CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

According to Long (2004:2), ‘Literature is the journey of the history and anything in life merely in a written form.’ It is one of the difficult courses that has to be taken by English Department students in the University of Muhammadiyah Malang. Being difficult means imagination and creativity are highly needed in order to understand literature. According to Klarer (2004:1),’ Literature is called written form of an artistic expression and it is entirely written. But, not all written form can be called as literature.’

Apparently, literature has major advantages to anyone who learns it such as experience, information, and knowledge about human daily life they do not know before. In fact, literature also gives the reader enjoyment and entertainment by its product like play, music and novels. Long (2004:1) states that there will be some excitements waiting for people who learn literature, namely enjoyment and satisfaction of imagination.

People have so many reasons inutilizing literature whether in reading or writing. Some people use it as a personal reason like for writing dissertation, as book reviewers or as teachers. Eagleton (2013:8) states that every literaly work is indirectly conected with other tasks. Expressing our feelings, ideas and series of
events in a written form gives us an opportunity to expand our point of view in literary works.

Generally, literary works, precisely in a written form, can be formed into several kinds in deep analysis, namely drama, poetry, novel. In teaching and learning, literary works can be applied as a source of the materials. It can be said that written literary works hold an important role to sharpen and broaden the students’ mind. By using poetry as the teaching and learning source, for example, the teacher can stimulate the students to think actively and creatively.

According to Bordwell and Thompson (2009), Films communicate information and ideas, and they show us places and ways of life we might not otherwise know. Films offer us ways of seeing and feeling that we find deeply gratifying. They take us through experiences. A film takes us on a journey, offering a patterned experience that engages our minds and emotions. Film is divided into some genres, namely action, comedy, crime and gangster, adventure, drama, epic/historical, horror, musical/dance, science fiction, war, western (Dirks, 2010). Every single film had its own goal. Sometimes, the filmmaker wants to show the audience some specific reason behind the films, whether or not, the films are made to entertain the audience.

Conflict cannot be separated from films. Each conflict gives some new experiences to the audience so they can take the lesson from it. Moreover, because people have different goals, they also have different conflicts in the way of their thinking and the way of their life.
According to Seeman (2008) ‘Social conflict refers to the various types of negative social interaction that may occur within social relationships, and may include physical violence.’ Moreover, Fontana, Nava, and Pachecho (2012:6) state that social conflict is not always in the negative side. In some cases, social conflict is needed to show the position of the potential and limitation of development process. From the statement above, it is important to know the cause and the impact of social conflict toward our life, and how we face and solve the conflict.

A previous research conducted by Faidah (2011), who focused on Isabella Swan’s social conflict in “Twilight” novel, found that there were two causes of social conflict; They were social communication and personal factor. Social communication factors included misunderstanding, misperception, insufficiency of sharing information. Personal factors included pride, personal achievement, and needs. From that point, she concluded that guilty, fear, anger and sadness were the effect caused by the social conflict, especially on Isabella Swan’s personality.

Another research conducted by Priyadi (2010), who focused on the main characters’ conflict in “Tuesday with Morrie” novel, found that the main conflict was the external conflict due to different points of view of life between the main characters and other common people. Based on the finding, disagreement was the effect caused by the external conflict with different points of view.

The main difference of Faidah’s and Priyadi’s study with this study is the the writer in this study use film whereas Faidah and Priyadi use novel. Moreover, in Priyadi’s study, he studied about main character’s general conflict in which
internal and external while in this study, the writer specified the conflict in the social conflict.

Recently, people are unaware of social conflicts and how to deal with them. In fact, social conflicts come every time in human’s life, so that is why the writer wants to do more analysis in order to get more information about the social conflicts.

There are some reasons why the writer is interested to analyse “Dangerous Mind” film. First of all, the film is the true portrait of senior high school students in school life. Secondly, it shows the different actions of certain persons in different backgrounds of knowledge at that time. Furthermore, it also shows how the teacher deals with many social conflicts in handling the students. This film is expected to give new knowledge to the people, precisely teachers, and is also expected to bring a new point of view in handling a conflict, especially a social conflict.

1.2 Statement of the Problems

Based on the background of the study, the research problems are stated as follows:

1. What social conflicts does the teacher as the main character face in teaching poetry in Dangerous Mind film?

2. How does the teacher solve her social conflicts in teaching poetry in Dangerous Mind film?
1.3 Purposes of the Study

Based on the statement of the problems above, the purpose of this study are:

1. To describe the social conflicts faced by the teacher as the main character in teaching poetry to the students in *Dangerous Mind* film?
2. To describe the way the teacher solves her social conflicts in teaching poetry to the students in *Dangerous Mind* film?

1.4 Significance of the Study

The writer expects that this study will deliver some significances. Firstly, it is expected that this study will be a big help for the students who are interested in analyzing the same field of the study. Secondly, this study will give the teachers more information and understanding about conflicts in human’s life, especially in social conflicts. From this point, the teachers will be able to see the cause and the effect of the social conflicts, also how to deal with them. Moreover, the writer expects that the result of this study will be the way out of the conflicts faced by the teachers in teaching. Also, it is expected that it will be an encouragement to the teachers in order to teach creatively. Finally, in the future, the writer expects that the result of this study can be a source to the other researchers who want to do a research with the similar topic with this research.
1.5 Scope and the Limitation

The scope of this study is on the conflicts in “Dangerous Mind” film. These are some conflicts which can be found in this film, like psychological, social, and physical conflicts. The writer focused on the social conflict because it is the dominant conflict in the film. Moreover, this study is limited in the main character’s social conflicts.

1.6 Definition of the Key Terms

There are several key terms that need to be clearly defined in this study in order to avoid misunderstanding and misinterpretation. The key terms are as follows:

1. Social conflict is a conflict that usually happens in human’s life because of different perceptions or goals among the people. Seeman (2008) ‘Social conflict refers to the various types of negative social interaction that may occur within social relationships, and may include physical violence.’

2. Main Character is the character that have the greatest effect on the plot or the most affected by what happens in the story.

3. Dangerous Mind is the title of the film that is analyzed by the writer.

Film is an entertaining real motion form of a story with continuous movement backed up by music background and sound.