

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories which would like to be discussed by the writer. The review of related literature is including the theory of movie, the theory of personality, the theory of teaching strategies and relation between literature and education.

A. The Theory of Movie

Related with the theory of teaching strategies in order to help analyzing of this research, it will be given the explanation about the definition of teaching, definition of teaching strategies and classroom management.

1. Definition of Movie

Movie is a substance on which, usually by photochemical processes, a sequence of images has been placed. Movie is a process in which light is shown through the substance movie, projecting on a surface the shadow of the image sequence printed on the movie.¹ A movie or motion picture, also defined as a series of still or moving images and it is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. Actually a series of still shadows, movie produces the illusion of moving life. The key to using

¹ Sheldon Renan, *An Introduction to the American Film* (New York: E.P DUTTON AND CO., INC, 1976), 18

movie for education is the quality of discussion and activity that follows movie reviewing.

2. Types of Movie

There are three types of movie proposed by Sheldon Renan.² they are documentary movie, fiction movie and experimental movie. In the following is the explanation about them.

a. Documentary Movie

Documentary movie is a type of movie that is based on the real world and real people, depicting things as they are or telling about historical events in a supposedly truthful or objective manner. Or they say that it has to do with a certain realism of style and that it is filming on some real location without actors, artificial props or a pre-constructed narrative. Sometimes they also just cite the title of a classic book on the subject saying that it is representing reality.

b. Fictional Movie

Fiction film or narrative film is a film that tells a fictional or fictionalized story, event or narrative. In this style of film, believable narratives and characters help convince the audience that the unfolding fiction is real. Lighting and camera movement, among other cinematic elements, have become increasingly important in these films. Great detail goes into the screenplays of narratives, as these films rarely deviate from

² Richard Meran and Dave Monahan, *Looking at Movies: An Introduction to Film* (New York: W.W. Norton &, 2010), 20

the predetermined behaviors and lines of the classical style of screenplay writing to maintain a sense of realism. Actors must deliver dialogue and action in a believable way, so as to persuade the audience that the film is real life.

c. Experimental Movie

Experimental or avant-garde cinema is a mode of filmmaking that rigorously re-evaluates cinematic conventions and explores non-narrative forms and alternatives to traditional narratives or methods of working. Many experimental films, particularly early ones, relate to arts in other disciplines: painting, dance, literature and poetry, or arise from research and development of new technical resources.

B. The Theory of Personality

Actually there are many theories of personality. However, in this research the researcher just uses the theory of personality by Hans Eysenck. Here the researcher describes about the definition of personality and types of personality.

1. The Definition of Personality

Personality contains the characteristics that differentiate people and make everyone unique. Personality can be defined as the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought.³ The

³ Hergenhahn B.R & Olson, M.H. *An Introduction to Theories of Personality, 8th ed.* (USA: UpperSaddleRiver, 2010), 24

characteristics or blend of characteristics that make a person unique. The definitions emphasize the uniqueness of the individual and consequently adopt an idiographic view.

The idiographic view assumes that each person has a unique psychological structure and that some traits are possessed by only one person; and that there are times when it is impossible to compare one person with others. It tends to use case studies for information gathering.

Eysenck was a theorist who focused on personality traits. Traits are broad behavioral elements that define who you are, like calm or easily excited.

Eysenck described one's personality as a hierarchy of traits. At the top of that hierarchy we see broad primary characteristics, known as higher-order traits. The few broad higher-order traits then determine several lower-order traits. The lower-order traits help to make up our habitual behaviors and our specific responses. According to Eysenck, personality traits are genetically inherited.

2. The Types of Personality

Eysenck developed a very influential model of personality. Based on the results of factor analyses of responses on personality questionnaires he identified two dimensions of personality they are Introversion-Extroversion and Neuroticism-Stability. According to Eysenck, the two dimensions of neuroticism (stable vs. unstable) and

introversion-extroversion combine to form a variety of personality characteristics.

a. Introversion-Extraversion

Introversion-Extraversion is central dimension of human personality. Introversion involves directing attention on inner experience, while extraversion relates to focusing attention outward on other people environment. The person who high in introversion might be reserved, plan their actions and control their emotions, they tend to be serious, reliable and pessimistic. While an individual high in extraversion might be sociable and crave excitement and change, and thus can become bored easily. They tend to be carefree, optimistic and impulsive.

b. Neuroticism-stability

Neuroticism-Stability is related to moodiness versus even-temperedness. Neuroticism refers to an individual's tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant. The person with neuroticism traits tend to be anxious, worrying and moody. They are overly emotional and find it difficult to calm down once upset. On the contrary, person with stability traits are emotionally calm, creative and unworried.

C. The Theory of Teaching Strategies

Related with the theory of teaching strategies in order to help analyzing of this research, it will be given the explanation about the definition of teaching, definition of teaching strategies and classroom management.

1. Definition of Teaching

Teaching is a condition where a teacher and students interact and the teacher delivers some knowledge that the student might not know yet and the students process that knowledge. According to Brown teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.⁴ In order to maintain learners' interest in learning, a teacher should use different strategies and apply different kinds of activities in teaching.

2. Definition of Teaching Strategies

One of the characteristics which reflect the teaching skill mastery is the application of teaching strategies. According to Oxford strategy refers to technique or specific action to improve children's learning.⁵ So, a strategy could also be seen as the technique. To make the learning activities interesting the teacher can use indoor and outdoor activities.

⁴ Brown, H Douglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (USA: San Fransisco State University, 2007), 8.

⁵ Oxford. *The Concise Oxford Dictionary*. (United Kingdom: Oxford university press, 1990), 854.

Larrouse state that indoor activity is a measure of its tendency to take part in a given reaction and depends on the pressure and the temperatures done inside the class.⁶ The examples of this activity are games, role play, guessing picture, jigsaw game, pair work and group work. The teachers can find some advantages in using indoor activities, when they use indoor activities, it doesn't need more time to prepare the place and the tools being used in the activity. It is easier for the teacher to control the the students. Introvert learners will feel more enjoyable in doing the task together than working alone. They can express or communicate their idea, performing of their work to show how they understand the topic.

Besides indoor activity there is another activity, which can be used in a learning that is outdoor activity. An outdoor activity is a measure of its tendency to take in a given reaction and depends on the pressure and the temperature done outside the classroom.⁷ Students want some interesting way to teach them. As students, they like active and interesting activities. Outdoor activity can play a big role in teaching students. This activity can help to improve students' experience and knowledge. Activities like sports, camping, farming, gardening, walking around or visiting place are useful in helping children understand educational and social messages and generalize them into their own environment.

⁶ Larrouse. 1972. *Illustrated International Encyclopedia and dictionary*. 120.

⁷ *Ibid.*, 121.

Teaching strategy in fact is one of the mandatory subjects for the students and teachers. Include teaching practices, techniques and comments to lead students intrinsically to be involved in learning activities. In addition, teaching strategies is essential as it really helps teachers to have successful teaching and learning out comes. In addition, LouAnne Johnson says that the mastery of teaching strategies is essential as it really helps teachers to have successful teaching and learning outcomes.⁸ Some of the strategies she suggests belows:

a. Giving Praise

Praise is the one of the common teaching strategies which can take the form of words to encourage student's ideas, or some nonverbal types such as smiles or pats on the back. In fact, the use of praise can be as old as the education field itself, so it is avoidable. The function is it as a form of social reinforcement.

b. Giving rewards

One of the popular strategies, which can takes various form such as tokens and activity. According to Stipek tokens can be formalized system for administrating extrinsic rewards.⁹ Barry and King point out that rewards in the form of activities can be in the forms of going first,

⁸ LouAnne Johnson, *Pengajaran yang Kreatif dan Menarik*, (Jakarta: Indeks, 2008), 13.

⁹ Levin, J and Nollan, J. F, *Principle of Classroom Management (2ndEd)*. (Boston : Allyn and Bacon, 1996), 39.

free time, favorite project and games or other privileges and being excused from some unpleasant or tasks.¹⁰

c. Stimulating Tasks

Many aspects should be considered to teach aims of given task for instance easy task will not give students who complete the task a feeling of developing competence. Stipek states that a difficult task is likewise not intrinsically motivating for students.¹¹ Similarity, monotonous task will not work better than too easy or too difficult task. Rivers say that language teachers must pull all their effort into making the practice of language interesting.¹² His statement indicates the importance of challenging task to bring a successful learning.

Stimulating task can take many forms. They depend on what is being taught. For example, in vocabulary learning teachers may utilize the technique of similarity and contrast. The examples of this approach are games and competitions involving synonyms, antonyms and contradiction ideally, stimulating task should motivate students to learn as long as those tasks are really stimulating for them.

d. Giving Choices

Stipek claims that students are intrinsically motivated to work when they feel self-determination rather than controlled.¹³ She believes that it is very important for children to become self-regulating to make

¹⁰ Barry and King, *Beginning Teaching and Beyond*, (NSW: Social Science Press,1994). 156.

¹¹ Ibid.

¹² Rivers, W.M, *Interactive Language Teaching*. (New York: Cambridge, 1987), 12.

¹³ Nollan, J. F, *Principle of Classroom*.,39.

active attempts to use internal resource to solve problem and engage in deliberate planning and monitoring. According to Stipek, giving students the chance to choose makes them feel free and it will help them to be responsible when they complete their assignments. Besides, it can also bring good result in classes, in which students are involved in more tasks than before.

e. Using Pictures

Students more interested of using pictures in teaching learning process because they are accustomed to using something visual where communication is concerned, therefore, it is extremely important to use visual aids, such as video films or pictures. Brown explains the function of visual aids the students encourage to pay attention in the lessons so that they are not getting bored quickly.¹⁴ By showing pictures teacher will talk less, and hope students will understanding while they listen to their teacher explain the topic of the lesson, moreover students will talk more and they may find new language by themselves. Picture also gives inspiration imaginativeness for teacher and students. Furthermore, by using visual aids the children will express a spirit to study and encourages the children to express their own opinion or ideas, as well reminds the children of the lessons.

¹⁴ Brown, H. Douglas. *Teaching by Principle an Interactive Approach to Language pedagogy*. (San Francisco State University: Translation, 2007), 138.

D. The Theory of Contextual Teaching and Learning Strategy

In order to understand the current paradigm shift in teaching and learning, it will be useful for teachers to use the teaching learning strategy in teaching students. Because strategy in teaching tend to be primary concerned with teacher and students roles and behaviors. Teaching and learning strategy comprises the principles and techniques used for instruction. The choice of learning strategy to be used based on the skill that is being taught and it may also be influenced by the aptitude and enthusiasm of the students.

Among many teaching learning strategies used in teaching students in class based on this movie, contextual teaching and learning strategy is one of the teaching strategies which are widely recommended. To know more about this contextual teaching strategy, the researcher presents the definition of contextual teaching and learning strategy, the characteristics, and the activities that usually conducted in contextual teaching and learning strategy. They are explained as follows:

1. Definition of Contextual Teaching and Learning

Contextual teaching and learning is an approach of learning that cannot be separated with behaviorism and constructivism theories. It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as family, citizen, and workers and engage in the hard work that learning

requires.¹⁵ This theory emphasizes students' interest and experience overall, contextual teaching and learning is an approach that focuses on the students' center. The purpose of the approach is to motivate the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives

2. Characteristics of Contextual Teaching and Learning

There are some characteristics of contextual teaching and learning that differentiate with the other approaches. Johnson characterizes it into eight important elements.¹⁶ For the first is making meaningful connection the students can learn the materials that make sense to them because the materials itself are gained based on their real life context.

The second is doing significant work the students could relate what the materials have gained in the school and also in the various contexts that still exist in real world. The third is self-regulated learning the purpose of self-regulated learning is to create the students to have learning regularly in order they can get the knowledge as much as possible. It is done because the role of the students in contextual teaching and learning is to find their own material when they are learning.

The fourth is collaborating. Collaborating is derived from the word "collaborate". It means that the characteristic of contextual teaching and

¹⁵ Hudson,C.C., & Whisler, V. R. (2007). *Contextual Teaching and Learning for Practitioners*. Valdosta. Adult and Career Education of Vadolsta State University. Available on [http://www.iiisci.org/journal/cv\\$/sci/pdfs/e668ps.pdf](http://www.iiisci.org/journal/cv$/sci/pdfs/e668ps.pdf) .Retrieved on May 10th 2017

¹⁶ Johnson, E.B. *Contextual teaching and learning :what it is and why it is here to stay*. (London :Routledge Falmer. 2002), 23

learning is to do the group discussion, to have sharing session what they have known with the other friends. The fifth is critical and creative thinking it stresses on how the students can think critically if they find problem in order to gain the best solution. Besides, they can be creative when there is task that needs creativity.

The sixth is nurturing the individual it stresses that the students still need the help of the other such as from adult people who mostly have more experience than the young. So, the students should respect the adult people.

The next is reaching high standard by relating high standard as the characteristics of contextual teaching and learning, it can motivate the students to have more frequency of studying.

And the last is using authentic assessment. The using of authentic assessment is useful in order to get the meaningful purposes. The importance of it is for contextualizing the meaningfulness of learning and promoting students' motivation.

3. Strategy of Contextual Teaching and Learning

Related to the application of contextual teaching and learning is the strategy itself. There are five strategies that proposed by Crawford. They are relating, experiencing, applying, cooperating, and transferring. It has the famous abbreviation that is REACT.¹⁷

¹⁷ Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual Teaching and Learning Approach to Teaching Writing. *Indonesian Journal of Applied Linguistics*. 2(1) .10-22. Available on ejournal.upi.edu/index.php/IJAL/article/download/70/36. Retrieved on May 10th 2017.

a. Relating

Relating is the most powerful element in contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or preexisting knowledge.¹⁸ Relating means that the strategy intends the students to have the ability to relate the prior and new knowledge to get new understanding.

b. Experiencing

Students are learning by doing through exploration, discovery, and invention.¹⁹ Experiencing means the previous strategy involves the role of students to relate the prior and new knowledge. The position of teacher is to help them to find the solution from the problem by constructing new knowledge with hand on experience.

c. Applying

Applying strategy can be defined as learning by putting the concepts to use.²⁰ Applying means that the strategy intends the students to use the approach they are engaged in hands on problem solving activities.

d. Cooperating

This strategy refers to learning in the context of sharing, responding, and communicating with other learners.²¹ Cooperating means work together. The students discuss or share with other friends in group.

¹⁸Crawford, M. (2002). *Contextual Teaching and Learning: Strategies for Creating Constructivist Classroom(Conclusion) Connections*. 11(9). 1-6 .Available on [http://www.cord.org/uploadedfiles/Teaching Contextually \(Crawford\).pdf](http://www.cord.org/uploadedfiles/Teaching_Contextually_(Crawford).pdf). Retrieved on May 31th 2017.

¹⁹ Ibid.,

²⁰ Ibid.,

²¹ Ibid.,

The task which is done in group has significant progress than individually. When the students work individually, they can become frustrated. But, when students cooperate in small group, they can often handle complex problems with little help.

e. Transferring

in the contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization.²² Transferring is derived from constructivism that intends the students to construct the meaning of something by their own understanding. Related to the word "understanding", the students who learn with understanding can also learn to transfer knowledge.

E. Relation between Literature and Education

According to Collie and Slater one of the aims of teaching literature is to encourage learners to feel that they can read, or watch and enjoy books or movie on their own.²³ Teaching literature for student is to explore the unknown territory of new literary work, the fit encounter with it may well be crucial. The form of literature can be fiction or non-fiction book and movie. Here the form of literature is movie entitled *The Freedom Writers Diary*. The movie can give impressions and color their feelings about the whole enterprise they find themselves engaged in. Movie is likely to be approaching the experience with a mixture of curiosity excitement and apprehension.

²² Ibid.,

²³ Collie and Slater, *Literature in the Language Classroom*. (New York:Cambridge University Press, 1992), 12.

Movie and education have a very close relationship, because now this movie could become a media that can be used parents to instill the values of life to their children. Positive impact of watching a new movie clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a movie.²⁴ Movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. According to Jane Murphy and Karen Tucker, if parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral.²⁵ But parents should still provide assistance to children when they see the movie, the parents must inform and give sense to them about behavior that is in the movie. Establish good communication in your child can reduce the potential negative effects when watching a movie. Because the most important education is family where the parents are the most responsible towards moral education of their children. Because in the family they grow and develop. Allowing children to watch excessive means allowing growth and development and education of troubled children.

From explanations above, the writer concludes that the movie especially educational movies genres are the subject of the lesson that should be able be a means of improving education. Teaching literature is expected to develop various aspects of psychiatric students, such as: feelings, thoughts, and senses.

²⁴ Musbikin, *Mendidik Anak Kreatif Ala Einstein*. (Yogyakarta: Mitra Pustaka. 2007), 80.

²⁵ Ibid.,

Literature and education cannot be separated from educational purposes. There are benefits of study literature:²⁶

1. Literature offers a way of linking the emotional with the intellectual.
2. Literature teaches values with emotional force.
3. Literature has the power to change destructive ways of thinking on many levels.
4. Literature is about reality.

D. Synopsis of *The Freedom Writers Diary* movie

The story of *Freedom Writers* movie directed by Richard LaGravenese takes place among 1992-1995. It begins with scene from 1992 in Los Angeles. It then says that there were 120 murders in Long Beach since the riots. With this tragedy, Erin Gruwell (Hillary Swank) wants to change, and then decides a job as a teacher in Woodrow Wilson High School in Long Beach, California. Where new integration program are puts students of all background and races in classes together. Erin Gruwell is a teacher with this background; an idealistic teacher arrives to teach English. She is very educated, pretty, middle class, no ethnic, well-dressed, and smart. Her efforts to be a good teacher for her students and she never gives up until her students become better.

Mrs. Erin Gruwell teaches in English classroom 203. Her students consist of a mixture of races such as Asian, black, Latin, and some of the famous white lazy learning. They must be forced into class by security guards and segregate themselves into racial groups in the classroom, the tension is apparent every

²⁶ Ibid., 16.

time students from one face look at those from another. Each group protects each other and often engages in inter-gang violence. At the beginning of the teaching process, the students even had a fight when she was teaching and eventually most of the students leave the class. In subsequent meetings the situation remains the same.

Not only does Erin Gruwell meet opposition from her students, but she also has a hard time with her department head, who believes she should focus on the lesson in teaching her students to learn and read more in teaching them discipline and obedience. The first day at school, Erin Gruwell is a shock with her students, as she saw a fight almost break out in her classroom. Then she found the riots outside the classroom. Her students do not obey her and continuously talk back against her. While struggling with the students, Erin Gruwell has to deal at the same time with two complicated and to demand male relationships. This atmosphere caused many teachers do not feel happy and give up. They are better to resign.

Erin Gruwell still tries to student interesting to learn. Some many learning strategies, for example; use the recorder as a media type of learning, but students are not interested and even insulted. Erin Gruwell tried to find another way to change behavior of her students. The first strategy made by Ms Erin Gruwell is not worked. She did not give up teaching. The next meeting day school, when the learning process takes place, one of the students of Ms Erin Gruwell draw a caricature of black man with thick and large lips, his caricatures is given to others students and finally it is on Jamal's hand (black

students). Seeing the caricature Jamal feels depressed, when Erin Gruwell knows Jamal's face she likes the paper and then Erin Guwell changes the subject by telling story about Holocaust. Erin Gruwell said that the gang who provide by them is nothing when it is compared by holocaust. And she explains about reality of the gang. After listening, the students began to realize and appreciate that Erin Gruwell as their teacher.

In addition, Erin Gruwell also tries about learning approaches playing game, such as games line back. With the game, the students to be honest for showing their background. Then she convinced her students to write anything about the pain and hardship in their diary, and then discuss the diary with him. She gives a project to the students to write their diary in the form of a book. She compiles the project into a book and names it The Freedom Writer Diaries, she also did her disciples approach consisting of four ethnic groups by discussing about their pleasures such as music, movies, broken home, and rift with their community.

Erin Gruwell also wants to invite them to the Museum and talk with Holocaust victims so they really understand about what she called the Holocaust. Since the students to read the books and know about the Holocaust, they change completely. They are no longer concerned about race. They begin to know each other. They also had to raise money to invite Miep Gies as a speaker in their class. Miep Gies was an old lady who used to hide Anne (in the book Diary of Anne Frank) when the hunt against the Jews occurred. He said that he was not a hero, but he was only doing things that are supposed to do.

While he struggled with his disciplines, at the same time she also faced with the thorny problem of the relationship with his family. Her husband (Patrick Dempsey) is supportive, but often jealous of her time commitments. Finally, Erin Gruwell chose to divorce. Her father (Scott Glenn) is often disappointed of her career choice, but proud of her courage and tenacity.

Finally, with the spirit to teach, Erin Gruwell successful to unify their students, who initially hate each other because of differences in race, eventually became friends. In fact, they would cooperate with other. They also change their attitude and realize that education is important. The students really like their teacher, they want Erin Gruwell to be a teacher again on the next class, but the school did not allow, because she is a new teacher at the school. But students still struggle, and finally Erin Gruwell are given permission to teach them again.

Meanwhile, Erin Gruwell said that her students to write their diaries book form. She compiles the entries and names it the Freedom Writers Diary. The end of this movie is Erin Gruwell successfully brings many of her students to graduation and college. The Freedom Writers method does not increases the involvement and satisfaction of students with school but also of teachers. The effect of the Freedom Writers story makes students and teachers together that can receive difference of background their economic, the color of their skin, or their learning abilities, students learn from each other and know about their lives.