CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting the research, the researcher reviews some theories related to literature, film or movie, elements of film or movie, kinds of film or movie, teaching strategy, types of strategy, race, ethnicity, discrimination, types of discrimination, prejudice, and the conclusion of racial discrimination.

2.1 Literature

Klaler (2004) asserts that literature is a written work that has the aim of showing culture and vision of life. It is a work which gives people pleasure. Literature work has three genres of literary work; those are fiction, drama, and poetry. Each genres will be explained as follows:

2.1.1 Fiction

According to some experts, fiction is defined differently. Klarer (2004) claims that fiction is an epic. It means that fiction is a written work of literature such as novel and poetry. Additionally, Arp (2006) has similar view to Schmidt & Bogarad (2006) that fiction is “the imagined creation of character and action for the purpose of conveying a vision of life”. It means that fiction is written by the author that shows about human’s perception of life by explaining the characterization and character’s behavior in the story. Based on both definition, the researcher concludes that fiction is a written work that shows human’s thought, expression, and feelings such as, novel and poetry (2006). Different with essay, if fiction is written based on the beauty of language. On the other hand, essay is written using formal language.
2.1.2 Drama

The word drama comes from Greek “draein” which means to do or to act (Klarer, 2004). In this case, the word “to do” or “to act” refers to a performance done by actors. Difference with film, drama is performed on the stage. On the other hand, Arp and Johnson (2006) assert that drama similar to poetry, but drama is written particularly to be performed not only to read.

2.1.3 Poetry

Poetry is the oldest form of literary work. Some experts state about some different perceptions. Klarer (2004) argues that poetry is “related to the term “lyric”, which derives etymologically from the Greek musical instrument “lyra (“lyre” or “harp”) and point to an origin in the sphere of music”. Besides, according to Schmidt and Bogarad (2006) poetry “creates themes, character, and context through compressed language, through figures of speech, through economy of form, and through sound”. Arp (2006, p. 647) said that poetry is “a kind of language that says more and says it more intensely than does ordinary language”. It means that poem is written in a very beautiful language and meaning that has the aim of involving the readers toward the beauty of lyric. Poetry brings the readers into the author’s views of life, imagination, and experiences. By reading the poem, the readers will get a happiness, a new experience, and an enjoyment (2006).
Moreover, Schmidt and Bogarad (2006) state that literature is a work which is written by an author. It is a work of art which is created by an author to make an interpretation and construct a vision of life. Moreover, Klaler (2004) adds a detail explanation that not all of written work such as newspaper, legal documents, and telephone books are literature, because literary works is written based on aesthetic value.

Based on some theories above, the researcher concludes that literature is an art which is created based on experience, imagination, and interpretation of world that make people feel happy.

2.2 Film or Movie

Klaler argues that film is determined by literary techniques, whereas literary practice evolves under the impact of film (2004). Schmidt and Bogarad (2006) assert that film is a moving picture that shows the behavior of human’s life and culture. In film, screenwriters have infinite freedom of point of view, describing characters and places, and describing the situation. Film has the aim of entertaining someone who watches it. It shares many information, such as the information of how to solve the problem and the information about culture in some countries. Schmidt & Bogarad (2006) argue that film has the same characteristics as drama such as, setting, plot, character, conflict, dialogue, images, symbolism, and theme.
Quinn (2006) assumes that film is viewed in two ways, viewed as a frame and viewed as a window. Viewed as a frame means that film is a visual work art, viewed as a window means that film is a media in representing the reality of life. Metsz (as cited in Quinn, 2004) views film “as a type of language, a series of code or conventions that have become an internalized by filmgoers”. It means that film is a type of language which is used in showing the vision of life.

Based on some experts, the researcher summarizes that film is one of literary works that shows a vision of life, culture, and shares many information, such as the way people solve some problems in real life.

2.3 Elements of Film or Movie

Schmidt and Bogarad (2006) declares five elements of film, those are character, action, plot, setting, and theme. Each of them is explained as follows:

2.3.1 Character

Schmidt and Bogarad (2006) declare that character is “anyone who appears in the story”. There are two kinds of character; those are major character and minor character. Major character is a round characters who are dynamic and have well-developed personality, whereas minor character usually is a character who are flat, static, and slightly developed. Moreover, Arp (2006, p.165) adds that dynamic character is a character who has changing personality of the story, whereas static character is a character who has the same personality from the beginning to the end of the story.
2.3.2 Action

In a film, every character not only speaks, but they acts and reacts the others and some events (Schmidt & Bogarad, 2006). For example, in “Freedom Writers” movie when Erin Gruwell explained that there are no differences among students in her class, then Eva answered all about color in raising tone that is called as an acts and reacts.

2.3.3 Plot

According to Pearson and Simpson (2001), plot is a formal and stylistic element that creates meaning of story by presenting the image and sound. Besides, Schmidt and Bogarad (2006) define plot as the structure of the story, it is aimed to attain emotional and aesthetic effects. In traditional, plot defines as sequence of events, such as beginning, middle, and end. Beginning (exposition) is the starting point of building the situation and introducing each characters. The middle (rising) shows the action and the development of characters which is followed by the climax of story, whereas the end (falling) represents the final action. Plot creates suspense for the next action which then gives surprise for the watchers. Based on Freytag’s Pyramid plot is divided into three points; those are raising action, climax, and falling action.
2.3.4 Theme

Arp (2006, p.188) asserts that theme is a controlling idea or the central insight of story. It means that theme in a movie is the main idea which covers the whole story.

2.3.5 Setting

In movie, setting explains places and time which is described in a dialogue (Quinn, 2006). Schmidt & Bogarad (2006) add setting consists of property, scenery, costumes, and lightening as well.

2.3.6 Dialogue

Dialogue in a film is spoken between two or more people (Schmidt & Bogarad, 2006). It becomes the important element in a film to elaborate character, plot and theme (2006). Quinn (2006) states that dialogue is a type of literature work in a form of writing which engages two or more character in a conversation.
2.4 Kinds of Film or Movie

Quinn (2006) mentions five genres of movie; those are detective movie, gangster movie, horror movie, science fiction movie, and western movie. Each genres will be explained as follows:

2.4.1 Detective Movie

According to Quinn (2006, p.114), detective movie is a type of movie that tells about investigation toward a criminal done by detective, policeman or a private-eye. Some variations of detective movie such as the disappearance that followed by murdering, a group of clues that invites watcher to match puzzles, the logic and creative assumption to solve a crime, and so on.

2.4.2 Gangster Movie

Gangster film is one of movie’s genres that imitates the real life of gangster. For example, “Freedom Writers” most of story tells about students who have a problem of racism because they involve into a gangster Quinn (2006, p.176).

2.4.3 Horror Movie

It is a movie that designs to scare, shocked, and panic watchers at the same time. The existence of horror movie starts to increase in 20s many horror movie achieved their popularity at that time Quinn (2006, p.200).
2.4.4 Science Fiction Movie

Quinn (2006, p.176) asserts that science fiction is a movie that tells about the possibility which will happen in a future such as, the effect of nuclear war, environmental disaster, the existence of alien on the earth, and the creation of advance technologies. On the other hand, Pearson and Simpson (2001, p.545) argue that science fiction becomes a debate object whether or not that horror and fantasy movie are the sub-genre of science fiction. Nowadays, science fiction movie is created by using special effect, for example Star War, Star Trek, and The Matrix.

2.4.5 Western Movie

Based on Pearson and Simpson (2001), western movie tells about American’s life and culture, for example a cowboys, horses, and towns. Usually, western movie combines action and romance.

In this research, “Freedom Writers” movie belongs to gangster film because this movie tells about the racial conflict which happens among students who are involved in a gangster. In this movie, Erin Gruwell who was the teacher of racism students try to find out teaching strategy that is appropriate with the condition of her students.

2.5 Teaching Strategy

Teaching is the activity of helping someone by guiding them to learn and make someone have a good understanding about something (Brown, 2007). In teaching activity, teachers act as a facilitator to guide the students in solving some problems by using teaching strategies.
Brown (2007) proposes a definition of strategy as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”. Brown (2014) proposes that “those specific actions that we take to solve a given problem, and vary considerably within each individual”. It means that strategy is a certain activity which is used by the teacher in solving the students’ problem, such as do the tasks and explain new information or knowledge.

According to the definition above, the researcher concludes that teaching strategy is a certain activity in facilitating the students in solving a problem in learning. By using those certain strategies, the teachers expect that the students are able to understand the explanation and practice it.

2.6 Types of Teaching Strategy

In Brown (2007, 2014), strategy has four categories, those are cognitive strategy, affective strategy, sociocultural-interactive strategy, and compensatory strategy. Each strategies will be explained as follows:

2.6.1 Cognitive strategy

It helps the students to develop, share, and practice the knowledge in peer. In cognitive strategy, the teachers plan, organize, monitor, evaluate, facilitate by using a media, reviews the knowledge, give a task, and review the given task.
Table 2.1. The Activities of Cognitive Strategy

<table>
<thead>
<tr>
<th>Cognitive Strategy</th>
<th>Examples of Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Previewing, reviewing, setting schedules, deciding to attend to a specific aspect of language input, planning for and rehearsing linguistic components necessary to carry out an upcoming language task, deciding to postpone speaking.</td>
</tr>
<tr>
<td>Organizing</td>
<td>Deciding to attend to specific aspects of language input or situational details that will cue the retention of language input, reordering, classifying, labelling items in the language.</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Correcting one’s speech for accuracy in pronouncing, grammar, vocabulary, imitating a language model, including silent rehearsal, and self-checking.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Checking the outcome of one’s own language learning against an internal measure of completeness and accuracy.</td>
</tr>
<tr>
<td>Using senses</td>
<td>Creating visualizations and pictures to remember, noticing phonological sounds, acting out a word or sentence.</td>
</tr>
</tbody>
</table>
Activating knowledge
Using the first language for comparison/contrast to remember words and forms, applying rules by deduction, using translation to remember a new word.

Contextualization
Placing a word or phrase in a meaningful language sequence, relating new information to other concepts in memory.

Going beyond the data
Guessing meaning of new items, predicting words or forms from the context.

2.6.2 Affective strategy
It helps the students in gaining and maintaining a better attitude, motivation, and tolerance toward other people.

Table 2.2. The Activities of Affective Strategy

<table>
<thead>
<tr>
<th>Affective Strategy</th>
<th>Examples of Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating supportive emotions</td>
<td>Encouraging oneself, making positive statements, making lists of one’s abilities, rewarding oneself for accomplishments, noticing what one has accomplished to build self-confidence, writing a language learning dairy.</td>
</tr>
<tr>
<td>Minimizing negative emotions</td>
<td>Using relaxation to lower fear or anxiety, using positive self-talk to lower self-doubt, generating interesting charts, images, or dialogues to lower boredom, making a list of “to do” items to avoid feeling overwhelmed.</td>
</tr>
<tr>
<td>Generating motivation</td>
<td>Learning about the culture of a language, setting personal goals and monitoring their accomplishment, listing specific accomplishments, turning attention away from tests and toward what one can do with the language.</td>
</tr>
<tr>
<td>Building positive attitudes</td>
<td>Using relaxation to lower fear or anxiety, generating interesting activities to lower boredom, empathizing with others to develop cultural understanding.</td>
</tr>
</tbody>
</table>
2.6.3 Sociocultural-interactive strategy

Oxford (as cited in, Brown, 2014) states that sociocultural-interactive strategy “helps the learner interact and communicate (despite knowledge gaps) and deal (effectively) with culture”. It means that sociocultural-interactive strategy helps the learner in learning and understanding about the information gap related with other culture.

**Table 2.3. The Activities of Sociocultural-interactive Strategy**

<table>
<thead>
<tr>
<th>Sociocultural-interactive strategy</th>
<th>Examples of Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting to learn</td>
<td>Cooperating with one or more peers to obtain feedback, pool information, or model a language activity.</td>
</tr>
<tr>
<td>Overcoming knowledge gaps</td>
<td>Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples, questioning for clarification, using memorized chunks of language to initiate or maintain communication.</td>
</tr>
<tr>
<td>Guessing intelligently</td>
<td>Using linguistic clues in lexicon, grammar, or phonology to predict, using discourse markers to comprehend.</td>
</tr>
</tbody>
</table>
Generating conversation

Initiating conversation with known discourse gambits, maintaining conversation with affirmations, verbal and nonverbal attention signals, asking questions.

Activating sociocultural schemata

Asking question about culture, costumes, etc., reading about culture (custom, history, music, art, etc).

### 2.6.4 Compensatory strategy

Lai (as cited in Brown, 2014, p.128) asserts that compensatory strategy is the teachers give the students various alternatives to learn a foreign language. It is aimed to make the students compensate their weaknesses and avoid various pitfalls.

**Table 2.4. The Activities of Compensatory Strategy**

<table>
<thead>
<tr>
<th>Compensatory strategy</th>
<th>Examples of Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance</td>
<td>Avoiding a topic, concept, grammatical construction, or phonological element that poses difficulty.</td>
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<tr>
<td>Circumlocution</td>
<td>Describing an object or idea with</td>
</tr>
<tr>
<td>Method</td>
<td>Description</td>
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<tr>
<td>Approximation</td>
<td>Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat).</td>
</tr>
<tr>
<td>Word coinage</td>
<td>Creating a nonexistent L2 word based on a supposed rule (e.g., vegetable-ist for vegetarian).</td>
</tr>
<tr>
<td>Nonverbal signals</td>
<td>Mime, gesture, facial expression, or sound imitation.</td>
</tr>
<tr>
<td>Prefabricated patterns</td>
<td>Using memorized stock phrases, usually for “survival” purposes (e.g., Where is . . . ? How much is . . . ? (morphological components are not known to the learner).)</td>
</tr>
<tr>
<td>Code switching</td>
<td>Using a L1 word with L1 pronunciation while speaking in L2 (e.g., Je serais a la rehearsal—for repetition).</td>
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<tr>
<td>Appeal to authority</td>
<td>Asking for aid either directly</td>
</tr>
</tbody>
</table>
(e.g., What do you call . . . .) or indirectly (e.g., rising intonation, pause eye contact, puzzled expression).

| Keeping the floor       | Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., well, now let’s see, uh, as a matter of fact). |

### 2.7 Race

Pearson and Simpson (2001) propose the definition of race as a taxonomy category where humans are grouped into some different groups based on their biological distinctive. On the other hand, UNESCO (as cited in Schaefer, 2004; JR & Turner, 2009) argues that race is about biological differences, such as skin color, height, and the shape of face. Therefore, race is not much about physical distinctive such as skin color, the shape of face, height, etc. It is about the concept of social construction where people are isolated from society because of their physical differences. In society, people are discriminated and treated based on what color they are. Based on some experts, the researcher concludes that race is an aspect which differentiates humans in society agree with biological distinctive.
2.8 Ethnicity

JR and Turner (2009) declare that ethnicity is broad definition of race. It is called as an ethnicity when individuals of a certain subpopulation considered to express their historical experiences, such as organization characteristics, behavioral, and cultural characteristics. The more they show their ethnic characteristics, the more they are discriminated in society.

2.9 Discrimination

Schaefer (2004) argues that discrimination is the action of rejecting someone who is biologically difference done by a majority. Discrimination is refusing someone's opportunities and equal rights that happens because of prejudice or some other reasons. For example, if an Asian applies for a job and she or he is refused because the director thinks that Asian is not competent and lack of skill in a certain position, it is called as a discrimination.

JR & Turner (2009, p.6) claim that discrimination is “the process by which an individual, group, or subpopulation of individual acts in ways that deny another individual, group, or subpopulation access to valued resources”. It means that discrimination is refusing the others to value resources, such as jobs, financial aspect, education, and some other society value. Thus, racial discrimination is concluded as denying minority who has biological differences to value some resources.
2.10 Types of Discrimination

There are five types of discrimination, those are expulsion, segregation, exclusion, selective inclusion, and abusive practices (JR & Turner, 2009). Each type will be explained as follows:

2.10.1 Expulsion

This discrimination happens to the isolated people who are being forced to leave for the certain place to the other places. They are not allowed to live in the place where they are born. It means that they are kicked away from their place by dominant people.

2.10.2 Segregation

Segregation is a process of dissociating people. In segregation, isolated people are not able to get the same access such as the other people who are not isolated (Schaefer, 2004; JR & Turner, 2009). It means that isolated people have a very limit activity to do rather people who are not isolated.

2.10.3 Exclusion

Exclusion is a type of discrimination that refuses a certain position of certain races. For example, in Freedom Writers movie the black are not allowed to sit in front of row, but white people are allowed.

2.10.4 Selective inclusion

It is the discrimination between two or more ethnic where the majorities turn away the minorities of a certain position, but on the other side they are allowed for another position.
2.10.5 Abusive practices

It is a discrimination between two or more different ethnics. Abusive practices is done by members of an ethnic who are accused with enforcement of the law to the other members of ethnic. It is a type of discrimination that often happens in a country that has many different ethnics such as United States.

2.11 Prejudice

If discrimination tends to the action of excluding the others, prejudice is about the attitude. In this case, prejudice has two main aspects; those are attitude and entire category (Schaefer, 2004). It means that prejudice is a worst attitude toward the entire category of people. It covers belief, thought, and sometimes it is only a human nature. Moreover, prejudice is not about disliking someone because of their behavior, it is about disliking someone because of their race or ethnic group. For example, if someone thinks that someone else has a bad attitude such as littering because of their nationality, it is called as a prejudice (2004).

2.12 Racial Discrimination

Schaefer (2004) asserts that racial group refers to the minorities who are isolated in a society because of obvious physical differences. It emphasizes to physical differences rather than cultural differences. In the United States, minorities belongs Black, Native Americans (American Indian), Japanese Americans, Chinese Americans, Arab American, Philipinos, Hawaiian, and Asian. According to 2000 Census (as cited in Schaefer, 2004), in America, for about 17% of population are members of racial minorities and 13% are Hispanic. Based on Schaefer’s (2004) definition, racial discrimination is a process of resisting
someone else done by dominant ethnic to the minority who has different appearance; such as skin color, the shape of face, and height. It usually happens in an ethnically diverse country for example in the United States (2004).