

**THE ANALYSIS OF EDUCATIONAL VALUES ON
“FRONT OF THE CLASS” MOVIE**

A GRADUATING PAPER

**Submitted to the Board of Examiners as a Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in
English and Education Department**



By:

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2012



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DECLARATION

In the name of Allah, The Most Gracious and The Most Merciful.

Hereby the writer declares that this graduating paper is made by the writer himself, and it is not containing materials written and has been published by other people, and other people's idea except the information from the reference.

The writer is capable to account to him graduating paper, if in the future it can be proved of containing other's idea or in fact, the writer imitates the other's graduating paper.

Likewise, the declaration is made by the writer and he hopes that the declaration can be understood.

Salatiga, February 13, 2012

The Writer

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**The Lecturer of Education Faculty
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ATTENTIVE COUNSELOR NOTES

Case: Ahmad Nasrudinillah's Graduating Paper Salatiga, February 13, 2012

Dear
The Head of State Institute
for Islamic Studies (STAIN
Salatiga)

Assalamu'alaikum Wr. Wb

After reading and correcting Ahmad Nasrudinillah's graduating paper entitled "THE ANALYSIS OF EDUCATIONAL VALUE ON "FRONT OF THE CLASS" MOVIE", I have decided and would like to propose that if it could be accepted by the education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb

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GRADUATING PAPER

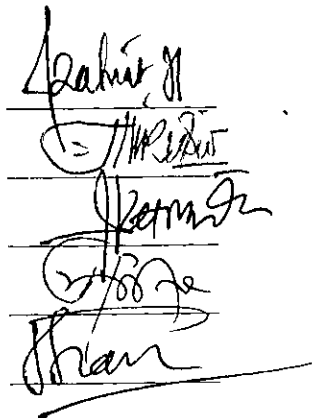
THE ANALYSIS OF EDUCATIONAL VALUES ON "FRONT OF THE
CLASS" MOVIE

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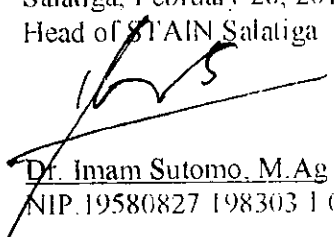
Has been brought to the board of examiners of English Department of Educational Faculty of State Islamic Studies Institute (STAIN) Salatiga in February 28, 2012, and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan Islam (S.Pd.I)* in English and Education Department.

Board of examiners,

Head : Dr. Rahmat Hariyadi, M.Pd.
Secretary : Setia Rini, M.Pd.
1st examiner : Dra. Hj. Woro Retnaningsih, M.Pd.
2nd examiner : Norwanto, M.Hum
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Salatiga, February 28, 2012
Head of STAIN Salatiga



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ABSTRACT

Entitle: THE ANALYSIS OF EDUCATIONAL VALUE ON "FRONT OF THE CLASS" MOVIE

In this study the writer choose "*Front of the Class*" movie, this movie is chosen to be analyzed the important of educational values as a part of our life. There are three research problems proposed of the "*Front of the Class*" movie. What are intrinsic literatures in that movie, what educational values in that movie and then how that movie can give student spirit to study hard?

The methodology of this study is qualitative study. It is mean that it does not need statistic approach to explore the material. In this paper the writer research about educational values in "*Front of the Class*" movie. Qualitative research is a search of which the data written or oral word are descriptive analyzed. The primary data is taken from audiovisual (movie) and scrip from "*Front of the Class*" movie. The secondary data is taken from many literary books and some relevant materials to support and complete the primary data sources.

The result of this study is there are some educational values in the "*Front of the Class*" movie like: never give up, self-confidence, friendly and be polite, love, forgiveness, optimism, help each other and responsible as human society.

Keyword: Educational value, literary element

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

VERILY, WITH EVERY DIFFICULTY THERE IS RELIEF.

(QS. AL INSHYRAH: 6)

DEDICATION

I would like to dedicate this paper for them who have always been in my heart, they are:

1. To the God Allah SWT.
2. My sweet family, father (Nasiri), mother (Sulasih), brother (Misbah's family, Miftah's family) and sister (Fiah's family, Sita and Afid) from your support and your greatest love so everything is possible.
3. Hanung Triyoko, SS. M.Hum. M.Ed, as the writer's counselor who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this thesis from beginning until the end.
4. My sweet heart Arini Purwanti, from your love, attention, support I can finish this paper, I wish that you can always company me in my life.
5. *Enthung Geng*: Ruri, Latip, Anas, Bustan and Anam thank your support.
6. My friends in TBI "D" 2007, thanks for our togetherness and experiences.
I will never forget you all.
7. The big family in IMM (*Muhammadiyah Students Association*).
8. All of my friends, who cannot I call one by one.

ACKNOWLEDGEMENT

In the name Allah, The Most Gracious and The Most Merciful, The Lord of the Universe, because of Him, the writer could finish this graduating paper as one of the requirement for *Sarjana Pendidikan Islam (S.Pd.I)* in English Department of Education Faculty of State Islamic Studies Institute (STAIN) Salatiga in 2012. Secondly peace and solution always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individual and institute, and I somehow realize the appropriate moment for me to deepest gratitude for:


1. Dr. Imam Sutomo, M.Ag, The Rector of State Islamic Studies Institute of Salatiga.
2. Suwardi, M.Pd, as the head of educational faculty.
3. Hanung Triyoko, SS, M.Hum, M.Ed, as consultant who was educated, supported, directed, and given the writer many good advice, suggestion and recommendation for this thesis from beginning until finish.
4. All lecture of English Department who have guided and enriched me with English knowledge.
5. My beloved family who has thought me everything, facilitated, supported and wishes to get my desire.
6. *Takmir Masjid Al Muttaqien Klaseman Salatiga*, tanks because all of you I can stay in Salatiga.

7. All my friends who helped me to finish this thesis.
8. Those who can be mentioned one by one toward their support to the writer in realizing the study.
9. All of "you" who know who am I.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contribution from the readers to improve this graduating paper.

Salatiga, February 2012

The Writer



Ahmadnasrudinillah

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CHAPTER I

INTRODUCTION

A. The Background of Study

Education is a very important thing in our life and it becomes a basic need of every human in the world. Important role of education is to develop capabilities and improve the quality of human life. With education people can develop their own abilities.

According to Hasan Langgulung education is only a tool used by humans to maintain the continuity of life (survival), both as individuals and society. Humans in an attempt to maintain the continuation of life bequeathed various cultural values from one generation to the next generation. Another function of education is the development of the potentials that exist in individuals in order to use it by itself and so on by the community to face the challenges of the future that will always change. (Hasan Langgulung, 1986: 147). One of purpose from education is to improve human resources. To increase it is by way of the learning process. Learning process there are three kinds: formal education, non formal education and informal education.

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content

and methodology. This necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricular organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. (<http://www.techne-dib.com.br/downloads/6.pdf> accessed on 3 March 2012 retrieved at 11.00)

Non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace: certainly do not correspond to those comprised by formal education.

(<http://www.techne-dib.com.br/downloads/6.pdf> accessed on 3 March 2012 retrieved at 11.00)

Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education. (<http://www.techne-dib.com.br/downloads/6.pdf> accessed on 3 March 2012 retrieved at 11.00)

In addition to acquiring a formal education at school, people are not aware of having an education in the form of informal environmental education and independent learning activities undertaken consciously and responsibly. While one way to keep the education which lasts for this is to use literature as a medium.

Literature is a way of express thoughts, ideas, and thoughts with the descriptions of experience. Psychological aspects that were targeted literary works are not only cognitive, but also affective and conagtive.

Cognitive aspect is also not confined to the mere thought, but more power sensitivity and power fantasies. A literary is creating awareness of vision, hearing, smell, touch. (Jakob Sumardjo, 1993: 147)

Historically, literature is divided into two kind, classical literature and modern literature. Classical is also called regional literature uses cultural based on the time; oral literature was lost and can't be detected easily. (Ratna, 2005: 3-15).

Literature has many forms; they are poetry, novel, comic, soap, opera, electronic literature, graphic novel, film or movie and etc. Watching movie gives us more imagination in our mind and we have the freedom to control the movement when we think about the character in the book, where in movie it is passive.

Movie is a sequence of picture projected on a screen from a developed and prepared film especially with an accompanying sound track (Webster's Dictionary, 2004: 654). Film or movies are cultural artifacts created by specific culture which reflect those cultures and in turn affect them. It is considered to be an important art form, a source of important entertainment and a powerful method for educating or indoctrinating citizen.

Movie is a medium of education that can demonstrate to the human audio visual so people with such a device would be easier to accept education. Movie is also one of the tools used to deliver the events. So

many movies that aired but in this case I will discuss about the movie that teaches a lot of content of educational value for all of us that is *Front of the Class*.

Most of the movie adapted from real story in the world and the other adapted from books or novel. Most of people use film or movie to entertainment, criticize, advertisement, propaganda and etc. Using this media we can educated about educational value.

In the Movie *Front of the Class*, by Peter Werner, we can take the intrinsic factor from this movie like characterization (protagonist and antagonist), setting, plot, theme, point of view, and etc. *Front of the Class* movie is one film that contains a lot of educational value for audience. Among the many films show on television or movies that contain lots of violence, pornography or other.

From the reason the writer would like to make analyze or make a research beside of the unique place of character, setting and plot etc and especially what is an educational value from the movie, so it can be a motivation to students.

B. Statement of the Problem

In this research, the writer intends to focus on the following problems:

1. What are the intrinsic literature elements that the author uses in the movies *Front of the Class*?

2. What are the educational values of the movies?
3. What is the implication of the movies in relation to student learning spirit?

C. The Objective of the Study

The objectives of the study are as follow:

1. To describe the intrinsic literature elements in the *Front of the Class* movies.
2. To analyze the educational values of the movies.
3. The reveal the implication of the movies in relation to student learning spirit.

D. The benefit of the Study

The benefits of the study are as follow:

1. Theoretically

The result this study is expected to be beneficial to the world of literature and can contribute to the development of value education.

2. Practically

- a. The writer hopes that the result of the study can be used to:
- b. To develop literary study, particularly of STAIN Salatiga who are interested in the literary research.
- c. To remind that educational values is important.

E. Clarification of Key Terms

The writer will clarify the terms to avoid mistakes of the title consideration:

1. Education

In the outline of State Policy (GBHN) in 1973, expressed on the definition of education, that education at that time was a conscious effort to develop the personality and abilities held within and outside the school, and last a lifetime. In addition, the definition of education is also expressed by Ki Hajar Dewantara in the first congress in 1930 he mentioned that education generally means power to advance the growth of moral character (inner strength, character) mind (intellect) in the child's body.

In the dictionary definition of education argued that education is the process whereby a person develops the ability to shape attitudes and behavior of others in the community where he lived, the social process in which people exposed to environmental influences selected and controlled (especially those coming from the school), so that he can obtain or have social skills development and individual capability optimum (maximum). (Mahfud, 2006 :33-34).

Education is broadest, general sense is the means through which the aims and habits of a group of people live on from one, generation to the next generally, it occurs through any experience that

has a formative effect on the way one things, technical sense, education is the formal process by which society deliberately transmits it is accumulated knowledge skill, customs and values from one generation to another.(<http://www.en.wikipedi.org/wiki/education>, 11 November 2011, retrieved at 13:30).

2. Value theory

Encompasses a range of approaches to understanding how, why, and to what degree humans should value things, whether the thing is a person, idea, object, or anything else. This investigation began in ancient philosophy, where it is called axiology or ethics. Early philosophical investigations sought to understand good and evil, and the concept of “the good”. Today much of value theory is scientifically empirical, record what people do value and attempting to understand why they value it in the context of psychology, sociology and economics. (<http://www.en.wikipedi.org/wiki/values>, 11 November 2011, retrieved at 13:50).

3. Front of the Class Movie

Front of the class movie is a 2008 Hollywood film directed peter Werner , written Tom Rickman, *Front of the Class* movie as a boy, Brad had Tourette’s syndrome before the illness was identified. He would make strange noises, which upset his father and his teachers. They demanded that he stop, but he could not. Eventually, his parents divorced and his mother pursued finding out what Brad’s problem was.

When they found out it was Tourette's syndrome, she learned that it was incurable. One principal made a difference in Brad's life. This leads Brad to wanting to become a teacher. Years later, he is pursuing getting a job in Atlanta and faces one obstacle after another. He is highly qualified, but schools are scared by his Tourette's syndrome. Finally, one school gives him a chance, and he excels. Hallmark Hall of Fame excels in producing powerful dramas. *Front of the Class* is one of their best ever. It captivates the viewer, produces tears and laughter, and teaches important moral values. Brad's strong optimistic attitude is incredible. The acting is far superior to most television movies. The direction has a fine touch that never enters the melodramatic or maudlin.

F. Literary Review

The research is library research, so the writer concerns the educational values of "*Front of the Class*" movies, through library analyze. Among other literary of educational values are done by Agus najib "*The Educational Values of Adam's Story in the Holy Qur'an*". He finds educational values of the Adam's story striving and hard work, lovingness, kindness, tolerance and forgiveness, patient and thankfulness, reasonability and keeping commitment and brave heart, and that values are implication for human life.

Wakhidatur Rofiqoh entitled "*The Analyze of Moral Values of the Kungfu Panda Movie*". She found some moral value as message from the movie kungfu panda consist of believe in the existence of god, be careful, virtue/ kindness or wisdom in every event, always ready to die, sorry and apologize, be patient and never give up, life in the world will not eternal and perfect, the real owner, not be narrow-minded, sad and give up, honest and trust worthy, humility, not mooching and fool of the world that make us greedy. (Rofiqoh. 2007)

The writer also sees thesis from Imas Suraida entitled "*The Analysis of Moral Value of Deasylawaty Prasetyaningtyas's Novel Hades Sang Autis*". She found some moral values as message from the author Deasylawaty Prasetyaningtyas consist of love and belonging, respect, friendly and be polite, positive thinking, hard work, gentle, patient, responsible, self confidence, optimism, forgiveness, regret, help each other and solidarity. (Suraida. 2008)

Educational value is the planting and development of values in a person. Educational value should not constitute a special program or lesson, such as drawing or English lessons, but rather a dimension of the whole enterprise of education. Education does not only want to develop the knowledge, skills, technologies, but also want to develop other aspects: personality, morals and ethics, etc., all of which can be called educational value. (M. Sastrapratedja, 1993:3)

Nilai Pendidikan adalah penanaman dan pengembangan nilai-nilai dalam diri seseorang. Nilai pendidikan tidak harus merupakan suatu program atau pelajaran khusus, seperti pelajaran menggambar atau bahasa inggris. tetapi lebih merupakan suatu dimensi dari seluruh usaha pendidikan. Pendidikan tidak hanya mau mengembangkan ilmu, keterampilan, teknologi, tetapi juga ingin mengembangkan aspek-aspek lainnya: kepribadian, etika, moral dan lain-lain, yang kesemuanya dapat di sebut nilai pendidikan.

G. Research methodology

To analyze *Front of the Class* movie, the writer uses descriptive qualitative method as the following:

1. Research Object

The research object in this study is the main character in *Front of the Class* movie that directed by Perter Werner

2. Data Collection

a. Primary Data Source

The primary source is taken from the *Front of the Class* movie and scrip from the movie.

b. Secondary Data Source

This secondary data sources derived from many literary books and some relevant materials to support and to complete the primary data sources. Such as books of literature theory, value and education like as books of literature theory by Graham Little, value by Berry K Bayer and etc.

3. Technique of Data Collection

In this research, the writer use technique of data collection like steps to collect data that are:

- a. Watching the movie twice or more is very important.
 - b. Identifying to find the data related to the study.
 - c. Classifying the relevant data.
 - d. Selecting the relevant data.
 - e. Reporting selected data.
4. Method of Data Analysis

The steps of data analysis:

- a. Exposing the data in order to reveal the problems.
- b. Codification.
- c. Interpreting the data.
- d. Compare data with fact in order to find the similarities between them.
- e. Concluding in order to answer the statement of problem.

H. Paper outline

The writer divides this thesis organization consists of five chapters. They are: Chapter one is introduction, containing background of study, statement of the problem, the objective study, the benefit study, key term, previous literary researches, research method and paper outline.

Chapter two present the autobiography of Brad Cohen and synopsis of the movie.

Chapter three presents the review. It consists of educational, value, educational value, and movie, the correlation between audio visual and educational.

Chapter four is analyze of the movies. It consists of literary element of the movie, educational value of the movies and implication of educational value toward learning spirit.

Chapter five is the closure. It presents conclusion and suggestion. The last part is bibliography and appendix.

CHAPTER II

THE BIOGRAPHY OF BRAD COHEN AND THE SYNOPSIS OF THE MOVIE

A. The biography of Brad Cohen

Brad Cohen is an American motivational speaker and an award-winning teacher and author who has severe Tourette syndrome. Cohen described his experiences growing up with the condition in his book, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-authored with Lisa Wysocky. The book has been made into a Hallmark Hall of Fame TV movie titled *Front of the Class*. (<http://connect.in.com/brad-cohen/biography-41033.html> accessed on 29 February 2012 retrieved at 10:47)

During his childhood, Cohen was accused of being a troublemaker in school and was punished by his teachers for the tics and noises caused by TS. He decided to "become the teacher that he never had". After he graduated and received his teaching certificate, 24 elementary schools rejected him before he was hired at Mountain View Elementary School in Cobb County, Georgia. As a new teacher, he was named Georgia's First Class Teacher of the Year. (<http://connect.in.com/brad-cohen/biography-41033.html> accessed on 29 February 2012 retrieved at 10:47)

Cohen grew up in St. Louis, Missouri, in a Jewish family. His parents divorced during his early childhood. Cohen barked and twitched constantly during his waking hours, and would knock his knee against the inside of the car door. Someone asked his mother once if she had considered an exorcist. His mother was compassionate, but his father did not understand why his son did the things he did, often getting frustrated and punishing him for making noises or other physical tics.

Doctors initially told Cohen's mother that his tics were an emotional reaction to his parents' divorce. Teachers did not understand Cohen; they thought he was mischievous, due to the noises (tics) caused by his TS. His fifth-grade teacher forced him to walk to the front of the classroom to apologize for the noises he made and promise that he would never make them again. He felt humiliated and decided that he would become the teacher he never had, saying: "I always felt like the kid in the corner. I really needed support and acceptance from my teacher and didn't get it. From then on, I knew that I wanted to be that teacher one who would offer support and acceptance and really be there for each kid. "When Cohen was 12 years old, his mother identified his behavior as TS from her own research. She took him to a Tourette syndrome support group meeting, where Cohen realized that other attendees "seemed resigned to a life of defeat" and was "inspired to triumph over the disorder"

In the beginning of his eighth grade year, after Cohen appeared on the *Sally Jessy Raphaël show*, his middle-school principal decided to let Cohen speak to the school about his Tourette syndrome. Cohen continued to educate people about TS, increasing his confidence and speaking skills.

Cohen graduated from Parkway Central High School in 1992, and was president of the St. Louis Council of Aleph Zadik Aleph.

Cohen attended Bradley University in Peoria, Illinois, majoring in elementary education. During his first week at school he was kicked out of a local fast food restaurant when an employee thought Cohen was drunk and threatened to call the police, even as Cohen and his friends were trying to explain about his vocal tics and TS. Within hours, fellow students began to organize a boycott of the restaurant; the manager phoned Cohen and asked him to come back to the restaurant so he could apologize in person.

After graduating *cum laude* with many academic honors, Cohen moved to Atlanta, Georgia in the 1990s to seek employment, applying to numerous elementary schools for a teaching position. He interviewed with administrators, but his interviews were always punctuated by his tics. He was rejected 24 times before Mountain View Elementary School hired him to teach the second and third grades. Cohen, who taught about his Tourette syndrome at the beginning of each year, was popular with students; one parent requested his child be removed from his class, but asked to have the child moved back only weeks later. He was awarded the Sallie Mae First

Class Teacher of the Year in 1997. Cohen later taught second grade at Tritt Elementary School in suburban Atlanta, before leaving the classroom on the path to becoming a school administrator, supervising other teachers.

Cohen was less lucky in romance, saying, "We called it second-date syndrome: I couldn't get past the first date". Cohen met Nancy Lazarus of Charleston, South Carolina, through an Internet dating service; they married in June 2006 and have one child.

Cohen's book, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-written with Lisa Wysocky, was published in 2005. It won the Independent Publisher Book Award for Best Education Book for that year. According to the *Pittsburgh Post-Gazette*, the book is "well worth reading, giv[ing] insight into what it is like to live with Tourette's such as when Brad's noises disturbed other people at restaurants, sports bars, golf courses and movie theaters, and when Brad could get a first date with a woman but never a second"

He continued to act as a spokesman for the condition, appearing on *The Oprah Winfrey Show* on May 26, 2006. He has been featured in a public service announcement for the national Tourette Syndrome Association, and he serves as the vice president for the Tourette Syndrome Association of Georgia. He was a chairman of Relay for Life, a Little League coach, a Major League Baseball mascot, and has received

recognition and several awards for volunteerism and community involvement.

The book was made into a Hallmark Hall of Fame TV movie *Front of the Class*; the movie aired on CBS on December 7, 2008. Following his 2006 appearance on *The Oprah Winfrey Show*, in 2007 Cohen spoke at a conference after Timothy Shriver of the Special Olympics. According to Shriver, "The audience 'was laughing, then crying, then laughing, then crying, then cheering, and at the end, they gave him a huge standing ovation". Shriver suggested the movie to Cohen, and became the executive producer one year later. Cohen was concerned that the movie should stay truthful and avoid sensationalizing Tourette syndrome. He was pleased with the overall result, although he noted some dates in his life were sped up for effect (for example, the date of his wedding). Cohen said the portrayal of his tics is "very, very authentic".

Although tics steadily decline for most children as they pass through adolescence, Cohen still has frequent and loud vocal tics and barking. He joked: "I'm hoping I don't get kicked out of my own movie". (<http://connect.in.com/brad-cohen/biography-41033.html> accessed on 29 February 2012 retrieved at 10:47)

B. Synopsis of the Movie

"*Front of the Class*" is a film that is based on a true story of Brad Cohen, he has Tourette syndrome, the film was played by jimmy Wolk,

but in the movie starring Brad Pitt still used the name Cohen. Tourette syndrome itself is a neurological disorder and behavior (neurobehavioral disorder), characterized by the action of the unconscious, place quickly (brief involuntary actions), in the form of vocal and motor tics, but it is also accompanied by psychiatric disorders (psychiatric disturbances). Since childhood, Cohen was ridiculed by his friends, even his teacher was upset with Cohen's behavior caused by his Tourette syndrome, and his father also could not accept his son's disease the Tourette's syndrome, just his mother who always strength and providing support to Cohen.

Finally small Cohen graduated and than he continues his school, but in his new school, new friends, new teachers, it did not change Cohen's fate, he is still discriminated by his classmates. One day, while teaching and learning activities take place, suddenly Cohen disturb his classmate with the sounds that he was out caused by influence of his Tourette's syndrome. The teacher was upset and finally asked Cohen to meet his headmaster; finally Cohen came to his headmaster. When he meets the headmaster, and than ask to Cohen like, what was your destination by schooling? But he did not answer his question, even he ask to his headmaster for apologize because he has disturbed his classmates. The head master explains that the school destination is to educate and use our knowledge tom eliminate ignorance. The time there is orchestra event in his school. Actually Cohen does not want to come in this event, but he is instructed by the headmaster. Of course he refuses it because he doesn't

want to disturb the event. But his head master stay asks him to come in the event. His guessing is correct, Cohen shout out strange sounds that disturb the event. Some of his friends ask his to keep silent. His friends also hint to him and see him of angrily. All of them are caused by Cohen's sounds. After the event, the headmaster step up stage.

Headmaster : I hope you can enjoy earlier appearance. At the time of the recital I heard voices very annoying? Are you well? Well, the sound was coming from Brad Cohen (pointing to the child), Brad tried to go up to the stage, come on Brad Cohen (with a little timidly tried to climb onto the stage).

Headmaster : Brad, are you deliberately noises to disrupt this recital?

Brad Cohen : No sir, I suffer from Tourette's syndrome, which resulted in a syndrome body movements and sounds that are not controlled.

Headmaster : But you can not learn to control those sounds!

Brad Cohen : Excuse me sir, can not be controlled this syndrome is a disease and if I'm depressed would make me worse, sir.

Headmaster : So what should we do so you can be healed?

Brad Cohen : The disease is incurable pack, but will be reduced if I'm not depressed.

Headmaster : So how we should behave to you?

Brad Cohen : Treat me like a normal student who else, sir.

Headmaster : Well you can go back to your seat.

When Cohen returns to his seat all attendance give applause to encourage him. This is starting of Cohen's intense to become a teacher. This story continues to his adult life. He finished his university study and than he proposes in some school for job vacancies. His dream is want to be a teacher. He was rejected by all school because his disease, touratte syndrome, it is one reason why he was refused by the school. He feel frustration and than Cohen uses his time as labor in his father's work place. Cohen and his father's relationship are not good since his father married again. He guesses that his father does not accept him and try to let him. His father also guesses his relationship is good and nothing troubles. His father let this condition and does not think deeply about it. All condition that Cohen's got is not become problem for his motivation to get job as teacher. It is become problem for his motivation and reason to stay up his life well. He is not sad and he always tries by hard effort to become his dream come true, although he is hinted by everyone who doubts to him ability.

Finally, his dream comes true. A headmaster gives a big chance to him. He is interview by all school components, include of headmaster, co-headmaster, staffs, and teachers. He can pass the interview after he told about his disease. Then he gets his dream job as a teacher. When he is teaching, his students are very get ready. Cohen enjoys his work well. Initially, his students hint to him because his disease, but by hard effort to

make conducive condition in his learning process, his effort is not useless. He makes his students enjoy when he is teaching in class. Finally he is regarded as the best teacher in his region.

This movie is full of inspiration like simple styles, easy to be understood, and give many good figures for us. Some scenes that are appeared in this movie is really touch viewer's heart. Even to almost people who guess disable person is just become problems for other people. This movie's message is don not go down when you are getting many problems, because always there solution for your problem.

CHAPTER III

THEORITICAL REVIEW OF EDUCATIONAL VALUE

In this chapter the writer would like to provide for subchapters of education, value, educational value, movie and correlation between audio visual and education.

A. Education

According to Marton Deutsuh and Harvey A. Horstein from the perspective of social psychology education is carried on in an organized social environment largely through interpersonal processes. This means that none of the participants in the web of interpersonal relation (parent-child, student-student, teacher-student, teacher-teacher, teacher administrator, parent-teacher, administrator-board and so on) that comprise the educational complex may be appropriately considered as a passive, inert object. (Joel R Davitz Samuel Ball, 1970: 180)

In Etymological meaning of education: the term education is derived from Latin word educere,educare, and educatum which means 'to learn','to know',and to 'lead out'. That is education means to lead out internal hidden talent of a child or person. (<http://education12world.blogspot.com/2010/07/meaning-and-definition-of-education.html> accessed on 22 January 2012, retrieved at 15.00)

In narrow meaning of education: the education provided under the premises of schools, colleges and universities are the narrow concept of education. The narrow meaning of education is limited under the premises of educational institutions. It doesn't include the education outside of four walls of institution. Narrow meaning of education emphasize on bookish knowledge. (<http://education12world.blogspot.com/2010/07/meaning-and-definition-of-education.html> accessed on 22 January 2012, retrieved at 15.00)

Broader meaning of education: Opposite of narrow meaning of education is broader meaning of education. That is the education provided under the educational institution's premises is only education is wrong. According to its concept education is universal; we can gain education from anywhere and anytime. There is no bound of place and time. Education is the long life process. It starts from cradle and ends to the grave. (<http://education12world.blogspot.com/2010/07/meaning-and-definition-of-education.html> accessed on 22 January 2012, retrieved at 15.00)

Education is influence exercise by the adult generations on those that are not ready yet for social life it is object is to arouse and develop in the child a certain number of physical. Intellectual and moral states which are demanded of him by both the political society as whole and specific milieu for which he is specifically destined. (Deighton, 1971: 319)

Kaufman said that: education may be viewed as process for providing learners with (at least minimal) skill, knowledge, and attitudes so that they may live and produce in our society when they legally exit from our educational agencies. The “product” of education is no less than the achievement of these required minimal skills, knowledge and attitudes. The behavior and achievements of learners as they function as citizens determines whether the “product” has been achieved. (Kaufman, 1972: 10)

In other word education not only creates a better human being but also contributes to the transformation of society. We are summoned to take forward our community, village, city, State, world. But to get that we need tools. The tools to improve the world are not fighting ideologies, or weapons –as many have tried thorough history- but knowledge, sciences, arts. Those tools empower the people who sincerely want to see a more just world. Further more, the paradox that we find our selves happy when we forget our own self and focus on the wellbeing of other is true. Working to improve the society through the tools education provides, helps us to develop our own capacities, and brings us peace and tranquility, although that is not the motive. (<http://www.brighthub.com/education/k-12/articles/9566.aspx> accessed on 22 January 2012, retrieved at 13.00)

According to Bertrand Russel there are three theories about the purpose of education. First, target of education the other one is proving the opportunity to growth and remove the influence hindering. Two, target of

education is to civilize the individual and develop its capacities until maximal. Level three, education has to be more considered in its relation with the community better than in relation with individually and that business is to train the citizen which is good for. (Russel, 1993: 17)

B. Value

Values are those thing people prize. Values serve as standards of behavior, as well as criteria for judging and choosing. They are, in effect, abstract ideas-concept-revealed and expressed through human action and speak. Values underline and give purpose to human behavior; human behavior, in turn, shapes values. (Barry K Beyer, 1979: 268)

According to Earle (1992: 297) value is positive quality of anything it is desirable, useful, interesting, good and important; only a few of the terms available for the expression of positive values. Whether values are part of the intrinsic nature of thing or simply a matter of how humans respond to things is controversial. In sociology, value theory is concerned with personal values which are popularly held by a community, and how those values might change under particular conditions. Different groups of people may hold or prioritize different kinds of values influencing social behavior.

In the webstern dictionary value is relative worth, utility or importance. It means that value must be selected freely become guidance

for someone, norm, and principal of someone. Value selected freely will be internalization, look after and become the hold life someone. Choosing values freely means that freely from any pressure, like clear pressure and also which under cover from people who loves. (Webstern, 1981: 2530).

Lombardo (2004: 5) also explains that values are the ideals or standards that people use to direct their behavior, values are what people strive to realize in their lives. Value are the standard we use in making judgments about what is important in life and what is right or wrong in human behavior. We judge ourselves and other in terms of our values. We may not agree with another person's values, but everyone lives by values- everyone makes judgments about what is important in life through their values. (Lombardo, 2004: 5)

C. Educational Value

Menurut M. Sastrapratedja (1993:3) nilai Pendidikan adalah penanaman dan pengembangan nilai-nilai dalam diri seseorang. Nilai pendidikan tidak harus merupakan suatu program atau pelajaran khusus, seperti pelajaran menggambar atau bahasa inggris, tetapi lebih merupakan suatu dimensi dari seluruh usaha pendidikan. Pendidikan tidak hanya mau mengembangkan ilmu, keterampilan, teknologi, tetapi juga ingin mengembangkan aspek-aspek lainnya: kepribadian, etika, moral dan lain-lain, yang kesemuanya dapat di sebut nilai pendidikan.

According to M. Sastrapratedja (1993:3) educational value is the planting and development of values in a person. Educational value should not constitute a special program or lesson, such as drawing or English lessons, but rather a dimension of the whole enterprise of education.

Education does not only want to develop the knowledge, skills, technologies, but also want to develop other aspects: personality, morals and ethics, etc., all of which can be called educational value.

There is a key set of values and virtues connected with education. For example: learning, thinking, integrity, honesty, growth and excellence. These values and virtues reflect the general goals and standards of behavior among educators and educational institutions. These values and virtues define what is judged as important in the educational process and what types of character traits are seen as reflecting these values. Higher education, in numerous ways, attempts to *model* and *teach* those key character virtues which embody these central values. Beyond learning specific fact and skill, higher education highlights these virtues. And further, educators in variably encourage their students to pursue these values and develop these character virtues as well. (Lombardo, 2004: 12).

Modeling and teaching these values and virtues, and helping students to embrace, serving as the necessary foundation for the acquisition of factual knowledge and intellectual skill. For example, the love of learning and thinking and the pursuit of excellence enhance student performance in all academic disciplines. And further, it helps to create educated individuals who will benefit others and society or a whole. (Lombardo, 2004: 12)

D. Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology. (Webster, 1973: 305)

Film offers a special language of projected moving image with sound a language which incorporates the characteristics of the graphic, plastic, spatial and narrative arts. It is finally becoming accepted in educational circles an established art form suitable for study analysis, research in institution of higher learning. Film study encompasses the examination of the motion picture as a medium of communication, entertainment and artistic expression. (Deighton, 1971: 1)

In different case films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological

effect called beta movement. (<http://en.wikipedia.org/wiki/Film> access on 9 January 2012, retrieved at 11.30)

E. The Correlations Between Audio Visual and Education

Certainly television can be more than one among many factors in influencing behavior and attitudes. However, there is consistently a significant relationship between the violence rating of four favorite programs and the five measures of deviance, three of approval of violence and one of beliefs about crime in the society. Furthermore, relationships remain when variables expected to decrease the likelihood of deviance are introduced. The regularity with which these relationships appear suggests that they should not be overlooked. (Robert M. Liebert, 1982: 78)

Film is a powerful teaching tool because it connects ideas with emotions. Research shows that people learn and remember best when their feelings are activated. The visual images of film are also a key element to their effectiveness as a learning tool. The drama of film - as storytelling - is another important feature that makes it a useful learning tool. People remember messages when they're connected to characters that they care about. Some educators say that film takes away from more important tasks like reading and writing, and it's true that a small number of teachers do use film inappropriately, as time filler, for entertainment, or as a reward for good behavior. But movies can be an important component of instruction in English language arts, when used well. Films can help strengthen critical thinking and communication skills, motivating students to read and inspiring them to write. Teachers need more support in learning how to use films in the classroom to promote reading and writing

skills. (http://www.frankwbaker.com/media_literacy_and_movies.htm, accessed on 3 March 2012 retrieved at 11.00)

Through the effective use of film in the classroom, teachers can help meet instructional standards for English language arts and the social studies. For example, middle-school students must learn how to recognize how messages are designed for specific audiences and purposes. Discussing films can help students develop an awareness of important concepts like target audience, purpose, genre, and point of view. Films can be effective stimulus material in inspiring students to speak and write, and many teachers have designed meaningful learning experiences that strengthen students' library research skills, their writing and reading skills by using film as a "jumping off" point to. (http://www.frankwbaker.com/media_literacy_and_movies.htm, accessed on 10 January 2012 retrieved at 16.00)

CHAPTER IV

FINDING RESEARCH AND DISCUSSION

A. Literary Element of the "*front of the Class*" movie

In this chapter the writer would like to discuss the literary of the "*Front of the Class*" movie. The movies are literary element of character, characterization, plot, setting, point of view, themes.

To understand the meaning of a literary work as a whole it is important to analyze the structure of work the literary elements of the movie "*Front of the Class*" is as the following:

1. Character and characterization

Character is a person who is responsible for the thoughts and actions within a story, poem or other literature. Character are extremely important because they want which are the medium through a reader interacts with a piece of literature. Every character has him or her personality, which a creative author uses to assist in forming the plot of a story or creating.

Character is a one reason we read stories is to find out what happens (to see how the plot work out), an equally compelling reason is to follow the fortunes of the characters. (Robert Diyani, 2004: 54)

Character are divided into two parts, they are major and minor characters.

a. Major character

The major character is the most important ones in terms of the plot. In this movie there are three major characters. There are:

1. Bradley Cohen

Bradley Cohen is people who have severe Tourette syndrome (Neurological disorder and behavior) but he is inspired to become a teacher. He is a smart kid and always gets good scores, but he hates the books, school and even he very hates to read books. But he likes baseball and cheesy music. Addition he is very difficult to pay more attention for his lesson in his school.

Police : Boy, you been drunk ...?

Cohen : No, sir I have Tourette Syndrome.

Police : Take it easy kid.

I just need you to sign this.

So. What kind of jobs are you looking for?

Cohen : Teaching, I'm going to be a teacher.

I have expertise in that field;

but I never let it deter me. (Performed at, 00:03:16-00:03:55)

I could not wait to back for school

No more home work, no more books, no more teachers tell me books

I have friend when I was six

But he needed one year to get name, I just hyperactive person.

I make funny voice and strange action to attract people and introduce my self

It just to faze, I grow up normally

Like every body else

To long my funny come to company with me

Now my friend I just Bradly

Person who like baseball and very like cheesy music

Who they guess stranger than my voice (Performed at, 00:01:29-00:02:28)

2. Cohen's Mother

Cohen's mother is kind, patience, full of love, care with Cohen. She always supports Cohen to achieve his dream. She always struggles for her children's

Mother : It sounds like you let Tourette's win.

Cohen : I do not let Tourette's win!

Mother : Really?

*Cohen : Look, I'll never give up. I just ...
I have to find the right school.*

Mother : You'll get it, Bobo. OK.

*Cohen : So, I decided it was not Tourette
I just have not found a school that has not been
right. (Performed at, 00:39:10-00:39:30)*

3. Cohen's father

Cohen's father is looked very rough, but he cares toward his children's. He always gives advice to her children's to become good people.

Father : *mom say that you not take medicine*
How did you will get calm, if you did not do
doctor suggestion.

Cohen : *this it just make me worse*

Father : *I saw. so... you are doctor now?*

Jeff : *he was Dr BOBO dad*

Cohen : *shouted up!*

Father : *right son. lets ate*
I have importance not to you
Lets back to car

Cohen : *I still hungry*

Father : *did you know thing that make happy. ONE DAY*
without your action. (Performed at, 00:12:37-
00:13:02)

b. Minor character

The minor character is a major proponent of character, not really sometimes involved in with the action at all. (Potter, 1967: 21)

1. Jeffier

Jeffier is Cohen young brother, he is humorist, kind and care. He is also hyper-active in something.

I mean I make patience like nail on the board
It no helps. my young brother Jeff, he hyperactive too
My dady say that he wait me at home Atlanta (Performed at,
00:07:10-00:07:12)

2. Ron

Ron is Cohen's home mate when he is mature. He is patience, and became Cohen's best friend. He also gives support to Cohen to get his dream come true.

Ron : no, you looked strees, you had to lose it

Cohen : but this positive effect, hei other did not care about it?

I jus wait call.

Ron : this positive effect you go out with me.

I have new girlfriend se had roommate

Cohen : stop to trap me..?

Ron : lets go, she heard all about you she would meet you

Cohen : oh tanks it genius, I will relax OK. (Performed at, 00:26:00-00:26:26)

3. Headmaster

Headmaster is person who gives inspiration to Cohen to become teacher. He thing that everybody has weakness, but it is not hindrance for us to get our dream.

Headmaster : Brad, are you deliberately noises to disrupt this recital?

Cohen : No sir, I suffer from Tourette's syndrome, which resulted in a syndrome body movements and sounds that are not controlled.

Headmaster : But you can not learn to control those sounds!

Cohen : Excuse me sir, can not be controlled this syndrome is a disease and if I'm depressed would make me worse. sir.

Headmaster : So what should we do so you can be healed?

Cohen : The disease is incurable pack, but will be reduced if I'm not depressed.

Headmaster : So how we should behave to you?

Cohen : Treat me like a normal student who else, sir.

Headmaster : Well you can go back to your seat. (Performed at, 00:32:00-00:34:30)

4. Diene

Diene is Cohen's step mother. She can accept Cohen and also care toward her step children's and she gives support to Cohen.

Cohen : the worst case, he never accept who was i

He has idea a perfect son. who was normal and did normal thing

Yeah, I never become normally

Diana : yeah, my be it was not his idea brad

My be it is mind and you right you were abnormal

You have ability to teach, and it was not realized from your Tourette. (Performed at, 00:42:27-00:42:50)

5. Nancy

Nancy is Cohen's girlfriend. She is patience, care and understanding. She is very cares to Cohen although he has syndrome. She always gives chance to Cohen to approve his dream till come true.

Cohen : so it not really disturbs you?

Nancy : what?

Cohen : did you know my tourette.... Emm my voice.

- Nancy* : no., when I compare it like other voice.
Like braggers, sound speakers, negosentrism, idiot humor, serious. No..
You voice not disturb me... long you make me laugh.
- Cohen* : don't say that. you know I get under pressure from it
- Nancy* : I am sorry..
My father said to me he would marry with someone who make me laugh. (Performed at, 01:05:50-01:06:23)

2. Plot

Plot is the arrangement of events that make up a story. A story's plot keeps us turning pages: we read to find out what will happen next. For plot to be effective, it must include a sequence of incidents that bear is significant causal relationship to each other. (Robert Diyani, 2004: 43)

One basic of narrative is a plot. A plot is a based on a series of events that are all partly the result of some continuing cause. Many people inaccurately assume that plot is inherent in narrative. But a narrative may tell of a series of events that are related only chronologically or perhaps locally. That is, they may have happened one after to other, like the events of a small boy's day, or the may all have happened in the same places. Plot is formed by a causal sequence of events. The plot begins when the continuing cause begins, and that cause carries the sequence forward. A plot in addition is a sequence of events that constitutes a whole unit separate from the happenings that precede or follow it. (Potter, 1967: 24)

Plot is a literary term defined as the events that make up a story, particularly as they relate to one another in a pattern, in a sequence, through cause and effect, or by coincidence. One is generally interested in how well this pattern of events accomplishes some artistic or emotional effect. An intricate, complicated plot is called an imbroglio, but even the simplest statements of plot may include multiple inferences, as in traditional ballads. (http://en.wikipedia.org/wiki/Plot_narrative, accessed on 14 January 2012 retrieved at 13.30)

The elements of plot are:

a. Exposition (introduction to situation)

Exposition is the presentation of the information necessary for the plot to get under way. It is the introduction to the characters, their relationship with one another, and the physical background in which they find themselves and so on. (Little, 1970: 83). Exposition that provides background information we need to make sense of the action. (Robert Diyani. 2004: 43-44)

In the "*Front of the Class*" movie, the exposition is about the introduction of Cohen as graduation in Bradley University with "cum laude score". But he has Tourette syndrome. It is disease which person shut out uncontrolled sound. He has dream to become a teacher, although he has this disease, he has strong spirit and motivation to get it. Finally, he can to be a teacher as his dream.

Police : *Boy, you been drunk ...?*
Cohen : *No, sir I have Tourette Syndrome.*
Police : *Take it easy kid.*
I just need you to sign this.
So. What kind of jobs are you looking for?
Cohen : *Teaching, I'm going to be a teacher.*
I have expertise in that field;
but I never let it deter me. (Performed at, 00:03:16-00:03:55)

b. Conflict

Conflict is the principal cause, that is resides in the conflict that is the basis of the plot. The term "is familiar", it is the result of an opposition between at least two sides, just as it takes two to make an argument: it takes two opposing people or forces to produce the conflict basic to a plot. Without this opposition there is no conflict, and without a conflict there is no plot. The conflict may be overt and violent, or implicit and subdued, it may be visible in action, or it may take place entirely in a character, mind, it may exist in different and sometimes contrasting forms, and on different levels of meaning, but by definition it is inherent in the concept of plot. (Potter, 1967: 25-26).

Conflict in this movie is when he applies for a job in some school; he does not get good respond from headmasters and staff. The headmaster guesses him as abnormal person. So they refuse him till one day, there is a new teacher test is held. He takes part in it because there is no prohibition for person who has Tourette Syndrome. It is not

problem because every human being has same right. This matter him to look for a lawyer to struggles his right.

Cohen : small likelihood that people exposed to Tourette syndrome

Headmaster : OK, listen up.

They do not tell me that you will be handicapped.

How do you expect to handle a wild group of students?

with a disability like that?

Cohen : Well. By teach them.

By let them know it's okay to talk about it.

Well, it was the worst interview I ever had.

That he could see when he looked at me was my Tourette (Performed at, 00:36:35-00:37:00)

c. Climax

Climax is a major crisis or turning point in the whole action of plot. It is the point at which the fatal step is taken the essential decision made which result in the action concluding one way or the other. (Little, 1970: 84)

Climax in this movie is when Cohen fell under pressure and psychology disturbing. He is refused by more than 20 schools that is come by him. Reason why he is refused are same, he has Tourette

syndrome. He feels frustration, and then he works in his father's office for a moment to make his mind relax down.

Cohen : *You know what, Dad? This will be my last day here?*

Father : *Well, why do not you wait while you get a job first?*

Cohen : *I'm going to get a job, dad.*

I just have to stay focused.

Father : *Why can not you stay focused and realistic at the same time?*

What is wrong with that?

Cohen : *It's here. (Performed at, 00:49:06-00:49:20)*

d. Resolution

Resolution is once basic conflict in a narrative is activated, the opposing forces work against each other, developing the conflict until its resolution. Like all conflicts, it may be resolved in favor of the protagonist or the antagonist, or in a draw, or a temporary suspension of hostilities, but it is resolved somehow. The resolution then is the end of the end of the conflict in a particular plot. (Potter, 1967: 26)

Resolution in this movie is when Cohen given chance in school. This chance is used by him as good as powerful. He techs the children spritely. The students are enthusiasm. They interest toward his teaching method. One day, when he was teaching his students, he scored by his head master. Finally, he becomes a reward of good teacher in Atlanta and become excellent motivator.

*And, right after he left, I got a call from the school.
The headmaster wanted me to come in his office.
Just like old times.*

Headmaster : Quite busy, huh?

Cohen : But the kids somehow manage it, is not it?

Headmaster : yes, they do.

Hilarie and I discussed you with the teacher.

*And, we talked about how proud we are teaching
our children*

to never let anything hold them back in life.

And, Hilarie says that if we are talking,

we need to run the same direction.

He was waiting to show your class.

Welcome.

*second class is the class that was packed so we had
to create a new class. (Performed at, 00:52:57-
00:53:43)*

3. Setting

Setting is obviously, the actions of the characters take place at some time, in some place, amid some things, these temporal and spatial surrounding is the setting. A setting can create an atmosphere that will help produce the particular quality and effect of the story. Setting is elements of fiction reveals the where and when occur of the events. It refers to time and place in which the event of plot. (Potter, 1967: 27)

This place or location of a story's action along with the time in which it occurs is its setting. (Robert Dwyer, 2004: 60)

Writers describe the world they know. Sights, sounds, colors, and textures are all vividly painted in words as an artist paints images on canvas. A writer imagines a story to be happening in a place that is rooted in his or her mind. The location of a story's actions, along with the time in which it occurs, is the setting.

Setting is created by language. How many or how few details we learn is up to the author. Many authors leave a lot of these details up to the reader's imagination.

(<http://www.learner.org/interactives/literature/read/setting1.html>, accessed on 14 January 2012, retrieved at 13.15)

a. Setting of place

There are many places that the writer can find in the movie. The place where the story of *Front of the Class* takes place as the following:

1. St. Luis

St. Luis is a place which Cohen and his young brother were born and grown by his family. They are Yahudism. (Performed at, 00:08:43-00:09:00)

2. School

School is place which Cohen and his friends study. In the school, his feels that he was refused by his society, but in this school he are inspired by his head master and has strong spirit too.

(Performed at, 00:32:00-00:34:30)

3. Atlanta

Atlanta is place which Cohen lives when he is mature. He lives Ron together. (Performed at, 00:26:00-00:26:26)

4. Atlanta Barr

Atlanta bar is happy place which is come by Cohen and Ron when they are stress and boring. They spent their time in the place. Atlanta bar also becomes celebration place when Cohen get first interview from school. (Performed at, 00:27:00-00:29:26)

5. His father's work place

In his father's work place, Cohen spent his time because he has to be waited calling from school which is came by him. He is more close to his father in there place. (Performed at, 00:29:12-00:29:52)

6. Elementary School in suburban Atlanta

This is first time hi is given chance by a school to techs. He is also given reward as good teacher who has Tourette Syndrome and become motivator. (Performed at, 01:16:06-01:16:21)

7. California

California is place Cohen's girlfriend was born, there, Cohen and Nancy spent time together. (Performed at, 01:05:50-01:06:23)

b. Setting of time

Setting of time this movie aired on CBS on December 7, 2008.

4. Point of view

Point of view refers to the perspective from which a story told identify the narrator. The writer often pretends, so to speak to be someone else. He may allow himself to have more knowledge and more kinds of knowledge that he actually does or only certain kinds of knowledge, and sometimes he will pretend to be someone entirely different. Presenting what knowledge he allows himself as if it were transmuted by the personality and emotions of that person. (Potter, 1967: 28)

Point of view in this movie is first point of view, because the writer takes part in the story and he tells about true story.

My name is Bradley Cohen.

But when I was a kid, people called me by many names.

My brother, Jeff, called me Dr. Bobo.

My mother called me darling.

And the kids at school?

Well, they called me everything, from sick and crazy

I do not have many real friends.

But I did have a companion.

I can barely remember those days.

Sometimes, it's not a problem for me.

Other times, it's a problem. (Performed at, 00:00:30-00:00:50)

5. Theme

Theme is the point of story. Subject to talk, discussion and topic of the entire story that reveals. The theme is a subject of mind built most important to form the main idea, to show every character involved and provide direction so that the reader can understand the content of literary works he made. (Potter, 1967: 90)

The theme is its idea or point (formulated as a generalization). Theme is related to the other elements of fiction more as a consequence than as a parallel element that can be separately identified. To formulate a story's theme of a story derives from its details of character, plot, setting, structure, language, and point of view, any statement of theme is valid and valuable to the extent that it accounts for these details. (Robert Diyani, 2004: 85)

The theme in this film is how Tourette Syndrome made me the teacher I never had.

B. Data Analysis of Educational Values

Educational values are a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teacher (and other adult) transmits values to pupils. (Powney, 1995: 7)

From "*From of the Class*" movie the writer can takes some educational values there are:

1. Never Give up

People can improve their live when they want to hard and never give up achieving their ambitions.

Headmaster : How did they reaction?

Cohen : Once they understand, they were fine with it.

There will never cause a problem in class.

All I want is a chance.

Give me an interview, and let me prove to them that I can do my job.

Americans with Disabilities Act says I'm entitled to an opportunity. (Performed at, 00:05:25-00:05:45)

In the dialog Cohen explain to headmaster that he want to get interview in the school it show that Cohen never give up

Mother : *It sounds like you let Tourette's win.*
Cohen : *I do not let Tourette's win!*
Mother : *Really?*
Cohen : *Look, I'll never give up. I just ...*
I have to find the right school.
Mother : *You'll get it, Bobo. OK.*
Cohen : *So, I decided it was not Tourette*
I just have not found a school that has not been right.
 (Performed at, 00:39:10-00:39:30)

Brad Cohen feels stress because his job application is rejected. After he call his mother he get support from his mother and he show that he never give up.

2. Self-confidence

Self-confidence can not be bought wherever. It has in heart and our thinking. We must try to change our mind, try something new and lost our frightening.

Idza shadaqal'azmu wadhahas-sabiilu

: If we have right willingness, so opened the way. (Zainudin, 2010: 39)

Police : *Boy, you been drunk ...?*
Cohen : *No, sir I have Tourette Syndrome.*
Police : *Take it easy kid.*
I just need you to sign this.
So. What kind of jobs are you looking for?
Cohen : *Teaching, I'm going to be a teacher.*
I have expertise in that field;

but I never let it deter me. (Performed at, 00:03:16-00:03:55)

When Cohen answers the police question, Cohen say *Teaching, I'm going to be a teacher*. It show that Cohen have self-confidence to be teacher although he have Tourette syndrome

3. Friendly and be polite

Friendly means showing kindness to someone, as friend would behave. Indonesia people well-known as friendly people where we are still hold our norm. Polite is way to respect other as social human being.

Head master : Brad, are you deliberately noises to disrupt this recital?

Cohen : No sir, I suffer from Tourette's syndrome, which resulted in a syndrome body movements and sounds that are not controlled.

Head master : But you can not learn to control those sounds!

Cohen : Excuse me sir, can not be controlled this syndrome is a disease and if I'm depressed would make me worse, sir.

Head master : So what should we do so you can be healed?

Cohen : The disease is incurable pack, but will be reduced if I'm not depressed.

Head master : So how we should behave to you?

Cohen : Treat me like a normal student who else, sir.

Head master : Well you can go back to your seat. (Performed at, 00:32:00-00:34:30)

From the dialog headmaster teaches us to be able to accept people without discrimination even though he was disable. It show about friendly and be polite.

4. Love

Love is something special needed to live. Love to our God, love to ourselves, love to our family, friends and our people around us. Love to each other. We need a love as way of life. Because of the social nature of humans and the long developmental period from birth to adulthood, the need for love is closely linked to the need for survival.

Mother : *They're not going to hold. hold the plane for you.*

Father : *Okay, all right. Give a hug.*

Jeff : *Good-bye, father!*

Father : *bye, J-man*

Cohen : *I love you, Daddy.*

Father : *I love you too, son. (Performed at, 00:08:43-00:09:00)*

From the dialog above show that Cohen very loves his father and father too.

5. Forgiveness

Forgiveness is good action and attitude as faithful, but many people have mistake but they are not brave to ask. In Islam teaches to forgive sorry to each man.

وَمَا أَصَابَكُمْ مِّنْ مُّصِيبَةٍ فِيمَا كَسَبَتْ أَيْدِيكُمْ وَيَعْفُوا عَنْ كَثِيرٍ ﴿٣٠﴾

Whatever misfortune happens for you, is because on the things you hands have wrought. and for many (of them) He grants forgiveness. (Assyura: 30)

*Teacher : Stand up stay please!
Brad have something the say you
Cohen : I am sorry you can not study because me
Teacher : And...you promise never to make sully noise is ever again
Cohen : Promise so never to make sully noise is ever again
Teacher : take you chair. all of you back to you book. (Performed at, 00:15:26-00:16:03)*

When Cohen makes noise in his class and it annoys other friend, his teacher asks Cohen to forgiveness in front of class and never to make sully noise is ever again.

6. Optimism

Optimism is an expectation to get the goodness. Optimism is new spirit to do something while we sometimes face in bad condition. No a reason to do pessimism because God give us many happiness to be enjoyed. Without do optimism, we get difficulties in all of challenge. We have to understand that all of ourselves have many advantages to be developed.

- Father* : *Let us eat lunch outside the office I am.
So a more personal.*
- Cohen* : *ok!*
- Father* : *Diane ask me when you would come.
I think you're pretty busy with finding a job. no luck?*
- Cohen* : *Still an interview.*
- Father* : *How did it happen?
Did they give you, the problem with, uh ...?*
- Cohen* : *Dad you can say the word,; Tourette.
Some of them yes. Some of them do not.*
- Father* : *How is your money?*
- Cohen* : *I'm not asking for money.*
- Father* : *I know it. you never ask me for anything,not
However, if you run no have money, you know you could
work with me here.*
- Cohen* : *I'm going to teach. OK?
I'm not going to let anything in my way*
- Father* : *OK. I told her, nothing is wrong ...
Looking for other options, if your dream does not true.
You know, there's something else, besides teaching.*
- Cohen* : *but not me.
Dad never could understand my optimism. (Performed at,
00:29:12-00:29:52)*

His father is not believed that Cohen became teacher, but Cohen
optimist that his dream becomes teacher is come true.

7. Help each other

Help each other is form as social human. We cannot live without
other people. Help each other makes life more than meaningful. In Holy
Qur'an said:

إِذْ تَقُولُ لِلْمُؤْمِنِينَ أَلَنْ يَكْفِيَكُمْ أَنْ يُمدِّكُمْ رَبُّكُمْ بِثَلَاثَةِ آفِ مِائَةِ الْمَلَائِكَةِ مُنَزَّلِينَ

﴿١٢٤﴾

“Remember thou said to the Faithful: “Is it not enough for you that Allah should help you with three thousand angels (specially) sent down?” (Al Imran: 124)

And in other message:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

Help ye one another in righteousness and piety but help ye not one another in sin and rancor. (Al Maidah: 2)

Jeff : need me to help you mom?

Mother : now follow me to help me....

After divorce, jeff and I help mom in new business..Certain kind a high class in batik

Yeh.. Well may be help is not exactly. (Performed at, 00:09:20-00:09:39)

After their father and mother divorce, Jeff and Cohen help their mother to prepare in new business. It show that help each other.

8. Responsible

Responsible is having a capacity for moral decisions and therefore accountable: capable of rational thought or action. Responsible is something that we have to do get the right.

وَإِذْ قَالَتْ أُمَّةٌ مِّنْهُمْ لِمَ تَعِظُونَ قَوْمًا اللَّهُ مُهْلِكُهُمْ أَوْ مُعَذِّبُهُمْ عَذَابًا شَدِيدًا

قَالُوا مَعذِرَةٌ إِلَىٰ رَبِّكُمْ وَلَعَلَّهُمْ يَتَّقُونَ ﴿١٦٤﴾

“When some of them said: ‘why do ye preach to a people whom Allah will destroy or visit with a terrible punishment?’” said the preacher: ‘To discharge our duty to your lord, and perchance then may fear him” (Al Araf: 164)

Thomas : crazy.

Cohen : Where did you learn those words, Thomas?

You know you should not leave class without permission.

Well, you're going to clean it

And then, ah, you're in law without a break. (Performed at, 01:16:06-01:16:21)

Thomas always leaves his class without permission so he must get punishments to clean the class because self inflicted.

9. Hard Work

Hard work means the key of success. Hard work always related with good looking job or doing everything to get the target.

We often get many advices about hard work. The writer has listened that we must continue our working until we get goal. Because this problem, it is important to always hard work consistently when we want something. Magical moment can not be happened instantly, it need good efforts our selves with aim to change and develop better.

I just have not found a school that has not been right

I not stopped it till I found it

I made map in every school ad have interview

If head master not permisston. I give my proposal to secondary or worker to give the headmaster

I don't care I need job. (Performed at, 00:39:33-00:40:32)

After Cohen gets support by his mother, and then he made some job application in every school, if headmaster does not permission, he gives his job application to secondary or worker to give headmaster.

C. The Implication of Educational Values toward Learning Spirit.

The "Front of the Class" movie has educational values. The implication of educational values of the movie toward learning spirit as follow:

1. The major character *Cohen* in this movie gives us an inspiration becoming enthusiastic to follow his ambition. Cohen's ambition is to be a teacher, although he has Tourette syndrome. Cohen is refused by many schools because of his disease. They doubt about his teaching abilities because it is impossible for him to teach with his disease, but he continues to try because he is sure that he can. Finally his dream becomes real. So the attitude of this character must be followed in order to grow our learning spirit. He teaches that disease is not a problem for us to achieve our dream. People can apply the attitude in our life when they have a disease; it is not a problem to get their dream.
2. The senses of never giving up, optimism, self-confidence show the spirit to study and achieve ambitions. Moreover, height and successful education can be gotten.
3. The sense of love, helping each other, forgiveness and responsibility are key and ways for every person to get ambitions. So educational values can increase learning spirit.

The relevancy between the implications of educational values toward learning spirit is the educational values in "*Front of the Class*" movie that makes people have high ambitions. People must never give up, love, optimism, and help each other in life in order to become the good people who use for religion, nation and state. After we watch the movie we become enthusiastic to study, because many educational values in this movie which make us have learning spirit.

CHAPTER V

CLOSURE

A. Conclusion

After analyzing the movie, the writer concludes based on the problem statements. I found the educational values in "*Front of the Class*" movie, the intrinsic in the movie, and the implication of educational values toward learning spirit as follow:

1. The literary elements of the "*Front of the Class*" movie consist of:

a. Characters and Characterizations

The major characters in this movie are Bradley Cohen, her mother and her father.

The minor characters in "*Front of the Class*" movie are Jeffer, Ron, Nancy, Diene and head master.

b. Plot

The plot in this movie is exposition (introduction to situation), conflict, climax, and resolution.

c. Setting

It is divided into two parts, namely setting of place and setting of time. Setting of place in this movie is in the St. Luis, school, Atlanta, Atlanta Barr, father work place, Elementary School in suburban Atlanta, and California.

Setting of time this movie aired on CBS on December 7, 2008.

d. Point of view

Point of view in this movie is first point of view, because the writer takes part in the story and he tells about true story.

e. Theme

The theme in this film is disease is not problem for us to achieve our dream because everything can be achieved with hard work.

2. Educational values in "*Front of the Class*" movie as follow:

- a. Never give up
- b. Self-confidence
- c. Friendly and be polite
- d. Love
- e. Forgiveness
- f. Optimism
- g. Help each other
- h. Responsible

3. The implication of educational values in "*Front of the Class*" movie toward student learning spirit such as:

- a. The major character Cohen teaches that disease is not problem for us to achieve our dream.

- b. The senses of never give up, optimism, self confidence show the spirit to study and achieve ambitions.
- c. The sense of love, help each other, forgiveness and responsible are key and way for every person to get ambitions.

B. Suggestion

The writer would like to give some suggestions related to this research for teachers, students, and English department. The suggestions can be put forward as follows:

1. To the Teacher

- a. From this movie teachers can get education that teachers must be able to accept students without discrimination even though he disable.
- b. Teachers can get education about how to handle students who have disease.

2. To the Students

- a. Student can study about attitude behavior from major character that people can get everything when they study hard.
- b. The senses of never give up, optimism, self confidence are very important to achieve ambitions.
- c. For the students who study about educational values, they can take this paper to reference

3. For the English Department

- a. English department can use this paper to add the reference about the educational values.
- b. Media such as movies are very important in education. This media can help the students to understand and mastery teaching materials, so every School must have the educational media.

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APPENDIX

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 judul : THE ANALYSIS OF EDUCATIONAL VALUE ON
 "FRONT OF THE CLASS" MOVIE

No	Tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	13 Des 2011	Review some grammatical errors and add information on value education (proposal		JP
2	19 Dec 2011	Chapter I	ACC	JP
3	10 Jan 2012	Chapter II	⇒ No need to write about the director biography, write the biography of the story maker instead ⇒ correct the grammar	JP
4	12 Jan 2012	Chapter III	⇒ Use English text as references	JP
5	31 Jan 2012	Chapter II	ACC	JP
6	21 Jan 2012	Chapter III	ACC	JP
7	7 Feb 2012	Chapter IV	add the dialogues as Proas for characterization add information on the detail of the dialogues	JP
8	11 Feb 2012	Chapter V	ACC	JP
9	13 Feb 2012	Chapter IV	ACC	JP

NB: setiap konsultasi lembar ini harus di bawa

Pembimbing

Handwritten signature



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17 Nopember 2011

Lamp. : Proposal Skripsi

Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Hanung Triyoko, M. Hum, M Ed

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

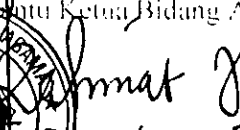

Nama : Ahmad Nasrudinillah
NIM : 11307098
Jurusan : Tarbiyah
Judul Skripsi :

THE ANALYSIS OF EDUCATIONAL VALUE ON "FRONT OF THE CLASS"
MOVIE

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,
Wakil Ketua Bidang Akademik

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1	SK kegiatan Pesantren Liburan Anak Sekolah (PLAS)	7 september 2008	Panitia	3
2	Orientasi Program Setudi dan Pengenalan Kampus (OPSPEK) Tahun 2007	28-31 Agustus 2007	Peserta	3
3	SK mengajar di TPQ Al Muttaqien Klasman Salatiga	2009 sampai sekarang	Ustadz	8
4	SK Kegiatan hari Muhammadiyah Salatiga	16 Juli 2008	Panitia	3
5	SK Kegiatan bulan Ramadhan (LAZIM)	12 September 2009	Panitia	3
6	SK Kegiatan Pesantren Liburan Anak Sekolah (PLAS)	7 September 2009	Panitia	3
7	Sk Kepengurusan Senat Mhasiswa (SEMA) STAIN Salatiga	2008-2009	Anggota SEMA	5
8	SK Kepengurusan Cabang Ikatan Mahasiswa Muhammadiyah (IMM)	2010-2011	Ketua Cabang	7
9	Kuliah umum dan dialog "perkembangan kerja sama ASEAN bersama derectorat Jenderal kerja sama ASEAN departemen luar negeri republic Indonesia"	10 februari 2009	Peserta	2
10	Had participated in "breaking the fast and bioscope ramadhan (CEC)"	25 September 2007	Peserta	2
11	Worksop legal drafting "pengembangan nalar kritis mahasiswa dalam perspektif perundang-undangan	30 maret 2009	Panitia	4

12	Training manajemen masjid Ikatan Da'i Indonesia (IKADI)	26 Juli 2009	Peserta	3
13	Sertifikat Toefl	25 Januari-10 Februari 2010	Peserta	3
14	Masa Taaruf da Buka Bersama (MASTA)	11 September 2009	Panitia	2
15	KURSUS Pembina Pramuka Tingkat Dasar (KMD)Kwartir cabang kota Salatiga	14 Februari 2009	Peserta	3
16	Pablik Hearing Senat Mahasiswa (SENAT)	17 September 2008	Panitia	3
17	Sarasehan jurnalistik ramadhan "Membudayan menulis di kalangan santri" bersma Suara Merdeka	13 September 2008	Peserta	2
18	Darul Arqom Dasar (DAD) Ikatan Mahasisa Muhammadiyah	6 Desember 2010	Team screening	3
19	Masa taaruf dan buka bersama (MASTA)	14 September 2007	Pesreta	2
20	Worksop computer	14 September 2007	Peserta	2
21	Bedah film "Laskar pelangi" dan penggalan dana untuk korban Situgintung	4 April 2009	Peserta	2
22	Masa taaruf dan buka bersama (MASTA)	11 September 2008	Panitia	3
23	Pelatihan Utadz dan Ustadzah oleh BADQO TPQ Salatiga	1 Maret 2009	Peserta	3
24	Latihan Instruktur Dasar (LID) Ikatan Mahasiswa Muhammadiyah	23-24 Januari 2010	Peserta	3
25	Dialog interaktif "Bela Negara untuk Mahasiswa"	20 September 2008	Peserta	2
26	Darul Arqom Dasar (DAD) "Melejitkan Ruh Intelektual, Membumikan Jiwa Sosial"	15 Desember 2007	Peserta	3
27	Seminar Radikalisme Keagamaan di Indonesia	1 Juli 20011	Peserta	2

