film's success. In this case, the performers must investigate the part as if they were the characters. Mainly, a character is divided into two types, they are the main character and the supporting character. In general, a character is divided into three types, they are the protagonist (good person), antagonist (bad person), and tritagonist (supporting character).

To convey the message and purpose of the creation of a film, the actors play the characters in the story. This kind of step is called performance. Performance's purpose is turning the written play (script) into a stage play (act). A specific actor or actress in a given role may be more or less accepted and admired than another actor in the same role. Because various performers are cast for different roles, their roles are valued differently depending on how well they perform. The success and popularity of a play are strongly influenced by the stage performances of its characters, particularly those in leadership roles.

4) Dialog

The story of a play is progressed through dialogue. The tale is told to the audience through the interaction of the characters in the play, which takes the form of dialogues. The content of the

dialogues, as well as the quality of their delivery, have a significant part in the play's overall impression on the audience. The plot can be comprehended by listening to the dialogue between the characters. They play an essential role in exposing the characters' characteristics. The words used, the accent, tone, rhythm of speech, and even the pauses in speaking indicate not only the character's personality, but also his social status, past, and family background, as revealed by the play.

5) Cinematography

Based on the Oxford Dictionary, cinematography means the art of photography and camerawork in film-making. A lens is used by cinematographers to concentrate reflected light from objects into a real image, which is subsequently delivered to the image sensor or light-sensitive material of a movie camera.. These exposures are made in a specific order and saved for later processing and viewing as a movie.

6) Editing

Based on the Oxford Dictionary, editing means making changes to text or data on screen; preparing a film, television program. This step is to arrange and fix any part needed. The editing can be done on the part of visual or sound.

7) Sound and Music

Sound is produced in many forms in such a movie. Thus, includes voices of footsteps, shredded paper, a car crash, wind breeze, or any else. Furthermore, a back-sound (vocal, instrument, vocal-instrument) that supports the feeling of the movie itself belongs to part of the sound.

Music helps a movie to bring the characteristic. Ewen (1954) said that music is the science and art of combining notes in a rhythmic pattern, both vocally and instrumentally, using melody and harmony to express everything that needs to be expressed, particularly the emotional side. Music is closely related to the soundtrack. The existence of music will affect the audience's emotions, mood, and imagination. The music, especially the soundtrack, helps narrate the story and meaning besides the character's performance and dialog.

b. External Elements of Movie

1) Producer

The producer is the highest level of film element who has a complex responsibility. He/she must prepare well the script, fund, idea, property, or even anything else needed in the process of filmmaking.

2) Director

Director is the second-highest level of film element after producer. The director helps the producer organize events during

the filming process other than the producer's responsibility such as directing the plot based on the script and how the actor brings the emotion from the script into real activity.

3) Screenwriter

A screenwriter is a person who writes the whole story which will guide the course of the film.

4) Cameraman

The cameraman leads the camera department. He/she must have the ability to record the right side, point of view, and the duration of each scene. The result of the shooting is expected to affect the emotions of the audience.

5) Artistic Director

It seems like the artistic director is the assistant of the director. Before the film-making is started, an artistic director has received an explanation or direction of the sequence of scenes in outline from the director. He/she must be able to transform the text into action in a harmonious manner without compromising the story's original meaning. An artistic director is also required to prepare all things needed, including places, make-up, dress-up, and properties.

6) Sound and Music Engineer

Although sound and music are similar they are different. The sound is related to sound as a whole, not only the music

(soundtrack and back-sound) but also the character's voice and the sound effect while the movie is running. It could be concluded that sound engineer leads the sound department to determine the good or bad of the recorded sound quality.

Whereas music engineer is responsible for the process of making music, both soundtrack (music which is fully displayed and mostly appear in the beginning and the ending of the movie) and back-sound (music in form of vocal, instrument, or vocal-instrument to support the scene and to support audience experience that mostly appears in the middle of the movie). The sound engineer, along with the editor, director, and composer, looks over the film and spots where music and effects will be used, a process known as spotting (Bordwell & Thompson, 1997, p. 21). To make the sound acceptable, the music engineer must also comprehend the point of the movie's story and message.

7) Editor

The editor is someone who is in charge of editing and giving the final touches to make the film interesting and have a distinctive characteristic. People who have a responsibility to operate the editing session are called editors (also known as supervising editors). The editor is a person who has the responsibility of cataloging and assembling the various takes produces during shooting (Bordwell & Thompson, 1997, p. 20). Moreover, an

editor's job is to make sure the plot, visual effects, and music are all in sync.

8) Fashion Stylist

One of fashion's functions is to show people's identity, like social class, profession, or personality. As a form to support the character in the film, the sort of apparel that is chosen is really important. The fashion stylist's job is to set the dress code to support a role.

4. 'Coach Carter' Movie

Coach Carter's movie is one example movie that has an education theme. It was released in 2005 directed by Thomas Carter. This movie adapted from the true story of Kenny Ray Carter (played by Samuel L. Jackson). He became a basketball coach in Richmond High School in 1999 who has strict regulations as his method of teaching. This stems from his childhood experience of growing up in a competitive environment, particularly in academics. As a black movie (a movie with black people as the actor), Coach Carter's movie was nominated and won several awards. The first is Thomas Carter in Black Movie Awards (2005) categorized as Outstanding Achievement in Directing. The second is Thomas Charter in Black Reels Award of 2006 categorized as Best Director. The last is Samuel L. Jackson in the 37th AACP Image Awards (2005) categorized as Outstanding Actor in a Motion Picture.

This movie is told about the struggle of a basketball coach named Ken Carter (Samuel L. Jackson) who attempted to increase students' sport achievement which affects academics also. When Carter first came to replace the old coach, he is very dedicated to changing the school image better through the basketball player. As the first step of his determination, he applied strict regulations and discipline using a contract with his students. He requires his team to sit in front rows on every class they have, and maintain their score into a 2.3 (C+) grade point average. Most of the members are signing the contract. But there are some more who disagree with the contents of the contract, one of them is Timo Cruz. Many teachers and the member's parents disagree with Carter's terms. He will, nevertheless, adhere to his ideals and remain convinced that what he is doing is correct. At last, after facing many problems, he was able to lead his team to numerous victories while also enabling his team to obtain great academic results.

5. Educational Value in Movie

Most movies have value, but only some of them have an educational value. Education is mostly be equated with activities in school. Education has a broader sense. According to Suhartono (2009), education is a learning activity that takes place over a long period in a live situation (as cited in AyuVerawati, 2017, p. 9). This means any activity which people experience has an opportunity to contain an education. For example is when younger and older people pass each other, it will be suggested that the younger people have to greet the older people first. That is an activity that contains education, specifically focused on attitude.

Value is a thing that is upheld in creating a conducive environment. Different from the norm, value is an ideal purpose that people want to reach and it is not a written form. Henry (1987) stated that in a good definition, value is something that is interesting, searched for, desired, and admired. (as cited in AyuVerawati, 2017, p. 10). In brief, the educational value related with activities in school but it is not limited happened only in school. The educational value is similar to regulating people into good or ideal character.

B. Struggle

1. Definition of Struggle

Life is a struggle, that is a familiar saying around. The struggle is similar to the effort, which is the effort of someone or a group to reach the goal by exerting energy, thoughts, or physical things. A struggle is an effort made by a person or group of people to achieve something desired through a process of obstacles faced in the community (Sudusiyah, 2015, p. 2). In daily life, we can see the example of struggle when parents are working hard to provide for their families. *Kamus Besar Bahasa Indonesia (KBBI)* claimed that struggle is defined as a (1) fight (grab something); war and (2) an endeavor full of difficulties and dangers.

Another definition of a struggle sent by Darmodiharjo (1983, p. 12) “Struggle is the substance of an action containing elements. Brave, heroism, truthfulness, and sincerity are the general characteristics showed in the struggle”. By looking at this definition, struggle has a link with one's personality. Individuals who have one or a combination of elements of

courage, heroism, truth, or sincerity will have strong reasons for carrying out an action of struggle.

According to Wibowo (2005), a person's desired success can only be realized if he struggles for it. In another sense, there is no such thing as instant success. He believes that the scale of the struggle will be balanced by the degree of success. Soekanto (2009, p. 213) held the same opinion, stating that the struggle might involve the following:

- 1) The struggle for a person's position or place in society, which includes the norms related to that position or place. Struggle in this context refers to a set of norms that guide a person's social behavior.
- 2) Struggle is a concept that describes what individuals in a community do.
- 3) Struggle can also be defined as individual activity that has a significant impact on society's social structure.

In the context of education, especially to teachers, the struggle is related to the success of the teacher to help the students to achieve the goal positively. This, include preparing the teaching strategy, teaching method, and concept of the most specific goal.

2. Kind of Struggle

The struggle is an ambition to achieve a goal, Adler stated the six forms of struggle as follows:

1. Striving for Success or Superiority

Adler believed that there was a set of incentives that shaped human conduct in striving for success or superiority. Individual

psychology states that a person starts his life with physical weakness and a sense of dependence on others which gives rise to a sense of inferiority. This feeling of inferiority becomes the impetus for humans to strive for success. Mentally unwell people, according to Adler, will seek personal superiority, whereas psychologically healthy people will strive for achievement for the greater good. In addition, personal superiority is motivated by sentiments of inferiority and arises without respect for others (eg a murderer, thief, and con artist). While striving for humanity's progress is motivated by social interest, a desire to serve others, and the ability to see others as allies who can be welcomed to collaborate for the common good.

2. Subjective Perception

Adler believes that the desire to strive is triggered by a subjective view of life, which is fictitious in terms of future expectations. This viewpoint encourages people to exercise their free will and accept responsibility for their decisions. However, not all of the options they select are legitimate.

3. Self-Consistent

Self-consistency is full of fulfillment when a person's personality is unified and leads to one purpose, including thoughts and feelings. The consistency of the human self can be expressed in two ways: (1) language of the organs, organ language (including gestures) is required to support the truth of one's words, and (2) consciousness-

unconsciousness, namely by balancing between real and reflex reactions.

4. Social Interest

Humans with a positive social environment can have an impact on the eventual goals they wish to reach. They will be motivated to compete for the interests of the people in a good social environment, rather than for personal superiority. Adler uses social interest as a measure to assess psychological well-being. He stated that someone with social interests would be considered psychologically mature.

5. Style of Life

Adler assumed that humans' lifestyles begin at birth and peak around the age of three or four years. Goals, self-concept, feelings toward others, and attitudes toward the world, which relate to a person's enthusiasm for life, are all part of a person's lifestyle. People that psychologically well have more flexibility in their lives and can make new choices.

6. Creative Power

Creative power is a dynamic idea that belongs to someone who can inspire societal interest movement. It is unrestricted in its creation, yet it can be detected. The originator's background and personality impact the choice. Heredity and environment combine to shape a person's personality (reciprocal relationship between a person and his environment and vice versa).

Max Weber (1985, p. 67) categorizes the struggle in two forms, namely physical and non-physical struggle. Fighting, wars, coups, and armed battles are examples of physical struggle that can result in negative impacts such as death, lifelong disability, property destruction, loss of family, and even the loss of a population in a place (Sukarna, 1981, p. 28). While non-physical struggle is defined as a struggle that is more directed to the political struggle of diplomacy, which is carried out by negotiations as an alternative problem solving (Sukarna, 1981, p. 28).

3. Way of Struggle Analysis

In order to complete this study, the researcher uses data analysis processes while considering the following indications suggested by Adler (1964):

- a. Striving for success or superiority. Feelings of inferiority are at the base of a struggle to achieve goals.
- b. Subjective perception. A struggle based on individual expectations of a free future.
- c. Self-consistent. Consistent with the battle strategy, as well as a balanced conscious-unconscious reaction.
- d. Social interest. Concern for society encourages individuals to start struggles for the benefit of society.
- e. Style of life. Style of life, which is linked to self-consistency, refers to the aims, ideals, and attitudes toward the environment that contribute to the struggle.

- f. Creative power. The ability to combine several opposing things in order to complement one another and serve as a tool to facilitate the way to success/main goal.

C. Previous Studies

This study was Library research. In this study, the writer analyzed the teacher's struggle to increase students' academic and sport achievement in the *Coach Carter* movie. Research on teacher struggle has not been much discussed. The writer collected some previous studies which related to a similar topic in this study.

The first is a thesis of Saputra Hadi (2011). This study is library research, which focused on analyzing the class struggle between the upper class and the lower class in accomplishing the desire that is represented by the main characters: Rose and Jack. The writer conducted this study by using intrinsic elements and extrinsic elements where the intrinsic elements use the ideology of Marxism. Marxism believes that capitalism is the main factor causing conflicts between classes.

Bourgeois-proletariat and class conflict are the two main concepts. Bourgeois presents people who occupy the first class, which is characterized by having a lot of money and high power, which in this film is played by Cal. While proletariat means poor people, which is played by Jack. Class conflict in this film existed when Jack and Rose are falling in love with each other which people think is inappropriate because of the great difference in social class. Although the study about Titanic contains the struggle of the character, it is different from this study which examines the struggles of the main

characters in the field of education. This study was conducted to answer the research question “How is the teacher struggle to increase student’s academic and sport achievement during the teaching and learning activity in ‘Coach Carter’ movie?”. The researcher analyzed and classified the data using Alfred Adler’s individual psychology theory (1964). The data is any dialogues and gestures which reflected the form of struggle based on Adler theory (i.e. subjective perception, self-consistent, social interest, style of life, creative power). The focus of this study is struggle which is not related to class struggle (Marxism theory). It can be concluded that both of Hadi and this study have the same research design, it is library research, they have different focus and theory used.

The second is a thesis of Bovi Andriza (2017). This study is descriptive qualitative and focuses on analyzing the four forms of struggle that were initiated by Alfred Adler, there are striving for success, subjective perception, self-consistent, and social interest in the novel '*Sang Pemimpi*'. Despite the topic being the same with this study, that is analyzing the struggle of the main character, it has differentiation on the media that analyzed and the focus of the benefits. In Andriza's study, he researched a novel and the struggle for the main character's daily life while this study research a movie and the struggle for the main character's in increasing his student's academic and sport achievement. Andriza and this study have the same theory used, that is Adler theory. Beside, they have different data. In Andriza study, his data is any utterances (there are no numbers appeared) in written form, because it is a novel. In contrast, the data of this study is any dialogues and gestures which reflected the form of the struggle used by the main character in movie.

The third is a thesis of Ika Ayu Verawati (2017). This study is qualitative research and focuses on describing educational values reflected in "The Miracle Worker" movie. The writer found that there are some educational values contained in this movie, there are religiosity, discipline, hard work, creativity, independence, curiosity, appreciating achievement, friendliness, like to read, and sociality. Both of Verawati's study and the writer's study have the same subject, that is a movie. But the object and focus of the study are different. In Verawati's study, the writer's object is a movie entitled "The Miracle Worker" and the focus of the study is the educational values contains in that movie. Whereas, the data of this study is any dialogues and gestures presented in the "Coach Carter" movie and the focus in the form of teacher's struggle in increasing student's academic and sport achievement. The writer inserted the study of Verawati because this study contains a little bit of educational value.

The fourth is the thesis by Mega Sri Mulyani (2020). this study is a quantitative-qualitative descriptive using descriptive statistic analysis which focuses on analyzing the social interest portrait of undergraduate students who participate in students organization. The subject of the study is 110 students who have an age range of 18-25 years old. This study used the Sulliman Scale of Social Interest (SSSI) as the scale. The researcher found that a large percentage of social interest is unaffected by the characteristics and social factors of each subject. But, students who participate in students organization have a higher percentage in having social interests. The authors also found that the higher a person's age, the desire for social interest tends to be higher as well. The writer believes that the purpose of one's existence in a certain

location is to contribute to the environment. These results are supported with the concept presented by Ken Carter in the film "Coach Carter," specifically, that Ken Carter's goal is to make a positive difference in the community where he lives (Richmond), beginning with educating players of the Richmond High School basketball team. The frequency of criminal activities committed by young people can be attributed to a desire to have a positive impact on the surrounding environment as a result of societal interest. Mulyani's research and this research have many differences including focus (social interest vs kind of struggle), subject (110 undergraduate students vs Ken Carter as the main character), and topic (social interest vs struggle). Meanwhile, these two studies have similarities on analyze the social interest principle which is also included in Adler's theory.