



**AMERICAN CULTURAL VALUES AS REFLECTED IN THE  
CHARACTER OF BRAD COHEN IN PETER WERNER'S MOVIE  
*FRONT OF THE CLASS***

**A THESIS**

**In Partial Fulfillment of the Requirements for  
the Sarjana Degree Majoring in American Studies of English Department  
Faculty of Humanities Diponegoro University**

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## PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis entitled “American Cultural Values as Reflected in the Character of Brad Cohen in Peter Werner’s Movie *Front of the Class*” by herself without taking any results from other researchers in S-1, S-2, S-3, and in diploma degree of any university. The writer ascertains that she does not quote any material from other publications or someone’s paper except from references mentioned.

Semarang, 18 Mei 2016

Karomah Widianingsih

## MOTTO AND DEDICATION

*“Maybe the truth was, it shouldn't be so easy to be amazing. Then everything would be. It's the things you fight for and struggle with, before earning that have the greatest worth. When something's difficult to come by, you'll do that much more to make sure it' is even harder--if not impossible--to lose.”*

**Sarah Dessen**

*I proudly dedicate this thesis to my beloved family and to everyone who supported and helped me accomplished this thesis.*

**APPROVAL**

Approved by,  
Thesis Advisor 18 May 16



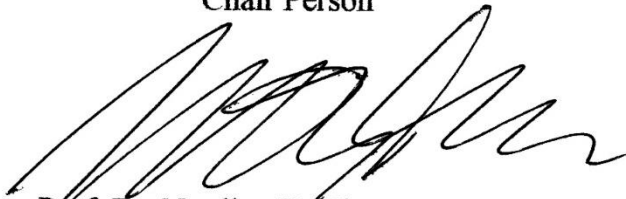
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I realize that this thesis is still far from being perfect. Therefore, I will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, I expect that this thesis will be useful to the reader who wants to learn something about American cultural values as reflected in Peter Werner's movie *Front of the Class*.

Semarang, 18 Mei 2016

Karomah Widianingsih

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## ABSTRACT

This thesis focuses on American cultural values reflected by Brad Cohen in *Front of the Class* Peter Werner's movie. *Front of the Class* movie describes some reflections of American cultural values depicted by the main character named Brad Cohen. The aims of this thesis are to describe the intrinsic and extrinsic aspects of the movie. The writer employs library research to support the data analysis derived from some references such as some related books, journals, articles, and encyclopedias. To analyze the intrinsic aspects, the writer uses some theories of narrative elements and cinematographic elements. To analyze the extrinsic aspects, the writer applies theory of personal and cultural values by Roy D'Andrade. Furthermore, the writer also involves some aspects of cultural values from Shalom H Schwartz's theory. The result of this thesis shows that, based on Roy D'Andrade's theory, the main character of the movie, Brad Cohen has applied *individualism*, *altruism*, and *industry* value aspects. In addition, the writer finds some similar American cultural values items of Roy D'Andrade's theory and Shalom H. Schwartz's theory. Those items are *choosing my own goal*, *being creative*, *treating people equally*, *being honest*, *enjoying life*, and *pursuing knowledge*.

Keywords : *value items*, *tourette syndrome*, *individualism*, *altruism*, *industry*, *mastery*, *egalitarian*, *intellectual autonomy*, *affective autonomy*

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

United States of America has been known for its cultural products. One of American cultural products is film, in which the first American modern film production is in Hollywood in 1914. In this era, David Wark Griffith made a film entitled *The Birth of Nation*. It is the first American silent movie that obtains great feedback from American society. The story content of David Wark Griffith's *The Birth of Nation* is inspired by Thomas Dixon Jr's novel entitled *The Clansman* (Monaco, 2010:25).

Furthermore, there are several kinds of film genres in this modern era. According to Neale in Miller and Stam's book entitled *Film and Theory an Anthology* "genre is, of course, an important ingredient in any film's narrative image" (2000:160). Nowadays there are sixteen film genres in the America. Based on Bunche's research in his report entitled *Hollywood Diversity Report 2015*, American society watch sixteen types of film genres in their daily life. One of the film genres favored by American is drama genre. The percentage distribution of drama genre film in America in 2013 reaches 66.3%. This percentage proves that in 2013, drama genre in America has become the most popular entertainments among others (Bunche, 2015:6).

Based on the explanation above, the writer chooses Peter Werner's film which is entitled *Front of the Class* as the object of the writer's research. *Front of*

*the Class* movie firstly aired in 2008. The story of the film is adapted from the book written by Brad Cohen and Lisa Wysocky entitled *Front of the Class*. The genre of this film is biographical drama. The story of *Front of the Class* movie exposes the true story of Brad Cohen's life. Brad Cohen, the main character of the movie is a successful and favorite teacher in Atlanta who has a *tourette syndrome*. He has proven to others that he could reach his dream though he has a disability.

In fact, this movie has gotten great appreciation from American society including the players of the movie because of its story content. Additionally, most of *Front of the Class*'s players and other American societies have been impressed and touched by the story contents of the film. James Wolk who plays as Brad Cohen also has received great appreciation from real Brad Cohen. The real Brad Cohen in his article entitled "It's Time to Meet James Wolk, Playing Brad Cohen in Front of the Class" (2008) tells that he is really impressed and satisfied toward James Walk who casts his character in the movie. Since James Wolk imitates Brad Cohen's role perfectly. In addition, *Front of the Class* movie not only describes many American cultural values reflection but also describes the social condition of the American.

## **1.2 Research Problems**

Based on the title and the background of the study above, the main problem of this research is how manifestation of American cultural values as reflected in the character of Brad Cohen in Peter Werner's movie entitled *Front of the Class*.

### **1.3 Scope of the Study**

*Front of the Class* Peter Werner's film presents many important aspects of American cultural values. Those aspects are inside its intrinsic and extrinsic elements of the film. The writer gives a specific limitation on the scope of the research that is the representation of American cultural values of the main character in Peter Werner's movie which is entitled *Front of the Class*.

### **1.4 Aims of the Study**

The aims of the study are:

1. To explain *Front of the Class* movie based on intrinsic and extrinsic aspects
2. To explain the manifestation of American cultural values reflected by Brad Cohen in Peter Werner's movie which is entitled *Front of the Class*

### **1.5 Methods of the Study**

The realization of this study obviously cannot be separated from the methods used as the guideline of the research. The writer employs two methods to obtain data and information related to this study. Those methods are methods of research and methods of approaches.

#### **1.5.1 Methods of Research**

The writer uses library research to find some essential supporting resources related to the research through printed media such as library books,

national and international journals, newspapers, related magazines, encyclopedias and dictionaries. In addition, the writer also uses electronic sources like e-books and websites.

### **1.5.2 Methods of Approach**

Suharsini Arikunto in his book entitled *Prosedur Penelitian Suatu Pendekatan Praktek* asserts that method of approach has to be integrated with the point of view of the research (2010:121). Based on this statement, the writer will use exponential and sociology of literature approaches. The exponential approach does not completely evaluate all the structures that exist in the literature. It means that the object studied in a literary work is just several aspects that represent in it, especially the intrinsic aspects of a work. In this study, the writer employs an exponential approach to analyze the intrinsic elements that exist in the film like characters, setting, and conflict.

The last approach in this research is sociology of literature approach. It was developed by Laurensen and Swingewood (1972). According to Laurensen and Swingewood in their book entitled *The Sociology of Literature* (1972:11-12), sociology of literature approach actually contains the combination of sociology theory with literature theory. Sociology is principally specific object of study of every person in community, the study of social institution and social process; it searches for the answer of some questions about the existence and structure of society, while literature is specifically focused on the position of individual in society circumstance. The sociologists are concern that sociology of literature is



very helpful toward analyzing the extrinsic elements especially some reflection of cultural values phenomena in literary works.

These extrinsic elements in literary works can be analyzed by employing some related theories toward the objective of the research. In this research, the writer uses theory of personal and cultural values by Roy D'Andrade (2008). Additionally, the writer also involves some aspects of cultural values from Shalom H. Schwartz's theory (2006) in order to make a complete data analysis. Since both of these theories are complementary each other, therefore the writer combines both of these theories in analyzing the manifestation of American cultural values reflected by Brad Cohen in *Front of the Class* movie completely.

## 1.6 Organization of the Thesis

Based on the analysis about methods of research and approach, this thesis is organized into five chapters, while each chapter contains of several subchapters as follows:

**Chapter 1** is Introduction. This chapter contains background of study, research problem, objectives of the study, methods of the study, and organization of the thesis.

**Chapter 2** is Synopsis of *Front of the Class* Movie. This chapter contains the summarizing of story of *Front of the Class* Peter Werner's movie brief and perceptible.

**Chapter 3** is Literary Review. This chapter discusses some related theories about intrinsic and extrinsic aspects of the movie.

**Chapter 4** is Discussion. This chapter contains discussion and analysis of the study about the intrinsic and extrinsic aspects depicted in *Front of the Class* Movie.

**Chapter 5** is Conclusion. This chapter contains a conclusion statement from the writer based on the writer's research and analysis that has been done.

## CHAPTER 2

### SYNOPSIS OF *FRONT OF THE CLASS* MOVIE

Brad Cohen is the first son of Ellen Cohen who lives in Missouri, United States. He has a congenital disease called *tourette syndrome*. His mother knows that her son's illness is *tourette syndrome* after she reads a medical book entitled *American Psychiatrist Guide to Mental Disorders Volume 3*. Brad's father, William Cohen is a construction worker. Brad has a young brother. His name is Jeff. Brad and his young brother are very close to each other. Jeff always calls him as Dr. Bobo. When Brad has been in elementary school, he has been discriminated by his school friends.

They have mocked him as he has spelled weird and crazy. At the time of that age, his father and mother have been divorced. Then his father, William Cohen gets married again with another woman named Diane. Once he has ever fought against his school friends. Since Brad defends his self toward them, but they keep attacking and fighting Brad continually. Not long after, Brad's teacher comes to arbitrate and tell them to go back to the classroom. Brad Cohen at that time does not know the reason why he often makes funny noise, so all of his school friends mock him. A few days later, his father comes to his mother's house. Brad and his brother go home to meet their father. Brad's father gives some advices to his son. He says that Brad has to be able to control his self. In addition, his father invites him to join a baseball tournament a few days after tomorrow.

A few days before joining the baseball tournament Brad brought by his mother to a doctor who specializes in nerve. The doctor asks Brad about divorcement of his parents. The doctor then states that the cause of Brad's illness is because there is a serious rejection from him on his parents' divorcement. Brad ever has made his teacher gets angry because he has made funny and clowning noises in the classroom. Then he has to stand in front of the class while apologizing for his mistake to all of his class friends. After that, Brad's teacher contacts and notices the school principal about Brad's manner. The school principal calls Ms. Ellen Cohen to come to the school. Then Ms. Ellen Cohen comes to the school to meet him. The principal tells Mrs. Ellen Cohen that Brad actually has lost control so far, so he has to sabotage his self to become calmer in the class. Moreover, Mrs. Ellen does not accept of the principal's statement.

The next day, Brad Cohen moves to the new school. His school principal named Fowler gets him to join a music class. Brad has to move forward and stand up in front of the class. He does this thing to obey his principal's command. Brad eventually stands in front of the class. Then he gives his speech about his *tourette Syndrome* and his willingness to be treated like other students. He feels better after giving his speech. Everyone in the music classroom praises and gives applause to Brad. Actually, Brad gets a great impression of his new school because all of his school friends appreciate and treat him well.

Several years after he graduates from elementary school, he continues his education level until reaching Bachelor degree. After graduating from Illinois University, Brad looks for a job. He wants to be a teacher actually. Brad has to

pass many barriers and challenges to get the job because of his *tourette syndrome*. He is often discriminated by interviewers from many school institutions. However, he keeps being optimistic person and never gives up. Eventually Brad finds his job to be a teacher. His job application is accepted by Mountain View Elementary School.

Brad directly notices his mother about that good news. After he phones his mother, he decides to find someone who will become his girlfriend. He uses an online dating media named Couple Connect. Luckily, he finds a girl whom he wants so far. She is Nancy Lazarus. Brad calls her as Nancy. Brad and Nancy do chatting regularly. Then Brad meets Nancy at the restaurant. They talk and share their personality background at that time. Both of them actually love each other, therefore Brad invite Nancy to meet his parents. He wants to make a serious relationship with her. At that time, Brad's career improvement is being better actually. He teaches his children very well. His *tourette syndrome* does not become a problem toward him in his career because everyone in the school loves him as he is. At the end of the story, Brad receives a predicate as the best teacher of the year in his school.

## **CHAPTER 3**

### **LITERATURE REVIEW**

#### **3.1 Intrinsic Aspects**

Every literary work has the intrinsic aspect. Intrinsic aspect is the eminent part constructing the movie. Since the intrinsic aspect is called as the media used by the cinematographer to provide what and how the story content based on the movie. The intrinsic aspect in the movie has two major elements. Those are narrative element and cinematographic elements.

##### **3.1.1 Narrative Elements**

Narrative element is the essential thing used by the narrator to construct the content of the story. Mello in his article entitled *Collocation Analysis: a Method for Conceptualizing and Understanding Narrative Data* (2002:233), narrative element in literary work has a major convenience to be a media of communication of the author of the story toward the reader. Narrative elements of the movie generally are encompassed of theme, characters, plot, conflict, and setting. Furthermore, in this thesis, the writer only concentrated on character, setting, and conflict.

##### **3.1.1.1 Character**

The narrator has to create several types of characters before creating a story. In broad sense, character is one main part of narrative element that exists in the story. Since a role or of each kind of character is to develop conflicts in the

story (Harymawan, 1988: 16). Indeed, Margolin in Jannidis (2010:19) says “characters are first and foremost elements of the constructed narrative world.” Usually, before writing a whole story, the narrator has to decide types of characters. This characterization can be seen based on the dialogue between one character to other characters, the response of other characters toward the main character, and some thoughts of each character which explicitly served by narrator. There are two types of character in literary work. Those are major character and minor character.

#### **3.1.1.1.1 Major Character**

Every literary work has major characters to develop the story plot. Major characters commonly possess excellent attitude and superb personality. On the other hand, they possess their desires, dreams, and assessment. Major characters have important role in the story (Aminuddin, 2009:91). Major characters identically refer to the dynamic characters like protagonist and antagonist. Thrall in his book, *A Handbook to Literature* states that, protagonist is the main character of the story. The enemy of the protagonist named as antagonist (1960:384). In general, the role and characteristic of protagonist is described as a main character who resists and disagree with the antagonist.

#### **3.1.1.1.2 Minor Character**

Minor character refers to the static character. Minor character has excellent or appalling temperament. Minor character also supports the story plot. According to Aminuddin in his book, *Pengantar Apresiasi Karya Sastra*

(2009:91), the appearance of minor character is only for completing and servicing the main character.

### **3.1.1.2 Setting**

In general, setting is the description of place, time, and the condition of the environment in the story. Setting is one important part of intrinsic aspect developing the story plot. It shows the time when the main character's life, the place where the character live, and the social condition at the time when the main character is alive. There are three types of setting in literary work. Those are setting of place, setting of time, and setting of social environment.

Setting of place obviously portrays the place where the character lives and interacts with other characters. The narrator has high authority to decide this setting. Setting of place serves the depiction of some places such as big cities area, rural area, or coastal area. The second type of setting is setting of time. The setting of time used by the narrator is to represent the time events of the story. This is very essential part of the story, since it constructs the plot of the story to be clearer. The formation of the story cannot be built without applying the role of setting of time.

On the other hand, the setting of time will be dominant and functional part when the content of the story relates to history. Equally important, the narrator has to pay attention to the setting of time applied. The last type of setting is setting of social environment. In particular, setting of social and culture used by the narrator is to exemplify social and cultural conditions in society. Furthermore, it usually



serves description of the social status, the position of the characters in their society circumstances, and the cultural background of society.

### **3.1.1.3 Conflict**

In literary work, conflict has main role to make the reader or viewer becoming shock and surprise. The existence of conflicts faced by the characters has created the literary work being more colorful and attractive. Thrall states that “conflict is the struggle which grows out of the interplay of the two opposing forces in a plot” (1960:105). On the other hand, based on the existence of the conflict can be the basis for concluding the moral values of the story. Conflict divided into two major types. They are internal conflict and external conflict.

The first type of conflict named internal conflict represents the condition, feelings, and mentality of the main character. Correspondingly, internal conflict can be seen by the reader or audience obviously. The audiences and readers can view some feeling descriptions happened to the character like being sad, miserable, depressing, and gloomy. The last type of conflict named external conflict. In general, the external conflict describes the real conflict experienced by the character. Fighting and quarreling actions are the two examples of external conflict in literary work. In addition, the readers and viewers of literary works can easily understand the external conflict.

### 3.1.2 Cinematographic Elements

The term of cinematography actually comes from Latin language “kinema” which means movement and “graphoo” means writing. Based on *Cambridge Advanced Learner’s Dictionary* (2008), the term cinematography refers to the art and method of film photography. Cinematography has a principal part applied by the cinematographer in producing the literary work especially film. Pratista (2008:89), “a cinematographer will not simply record a scene without considering the shooting techniques; a cinematographer has to control and set the procedure of how the objectives have to be taken”.

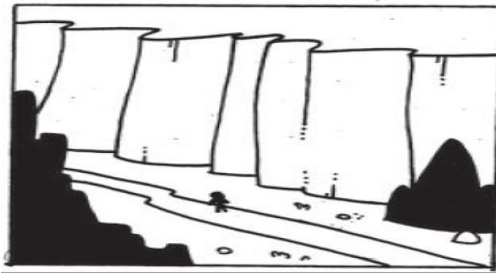
#### 3.1.2.1 Camera

The use of cameras in a film production is adapted to the needs and creativity of the cinematographers especially a film director and cameraman. In addition, they have to concern camera angle applied. Joseph V. Mascelli in his book entitled *The Five C’s of Cinematograph* emphasizes that camera angle is the image documentation of the *area* and *view point* (1998: 24). In line with Mascelli’s perspective (1998), there are three important parts of camera angle. Those are camera distance, camera position, and camera movement. According to The first part is camera distance.

The first aspect is camera distance which determined by the director and cameraman. Since the distance between subjective and objectives of the camera influences the size of images resulted. There are six types of camera distance.

### 1. Extreme long shot

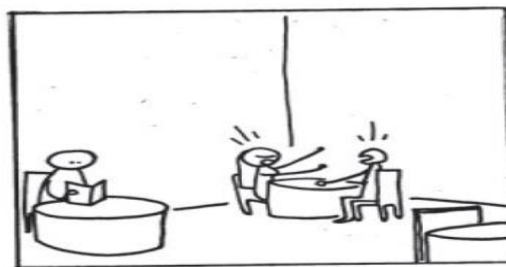
In general, extreme long shot is apprehended by cameraman to take a extensive portrayal of the objects and all of condition around of the main subjects of camera. Usually extreme long shot used is to describe a wide spot from a large space (Mascelli, 1998:25).



Picture 1 Extreme long shot  
(*Free Report Cinematography*, p.7)

### 2. Long Shot

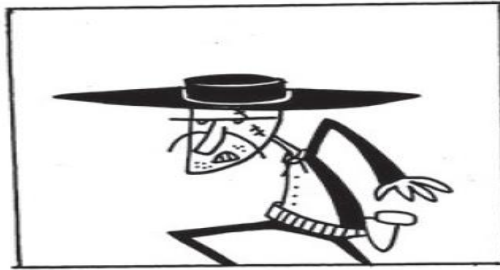
Long shot represents the whole spot of the film setting description like people, house, room, street, place, and all of other objectives camera (1998:26). The size of image of this shot shows that the all of the objective camera is quite small.



Picture 2 Long shot  
(*Free Report Cinematography*, p.7)

### 3. Medium long shot

Medium long shot depicts the appearances of a movie player from his head to his legs but it does not shot all of the object and area entirely (1998:27).



Picture 3 Medium long shot  
(*Free Report Cinematography*, p.7)

### 4. Medium shot

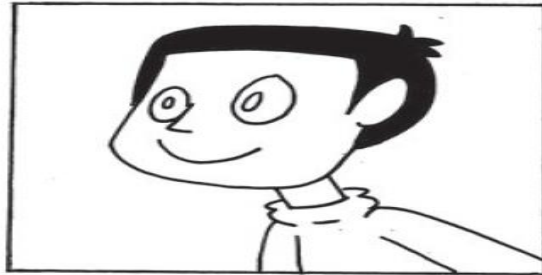
Medium shot shows a movie player's appearances from his chest to his head belong to the entire environment condition around of him. Medium shot presents gestures, facial expression, and movements from a movie player clearly (1998:27).



Picture 4 Medium shot  
(*Free Report Cinematography*, p.7)

### 5. Close-up

Close-up describes a movie player from his chest, neck to above his head and the environment around of him.



Picture 5 Close up  
 (“Free Report Cinematography”, p.7)

#### 6. Extreme close-up

Extreme close-up serves full and clear description of the object. The movie player’s face and facial gestures clearly depicted (1998:32). The audience can see the eyes, nose, chin, forehead, and hair obviously.



Picture 6 Extreme close up  
 (“Free Report Cinematography”, p.7)

The second part is camera position. In film producing, the camera position is has to be considered by cinematographers. It is because the camera position is one element that supports the film production being more attractive and colorful in case of it background of the scene. There are three categories in applying the camera position. They are:

#### 1. High angle

High angle describes the position of camera is above the objective and subjective camera. It means that the camera position is higher than the

object. This angle leads the audience are like viewing the objective camera from the higher place (1998:39)



Picture 7 High angle  
([www.stuartmcmillan.com](http://www.stuartmcmillan.com))

## 2. Straight on angle

Straight on angle describes the camera position in capturing the objects is parallel to the objects. It means the objective and subjective camera depicts in parallel and horizontal line.



Picture 8 Straight on angle  
(*Free Report Cinematography*, p.7)

## 3. Low angle

Low angle describes the camera position in capturing the object is below the objectives camera. The position of camera is lower than the object. This angle leads the audience are like viewing the objective camera from the lower place (1998:41).



Picture 9 Low angel  
[www.struartmcmillan.com](http://www.struartmcmillan.com)

The last part is camera movement. There are three types of camera movement applied by the cinematographer in making a film. Those are:

#### 1. Pan

Pan is provides full description of the object of the camera from one side to other sides. It is usually to shot panoramic view (Cassidy,2009, “the Basic Camera Moves”, par.2).

#### 2. Tilt

Tilt is the camera movement that depicts the scene from up or down sides.

### 3.1.2.1 Mise-en-scence

Mise-en-scene has influential part in constructing the literary work especially movie. Thrall asserts that “ mise-en-scene is the setting of a play, including the use of scenery, properties, and the genera of the peace” (1960:291). A movie can be perfect when all of mise-en-scene aspects have been operated. By operating the mise-en-scene, the movie director can serve visual structure on the main character in accordance with composition staging (Harymawan,

1988:68-69). Mise-en-scene consists of some components like costume and make up, lighting, sound, and dialogue.

The first aspect of mise-en-scene is costume and make up. Costume and make up are the influential element supporting the perfection of literary work especially film. Costume is all accessories which are used by all actors to depict the characters of the story (Harymawan, 1988:127). There are many kinds of costume such as clothes, shoes, headdress and other accessories. All of instruments and accessories worn by the characters are adapted with the role and the characteristics of each character. It means that there is no similarity in case of the costumes and all of accessories worn among each character.

The use of costume in film production has to be adapted to make up which are used by all of characters. Make up becomes the complement thing of mise-en-scene element in filmmaking. Make up is the mixture of art and knowledge. It means that to create the real character requiring high resourcefulness from the makeup artist (Nusim, 2008: 6). Make up becomes a marker age, character, and physical form such a beautiful, handsome, even ugly. The makeup artist polishes the actor's face, legs, and hands with makeup. A young actor's appearance can be changed to be someone else who has an elder face. It is inseparable from the fulfillment of several factors in the makeup aspect.

The second aspect of mise-en-scene is lighting. Lighting is defined as a film which is used to provide light on the background of the setting of place, time, social condition and all of events that are happened by the characters (Harymawan, 1988:146-147). By applying the aspect of lighting, the viewers can



easily understand the description the place where the characters lived based on the film presented.

The third aspect of mise-en-scene is sound. There are three main types of sound effects that are provided in the story especially the sound effects which come from man and animals voice, and the sound effect which come from natural phenomena and human activity in social environment like the sound effect of rain, glint, water splashing, doors, fire and so on (Harymawan, 1988:160-161). In addition, another sound existed in the movie is from some conversation among characters in accordance with the film dialogue.

The last aspect of mise-en-scene is dialogue. Turco in his book entitled *Dialogue a Socratic Dialogue on the Art of Writing Dialogue in Fiction* (1989) views Plato's dialogues as a basic reference in interpreting the dialogue in literature world.

Clearly, Plato's dialogues are works of nonfiction. They are philosophical textbooks that tell a story, but their chief purpose is to discuss the nature of truth as it applies to various disciplines: ethic, politics, law, logic science, and religion.....Plato wrote lies in order to tell the truth. That is exactly what a fiction writer does and has always done (Turco, 1989:2).

Furthermore, dialogue usually describes the communication language used by each character to interact and socialize to other people. Specifically, dialogue is the ideas that are pronounced by the characters in story, movie, play, and other literary works. Some dialogues represented continually by each character are to build some chemistry and to understand the other character's desire through the film script in developing the story plot.

## 3.2 Extrinsic Aspects

### 3.2.1 Theory of Personal and Cultural Values

Roy D'Andrade (2008) in his book entitled *A Study of Personal and Cultural Values* asserts that the individual personality of many people have the essential relation toward cultural values applied in society environment. The term of cultural value is the compound meaning from the word "cultural" and "value". According to D'andrade's perspective, value can be defined from many aspects such as: the number of some variable, the inclination toward effectiveness of something, the worth of something, the decency of something essential, and the grade that something is decently true (2008:11). The first aspect explains that value is representation of quantity in math and language science discussion. Second aspect shows that value is everything quantified by someone's fondness.

Kluckhohn in D'Andrade's book, *A Study of Personal and Cultural Values* (2008:8), defines value as a systematic process of how people appraise something by using their perception until they get pleasure. The third and forth aspects assert that value is reflected the righteousness characteristic to something influential. The last aspect describes that value is the ethical values depiction of every person. Some people always help other because they have ethical values while people with no ethical values are tend to ignore every norm and social regulation in their life.

The theory of personal and cultural values's D'Andrade authentically proved by his research. D'Andrade has studied the personal and cultural values of each person from several countries especially America, Japan, and Vietnam. He conducted his research by sharing out many questioners to three major groups of people from different culture. They are American people, native Japanese people, and native Vietnamese people. His questioners been translated into Japanese and Vietnamese language. There are 58 clusters of value items that applied by him. "Overall, the 58 clusters are conceptually clear and well bounded. Items tend to be organized around concrete topics, such as *family* or *being a good person*, rather than around more abstract concepts, such as *mastery* or *hierarchy*" (D'Andrade, 2008:32). In supporting his research, he portrayed same three value dimensions as the primary instrument of his study. Those are *individualism* versus *collectivism*, *altruism* versus *self-interest*, *industry* versus *relaxation*.

### **3.2.1.1 Individualism versus collectivism**

Based on D'Andrade's perspective about *individualism* versus *collectivism*, he says that "individualism means value as a value orientation is based on values concerning personal exploration, expressing oneself, and determining one's own goals" (2008:36). The term of *individualism* has its opposite. Markedly, it is *collectivism*. D'Andrade states "*collectivism* is the centers on the positive evaluation of the enduring institutions and groups that make up society. It should be pointed out that the elements that make up *collectivism* are not just groups of people" (2008:38).

The term of *individualism* and *collectivism* consists of some value items. Some value items of *individualism* are *self fulfillment; choosing my own goal; being optimistic; being relaxed and enjoying life; feeling about myself; having time alone; having fun; understand science; linking art and literature; living a life of adventure; right to abortion, gay right, etc; and resisting authority*. In addition, some value items of *collectivism* such *being respectful and polite; having a close-knit family; being sexual restrained; defending my country; having law and social order; maintaining tradition; being careful; working for the group etc; the military, death sentence; and being religious* are employed by D'Andrade in his research analysis.

The result of his study based on the first dimension shows that for American and Japanese are tend to be *individualism* then Vietnamese. The cluster like *self fulfillment, choosing my own goal, being optimistic, being relaxed and enjoying life, feeling sure about myself, being creative, being open change, and having love and satisfying sex* are predominantly held by American and Japanese people.

### **3.2.1.2 Altruism Versus Self-interest**

D'Andrade describes that *altruism* is a kind of action conducted by a person toward other persons to achieve certain goals in society life (2008:38). D'Andrade includes some value items of *altruism* like *being honest and genuine, avoiding war, respecting other's feelings, treating people equality, finding meaning in life, having close friends, living in harmony with nature, being able to adjust, controlling myself, and working for society improvement*.

The term self-interest in general term is everything related to the self-preferences in order to get the pleasure. D'Andrade states that self-interest consists of some characteristics consist of *being prosperous, keeping fit, being liked and belonging, being ambitious and competitive, market competition, having nice things, and having social status.*

According to D'Andrade's research, it is interpreted that the dominant values owned by American, Japanese, and Vietnamese people are the altruism rather than self-interest. Some value items of *altruism* like *being honest and genuine, avoiding war, respecting other's feelings, treating people equally, finding meaning in life, and having close friends* are dominantly owned by them (2008:52).

### **3.2.1.3 Industry Versus Relaxation**

D'Andrade employs the term of *industry* and *relaxation* in his research to view the aspect of the personal perception toward some criteria in searching for the pleasure of personal life. The aspect of *industry* consists of *being persistent, being responsible, planning for future, being practical and realistic, pursuing knowledge, having high standards, working hard, being orderly and regular, and being a leader.* In addition, D'Andrade also portrays several value items of *relaxation* such as *sleeping, eating, and drinking alcohol, watching movie, television, eating out, believing in omens, and being detached.*

D'Andrade's research shows that most of American, Japanese, and Vietnamese people tend to uphold some value items of *industry.* Those are *being persistent, being responsible, planning for future, being practical and*

*realistic, pursuing knowledge, having high standards, and working hard* (2008:52).

### 3.2.2 American Cultural Values

D'Andrade's theory asserts that the dominant cultural values dimensions owned by American society are *individualism, altruism, and industry*. *Individualism* is the first cultural value dimension consisting of some value items called *self fulfillment, choosing my own goal, being optimistic, being relaxed and enjoying life, feeling sure about myself, being creative, being open change, and having love and satisfying sex*. The second value dimension, *altruism* includes *being honest and genuine, avoiding war, respecting other's feelings, treating people equality, finding meaning in life, and having close friends*. The last cultural value dimension, *industry* takes account of *being honest and genuine, avoiding war, respecting other's feelings, treating people equality, finding meaning in life, and having close friends*.

In line with D'Andrade's theory, Shalom H. Schwartz (2006) also employs some items of American cultural values with their dimension. Exactly, both D'Andrade and Schwartz's theory have several similarities in clustering cultural value items like *choosing my own goal, being creative, treating people equally, being honest, being responsible, enjoying life, and pursuing knowledge*. These value items categorize into four essential cultural values dimensions named *mastery, egalitarian, intellectual autonomy, and affective autonomy*.

The first American cultural value dimension of Schwartz's theory is *mastery*. *Mastery* indicates people's movement to reach their personal and their

collectivity's dreams (2006:152). Schwartz's theory explains there are some aspects of mastery. They are being capable, successful, ambitious, independent, influential, social recognition, choosing own goals, and daring. The second American cultural values dimension of Schwartz's theory is *egalitarian*. Based on Cambridge Advanced Learner's Dictionary (2008), *egalitarian* is "believing that all people are equally important and should have the same rights and opportunities in life". Schwartz classifies *egalitarian* into several aspects such as honest, responsible, equality, social justice, helpful, loyal, and accept my portion in life.

The third American cultural value dimension's Schwartz is *intellectual autonomy*. *Intellectual autonomy* represents the self-regulating quest of plan (Gutterman, 2010:1). Schwartz theory states that intellectual autonomy includes some value aspects like creativity, freedom, broadmindedness, and curious. The last American cultural value dimension is *affective autonomy*. *Affective autonomy* is positioned people as independent persons. They have their freedom to show up their thoughts, opinion, and talents in order to obtain the sense of their exclusivity (Schwartz, 2006:150). According to Schwartz's perspective, *affective autonomy* includes some value items such as exciting life, enjoying life, varied life, and pleasure.

### **3.2.3 Tourette Syndrome**

*Tourette syndrome* is a genetic disease whose symptoms appeared on the age of children and adolescents. "*Tourette syndrome* occurs in approximately 1 to 2 percent of the world's population, and appears to occur equally across cultures

and ethnicities, with a few rare exceptions. One of the most consistent characteristics of TS is that it occurs approximately four times more often in males than in females” (Olive, 2010:23). Based on Medical dictionary (2013), it is stated that “*tourette syndrome* is an inherited disorder of the nervous system, characterized by a variable expression of unwanted movements and noises (tics)”.

In general, people who have a *tourette syndrome* physically they are like a other normal people, however they spontaneously produce funny noises and do spontaneous reflex. Some examples of reflex carried out by people with *tourette syndrome* assortment such as neck shaking, nodding, gesticulate and so on. Furthermore, the symptom of *tourette syndrome* are classified into four types. They are simple tics, complex motor tics, simple vocal tics, and complex vocal tics.

Simple tics are very sudden, brief (usually less than 1 second in duration), and repetitive movements such as eye blinking, turning the head to one side, making unusual facial expressions (sometimes called “grimacing”), shrugging of the shoulders, jerking movements of the arms or legs, and tapping or stomping of the feet. Complex motor tics include brushing back the hair, deep knee bends, bending the torso, stepping backward, or doing a 360-degree spin on one foot. Simple vocal tics are repeated clearing of the throat, grunting, barking, coughing, whistling, or making high-pitched squeaks. complex vocal tics are repeated imitations of sounds or words spoken by others (called *echolalia*), repetition of sounds or words spoken by the TS patient (called *palilalia*), which often resembles stuttering),repeated utterances of nonsensical words or phrases, and repeated blurting out of obscenities, curse words, or racial slurs (called *coprolalia*) (Olive, 2010:11-14).



**CHAPTER 4**  
**AMERICAN CULTURAL VALUES AS REFLECTED IN THE**  
**CHARACTER OF BRAD COHEN IN PETER WERNER'S MOVIE**  
***FRONT OF THE CLASS***

The focus of this chapter is discussing American cultural values reflected by Brad Cohen in *Front of the Class* movie. Therefore, the writer requires explaining the description of Brad Cohen's personality and attitudes that are depicting the manifestation of American cultural values. The writer also employs other intrinsic aspects such as character, camera distance, camera movement, and dialogue to support the analysis of *Front of the Class* movie.

**4.1 Characters in *Front of the Class* Movie**

*Front of the Class* Peter Werner's movie has served some description of two major characters and some minor characters. The major characters in the movie are Brad Cohen and Ellen Cohen. *Front of the Class* movie also describes the description of some minor characters like Norman Cohen, Jeff, Nancy Lazarus, Diane, Ron, Susan, Brenda, Principal Fowler, Principal Myer, and Hillarie Streick as the Assistant Principal of Mountain View Elementary School. In this thesis, the writer only focuses on two influential minor characters. Both of them are Norman Cohen and Nancy Lazarus.

#### 4.1.1 Brad Cohen

Brad Cohen is the main character of the *Front of the Class* movie. He is a man who has a *tourette syndrome* illness since his childhood. His mother was divorced when he was in elementary school. Indeed Brad lives in Missouri with Jeff and his mother. He is a good man. He always obeys his mother's command, and helps everyone around of him.



Picture 10  
(*Front of the Class*,  
00:09:41)



Picture 11  
(*Front of the Class*,  
00:08:38)



Picture 12  
(*Front of the Class*,  
00:28:48)

This picture 10 taken by medium shot with straight on angle camera position and camera movement called pan presents that Brad Cohen is taking boutique instruments together with Jeff. Brad and his brother help his mother to move some items from the car to the boutique. Additionally, picture 11 clearly present the description of medium long shot with straight on angle and pan camera movement. Picture 11 shows Brad, his father and his brother are standing in front of their mother's house in Missouri. Actually, Brad has ever lived in Missouri with his mother and Jeff. Then he has moved to Atlanta since he has studied in Illinois University. He lives in Atlanta, Georgia separately from his family.

Picture 12 serves Brad is standing in his own room while talking via telephone. This picture 12 uses medium shot, straight on angle camera position, and camera movement named pan.

Certainly, Brad has a good personality. He has a self-reliance and open minded about his *tourette syndrome*. The depiction of this case can be seen from Brad's words. Brad tells that his illness toward the Assistant of School Principal of the Mountain View Elementary School.

Principal : What kind of teacher is that?

Brad : way, the best teacher I ever had was my *tourette's*.

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

Brad : No, that's ok. I make a point of being open about it.

(*Front of the Class* (2008), 00:44:57-00:45:12)

Expressively, the quotation above presents that the assistant of the Mountain View Elementary School Principal has understood about Brad's condition caused of the *tourette syndrome*. Then she says to Brad that Brad shall not to talk about his disability. However, Brad's statement above shows that he has been being open minded about his *tourette syndrome*. Since he assumes his *tourette syndrome* is his best teacher.

He is an independent and creative man in reaching his dream to be a teacher. Brad Cohen does not live with his mother. Indeed, he lives in Atlanta independently.

Brad : Ron!

Ron : How did it go?

Brad : Err... you know... who wants a teacher who barks like a dog?

Ron : You should try another line of work.

(*Front of the Class* (2008), 00:05:20 - 00:05:50).

The dialogue above serves that Brad is talking with Ron. The setting of place of this conversation happened in Brad's own apartment in Atlanta. Implicitly, Brad has lived separately from his parents.

In fact, Brad is not only independent, but also creative person who tries to make new way to teach his children by applying many accessories like hat, a pat, map, and nice clothes in his classroom. He puts his one cute brown rabbit in the classroom to make his students become more spirit in following his class. Its name is Waffle. One of his students asks him about Brad's little rabbit. She says, "what's the bunny's name?..... his name is just Waffle" (*Front of the Class* (2008), 01:01:01 - 01:01:26). Those statements above are coming from one of Brad students. It expressively shows that Brad has been able to make his students become more interest and spirit to join his class.

Furthermore, Brad is a man who thinks clearly that he will not give up to his illness, he believes in his perspective. "I knew one thing. I didn't wanna be like them... I don't wanna forget this, Mom. These people let *tourette's* win. I'm never gonna do that" (*Front of the Class* (2008), 00:24:01, 00:24:48, 00:24:50). These quotations exactly show that Brad Cohen is optimist man who does not want to be fail cause of *tourette syndrome*.

#### **4.1.2 Ellen Cohen**

Ellen Cohen is Brad Cohen's mother. She has divorced with her husband since Brad was child. Then she moves to Atlanta and opens a new high class

boutique. She seems affection and caring her children, Brad and Jeff so much. She is independent woman for breeding and educating her children.



Picture 13  
(*Front of the Class*,  
00:11:18)



Picture 14  
(*Front of the Class*,  
00:17:51)



Picture 15  
(*Front of the Class*,  
00:09:39)

The picture 13 above obviously is captured by using medium long shot camera, while picture 14 and picture 15 are captured by using medium shot camera. The camera position of those three pictures are called as straight on angle means that the objects of the camera is presented in horizontal and flat line. All of those three pictures above use camera movement named pan. In addition, those pictures prove that Ellen Cohen is a good mother. She loves and cares her children truly.

The picture 13 describes that Ellen Cohen is independent woman. She does not depend on her husband assistance anymore. Henceforth, she tries seeking some incomes for her children by opening a boutique. She opens a new High Class Boutique to seek much money for her and her children's life. The picture 14 actually presents Ellen Cohen is talking to her former husband, Norman Cohen via telephone. She talks about Brad's condition. The picture 15 illustrates Ellen

Cohen really cares toward Brad's health. She invites Brad to meet the doctor to ask Brad's illness.

There is a dialogue between Ellen Cohen and Brad describing Ellen Cohen really loves and cares toward her son, Brad.

Ellen Cohen : Let's go, Bobo. It's supposed to be a support group. Where is the support? Just hideaway for the rest of your life? I'm really so sorry that I brought you there, honey. Let's just forget this.

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

Ellen Cohen : It's difficult to imagine that at the age of 12 I would find a genuine philosophy to live by.

(*Front of the Class* (2008), 00:24:32- 00:24:56).

The quotation of dialogue above explains that Ellen Cohen has regretted because she has brought her son in wrong place. Then she apologizes to Brad and advices him to forget this experience. Implicitly, all of Ellen Cohen's statements reflect that she really loves and cares about Brad condition and his future.

#### **4.1.3 Norman Cohen**

Norman Cohen is Brad's father. He also loves his children, Brad and Jeff. Indeed, he does not like Brad's noisy voice. He worries about his Brad's condition. It is because he has not known the illness of his son. That Brad has serious illness called *tourette syndrome*. He always tells Brad to be able to control his self and not make any noises. Norman Cohen says: "And Brad? Remember, what we talked about? Self control, all right? ok?" (*Front of the Class* (2008), 00:09:10). These statements presents that Norman Cohen begs Brad to control his self to stop making any noises again.

Not long after that, he knows that Brad has a serious illness. For this reason, he cares toward Brad eventually. This fact can be seen from the dialogue between Brad's father and Brad bellows.

Norman : Listen, would you just relax? Mom says you're not taking your meds.

Norman : How are you ever gonna calm down if you don't do what the doctor tells you to do?

Brad : Pills just make it worse.

(*Front of the Class* (2008), 00:12:36-00:12:44).

The dialogue above illustrates that Norman Cohen sincerely care and loves Brad. He has hoped that his son has to be calm down and obey what the doctor's instruction before. The conversation between Norman Cohen and Brad above actually proofs Norman Cohen really cares toward his son.

#### 4.1.4 Nancy Lazarus



Picture 16  
(*Front of the Class*,  
00:56:00)



Picture 17  
(*Front of the Class*,  
01:18:34)



Picture 18  
(*Front of the Class*,  
01:12:00)

Nancy is Brad Cohen's girl friend. She is a good and nice girl. Nancy recognizes Brad Cohen through online dating media named Couple Connect. The scenes of picture 16 and picture 17 are captured by medium shot camera, while picture 18 is taken by close-up camera. The camera positions of those three

pictures are straight on angle, while the camera movements of those three pictures above used are pan. The picture 16 and 17 show Nancy meets Brad Cohen for the first time. She is really pleasure to talk to him. Furthermore, picture 18 portrays that Nancy and Brad are visiting the accessories shop. Nancy is watching a nice hat for Brad at that time.

Actually, Nancy appreciates Brad Cohen, though he has a disability caused of *tourette syndrome*. Nancy and Brad, both of them have the same music favorite. This fact can be seen from Nancy and Brad's dialogues.

Brad : So, what kind of music do you listen to?  
 Nancy : Well, mostly old stuff, especially Stein. I love Stein. Madonna, Bon Jovy, you know...  
 Brad : Milli Vanilli?  
 Nancy : I love Milli Vanilli.-  
 Brad : Really?  
 Nancy : Wait, you too?  
 Brad : I've got to be the only two people on earth that love Milli Vanilli.

*(Front of the Class (2008), 00:57:08-00:57:32)*

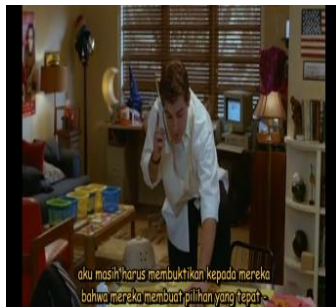
The dialogue above depicts Nancy and Brad like a same favorite song especially a song in which sung by Milli Vanilli.

#### **4.2 Setting Depicted in *Front of the Class* Movie**

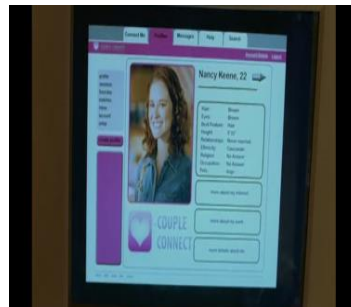
There are three types of setting in the *Front of the Class* movie. Those are setting of place, setting of time, and setting of social and culture.



#### 4.2.1 Setting of Time



Picture 19  
(*Front of the Class*,  
00:54:54)



Picture 20  
(*Front of the Class*,  
00:55:29)



Picture 21  
(*Front of the Class*,  
01:20:38)

Setting of time in *Front of the Class* (2008) is in modern era. The setting of time of *Front of the Class* movie can be seen from the existence of computer, telephone, freezer, television, and internet used by Brad Cohen in his daily life. The picture 19 illustrates medium shot, straight on angle camera position, and pan. Then the picture 20 is captured by using close up, straight on angle camera position, and pan. Significantly, picture 19 and 20 above show Brad Cohen has used some product of modern technology. He also applies an internet especially online dating media to find a couple for his wife. Equally, picture 21 illustrates medium shot, straight on angle camera position, and camera movement called pan. The picture 21 clearly describes that all of Brad mother's kitchenware are from modern products. For the most part, those three pictures above have proven the setting of time of the movie is in modern era.

#### 4.2.2 Setting of Place

There are many setting of places showed in the *Front of the Class* movie. In this case, of the *Front of the Class* movie takes some setting of places in Missouri and Atlanta.



Picture 22  
(*Front of the Class*,  
00:02:43)



Picture 23  
(*Front of the Class*,  
00:44:07)



Picture 24  
(*Front of the Class*,  
00:09:38)



Picture 25  
(*Front of the Class*,  
00:17:33)



Picture 26  
(*Front of the Class*,  
00:26:36)



Picture 27  
(*Front of the Class*,  
00:43:45)

Picture 22 illustrates camera long shot scale. The position of the camera of this picture is straight on angle. The camera movement used in picture 22 is pan. This picture describes the whole description of Atlanta capital where many buildings are established. Furthermore, picture 23 shows the medium long shot

with low angle scale of camera position. It uses a pan as the technique of camera movement. This picture shows the second setting of place of the movie. It is Atlanta Regional Board of Education hall. Then, picture 24, 25, 26, and 27 use medium shot with the camera movement called pan. In addition, the position of the camera of those pictures is straight on angle. Picture 24 depicts Brad's mother boutique in Missouri. Picture 25 describes Ellen Cohen's house. Picture 26 presents Fat Cats Bar, a name of Bar in Atlanta. The last picture, picture 27 presents Mountain View Elementary School in Atlanta, Georgia.

#### 4.2.3 Setting of Social and Culture Shown in *Front of the Class* Movie

*Front of the Class* movie also portrays setting of social and culture of American society. In addition, the *Front of the Class* movie explains the description of social environment and cultural background of American society.

##### 4.2.3.1 Social Environment in *Front of the Class* Movie



Picture 28  
(*Front of the Class*,  
00:04:23)



Picture 29  
(*Front of the Class*,  
00:09:43)



Picture 30  
(*Front of the Class*,  
01:32:31)

Setting of social environment on *Front of Class* Peter Werner's movie presents the portrayal of American society who lives in Atlanta, Georgia. Based on Tischler's perspective, the setting of society environment in the movie is the upper-middle-class society. Tischler (2011:176), states that the upper-middle-class is the reflection of persons who has an excellent job, careers and education. Furthermore, they have a lot of money, car, private and great house, technology gadgets, and well-mannered clothes. These persons really care about their goals of their life especially in career and education. Those three pictures above serve medium long shot. Additionally, picture 28 and picture 29 use straight on angle camera position. Then picture 30 employs high angle camera position. Furthermore, those pictures also use camera movement called pan. Those three pictures above prove that the setting of social environment in the *Front of the Class* movie is upper-middle-class society.

#### **4.2.3.2 Cultural Background in *Front of the Class* Movie**

There are many items of American cultural values manifestation reflected by Brad Cohen. The writer uses D'Andrade and Schwartz theory of American cultural values. This is because both of D'Andrade and Schwartz's theory have some similar aspects of American cultural values. According to D'Andrade's theory, some behaviors and attitudes of Brad Cohen, the main character of the movie can be analyzed by applying the three influential components of American cultural values dimensions especially *individualism*, *altruism*, and *industry*.

#### 4.2.3.2.1 Individualism

D'Andrade said that the first American cultural value dimension is individualism. Individualism consists of many value items. In fact, Brad Cohen applies the manifestation of several value items of *individualism* like *choosing my own goal, being optimistic, being creative, resisting authority, and enjoying life.*

##### 4.2.3.2.1.1 Choosing My Own Goal

The First aspect of American cultural value in the movie based on D'Andrade theory is *choosing my own goal*. *Choosing my own goal* is one part of individualism value dimension. D'Andrade asserts that American people have a preference to determine their selves. Based on *Font of the Class* Peter Werner's movie, *choosing my own goal* can be found by viewing Brad's statements.

I knew one thing. I didn't wanna be like them... I don't wanna forget this, Mom. These people let Tourette's win. I'm never gonna do that....  
(*Front of the Class* (2008), 00:24:47-00:24:51).

These Brad's statements above explain that Brad decides his own goal to be the winner from *tourette syndrome*. It clearly describes that Brad wants to be better man than other people who have disabilities like him. Additionally, Brad's decision about his career also can be viewed from the dialogue bellows.

Norman Cohen	: How's your money holding out?
Brad Cohen	: I'm not asking you for money.
Norman Cohen	: I know that. You never ask me for anything.
Brad Cohen	: No.

Norman Cohen : But if ever you do get short, you know you get a  
job with me...  
Brad Cohen : I'm gonna teach, Dad. Ok?  
Norman Cohen : I can't let anything get in the way of that.  
(*Front of the Class* (2008), 00:29:34-00:29:43)

The dialogue above proves that Brad has determined his own goal to be a teacher. Absolutely, Brad says that he does not want to work with his father continually; he just wants to work with his father in short time until he get a job to be a teacher. Even though Brad's father offering a job for Brad, nonetheless Brad remains firm in his own choice. Therefore Brad's statements can be reflected his personal American cultural value especially *choosing his own goal*.

#### **4.2.3.2.1.2 Being Optimistic**

The second aspect of Individualism value dimension is *being optimistic*. According to D'Andrade's theory, American people have applied the manifestation of *being optimistic*. Based on Cambridge dictionary (2008), "optimistic is believing that good things will happen in the future". *Front of the Class* actually depicts the manifestation of American cultural value especially *being optimistic*. It can be seen from Brad's words. He says that, "Dad could never understand my optimism" (*Front of the Class* (2008), 00:29:59). The phrase "my optimism" clearly demonstrates that Brad Cohen has acted as an optimistic person in his life.

#### 4.2.3.2.1.3 Being Creative

According to D'Andrade (2008:63), it clearly states that *being creative* is one part of self-determination of American character. Likewise, Schwartz's theory also has the same perspective of being creative. Based on Schwartz's theory, it is the essential part of *intellectual autonomy*.



Picture 31  
(*Front of the Class*,  
00:59:43)



Picture 32  
(*Front of the Class*,  
01:14:45)



Picture 33  
(*Front of the Class*,  
01:26:30)

The picture 31 and 32 use camera distance called medium shot. The positions of the camera applied are straight on angle, while the camera movements applied are pan. The picture 31 describes Brad Cohen is decorating his classroom by making some nice words and set many stars pictures on the wall. The picture 32 describes Brad Cohen is talking to his student while bringing a cute rabbit. He also wears beautiful crown on his head. Additionally, picture 33 depicts long shot with straight on angle camera and camera movement named pan.

Picture 33 shows that Brad invites his friend who has Maxine's big red vehicle to come to the schoolyard. It is one of his ways to teach the geography

science to his student in different way especially in outdoor class. On the other hand, the creative way used by Brad Cohen in finding the job occupation is by making some marks in a map. Brad says, “I made a map of every school where I hadn't interviewed” (*Front of the Class* (2008), 00:39:45). In accordance with those three pictures and a quotation above, it is clearly presented that Brad Cohen is up holding his American cultural value especially *being creative* in his job as a teacher in Elementary School.

#### 4.2.3.2.1.4 Resisting Authority

According to D’Andrade’s perspective, *resisting authority* is another part of individualism aspect. *Resisting authority* in general means the action of a person against a power that is incompatible with his thoughts. *Front of the Class* depicts the manifestation of American cultural value especially *resisting authority*. The manifestation of *resisting authority* can be seen from the dialogue interview between Brad and one of principals of elementary schools in Atlanta.

- Principal : I've seen teachers with disabilities before. And never with what you've got. I just don't see how you could ever teach a class.
- Brad Cohen : I can teach. Look at my resume. Look at it! I was very successful as a student teacher.....
- Principal : Ok, bottom line.....
- Brad Cohen : You know what.....
- Principal :But don't you want the job?
- Brad Cohen :Yes, actually, I want it really bad. But I would never, ever work for a man who doesn't care about his students. So, I'll take my portfolio and take no more of your time.  
(*Front of the Class* (2008), 00:37:03-00:37:53)



The dialogue above presents the principal has underestimated Brad because of Brad's disability. The principal actually has higher authority than Brad, but Brad bravely resists him. Since the principal's thoughts about teacher with disabilities are different from Brad's thoughts. In addition, the principal's statements directly have made Brad becoming angry. The most compelling evidence that the American value item especially *resisting authority* is reflected on Brad's action. He does not want to be the one regulated by the school principal. He wants to be free from the school principal's restraints.

#### **4.2.3.2.1.5 Enjoying Life**

D'Andrade and Schwartz use the term of *enjoying life* as the manifestation form of American cultural value. D'Andrade includes *enjoying life* as one part of *individualism*, while Schwartz asserts that *enjoying life* is one part of *egalitarian*. Based on the film, this American cultural value can be seen from Brad's statement bellows.

I'm standing up here today because the love and support of plenty of people put me up here. My family, my school family, my students, and all my friends, I owe this award to all of them, but, I also owe it to the toughest and the most dedicated teacher I ever had. My constant companion. My Tourette's. Now, some of you may think that's pretty weird to thank a disability. And calling it a great teacher - that's really weird. I mean - what can I possibly learn form a disability? (*Front of the Class* (2008), 01:32:59-01:33:37)

The dialogue above shows that Brad has exactly enjoyed his life though he has *tourette syndrome*. The dialogue above absolutely tells that Brad thanks to his family, his students, and his friends who have supported him so far. He also thanks to his *tourette syndrome*, he realizes that it is no problem he has that

illness. He has struggled to be the winner in controlling his *tourette syndrome*. Eventually he can reach that position. He can prove that he can be the winner. He can be the best teacher even though he has a disability. In other words, it can be viewed that Brad has enjoyed his life with everything that he has gotten so far.

#### **4.2.3.2.2 Altruism**

Certainly, D'Andrade states that altruism is one parts of American cultural value dimension that have some essential value items. *In Front of the Class* Peter Werner's movie describes several value items of altruism like *treating people equally, having close friends* and *being honest*. Some Brad's behaviors and attitudes reflect the manifestation of altruism as one part of the American Cultural values.

##### **4.2.3.2.2.1 Treating People Equally**

Both of researchers, D'Andrade and Schwartz theory use the term of *treating people equally* as one part of American cultural value dimensions. Based on D'Andrade's theory *treating people equally* is one part of *altruism*, while in line with D'Andrade perspective, Schwartz's theory explains that *treating people equally* is categorized as the important part of *egalitarian*. *Front of the Class* movie clearly describes the reflection of American cultural value named *treating people equally*.



Picture 34  
(*Front of the Class*,  
01:01:18)

Picture 35  
(*Front of the Class*,  
01:03:12)

Picture 36  
(*Front of the Class*,  
01:03:59)

The picture 34 is taken by medium long shot with the position of camera is high angle with camera movement named pan. In addition, the picture 35 and 36 depict medium shot camera with camera position called straight on angle and camera movement called pan. The picture 34 portrays Brad who is teaching in his classroom. Based on the story, Brad Cohen treats other people especially his students equally. He always responses directly every question asked by his students.

Picture 35 describes Brad Cohen is giving advice to Thomas because Thomas does not permits first before leaving the classroom. Expressively, Brad Cohen does not discriminate his students. He assumes that all of his students have to obey the school regulation. Whenever Brad faces his students do not obey the school regulation, he will advice them. Another picture especially picture 36 depicts Brad is giving a basketball to his students. He has Thomas and another student to pick some basketballs one by one. In other words, those pictures above clearly prove that Brad Cohen has possessed American cultural value called treating people equally.

#### 4.2.3.2.2 Having Close Friend

*Front of the Class* movie also presents the manifestation of American cultural value especially *having close friend*. According to D'Andrade's perspective, he says that most of American people have close friend. It means that American people have actually applied their cultural value. *Front of the Class* movie depicts Brad Cohen has a close friend. His name is Ron.



Picture 37  
(*Front of the Class*,  
00:06:11)



Picture 38  
(*Front of the Class*,  
00:29:16)



Picture 39  
(*Front of the Class*,  
00:58:22)

The picture 37, 38, and 39 completely shows the description of medium shot. The camera position that existed on those three pictures named straight on angle, while the technique of camera movement of them called pan. Pan shows the whole description of the objects of camera from one side to another side of the objects. Picture 37 illustrates Ron is standing in front of Brad while smiling. The setting of place of picture 37 is in Brad's apartment. The picture 38 shows Brad and Ron are walking and talking together near Fat Cats bar. Additionally, picture 39 portrays Brad and Ron are playing basketball and doing little bit conversation. Important to realize that all of the pictures above

describe Brad Cohen has implemented a reflection of American cultural value especially *having a close friend*.

#### 4.2.3.2.2.3 Being Honest

Based on D'andrade's theory, *being honest* is one aspect of *altruism* value dimension, while according to Schwartz's theory it is one part of American cultural value dimension especially *egalitarian*. American people are being honest toward other people actually. Front of the Class movie also shows this phenomenon. It can be seen from the dialogue between Brad Cohen with Golf officer, Jeff, and another golf player.

Golf officer	: I'm sorry, Sir. I'm going to ask you to stop making those noises.
Jeff	: Pal, he's not doing this because.....
Brad Cohen	: No, no, I can handle it, Jeff, I got it.....
Brad Cohen	:No, I understand. I can't help making these noises. Because I have <i>tourette syndrome</i> . It's a neurological disorder. I'd like to tell you about it.....
Golf officer	: If you don't leave, I'm gonna have to call security.
Brad Cohen	: Ok, ok. Thanks guys. Maybe, next year, right? Jeff, come on.....

(*Front of the Class* (2008), 00:51:23-00:51:29)

The setting of place of the conversations above happened in golf area. Brad and his little brother go to there to play golf. Immediately, one of golf officers comes approaching Brad and he says to Brad in order to stop making any noises. Brad's brother actually wants to explain about Brad's *tourette syndrome*, but Brad directly explain his illness to the golf officer. Henceforth, the golf officer intimidates Brad to call security if Brad does not leave that

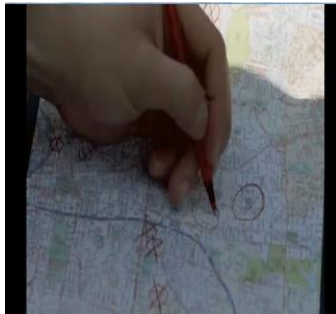
place. Eventually, Brad leaves the golf area directly. Calmly, Brad's words, "Ok. ok. Thanks guys. Maybe, next year, right? Jeff, come on..." asserts that Brad has been being calm and honest about his *tourette syndrome* toward the golf officer and other people in the golf area. In other words, Brad Cohen obviously hold the American cultural value named *being honest*.

#### **4.2.3.2.3 Industry**

The last element of American cultural value dimension is *industry*. This element used by D'Andrade is to analyze the standard of person's life level in industrialized nation (2008:48). *Front of the Class* Peter Werner's movie presents some value items of industry. They are *being persistent, pursuing knowledge, and working hard*.

##### **4.2.3.2.3.1 Being Persistent**

*Being persistent* is the one part of *industry*. According to Merriam Webster dictionary (2015), persistent is "continuing to do something or try to do something even though it is difficult or other people want you to stop". Additionally, D'Andrade thinks that most of American people tend to apply their cultural value to be persistent people in their daily life. This American cultural value can be found in the film especially in picture 40, 41, and 42 bellows



Picture 40  
(*Front of the Class*,  
00:40:13)



Picture 41  
(*Front of the Class*,  
00:21:50)



Picture 42  
(*Front of the Class*,  
00:25:25)

Both pictures 40 above employs camera distance called close-up with camera straight on angle and camera movement called pan. The next picture, picture 41 depicts medium shot, camera position called straight on angle with camera movement called pan, while picture 42 uses long shot, straight on angle, and pan. In addition, those pictures also show the camera movement named pan. The picture 40 presents that Brad is signing some locations of the schools where he wants to attend. One by one he accurately check them out. Then, picture 41 and 42 describe Brad comes to many schools to find a job as a teacher. Based on those three pictures above, it clearly illustrates Brad has been upholding the American cultural value especially being persistent.

Moreover, the American cultural value item especially *being persistent* also reflected in Brad's statement, "I didn't care. I needed a job. I wasn't gonna stop, until I had" (*Front of the Class*, 00:40:22-00:40:35). His statement clearly explains that Brad will not give up to in find a job to be a teacher.

Hillary Streick : Come on in the office, Brad.  
 Principal Ovbey Jim : We heard you coming all the way from the parking lot.  
 Hillary Streick : You've been making the rounds.  
 Brad Cohen : 25 schools so far. And here is my resume.  
 Principal Ovbey Jim : We're gonna look at it in a minute, Brad. Just come on in and tell us why you wanna be a teacher.

(*Front of the Class* (2008), 00:44:19-00:44:33).

The dialogue above shows that Brad Cohen has been come to many elementary schools. He has attended 25 Elementary schools in Atlanta, Georgia. Actually, Brad has moved from one school to other schools to find a job that he wants. In addition, the dialogue above proves that Brad Cohen has a commitment to be a persistent person.

#### 4.2.3.2.3.2 Pursuing knowledge

Along with D'Andrade's perspective, *Pursuing knowledge* is one of important aspects of *industry* (2008:65). *Front of the class* movie clearly depicts the manifestation of American cultural value especially *Pursuing knowledge*.



Picture 43  
(*Front of the Class*,  
00:23:06)



Picture 44  
(*Front of the Class*,  
00:14:43)



Picture 45  
(*Front of the Class*,  
01:12:48)



The picture 43 shows the description of two character's appearance from their stomach up to their head since the camera distance applied by the cameraman is named as medium shot. The picture 44 describes clear appearances of Brad Cohen and his classroom friends especially their face with the camera distance called close up. The picture 45 is taken by using camera distance defined as medium long shot. Equally important, those three pictures above show the application of camera position technique which is defined as straight on angle. In addition, those pictures employ the camera movement technique called pan.

This picture 43 describes Brad Cohen and his mother visiting the Church. Brad Cohen and his mother seem to get knowledge more about the life and careers of people who had *tourette syndrome*. Brad and his mother eventually know the background of other people who have *tourette syndrome* do not get better careers. This phenomena has made Brad Cohen realized one thing that he has to be the best and the winner to against his illness, besides to get the excellent careers for future. The picture 44 presents Brad is studying in his classroom. This happens in his boyhood. After several years he studies and reaches bachelor degree, he wants to continue his study to get master degree. This case can be seen from the picture 45 above. It shows that Brad is enrolling test to enter the graduate program in one of universities in Atlanta.

In a word, Brad Cohen has been enthusiastically pursuing knowledge since he has been in Elementary School until he decides to continue his study

to upper level. After he gets a job to be a teacher in Mountain View Elementary School, he enrolled the test to get the Master degree.

#### **4.2.3.2.3.3 Working hard**

The last part of American cultural value is *working hard*. Based on D'Andrade's theory, most of American people apply their cultural value especially *working hard*. *Font of the Class* movie also presents the manifestation of this value reflected by Brad Cohen's thought.

School principal : You seem to have been very successful instead of your Tourette's.

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

School principal : Thank you for coming in, I'll let you know.  
(*Front of the Class* (2008), 00:25:16-00:25:23).

The conversation above depicts Brad is interviewing by school principal. The setting of place of this occurrence is in Mountain View Elementary School. The school principal actually appreciates Brad's condition. He praises Brad that Brad has become the successful person instead of his illness. Then, Brad says that he has worked very hard. In line with their conversation above, obviously it illustrates that Brad Cohen has been applied the reflection of American cultural value named *working hard*.

### **4.3 Conflicts Experienced by the Characters**

There are many external conflicts and internal conflicts experienced by some characters in *Front of the Class* movie.



Picture 46  
(*Front of the Class*,  
00:01:04)

Picture 47  
(*Front of the Class*,  
00:16:47)

Picture 48  
(*Front of the Class*,  
00:14:10)

The first external conflict depicts when Brad school friends attack and mock him in the school. Then his teacher comes to separate them. Picture 46 employs medium shot with camera position called straight on angle and camera movement called tilt. This picture represents that Brad has been facing the external conflict with his school friends.

The second external conflict can be seen from picture 47 and picture 48. These two pictures show camera close-up with straight on angle and camera movement called pan. Picture 47 clearly describes Ellen Cohen who is angry toward Brad's school principal. Her face expression and her gesture prove that she is angry at that time. The picture 48 serves external conflict experienced by Norman Cohen, Brad's father. Surprisingly, Brad's father is angry when Brad cannot control his self to become calmer. Then the picture 48 illustrates that Norman Cohen hits Brad's thighs and he yells to Brad to stop his actions.

Based on the story content of the *Front of the Class* movie also contains many internal conflicts.



Picture 49  
(*Front of the Class*,  
00:15:29)

Picture 50  
(*Front of the Class*,  
00:20:05)

Picture 51  
(*Front of the Class*,  
00:38:19)

The first internal conflict can be seen from the picture 49 that shows Brad has been trying to be able to control his self but he could not do that. That is why he often gets many punishments from his teacher until his mother has to come to meet the principal. Brad cries when the principal says that he has lost control and often made any noises. The picture 49 above is medium shot with straight on angle camera position and camera movement named pan. This picture 49 obviously shows that Brad Cohen is facing internal conflict. He cries because his principal tells that Brad has made a mistake since he has lost control and made funny noises in the school.

The next internal conflicts can be seen from picture 50 and picture 51. The picture 50 illustrates the description of camera close-up, straight on angle and pan, while picture 51 uses camera medium shot, straight on angle, and camera movement called tilt. Picture 50 describes that Ellen Cohen has ever been sad because the doctor is not capable to cure Brad's illness. Another internal conflict in the movie is in the picture 51. The picture 51 obviously depicts Brad Cohen feels disappointed and frustrated, because he fails to get a job as a teacher.

The last internal conflict faced by Brad Cohen is when Brad Cohen actually does not want to make any noise anymore, but he cannot do that.

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

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

Brad : There isn't any cure. I don't like making noises any more than you like hearing them.....

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

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

*(Front of the Class (2008), 00:33:16-00:34:25)*

The dialogues above tell that Brad faces internal conflict. He does not want to make any noise, but it is impossible to do. The dialogue above points out the school principal interrogates Brad. He asks Brad's illness. Then Brad response him that his illness cannot be cure. Additionally, Brad wants to be treated like other normal students. Implicitly, the conversation between Brad and his school principal proves that Brad has been facing internal conflict so far.

## CHAPTER 5

### CONCLUSION

Based on the discussion above, the writer finds some important points of the extrinsic aspects in *Front of the Class* Peter Werner's Movie. Those important points of extrinsic aspects are reflections of American cultural values on the main character of *Front of the Class* movie named Brad Cohen. Obviously, the writer discovers great appropriation of D'Andrade theory about personal and cultural theory toward the thoughts, actions and attitudes of the main character on the film.

Brad Cohen, the main character of *Front of the Class* movie actually has applied *individualism*, *altruism*, and *industry* value aspects. Brad Cohen obviously applies some value aspects of *individualism* like *choosing my own goal*, *being optimistic*, *being creative*, *resisting authority*, and *enjoying life*. He also applies several value aspects of *altruism* such as *treating people equally*, *having close friends* and *being honest*. Additionally, Brad's attitudes illustrates that he also applies *industry* value aspects like *being persistent*, *pursuing knowledge*, and *working hard*.

The writer also finds similar values of American cultural values dimension from D'Andrade's theory toward Schwartz's theory that are presented by the main character of the *Front of the Class* movie. Those are *choosing my own goal*, *being creative*, *treating people equally*, *being honest*, *enjoying life*, and *pursuing knowledge* value items. In line with Schwartz's theory, *choosing my own goal* is one part of *mastery*, while D'Andrade's theory states that *choosing my own goal*

is one part of *individualism*. In line with Schwartz's theory, *being creative* is one part of American cultural value dimension named *intellectual autonomy*. It differs from D'Andrade's perspective that states *choosing my own goal* is one part of *individualism*. Another value item especially *enjoying life* is one part of Schwartz's *affective autonomy*, while D'Andrade's theory explains that *enjoying life* is one part of *individualism*.

Along with Schwartz's theory, the two value items especially *treating people equally* and *being honest* are the two parts of *egalitarian*, while based on D'Andrade's perspective, they are the two value items of *altruism*. In addition, Schwartz's perception clarified that *pursuing knowledge* is one part of *intellectual autonomy*, while D'Andrade's theory categorizes this value item as one part of American cultural value dimension named *industry*.

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