# ANALYZING TEACHER'S ROLE AND TEACHER'S PROFILE IN THE FILM "I NOT STUPID TOO 2"

(A Study of an Unsuccessful Teacher)

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd I) in Teaching English

## **THESIS**



By

Roudlotul Muthoharoh NIM D05208109

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2012

#### STATEMENT OF AUTHENTICATION

This thesis is written by **Roudlotul Muthohharoh**. All parts of this thesis are not plagiarism except the parts which along with references. The authenticity of this work is can be accounted.

One day, if this work is proved as another person's work, the writer will ready to be punished in the form of dislodged from graduated degree.

Surabaya, July 23<sup>rd</sup> 2012

The Writer

Roudlotul Muthohharoh

iv

#### ADVISORS' APPROVAL SHEET

This thesis by Roudlotul Muthohharoh entitled Analyzing Teacher's Role and Teacher's Profile in The Film "I Not Stupid Too 2"(a Study of Unsuccessful Teacher) has been approved by thesis advisors and could be proposed to fulfill the requirement of Graduated Degree in English Teaching of Tarbiyah Faculty State Institute of Islamic Studies Sunan Ampel Surabaya

Surabaya, 7 August 2012

Advisor I,

<u>Dra. Irma Soraya, M.Pd</u> NIP. 196709301993032004

Advisor II,

Rakhmawati, M.Pd NIP.197803172009122002

#### APPROVAL SHEET

This thesis by Roudlotul Muthohharoh entitled Analyzing Teacher's Role and Teacher's Profile in The Film "I Not Stupid Too 2"(a Study of Unsuccessful Teacher) has been examined on July , 2012 and approved by The Board of Examiners.

Dean,

**Dr. H. Nur Hamim, M.Ag.**NIP 196203121991031002

The Board of Examiner

Chair,

Dra. Irma Soraya, M.Pd.

NIP. 196709301993032004

Secretary,

Rakhmawati, M.Pd.

NIP.197803172009122002

Examiner I,

Dra. Arbayah Ys, MA

NIP. 196405031991032002

Examiner II,

Prof. Arif Furgon, MA, Ph.D.

NIP. 150094096

#### **ABSTRACT**

Muthohharoh, Roudlotul. 2012. *Analyzing Teacher's Role and Teacher's Profile in the Film "I Not Stupid Too 2"* A Thesis. English Department, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel. Advisor: Dra. Irma Soraya, M.Pd, Rakhmawati, M. Pd

Keywords : teacher's role, teacher's profile, film.

This research focuses on the role and profile of teacher which cannot help students to reach the better achievement in the film "I Not Stupid Too 2". This research also aimed to know what the messages or lessons (related with pedagogical view) can be derived from the film "I Not Stupid Too 2".

"Teacher is the decisive factors which very dominant in education, because teacher takes hold on the important role in teaching-learning process". Thus the study of teacher becomes important. The importance of analyzing teacher's profile also inspired from the fact that now day we often find the teachers who only focus on their knowledge but neglect the ways they interact to the student which unconsciously can influence students' behavior. Furthermore, many films produced and people watch the movies only for entertaining, whereas, the film mostly contains lesson. Here, analysis is used to emphasize lesson contains in the film.

The foundation of this thesis is theories of teacher's role which summarized by Suparlan, M. Ed in the acronym of EMASLIMDEF. But the researcher focuses on the roles which directly interact to the student that appear on the film. The aspect of analyzing teacher's profile conducted by the following components: physical presence (proximity, appropriacy, movement, contact) voice (audibility, variety, conservation) and mark the stages which those are reflect the characteristic.

To answer the research questions, the methodology used in the research is Ethnographic content analysis or Qualitative media analysis in the form Descriptive-Qualitative Research. The data collected through the following instruments: observation sheet or descriptive note taking, documentation, and human instrument which consists of Description of subjects, Dialogue reconstruction, Description of physical background, Notes about events, and Reflective Observer personal notes. To find, identify and analyze the document significant meaning and relevancy, researcher used the Miles and Huberman's model in the procedure of analysis.

The result of the research is teacher implement 8 roles while he taught; they are management's role, instructional role, resources, assessor, supervisor, leader, facilitator, and controller. Teacher neglects the teacher's role which related to the affinity between teacher and students. The teacher doesn't have a good rapport. Teacher manages the teacher's profile in his own characteristic. But, teacher doesn't pay attention on student needed and characteristic. Here, researcher concludes that the teacher's role and profile which doesn't implement in the appropriate way with student's condition, it can lead into misadventure.

Based on research findings and discussion, researcher also concludes that the messages can be gotten from this research are: (1) the factors that led to academic failure are came from many factors. Include: the student personality, the student's family, the school, the friends, the classroom teacher and the environment (2) don't focus only on the students' weakness but focus on students' strength (3) to drive or operate something, we need a right "key" which appropriate with the problem (4) reward is better than punishment. The reward such as "praise" is very important to make students curious to learn. Here, the researcher suggest to the teacher, student, parents, and reader to do self-evaluation in order to minimize misadventure.



# **Table of Content**

Cover inside	
Advisor's Approval Sheet	
Approval Sheet	
Statement of Authentication	iv
Dedication Sheet	ν.
Motto	vi 
Acknowledgement	vii
Abstract	ix
Table of Content	xi
List of Tables	xii
I. CHAPTER I : INTRODUCTION	
A. Background of the Research	1
B. Statement of the Research Problems	7
C. Objectives of the Research	_
D. Significance of the Research	
E. Scope and Limitation of the Research	
F. Definition of Key Terms	
G. Research Report Writing Organize	11
II. CHAPTER II : REVIEW OF RELATED LITERATURE	
A. The Importance of Analyzing Film	12
B. Teacher's Role	13
C. Teacher's Profile	16
D. Teacher's Role and Teacher's Profile Related to Teaching-	• •
Learning Process	19
E. The Teacher's Competence	21
F. Personality factors which related to the key to success	23
G. Review of Related Previous Study	24
III. CHAPTER III : RESEARCH METHODOLOGY	
A. Introduction	27
B. The Paradigm of the research	
C. Research Design	. 28
D. Research Procedure	
E. Sources of the Data	
F. Data Collection Technique	
G. Research Instruments	. 30

	H. Data Analysis	32
	I. Validity and Reliability	34
IV.	CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION	
	A. Data Description	36
	1. The Glance History of the Film "I Not Stupid Too 2"	36
	2. Data Presenting	
	a. Description of subjects	
	b. Dialogue reconstruction	
	c. Description of physical background	47
	d. Notes about events	47
	e. Reflective Observer personal notes	
	B. Research Findings	50
	1. The Role of Mr. Fu as a Teacher in The Film "I Not	<b>د</b> ٥
	Stupid Too 2"	50
	2. The Profile of Mr. Fu as a teacher in The Film "I Not	<i>-</i> 1
	Stupid Too 2"	51
	3. The Messages and Lessons Related to Pedagogical	50
	View from The Film "I Not Stupid Too 2"	52 53
	C. Discussion.	33
	1. The Role of Mr. Fu as a Teacher in The Film "I Not	53
	Stupid Too 2"	33
	2. The Profile of Mr. Fu as a Teacher in The Film "I Not	60
	Stupid Too 2"	UU
	3. The Messages and Lessons Related to Pedagogical	63
	View from The Film "I Not Stupid Too 2"	05
V.	CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
	A. Conclusions B. Suggestions	
	BIBLIOGRAPHY	
	APPENDIXES	

хi

# List of Tables

Table 2.1	The Teacher's Main Role and Main Duty	13
Table 2.2	Teacher's Role EMASLIMDEF	14
Table 2.3	The Role of Teacher	15
Table 2.4	Indicators of teacher's competence	21
Table 3.1	The Reason of Focusing on 13 Teacher's Roles	33
Table 4.1	Dialogue Reconstructions	41
Table 4.2	Notes about Events	48
Table A1	Table Classification Analysis of Teacher's Role	A1
Table A2	Table Analysis of Teacher's Profile	A2

#### **CHAPTER I**

#### INTRODUCTION

#### A. Background of the Study

In this section, researcher explores some reasons why the researcher does the research, include: why does the researcher analyze the teacher's role and teacher's profile in helping students' successfulness in learning? Why does she use film as an object? Why does she use the film "I Not Stupid Too 2"? Here are the following statements of research background:

Zayna F. Amel, 8, student grade 3 at Elementary School in Surabaya admits that she has a poor mark for English subject because she doesn't like the teacher. Kholifah (46) admits that she remembers most the English lesson she has learnt in Grade 3 Senior High School because she learnt English from her favorite teacher. Both of them state that the teacher is very important in influencing their curiousness to master language. Students grades XI IPS MA Hidayatul Ummah Pringgoboyo also hardly ever do the homework in English subject, unwillingly to come to the class, and have a bad mark and attitude, the reason is because they hate and don't care with the teacher. If the reason of those problems related with the teacher, thus the role of teacher becomes important.

The role here is related to the teacher's role in teaching-learning process which is a main factor in education successfulness. It is written in Penilaian Kinerja Guru "Teacher is the decisive factor which very dominant in education,

because teacher takes hold on the important role in the teaching-learning process, where the process of learning is the core process of education in its totality (translated)"

The importance of teacher is also strengthened by Jeremy harmer. In 1998, Harmer did the research about "What Makes a Good Teacher". He interviewed students of different nationalities studying at Private Language School in Britain, and Secondary School student studying at Cambridge Comprehensive School. The answers are representative as follow:

- "They should make their lesson interesting so you don't fall asleep in them.
- A teacher must love her job. If she really enjoys her job that'll make the lesson more interesting.
- I like the teacher who has his own personality and doesn't hide it from the students so he is not only a teacher but person as well
- A good teacher is an entertainer, and I mean that in positive sense not in negative sense".

By far, most of the students not only concern on teacher's knowledge but also about the teacher's personality and how the ways they interact to the students. Harmer also collects the students' responses as follow:

- "A good teacher is...somebody who has an affinity with the students that they're teaching
- A good teacher should try and draw out the quiet ones and control the most talkative ones
- He should be able to correct people without offending them
- A good teacher is... someone who helps rather than shout
- A good teacher is ... someone who knows our names ".3"

The answers above proved the importance of teacher's personality that they are not only able to influence the students' curiousness in learning but also

<sup>&</sup>lt;sup>1</sup> Penilaian Kinerja Guru. Departemen Pendidikan Nasional (2008) 8

<sup>&</sup>lt;sup>2</sup> Jeremy Harmer, *How to Teach English* (England : Longman, 1998), 1-2

<sup>&</sup>lt;sup>3</sup> Jeremy Harmer, *How to Teach English* ...... 1-2

makes them to be reminded. Moreover, in reality now days, we often find that teachers only focus on their knowledge but neglect the ways they interact to the students.

Furthermore, the students now days, to apprise the teacher, they mostly categorize them based on two benchmarks, Good or bad?, like or dislike?, Awesome or awful? Even, the students mostly asses teacher from how they look, appear, walk, dress, have a voice and other characteristics. As writes Rose Senior "The way we dress, the stance we adopt and our attitude to the class make an immediate impression on students. In this sense we need to make some kind of distinction between who we are, and who we are as a teacher". Therefore, the researcher uses the term "Profile" in this research. McNergney and Carrier also states about the importance of knowing the characteristic of teacher:

"Knowledge of the characteristics of teacher is important to teacher educators for three reasons. It provides a foundation upon which teachers' educators can diagnose personal needs and abilities; it offers a guide for ways to support teachers; and it helps to select teacher developmental objectives that focus on short term or long-term personal growth". <sup>5</sup>

Now days, there are many film or movie present about the role and profile of teacher. The film tells about trial and error and also the successfulness of them. Such as the character of *Bu Muslimah* in defending 5 precious students in the film "Laskar Pelangi", the effort of *Miss Sullivan* in helping deaf-blind children *Hellen Keller* to learn language in the movie "The Miracle Worker", or

-

<sup>&</sup>lt;sup>4</sup> Jeremy Harmer. The Practice of English Language Teaching. . . . . . 108

<sup>&</sup>lt;sup>5</sup> Robert F. McNergney and Carol A. Carrier. *Teacher Development*. (New York: Macmillan Publishing co.inc. 1981), 120

strategies used by *Dr. Joshua Larabee* in helping student mastering spelling in the movie "Akeela and The Bee". Those movies contain lessons. But many people watch the movies only for entertaining. Therefore, Eky Imanjaya, the Indonesian movie critic, deems that analysis on film is necessary. Analysis also can be used to emphasis lesson contains on the film.

Film or movie, whether produced recently or in long time ago has big role influence audience. Even though the movie is generally fiction, in fact, the movies highly influence audience. Film, Hollywood or Bollywood, Local or International, presents the model that can be adapted, imitated or can be used as a reference. The watcher of *Laskar pelangi* can be inspired by Bu Muslimah who has high dedication in education. Action movie such as *Kungfu* or violence can be simulated by the children if they consume without parents' guidance. Hence, film not only media of entertainment but also as a trendsetter which can lead into good or bad effect. As stated by in Mukaddimah Anggaran Dasar Karyawan Film dan Televisi 1995.

"Film and TV programs is not only commercial products, but it is tools of education and providing information which has very big power influence in society, construct nation and character building" (translated)

Furthermore, analyzing film also considered has more benefit in education, because film is more lasting. If the real classroom activity ends at the time, the film can be watched more times. Film mostly created adapted from real situation in daily life. Tony Rayn,, International critic, explain that " *Based on* 

-

<sup>&</sup>lt;sup>6</sup> Ekky imanjaya, *A to Z about Indonesian Film.* .( Bandung: Mizan Bunaya Kreativa, 2006) 28

some theories, film is file or social archive which apprehend the soul of era (zeistgeist) people at that time". He also states that "In Indonesia, there are not many critics of the film, but if no criticism on film, it is only consumerism" (translated).

Researcher believes that analyzing another matter which has same situation and context can represent the real situation. Sigmund Freud also studies and refers to the similar cases to deal with his patient's problem. Based on the reasons above, researcher aroused to analyze the film then use it as an object of research.

The film which makes the researcher aroused is the movie "I Not Stupid Too 2". This film is a Singaporean film which portrays the lives, struggles and adventures of three Singaporean youths who have a strained relationship with their parents. The language used is Creol Singlish (Singaporean-English) and Mandarin. The main issue in this film is poor parent-child communication. The film explores that the parents who always grumble and blame the children dealing with their stupidity. Moreover the teacher who taught them also blames them. But in the researcher's perspective, the stupidity of the students is not necessarily caused by themselves; the stupidity and capability of each person influenced and affected from many reasons and factors. Hence, in this film, narrated that the children want to say "I am not stupid" as far as they are grumbled and blamed.

-

<sup>&</sup>lt;sup>7</sup> Ekky Imanjaya, A to Z about Indonesian Film....., 17-19

Here, in the researcher perspective, this film implied the issue about the role of teacher in teaching students, because based on the statement about teacher above, the teacher holds the main role regarding student's outcome. In this film, narrated that the teacher loses hope and drop out from school thus researcher takes it as study. The aim of its study is to know the role and profile of teacher who cannot help students to reach the better achievement. It will be benefit to prevent those happen on teacher in the next generation.

Compared with other movies about teacher or teaching, this film considered more interesting and important because the scene in this movie can represent the reality in Indonesia now days. If another film such as "Miracle Worker" presents the strategies of a private teacher to teach blind and deaf student in more than one century ago, the film "I Not Stupid Too 2" presents the characteristic of teacher in one classroom that mostly can be found in a lot of places in Indonesia previously and recently. Singapore country also parts of Asia, thus, the culture is also not far different from Indonesia. Another movie "Akeela and The Bee" presents how teacher uses strategies in teaching student mastering spelling. But in Indonesia, enriching words through spelling and the contest of spelling is not occurred. The film "Bad Teacher" concerns about bad habit of Elizabeth Halsey as a teacher, there are many bad behavior done by Halsey which can decrease image a person as a teacher. In this case, Researcher believes that the watcher of this film able to realize bad effect of Halsey's bad habit

without analysis. Because it is clearly shown that she consumes marijuana and did porn action.

Many researches discuss about analyzing film, such as "Dakwah Dalam Film Syahadat Cinta", written by Syifaur Rohmah, 2009,8 "Analisis Semiotik Film Layar Lebar Virgin" by Linayaroh<sup>9</sup>. These researchers are focus on Religious Preaching (da'wa), whereas in this research, researcher focuses on developing quality of teacher in education. Thus, researcher decided to analyze the film "I Not Stupid Too 2" which expected that the result of this study can be reference for teacher and use it by the principles of ATM "amati, tiru, modifikasi" that means observe, imitate, and modify.

#### **B.** Research Problems

In line with the background of study, the questions of this study can be formulated as follow:

- What are the roles and profile of teacher who can't help students to reach better achievement in the film "I Not Stupid Too 2"?
- What are the messages and lessons (related with pedagogical view) implied from the film "I Not Stupid Too 2" for teaching English as Foreign Language in Indonesia?

Syifaur Rahmah. Dakwah dalam Film Syahadat Cinta (Surabaya: IAIN Sunan Ampel Sby, 2009)
 Linayaroh. Analysis Semiotic Film Layar Lebar Virgin (Surabaya: IAIN Sunan Ampel Sby, 2005)

#### C. Objectives of the Study

Thus based on the research question above, the objective of study can be derived as follow:

- 1. To know what are the roles and profile of the teacher who can't help student to reach better achievement in the film "I Not Stupid Too 2"?
- 2. To find what are the messages and lessons (related with pedagogical view) implied from the film "I Not Stupid Too 2" for teaching English as Foreign Language in Indonesia?

#### D. Significance of the Study

The researcher expects that the result of its study can be reference for education discipline, because in this global era, teachers have to take the reference from many sources, not only from local but also International, not only from teacher or lecturer but also from experience, not only from books but also from films.

The researcher takes this research in order to give contribution for education discipline, especially in IAIN Sunan Ampel Surabaya, for teachers, readers or student teachers who are ready to be a teacher or everyone who want to develop their teaching professionalism.

Researcher expects that the outcome of its study which contains the messages from this film can lead the reader of this thesis, and especially teachers as an icon of education, to know the importance of teacher's role in achieving

students' successfulness in learning foreign language, second language or any lessons, and able to place self in the good position but still in the "Shoes of Teacher".

The outcome from this study could also be the basis for the researcher, as a candidate of teacher and mother-to-be, which want to develop her knowledge to success in teaching, and want to develop her student and children to success in learning.

#### E. Scope and Limitation

The coverage of this study is:

- 1. The researcher analyzes the role and the profile of teacher focusing on Mr. Fu in the movie "I Not Stupid Too 2".
- 2. The researcher doesn't analyze all of the activities or dialogues in the film, she only takes part of the film that presents the problem and the important point which probably shape the problems. Researcher identifies the answer of the research problem above from the actor's conversation, dialogue or monologue which represents students' feelings.
- 3. As the candidate of language teacher, researcher limits the research as in a broad limit. Researcher not merely does research in how to teach language, but it more related with how the teacher ways in facing the students in class.
- 4. The researcher also analyzes the messages implied or included within the film "I Not Stupid Too 2".

#### F. Definition of Key Terms

The terms used in this research is defined as follow:

- 1. **Teacher's role** : teacher's role in this research refers to the teacher's pedagogic role. It focuses on the role of Mr. Fu as a teacher in the film "*I Not Stupid Too 2*".
- 2. **Teacher's profile**: According to oxford dictionary, profile means an outline view of a face, body or other object; a set of data that indicates likely human characteristics that can influences the curiousness of students in learning. The term profile in this research refers to data about Mr. Fu, the teacher as an actor in the film "I Not Stupid Too 2" include how the teacher's looks, appears, walks, dress also attitude and character.
- 3. **The Film "I Not Stupid Too 2"** : "I Not Stupid Too 2" is a Singaporean movie released in 2006. The sequel to the 2002 film I Not Stupid. "I Not Stupid Too 2" portrays the lives, struggles and adventures of three Singaporean youths, Tom, his brother Jerry and their classmate Chengcai. In this research, this movie is the object of study.
- 4. **Unsuccessful teacher:** Mursell explain that the successfulness of teacher should assess from the result of his students.<sup>10</sup> The teaching should show the students' ability in mastering material, memorizing, success in any evaluation and also in the examination conducted by institution or people outside the

<sup>&</sup>lt;sup>10</sup> James L. Mursell. *Pengajaran Berhasil*. (Jakarta: Universitas Indonesia, 1975) 2

school<sup>11</sup>. In this research, unsuccessful teacher used to describe the teacher who cannot help to increase students' achievement in learning a language.

### G. Research Report Writing Organize

- 1. In the chapter I, the researcher reports the introduction which include the background, the importance of conducting this study,
- 2. In the chapter II, the researcher reports the basic theories underlie the research that can be the basis or foundation of his study and in order to give relevant knowledge in the field.
- 3. In the chapter III, the researcher reports the research methodology
- 4. In the chapter IV, the researcher reports the research findings and discussion.
- 5. In the chapter V, the researcher reports the conclusion and suggestion.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the basic theories and foundation of the research.

#### A. THE IMPORTANCE OF ANALYZING THE FILM

In article titled "Movies Influence Us", 2008, stated as follow:

"films are made on every topic of life, classic, action, suspense, thrill, history, romantic, mystery, biography, research based, animals, and others. Every topic of film has different influence on watchers. A romantic movie will give you romantic influence, it may give you some tips about how to persuade and please you partner or the person you love, it may give information about doing sex. An action movie will give you the influence of fight, murders, cheats, theft and may give you positive influence about kissing wrong people and failing their plans. A research based movie gives you influence of research and inventing new things. A suspense movie gives you influence of suspense in life, a person who regularly watches suspense movies finds suspense in real life too. A historical movie tells about the ancient times and their life style and urges man to adopt or in some manner influence from them. A classic movie gives the influence of classic art and classic life style and gives a thought about living classic. A thrill movie gives the influence of what it is like to live."

Also writes in the book *A to Z about Indonesian Film*. Tony Rayn, an international criticaster states that in Indonesia, there is not many critic of the film. But, if no criticism on film, it is only consumerism.<sup>2</sup>

Mark Rowlands, Lecturer of Philosophy in Exeter University, England also explains "Film leads us see the new side of reality more than what we knew and realized. The language is not conceptual but experiential. In the film, what

<sup>&</sup>lt;sup>1</sup>Gava, Movies Influence Us. http://blog.lib.umn.edu/gava. Taken on 20 June 2012 at 09.12 pm

<sup>&</sup>lt;sup>2</sup>Ekky Imanjaya. A to Z about Indonesian Film.......5

processed and prosecuted is not a text, but the reality itself. Thus, it is not only opposing the thinking but titillating audience participation to be involved in". <sup>3</sup>

These theories are used to support the importance of analyzing film in this thesis.

#### **B. THE ROLES OF TEACHER**

Wright, states as cited by Robiah Sidin in the book titled Classroom management and cited again by Drs. Suparlan, M.Ed. he explains that "teacher has two main role, (1) the *management role* and (2) *instructional role*. From both those role, teacher can be called as manager and also instructor. Besides those two roles, teacher also has another function in the class. (1) *Student's advisor* in solving problem on education. (2) *Resources*, which able to help to answer student's question or further information. And (3) *Assessor*, which assessing students, recording the result of students development, and judging students mark (translated).<sup>4</sup> Here are the roles and its duty of the teacher:

Table 2.1
The Teacher's Main Role and Main Duty

No	Main role	Main duty
1	The management role	<ul> <li>Knowing the background, social-economy, and academic intellectual of students</li> <li>Knowing individual differences, potency, and weakness of students include the way they learn</li> </ul>
2	The	➤ Having knowledge, competent, and professional.

<sup>&</sup>lt;sup>3</sup> Bambang Sugiharto, *Menikmati Filsafat Melalui Film Scince-Fiction* (Bandung : Mizan, 2004), 29

<sup>4</sup> Drs. Suparlan M.Ed. *Menjadi Guru Efektif.* (Yogyakarta : Hikayat Publishing,2005 ) 32

\_

instructional	Responsible, discipline, productive
role	Respect and love students
Tote	➤ Having moral value, principle of humanity
	➤ Innovative and creative
	Become model for students
	Respect and care with environment and understand the
	knowledge development

Source: modify and tabulated by Rabiah Sidin (translated)

In his book titled Menjadi Guru Efektif, Suparlan orders the role of teacher in

the acronym EMASLIMDEF, the explanation are follows:

Table 2.2
Teacher's role EMASLIMDEF.

Acronym	Role	Function
Е	Educator	Developing personality
		➤ Advising
		Constructing character building
		➤ Giving guidelines
M	Manager	➤ Guarding realization of duty and function based on the
		law and regulation
A	Adminis	➤ Making list of absence
	trator	Making draft of mark
		Following technique school administration
S	Supervisor	Monitoring
		➤ Valuating
		<ul><li>Giving technical advising</li></ul>
L	Leader	➤ Guarding realization of main duty and function
		without awkwardness
I	Innovator	Conducting creative activity
		Finding strategy, method, ways, new concepts in
		teaching learning process
M	Motivator	> Giving motivation for students in order to get spirit in
		learning
		➤ Giving task which suitable with students ability
		differences.

D	Dinamisator	$\triangleright$	Giving pushing to the students by creating conducive
			atmosphere of environment
Е	Evaluator	$\triangleright$	Arranging instruments of evaluation
		>	Evaluating in the various form and kind of evaluation
F	Facilitator	>	Giving technical helps, guiding and giving direction to
			the students.

Source: modify and tabulated by Drs. Suparlan M.Ed<sup>5</sup> (translated)

Harmer writes many commentators use the term facilitator to describe a particular kind of teacher, one who is democratic rather than autocratic' According to him some of the other teacher's roles are controller, prompter, participants, resources, and tutor:6

Table 2.3 The Role of Teacher

No	Role	Exp <mark>la</mark> nation
1	Controller	Teachers are in charge of the class and of the activity taking
		place and are often 'leading from the front'. Controllers take the
		register, tell students things, organize drills, read aloud and in
		various other ways exemplify the qualities of a teacher-fronted
		classroom. Teacher who view their job as the transmission of
		knowledge from to their students are usually very comfortable
		with the image of themselves as controllers.
2	Prompter	Teacher helps student if they don't understand the instruction.
3	Participant	Teacher joins in student's activity in the class.
4	Resource	Teacher takes role as a source of material
5	Tutor	the combination of prompter and resource, it is called tutor
6	Corrector	as a proof reader, teacher must be able to distinguish where the
		value of good and bad grades. Correction which should teacher
		does with student's attitude and nature not only in school but
		must be done outside of school

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

7	Inspirator	As the lesson gotten from the movie Sang Pemimpi <sup>7</sup> teacher must
		be able to inspire student due to let them be the best as they can
8	Counselor	Respond differently with each individual of students <sup>8</sup>

Sources: modify and tabulated from many sources

These theories are the literatures which serve as a basis for the research help the researcher to answer the first question. To analyze the teacher's role, researcher uses the theories of teacher roles which directly interact with student. They are management role, instructional role, advisor, resources, assessor, educator, supervisor, leader, innovator, facilitator, dinamisator, controller, participant, corrector, and inspirator.

#### C. THE PROFILES OF TEACHER

Teacher's profile refers to the term which used to explain the set of personal characteristic and description. In other word is self management. According to oxford dictionary, profile means an outline view of a face, body or other object; a set of data that indicates likely human characteristics

Talking about how to manage teaching and learning, Harmer explains about several main points. Which is: how should teacher use their physical presence in class? How should teachers use their voices in class? How should teacher mark the stages of the lesson?

#### 1. Physical presence

<sup>&</sup>lt;sup>7</sup> Released on 2010

<sup>&</sup>lt;sup>8</sup> Robert F. McNergney & Carol A. Carrrier. Teacher Development. (NewYork: MacMillan Publishing, 1981) 5

The teacher' physical presence plays a large part in his or her management of the classroom environment.

- a. Proximity: how close the teacher want to be to the students they are working with. Some students resent it if the distance between them and teacher is too small. For others, on the other hand, distance is a sign of coldness.
- Appropriacy: how closely or the position in which teachers sit or stand in classroom.
- c. **Movement**: how a teacher moves in the classroom
- d. Contact: how the teacher makes contact with the students? And how close that contact?

#### 2. Voice

Perhaps the teacher's most important instruments is voice. Brown states "one of the first requirement of good teaching is good voice projection" "Warm and expressive voices, used in an imaginative way, draw pupils in and make them want to pay attention and listen. If such a voice has quality and liveliness, they will be motivated to attend, participate and learn." <sup>10</sup>

- a. **Audibility**: how the teacher manage the volume of the voice.
- b. **Variety**: how teacher vary the quality of their voices. "Teachers, like actors, are professional voice users. In their 2nd edition of '*The Teaching*'

<sup>&</sup>lt;sup>9</sup> Brown, H. Douglas. *Teaching by Principle*..(England: Longman, 2007) P.194

Lesley Hendy. How a Teacher's Voice Affects Pupils' Behavior. http://www.teachingexpertise.com. taken on 01 June 2012 at 09.30pm

*Voice*', Martin and Darnley argue that 'ascribing the term 'professional voice user' carries with it an implicit expectation that individuals will have had training to bring their vocal skills up to a 'professional' level.<sup>11</sup>

c. **Conservation**: how teacher conserving the voice, include conducting the breath, etc.

#### 3. Mark the stages

This is includes the way teacher manage the activity in the classroom. According to article by unicef.org, to keep children engaged in learning along diverse pathways, the teachers need to manage the learning activities in the classroom. Managing active learning involves many different elements. When teacher strike a balance among self-directed learning, peer mentoring, group work, and direct instruction, it makes our jobs easier and it helps children learn along many pathways. Following are key items that teacher can consider as they increase the levels of active learning in your classroom: Planning, Preparing, Gathering resources, Connecting learners to activities, Connecting learners to each other, Guiding and observing, Focus on equitable participation. "All of these methods and ideas help create opportunities for active learning. Be sure to guide the class toward equal participation by all learners, so that girls aren't dominated by boys, for example, or younger students by older students" in the classroom.

<sup>&</sup>lt;sup>11</sup> Brown, H. Douglas...... P.194

<sup>&</sup>lt;sup>12</sup> Jeremy Harmer, *How to Teach English* .................. 15-17

UNICEF. Managing the Active Classroom. 2000. www.unicef.org/teachers/teacher/manage.html Taken on 01 June 2012 at 09.30

These theories are the literatures which serve as a basis for the research, and it helps the researcher to answer the first question about teacher's profile. To analyze the teacher's profile, researcher uses the theories from the following component (1) Physical presence, which consist of Proximity, Appropriacy, Movement, and Contact. (2) Voice, consist of: Audibility, Variety, and Conservation (3) Mark the stages

# D. THE TEACHER'S ROLE AND TEACHER'S PROFILE RELATED TO TEACHING AND LEARNING PROCESS

It is written on The Opening of Ethic Code in Indonesia that <sup>14</sup>:

Teacher in Indonesia always performs professionally with the main role to educate, to teach, to advice, to give direction, to accustom, to assess, and to evaluate the student on the young learners in the lines of formal education, the elementary school, junior and senior high school. Indonesian teacher has high capability as a main source to reach the goal of national education which is the development of students' potential in order to be a human who faithful and believing on the God, having a good morale, health, knowledgeable, skillful, creative, autonomous, and be the democratic and responsible national citizen.

Indonesian teacher is the person which proper to be a role model in the social life, nationally and nationality, especially by the student which hold on the principle "ing ngarso sung tulodho, ing madya mangun karso, tut wuri

<sup>&</sup>lt;sup>14</sup> *Kode Etik Guru di Indonesia*. <a href="http://syadiashare.com/kode-etik-guru-di-indonesia.html">http://syadiashare.com/kode-etik-guru-di-indonesia.html</a>. Taken on 21 June 2012. At 10.45 am

handayani". In the effort to reach those principles, Indonesian teacher professionally agrees to the development of knowledge and technology.

Indonesian teacher has responsibility to accompany students in order to reach the adultness as the candidate of nation leader in all scope of life. Therefore, every side who concerned is properly do not ignore the role of teacher and their profession in order to make the nation able to grow up in the row of other nation in the developing country, now days or the future. This condition signed that teacher and their profession is the component needed by this nation all along the times. Only by the duty of teacher which has done professionally, the existence of nation with the meaning of respectful and honorable in the association between other nations in this world will be formed.

The teacher's role becomes more important in this global era. Through the professional teacher's advice, every student would be able to be quality human resource, competitive and productive as he national asset in facing global competition which more strictly and hardly today and the future (translated).

Mostly, students pay attention or honor to the teacher affected by teacher's profile: include appearance, title and attitude. Rose Senior writes "Students can pick up much from the way their teacher walks into the room at the starts of that first lesson". 15

These theories are helps the researcher to answer the second question in the research problem.

#### E. THE TEACHER'S COMPETENCE

According to Penilaian Kinerja Guru, Direktorat tenaga kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional, 2008.

"Teacher is the key elements of educational system, especially in the school. All other components, start from curriculum, tools, funds, etc will not much count if the essential of learning which is the interaction of the teacher with the students unqualified. All other components, especially curriculum will "live" if those done by teacher. Teachers work has its own specification or criteria. Teachers work known and measured based on the competence specification of each teacher (translated)".

Based on the rules of National Education Ministry of Republic Indonesia Number 16 year 2007 about teacher competence standard developed from the four of main competence. Which are: (1) pedagogic competence (2) individual competence (3) social competence (4) professional competence.

The Guidelines of PPL program IAIN Sunan Ampel Surabaya<sup>16</sup> also explains that the four competences that should be had by a teacher are:

Table 2.4 Indicators of Teacher's Competence

No	Teacher's	Indicators
	competence	
	Pedagogic	a. Understanding student's characteristic from the aspect
	competence	physic, moral, spiritual, social, cultural, emotional, and intellectual.
		b. Understanding learning theories and principles in teaching, developing curriculum of the subject and organizing and managing teaching-learning process.
		c. Using information technology and communication for

 $<sup>^{16}</sup>$  Fakultas Tarbiyah.  $Pedoman\ Praktik\ Pengalaman\ Lapangann$ , (Surabaya: Fakultas Tarbiyah IAIN press, 2011) p. 2-3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

	necessity in teaching-learning process.
	d. Facilitating the development of student potency to
	actualize their various potencies.
	e. Able to communicate effectively, emphatic, and
	behaved to the student.
	f. Organizing assessment and evaluation for education
	necessity.
	g. Reinforcing students to improve the quality of teaching.
Individual	a. Having a good behavior that proper with the norm of
	religion, law, social and Indonesian nation civilization.
competence	b. Performing the mature of individual, honest, good
	behavior, stabile, wise and able to be the model for their
	students and society.
- A	c. Showing ethos, high responsibility, proud and
	confidence to be teacher.
	d. Respecting the ethical code of teacher profession.
Social	a Inclusive chiestive evoid discriminative in conden
Social	a. Inclusive, objective, avoid discriminative in gender,
competence	religion, racial group, physical appearance, family
competence	background, or economic social status.
	b. Communicate effectively, empathy, polite and develop
	good behavior to other teachers, parents, and society
	c. Able to adapt in wherever the place in republic
	Indonesia.
	d. Communicate effectively with the community of
	profession and other profession in the form of oral or
	written.
Professional	a. Mastering material, structure, concept, and intellectual
	to support the ability and capability in the teaching and
competence	subject.
	b. Mastering standard competence and basic competence
	of the subject.
	c. Developing material with creativity.
	d. Developing professionalism and always do the
	reflection.
	e. Using information technology and communication to
	develop one-self.
	F

(Tabulated and translated from guidelines of IAIN PPL Program)

Here these theories explore all aspect competence which has to have by teacher. These theories help researcher to answer the questions of the research problems.

#### F. PERSONALITY FACTOR RELATED TO KEY TO SUCCESS

Brown states "if we were do devise theories of second language acquisition or teaching methodologies that we were base only on cognitive consideration, we would be omitting the most fundamental side of human behavior". <sup>17</sup> In recent thinking, Dorncy & Skchan and Arnold as cited by Brown states that there is no doubt at all about the importance of examining personality factors in building a theory of second language acquisition.

Brown admits that the affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behavior in the second language learning process. One problem in striving for affective explanations of language success is presented by the task of subdividing and categorizing the factors of the affective domain. We are often tempted to use rather sweeping terms as if they were carefully defined.

Brown explains the affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side in the language acquisition include some factors, which are: Self-esteem, willingness to

<sup>&</sup>lt;sup>17</sup> Brown, H. Douglas. *Principles of Language Learning and Teaching*. (England : Longman, 2007) 152

communicate, inhibition, risk taking, anxiety, empathy, extroversion, and motivation. 18

Teacher need to know the learner's characteristic. As explained by Brown that knowing learners' characteristic include "Who are the learners that you are teaching? What is their ethnic, linguistic, and religious heritage? What are their native languages, level of education, and socioeconomic characteristic? What life's experiences have they had that might affect their learning? What are their intellectual capacities, abilities and strength and weaknesses? How would you describe the personality of any given learner? These and other questions focus attention on some of the crucial variables affecting both learners' successes in acquiring a foreign language and teachers' capacities to enable learners to achieve that acquisition. 19

These theories are related to the importance aspect which teachers have to know.

#### G. REVIEW OF RELATED PREVIOUS STUDY

Fita Nur Hamidah, Undergraduate thesis 2011. Titled "The Teacher's Role in English Classes at Junior High Schools in Dawarblandong, **Mojokerto**" The problems of that thesis are what are the teacher's role in that school and what are the obstacles faced by teacher. Vita writes that teachers have a very important role because he/she is common accused as the person most

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

responsible for the quality of education. In her research, she found that the role of teacher in those places is a teacher as a facilitator, tutor and evaluator. She concludes that teachers have known the kinds of teacher's role but he or she did not implement it yet. <sup>20</sup> Similar to this thesis, researcher also concerns on the teacher's role in it's relationship with students' achievement. But different from this research, while Fita want to know the role of teacher also based on teacher's perspective, but in this research, researcher wants to know it by student's perspective, researcher's perspective and also based on theoretical proposition. While Fita analyze teacher's role in the school, but the researcher takes film as an object. Deeply, this research conducted as a study that researcher wants to know what makes the teacher cannot helps students and the messages from the film.

Thesis by Fazlur Rahman, 2010, titled"An Analysis of Teacher Role as a Motivator to Students' Learning Motivation in English Lesson at SMPN 1 SEDATI, SIDOARJO". Fazlur wants to know how and how far the role of teacher as a motivator. He found that teacher created the students to like him and created emotional relationship with them, teacher also regarded the student as his friend, give reward, the extent of the students' motivation affected by teacher presents a good result. (Students are enthusiast in every meeting)<sup>21</sup> Also similar with this thesis, researcher concern on teacher's role. But while Fazlur's thesis

<sup>&</sup>lt;sup>20</sup> Fita Nur Hamidah, Thesis. *The Teacher's Role in English Classes at Junior High Schools in Dawarblandong, Mojokerto* (Surabaya: IAIN Sunan Ampel Surabaya, 2011)

<sup>&</sup>lt;sup>21</sup> Fazlur Rahman,,"An Analysis of Teacher Role as a Motivator to Students Learning Motivation in English Lesson at SMPN 1 Sedati, Sidoarjo (Surabaya : IAIN Sunan Ampel Surabaya, 2011)

concern on how do teacher apply teacher's role focus on one role which is motivator which makes students enthusiast, this research is aimed to know what are the roles implicate by the teacher in the teaching learning process and how can the role of teacher can't help to increase students achievement.

In 1993, Jacqueline Eccless and her friend also do research about the relation between teacher and student successfulness. They found that there some characteristics of the teacher in grade 7 which affected in quality of education. Teacher grade 7 only has less confidence compared with teacher grade 6. Thus, student grade 6 which taught by self confidence teacher and move to un-self-confidence teacher has low expectation and in the end of grade 7 they feel difficulty compared with students who were not.<sup>22</sup> Different with Ecless's research, my research more don't compare two classes with different teacher, but here the researcher focus on one teacher in his role and profile.

Undergraduate thesis "Pesan Dakwah dalam Film Ayat Ayat Cinta" 2008 written by Lailatul Maghfiroh, <sup>23</sup> similar with this research, the thesis use the film as an object, the thesis also wants to know what messages implied from the film. The differences is while this thesis focuses on Religious Preaching (da'wa), whereas in this research, researcher focuses on developing quality of teacher in education.

<sup>&</sup>lt;sup>22</sup> John W. Santrock. *Adolescence (translation copyright)* (Jakarta: Erlangga. 2003) 270

<sup>&</sup>lt;sup>23</sup>Lailatul Maghfiroh. *Pesan Dakwah dalam Film Ayat-Ayat Cinta* (Surabaya : IAIN Sunan Ampel Surabaya, 2008)

#### **CHAPTER III**

#### RESEARCH METHOD

#### A. Introduction

This research has some characteristic, they are: Case study, examine human behavior, discovery oriented, subjectively, the data of the research is not examined hypothesis but to solve the problem, not numerical data, the reality is dynamically, the data verified with the theories, The conclusion also subjectively. According to Idrus, those characteristics belong to Qualitative research.<sup>1</sup>.

The focus of this research is on the teacher's character presented in the movie "I Not Stupid Too 2". Researcher concerned on Description of subjects, Dialogue reconstruction, Description of physical background, Notes about events, and Reflective Observer personal notes.<sup>2</sup> This research is conducted to answer the research problem in the case of teacher who can't help to reach the students' achievement. This research also aimed to open the messages implied in the film.

#### B. The Paradigm of the research

For the methodology of doing this research, researcher refers to the term used by David L. Atheide from Arizone University which is "Ethnographic content analysis", this term refers to methodology which is integrative and

<sup>&</sup>lt;sup>1</sup> Moh. Idrus., *Metode Penelitian Sosial* (Jakarta: Erlangga., 2009).22-28

conceptually to find and identify, analyze document significant meaning and relevancy. Bungin also explains that this term "Ethnographic Content Analysis" or" Qualitative Media Analysis" mostly used to study about documents in form of text, picture, video, symbol, etc<sup>3</sup>

# C. Research Design

Refers to the characteristic and the way to explore the data of the research, the design of this research is **Descriptive-Qualitative Research**.

Bungin also explains that Qualitative research is method which will produce descriptive data, can use to explore something behind the phenomena unknown before, and this method also used to explore details complex phenomena which difficult to explain by Quantitative method.<sup>4</sup>

#### **D.** Research Procedure

This research is conducted at the following procedures:

1. Preliminary study : In the first step, the researcher decides the topic.

Researcher focuses on teacher role and profile which the element of the research is about teaching and learning process. Researcher decides the film as an object, researcher formulate the problem, purposes and the benefits of the research.

<sup>4</sup> Burhan Bungin *Metode Penelitian Kualitatif.* ......63

<sup>&</sup>lt;sup>3</sup> Burhan Bungin *Metode Penelitian Kualitatif.* (Jakarta : Rajawali Press.2001) 203

- 2. Planning : In this step, researcher decided what the method, design and instrument to analyze the data. The appropriate method is "Qualitative media analysis" which observation as a main instrument.
- 3. Observing : To do research which the film as an object, the researcher need to do deep observing more times, researcher paid attention to the updown the voice, gesture, non verbal communication which convey the meaning. In this step researcher was translating, understanding and making detail notes. This step is used to record the teacher's profile.
- 4. Classifying : the researcher classified the teacher's role by using table and match to the theories.
- 5. Analyzing : analyzing here the process of answering research question.

  The process consists of classification data, interpretation, and appreciation.

  The data exploration is written in the form of Description of subjects,

  Dialogue reconstruction, Description of physical background, Notes about events, and Reflective Observer personal note, researcher analyzes based on the theories presented in the chapter 2.
- 6. Concluding and presenting : The process of concluding and presenting, is intertwined with the process of observing, classifying and analyzing, it is conducted before, in the process and after concluding. Researcher presents the result of the research in the chapter 4 and concludes in the chapter 5.

#### E. Sources of the data

To do this research which concern on media analysis, researcher needs:

- 1. The video of the film "I Not Stupid Too 2" with English subtitle which has clear picture and voice. Researcher plans to learn the actor's mean and purpose by the intonation, nonverbal speech, mimic, and condition.<sup>5</sup>
- 2. The Indonesian film's subtitle of the movie "I Not Stupid Too 2" to get the point and develop researcher to understands about the speaker mean and purposes.

# F. Data Collection Technique

Because the data is electronically media which created in Singapore, researcher cannot interview the actor or director of stage production, thus the possible techniques in collecting data are **Deep observation** and **Documentation**. Those techniques considered enough can represent other technique without decrease data acquisition.

Deep observation can be used to identify the case. Documentation mean the technique collecting data in the research which based on searching data in the form of textbook, report of the research, newspaper, magazine, journal, internet sites, TV, radio which considered relevant with the research.

#### **G.** Research Instruments

Here are the following instruments used in conducting the research:

<sup>&</sup>lt;sup>5</sup> The English subtitle downloaded from http://subscene.com

1. **Observation sheet** or **Descriptive notes taking**. To record the description of what the observer heard, saw, and thought when collecting the data during the film played, researcher used notes taking. The aim of researcher uses note taking is to prepare the possibility of losing the relevant data during the implementation of action. According to Idrus descriptive note taking here include

- a. Description of subjects
- b. Dialogue reconstruction
- c. Description of physical background
- d. Notes about events
- e. Reflective Observer personal notes.<sup>6</sup>

Thus the researcher conducted those components in this research.

- 2. Documentation is also the main instrument of this research, it obtained in the form of printed document. Documentation is a technique used for collecting from non human resource, such as book, notes, magazine, etc<sup>7</sup> in this research, researcher not only takes the data from book but also from internet to complete the data which don't be explored in the film, such as the watcher's comment, synopsis etc.
- 3. "Human instrument". According to Idrus, human instrument is very important in this kind of research, researcher should has ability or skill in the interpretation<sup>8</sup> In this case the researcher becomes an instrument, which is

<sup>&</sup>lt;sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian*. (Jakata: Asdi Mahasatya, 2006) 158

<sup>&</sup>lt;sup>8</sup> Moh. Idrus., *Metode Penelitian Sosial*..........61-76

explored on the reflective observer personal notes, writing the glance history and the process of deep analysis.

### H. Data analysis

Data analysis is the main important point of this research, because analysis explores how the researcher cultivates the data which will be described as the result of the research. In analyzing here, the researcher did the classification data, interpretation, appreciation in order to explore meaning and purpose of the actor. Here, analyzing also based on ideological aspect and theories of teaching-learning.

For the procedure of analysis, researcher used the Miles and Huberman's model which is the model of Qualitative Research Method which consists of data presenting, data reducing, concluding/verification. And those three are intertwined in before, after and process.

To answer the First Question in the research problem, researcher uses the data from the first and second instrument. researcher observes the film by means of the descriptive note taking based on item a - e from Idrus's above and analyze it relies on the theories of teacher roles and teacher's profile. To analyze the teacher's role in this film, researcher doesn't discus about all teacher's role but only focuses on the role which related to the interaction between teacher and student in the class. Researcher focuses on 13 point, they are:

<sup>&</sup>lt;sup>9</sup> Prof. Dr. lexy Moleong, M.A. *Metodologi Penelitian Qualitatif* (Bandung, Remaja Rosda Karya)308

Table 3.1
The Reason of Focusing on 13 Teacher's Role

No	Teacher's	Reason
	role	
1	Manager	Because, researcher need to know whether the teacher know the
		background, social economy, academic intellectual, potency,
		weakness, learner's characteristic or not.
2	Instructor	Researcher need to know whether teacher having knowledge,
		discipline, become role model, or not.
3	Advisor	To know whether the teacher able to give advice or not.
4	Resources	To know whether the teacher able to help to answer student's
		question or further information or not.
5	Assessor	To know does the teacher asses student, record the student
		development, and judging student's mark.
6	Educator	To know whether the teacher educate student by means of
		constructing character building and developing personality
7	Supervisor	To know does the teacher monitor he student.
8	Leader	To know whether teacher guarding realization of student's duty
9	Innovator	To know whether the teacher make innovation or not
7	Motivator	To know whether teacher motivate student or not
8	Facilitator	To know whether teacher give technical helps, guide and give
		direction or not
9	Dinamisat	To know whether teacher creating conducive atmosphere of
	or	classroom environment or not.
10	Controller	To know whether teacher control the student or not.
11	Participant	To know whether teacher join in students' activity or not
12	Corrector	To know whether teacher able to distinguish where the value of
		good and bad grades of student or not.
13	Inspirator	To know whether teacher inspired student or not.

And the aspects of analyzing teacher's profile are conducting by the following component: (1) Physical presence (Proximity, Appropriacy, Movement and Contact) (2) Voice (Audibility, Variety and Conservation) (3) Mark the stages.

Researcher doesn't focus on another profile such as name, address, family or educational background because the object this research is a movie and those doesn't presented clearly in the movie.

In addition, researcher writes the research finding in the form of exploration about the teacher's role and profile which doesn't help the student to reach better achievement. Researcher uses the data from the first, second and third instrument. It can resemble to the subjectivity. Thus the second instruments will be helpful. The sensitivity of researcher is also important.

To answer the second question, researcher also explores what are the lesson related with pedagogical view implied from the film "I Not Stupid Too 2" researcher uses the data from the first, second and third instrument. To find what messages, lessons, moral value which can be gotten from the film, researcher intertwines the primer data with the deep analysis.

#### I. Validity and Reliability

There are several methods to ensure a high degree of reliability and validity exists in qualitative research. Here researcher uses triangulation. According to Baumgarten, "Triangulation is a methodological approach to determine the

reliability and validity of findings by contrasting them to information derived from different sources, methods, researchers and soon"<sup>10</sup>. Here, besides according to the teacher's perspective, the researcher takes the information from other several sources to make sure the result of this research is credible and transferable.



 $<sup>^{10}</sup>$  Matthias Baumgarten,  $Paradigm\ Wars-\ Validity\ and\ Reliability\ in\ Qualitative\ Research.$  (Norderstedt Germany : Grin, 2010) 14

#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on presenting the data description, research findings and discussion based on the result of the process of collecting data and data analysis. In other words, it presents the process of answering the research questions.

#### A. DATA DESCRIPTION

In this section, researcher explores the data of the research object. The data consist of the glance synopsis of the film and data description derived from the usage of the three instruments; those are Observation, Documentation, and Human Instrument.

#### 1. The Glance Synopsis of the Film "INOT STUPID TOO 2"

The film "I Not Stupid Too 2" tells about the journey of three poor parent-child communications. Jerry, 8, born from the parents with high economical status which has enough material needs. He is best in art and school subject, but the parents always feel unsatisfied because he doesn't have higher mark than his parents in achieving the lesson. In this film, he explores about his worried about the fact in his environment that the adults are never listen and understand the children. Tom, Jerry's older brother, have very low mark in school but he is a talented blogger. Unfortunately, the parents also always grumble him about doing nonsense with computer. The parents claim that he never makes them proud with the high mark. Chengcai, 15, Tom's

classmate, he grows in unpretentious family. He has a talent of Kungfu which is also descended from his father. In his life without mother, the father always forbid him to practice Kungfu, the reason is because he worried that his child will have physical defect and become useless like him.

In the school, Tom and Chengcai included students class 4G in Singapore High School which is the inferior class. They are not superior students. In the class, the teacher, Mr. Fu, also always blame them because they always get the low mark in the subjects.

The stupidity of the students makes the parent and the teacher angry and blaming all of their habit and attitude. Because of that anger, the children become too naughty and rebel. In the class they always resist and fight the teacher. Finally, because of one incident happens between Tom, Chengcai and Mr. Fu that can't be tolerated and unforgivable, Tom punished "public caning" and Chengcai turned out from School.

In the other side, the incident of public caning punishment becomes controversial in Singapore's media. The public jerk, pro and contra in commenting how the teacher manages the class until the fighting could be happened. The public also discuss about how the headmaster obtains the wisdom of public canning. Hence, Mr. Fu who feels pushed into corner finally drops out from school. But the headmistress and other teachers prohibit him.

In other side, Jerry who has chosen by the teacher to be the main actor in a performance in school whishes his busy parent to come to watch his

performance. But their communication always had broken. One day Jerry was found out steal. The parents were angry till he admits that the reason is to buy his father's time cost 500 dollars/hour to watch him performed. Thus, the parents have aware on their faulty.

The awareness led them to care about Tom. Then after read the Tom's blog which contain feeling and his loneliness, finally the parent really realize of their faulty. And finally, they become the family which pay attention each other.

## 2. The Data Presenting

This section presents about the data which derived from the usage of the three instruments; those are Deep Observation, Documentation, and Human Instrument. Here are the explorations: It is from the process of recording data description. It derives from what the observer heard, saw, and thought, and record when collecting the data during the film was played many times, researcher used **notes taking** which include:

#### a. Description of subjects

1) Tom : 15 years old. Role played by Shawn Lee. In the age of 15, he calls himself the *lonely boy*, he wrote in his blog about how to make his father proud of him. One day, his talent and curiousness in computer led him to repair his father computer which was broken. Instead, he blamed; the reason is because he escapes from school. Hence, he more listens to his friend rather than his parent or teacher.

- Finally, the less of attention and the feelings of shame caused school punishment make him bought to the bad association. He behaves diverge such as, fighting, robbing, etc.
- 2) Cengchai : 15 years old. Stubborn teenager. His weakness on academic makes him doesn't be up to study. Thus, he never does the homework and resists his father who never understands him and the teacher who never respect his work. He turned out from school which makes the fathers frightened. Till the death of his father, the principal admits his talent. Then, he is reaccepted to the school and allowed to develop his talent. Finally, he becomes athlete which rightly proud of Singapore.
- 3) Jerry : 8 years old. Role played by Ashley Leong. Smart and always curious to know. In one scene, he tries to ask adults "where does the baby comes from"? But, there is no answer. After watching a scene from TV, he believes that he makes the girl pregnant and he acts as the adult who will responsible. He buys pineapple to fall the pregnancy and bring the girl into the hospital. In this film, Jerry is the one who explores the children's' feelings that in this case, the adults' word and attitude is really influence children, but children's word is meaningless for them.
- 4) Tom&Jerry's Mother : Karen, role played by Selena Tan. Mrs.

  Karen is the mother who expects the best for her children. She

demands her children to be like her who is good in language. But she never listens to her children; she is always angry and never advises. For her, playing with internet is not studying but only gives bad effect to the young generation.. She thinks if she grumbles the naughty children, their behavior will be changed.

- 5) Tom&Jerry's Father : Xiang Yun. Similar with his wife, he never listens to his sons. His opinion is must be heard by the children. He is busy with her job. He is an employee who emphasizes career to complete material need.
- 6) Cengcai's father, Mr. Lim : he is expert of Kungfu when he was young. Because of its talent, he become physical defect and feels useless. He loves his child but do not know the way to explore it. He always hostiles with his son until he died.
- 7) Mr. Fu : Mr. Fu is a hard worker. He has high dedication in education and always has effort to teach student. But his students are always chaotic and the class is always broken. It's difficult for him to listens others' input and opinion. He always wears neat clothes, wears glasses and also has enough knowledge to teach students. The way he teach student is old-fashionate.

#### b. Dialogue Reconstruction

Researcher collects the data of the dialogue reconstruction taken from the scene which related to the research questions.

# Table 4.1

# Dialogue Reconstruction 1. Jerry talks in monologue I'm Jerry. I'm 8 this year. I'm not stupid. I Jerry : scored Band 1 for all my subjects, but, Mum and Dad hardly praise me. Instead, they chide me for not scoring higher marks. This is my brother, Tom. That's right. We're Tom & Jerry. He's a prolific blogger. But look at Mum, she's obviously not appreciative of his talent. This is Bro Chengcai and his Dad. All grown-ups are alike. They dislike what we like. They like what we dislike. Sometimes this really eats us. Grown-ups think that by telling us a lot, they are communicating. Actually, they are running their own shows. We pretend to listen. But their words... evaporate instantaneously. They don't care if we really heard, so long as they've said their piece. ......Stop there! ......Listen to me... Just watch Granny jabber on and on. I doubt they know their nagging can kill. Grown-ups blabber too much. Don't they understand the meaning of overloading? Sometimes, we really wish to be heard. ......Trying to be smart? ..........It's for your own good. from extra trouble. I've said so much. ..........Do you understand? ...........Are you dumb? We get told off for everything we say, gradually, we learned to shut up. 2. Talks about Homework at The Class Tom : (talks to cengcai) Have you finished your Chinese homework? Chengcai: Lame shit! I spent all night ok!

Jerry in monologue : Bro Chengcai

yearns to be a good child, just like everyone else. So for the first time in a long while, he did his homework. Mr. Fu: Those who did not do my homework, please leave the classroom. (Half students leave the class). Mr. Fu: (come close and talk to cengcai) So you finally did your homework. But it was a load of rubbish. It's as good as not doing it. (Chengcai raise emotion) Hey! This is not a coffee shop. Mr. Fu: Picking a fight? You want to hit me? I'm not afraid of threats! Waste my time! Cengchai : Others call you hopeless "rotten apples". Can't Mr. Fu: you prove them wrong? I'm warning you; stop your crap about "rotten Chengcai: apples". If we were "rotten apples", as our teacher, wouldn't you be responsible? That's correct. Tom: A father is responsible for not teaching his son. A teacher is lazy if his student misbehaves. You get out too! Both of you get out! Mr. Fu: (all student left get out too) Who asked you to go out? 3. In the punishment, students threw away from class I did the homework on your account. And yet I'm Chengcai punished for it. Everything we Normal Tech students do can only Student : be bad. Everything the Express students do is Student : good. Student: Alas! Our poor fates! Yeah! (Students listen to another class, Mr. talks to his students) Mr. Class. Regardless if you've improved from 25 to 30, Or 35 to 40 marks, any improvement is commendable. And I will reward these students with a Jay Chou's CD. Student: Hey! Wish we were in that class. We are so unlucky. The grass is greener on the other side.

Mr. (talks to his students in his class)
I believe you'd do even better next time.
Why do some grown-ups sound more pleasing to the ears?

#### 4. Mr fu talks to Jing2 after the class

Student : Today's paper is so difficult.

Jing2: Yeah! I hate Chinese!

Luckily, Mr. Fu didn't scold me for scoring 10

marks.

(Mr. Fu come closer to Jing2 and friends)

Mr. Fu: Jingjing!

I did not reprimand you just now. You only scored 10 marks? You're really modest, aren't

you?

Jing2: | Well, it's a perfect 10.

Mr. Fu: Perfect 10?

You don't even speak Mandarin with me. How can

your Mandarin improve?

Jing2: | I tried my best.

Mr. Fu: Tried your best? No excuses.

Don't you realize? Chinese is getting more

important nowadays.

Jing2: Is Chinese so important? Our principal doesn't

speak it yet she can become a principal. So what

if I fail Chinese?

Mr. Fu: Excuses, excuses! Those who keep finding excuses

will never improve. This Saturday, all of you

(Mr. Fu tries to ride motorcycle, but it is disabling to operate it.

must come for remedial lessons.

I'll teach you until you learn.

#### 5. Mr. .... meets Mr. Fu

Nowadays, kids are hard to coach. They have Mr. (no name): shut us out. Shut us out? Mr. Fu: You need a key. Mr. (no name) Kev? Mr. Fu: Focus on their talents and not their flaws. Mr. (no name) This is the key. With this key, you can communicate. Mr. Fu: She only scored 10 marks! What kind of talent is this? Mr. (no name) Listen... Mr. Fu: I'm dead-beat, let's talk another day.

He forgot to click the key)

Mr. Fu! Keys are very important. Mr. (no name) 6. Talks about language at the class Jingjing. Complete this Chinese idiom for me... Mr. Fu: "The monks are many..." What follows? Jing2: The nuns are lesser. (all students laughed) Mr. Fu: What's so funny? I'm not amused at all. It's pathetic! You don't even know this simple idiom! You've studied the language since primary school. What have you learned? The complete idiom should be: "The monks are many, the gruel meager". Understand? Students: No. Mr. Fu: Use the dictionary! Jing2: We don't know how to. It's all in Chinese, how do we check? Student : Sir, what is "gruel"? Mr. Fu: You're beyond hope. "Gruel" is "porridge". Student : So what is "porridge"? Mr. Fu: "Porridge" is rice grains cooked in plenty of water. If you cook rice grains with less water, what do you get? A burnt pot! Jing2 : What is that in English? Student : I know! I know! It's "Chao-da". Jing2: Can you explain all these in English? Mr. Fu: We are in a Mandarin class. Jing2: When I studied English in school, my teacher never explained in Mandarin. 7. Mr. Fu is called to the principal's room (the [principal admonish Mr. Fu, and they discuss about the uncomfortable situation in the class) Mr, fu: Do you know why they're not interested to learn Chinese? You really want to know? Principal: Yes! Mr. Fu: They said you don't know Chinese but you're still a Principal, Principal: Ok, I know I'm weak in Chinese. That's because I studied Malay. But, I am willing to learn. And you've got to help me. Many students speak only English at home. If you can explain in English, they will understand better.

During my school days, my teacher didn't explain in Mandarin. During your school days, policemen wore shorts. Now policemen in Pulau Ubin don shorts too. Mr. Fu, we must be forward thinking. It's a different generation. As the saying goes "a thousand years has passed"... Mr. Fu: It's "times having changed". Principal: What? "Times have changed". Mr. Fu: How many thousand years is that? Principal: It is not explained this way... Whatever... Stop using passé teaching methods. It's not going to help the students. We used wrong methods in the past, that's why many people suffered. Now they realized their mistake, so should you? You're a dedicated teacher. You even bought them dictionaries. But it's all in Chinese. They still wouldn't understand. If they're not interested in using it, the dictionary is deemed useless. I intend to impart fishing methods and not Mr. Fu: spoon feed them with the fish. Mr. Fu, don't change the subject. Principal I'm talking about Chinese, not fishing. 8. Raid of cell phone

School	They're conducting spot checks for mobile
Counselor	phones! Who brought mobile phones to school?
	Mr. Fu, check them thoroughly. I'm sure they
	brought their mobile phones. Don't try to
	cover up for them.
Mr. Fu:	Surrender your mobile phones. I may give you a
	chance.
Student :	Sir, we are impoverished students. How can we
	afford mobile phones?
Mr. Fu:	Be Quiet! Stand up; put your bags on the
	table. We have insider information. These
	students bring mobile phones to school every
	day. You can't trick me. Surrender it.
Student :	I didn't bring it.
Mr. Fu:	Surrender it!
Student :	I didn't bring it.
Mr. Fu:	There's no use hiding it. What an expensive
	model.

Student : I don't have one... really! I swear I don't have one! 9-6... Mr. Fu: Alright... wait... Student : Mr. Fu: Here. tom : I don't have one. Mr. Fu: You're wasting my time. I really don't have one! Tom : Alright. Here is it. (tom falls his CD porn, sent help to save the cd by kicking it transversally) Mr. Fu: Hey! Stop kicking! I said stop! Student : Oh Shit! Mr. Fu: You're a bunch of outlaws. How can you bring these here? Mr. Fu, stop kicking up a fuss. Don't tell me Cengcai : You've never watched one before? Mr. Fu: I dare you to say that again? Cengcai : I mean teachers are humans too. Maybe teachers hold private screenings. Who knows? Why? I hit the jackpot? Mr. Fu: You're beyond hope! Break it up! Guardian : Stop fighting!

# 9. The principal calls tom's an chengcai's parent to come to the office

D ' ' 1	m1 ' ' T 1 1 ' 1 '
Principal :	This is very serious. I have no choice but
	to take action. For Tom, I'll conduct a
	public caning. As for Chengcai He has a
	bad record and is incorrigible. I'd have
	to expel him.
Tom's father:	Principal, I'm still alive.
Ceng's father :	Principal, I'm alive too.
	I can cane my own son if he did wrong.
	I've given up on caning my son. What
	rights have you to cane my son?
Ceng's father:	Why don't you cane my son? Please don't
cerig s rather .	
	expel him.
Tom's father:	If you cane him, can he turn good? If he
	can turn good, you can cane him. It's up
	to you.
Ceng's father :	Just don't expel him.
Principal:	Why do you keep disagreeing with me?
l'illicipai .	
	You Alright. Alright. I have a win-win
Tom's father:	solution. Let's swap the scenario. You
	cane his son, and expel
Tom's mother:	Are you nuts?

Principal: Enough! There are some things that I really dread to do, as a principal. But rules are rules. I have to abide by the rules. I'm sorry. Please give us a chance! Tom's father: Principal, why don't I donate \$20,000? Principal: Will this resolve the issue? Ceng's father : Principal, I can sweep the school grounds! We'll donate air conditioners! Or Tom's father: computers... Ceng's father : Principal, I can wash the toilets! (both Chengcai and Tom out from the room angrily)

# c. Description of Physical Background

The description of physical background of this film is can be explained in the setting of the film, include:

- 1) Singapore High School : one of favorite school in Singapore which has enough facilities.
- 2) Tom's house: consists of father mother, grandma, and Yati (the maid from Indonesia). This house is a house with full of limitation, rules and griping.
- 3) Chengcai's house : the house with Low economical status. The small family live in simplicity.
- 4) Jerry's school. The condition is good. It is the Primary school which full of funny and naughty students.

#### d. Notes about Events

In this section, researcher writes the detail notes of event from the table of dialogue reconstruction above to make the clearer. Researcher collects it from translation, interpretation and appreciation.

Table 4.2 Notes about Events

No	Events	Notes
1	Jerry talks in monologue	Jerry, as the main actor represent his feeling and the reflection of the condition
2	Talks about Homework at The Class	In this time Chengcai want to be a good child, he had spent all night to do the homework, but the work is still worse. Mr. Fu unsatisfied with his work, and then he shows his satisfied by saying the insulting word, "rotten apples". Thinking about the words, chengcai with stubborn character won't reside. He defies the teacher then he also punished to follow other punish student. Finally, all left students followed him go out of class until no one left in the class.  In conducting the assessment in the form of homework, Mr. Fu old way by punish them out of class. Because, it doesn't make the students cured. Instead, they are naturally thought about careless.
3	In the punishment, students threw away from class	In the outside of class, the students look at the other class. They are envy them because they have teacher who reward the students' work. Any improvement is commendable. Then teacher rewards the students with a Jay Chou's CD which at this time makes them desire to have, hence they are motivated. The addition of 5 point improvement is also heard too easy and able to be effort. Thus the students are confidence on their ability.
4	Mr fu talks to Jing2 after the class	Knowing student's weakness, Mr. Fu cares about the Jing2's mark. She only got 10 marks although she tries her best. The teacher gives reason why jing2 have to study hard; it is because language is very important now days. But, because of jing2 feels fed up, she contradicts the teacher; she gives the proof that that language is not that important.
5	Mr meets Mr. Fu	Mr. gives an input to Mr. Fu to find a "key" to handle students. The key is focus on student's strength not on their weakness, teacher has to start to discover the potencies and hold them. But instead, Mr. Fu thinks that the student don't have any talent if they don't have willingness to learn and

	1	
		they unable to answer the question in the subject, so he
		states that he will teach the student until they learn.
6	Talks about	Knowing that jing2 is the worse student in Chinese subject,
	language in the	the teacher pushes jing2 to learn more. But even tough
		teacher also facilitates students by giving the dictionary for
	class	all students freely; they are not satisfied because they think
		the lesson is too difficult. And they also don't have any
		respect to the teacher who always shows anger to them.
7	Mr. Fu is	The principal always controls the process of teaching-
	called to the	learning in the school that she handles. At that day, the
	principal's	principal found that Mr. Fu who conducted the class, then
	principal s	gives him input.
	room	
8	Raid of cell	The findings of the porn CD in the class makes the class
	phone	quarreled because of fought. The impoliteness of student
	phone	makes the teacher angry. Thus, the fight cannot be avoided
9	The principal	In this era, money has full power, bribe is the easy way to
	calls tom's an	save the children from punishment, thus the parent uses this
	chengcai's	way but it was rejected, the students has to accept the
	parent to come to the office	punishment.

# e. Reflective Observer Personal Notes

In this section, researcher reflects the personal opinions about condition presented in the film.

This movie led the watchers to ask yourself "when the last time you praise someone? When the last time someone praised you?" The answer can be "it was a long time ago". Hence, this film wants to notice the watcher that the praise is important to construct the confidence and give a sense of happiness or being precious.

The condition in the Tom, Jerry and Chengcai's environments reflect the situation that the grow-up or adults who thinks that their opinion is the best for their children. The parents and students expect to do the best but they didn't know how to do.

Mr. Fu has a high dedication for the education discipline. The willingness to teach student until they learn and also give a dictionary to the student proves that Mr. Fu has high effort to make the student educated. But in this case, Mr. Fu didn't implement the technique which appropriate to students character. The methods have to be matched with the era, the learners' characteristic or students' learning style. Therefore, it is to avoid the situation in the class become unauthorized.

#### **B. RESEARCH FINDINGS**

In this section, researcher presents about data findings derived from data analysis of first and second research questions:

#### 1. The Role of Mr. Fu as a Teacher in the Film "I NOT STUPID TOO 2"

Derived from the table of classification analysis (see appendix 1) here are the research findings of the research question 1. The result of analysis shows that the teacher's role in the film "I Not Stupid Too 2" is manager, instructor, resource, assessor, supervisor, leader, facilitator and corrector. Teacher doesn't implement the teacher role which related with teacher's affinity to the student, which are advisor, educator, innovator,

**motivator, dinamisator, controller, participant** and **inspirator** or in other word the distance is too large. The teacher doesn't build a good **Rapport**.

Mr. Fu manages the teacher's role which cannot Help Students' to Reach Better Achievement. Mr. Fu doesn't implement the role which appropriate with students need. Instead, in this film students need someone who able to suggest, to advice, help, console and understands what their expectations are.

# 2. The Profile of Mr Fu as a teacher in the film "I Not Stupid Too 2"

The exploration of the Profile of Mr. Fu will be written in the following explanation:

#### a. Physical presence

Mr. Fu in this film is a man with glasses; he is about 45 years old. He always wears a shirt with cubical motive. The view of face is full a sense of unsatisfied. See the photos in appendix 3. (1) **Proximity**: the proximity between teacher and student in this film is too cold, teacher never has willingness to understand student, and students also misunderstand to the teacher. (2) **Appropriacy:** Mr. Fu stands on the front of the class. (3) **Movement:** In the classroom, Teacher has a little movement, he usually moves to the student who talks to. (4) **Contact:** Mr. Fu's eye contact is focus on the student; there is not special eye contact to one or special student. The eyes of Mr. Fu are commonly showed that the emotion is easy to rise

#### b. Voice

The Mr. Fu's voice is quite clear, shrill, expressive voices, and makes the students want to pay attention and listen. But the voice is always seems to show the anger. (1) **Audibility**. Here, Mr. Fu ups and down the volume according to the situation. (2)**Variety:** In the film, teacher vary the voice as teacher is the main actor in the class, teacher also communicate with the student. (3) **Conservation**: In conserving the breath, teacher is always influenced by students' behavior

#### c. Mark the stages

This is includes the way teacher manage the activity in the classroom. The activity presented in the movie is seems to the old way, teacher asks about idiom and meaning. Teacher asks student to complete the proverb. If the student failed to answer those simple questions, the teacher will be very angry. Teacher manages the teacher's profile in his own characteristic. Nothing wrong if the teacher with his own characteristic, but teacher needs to pay attention on student characteristic. In the process of teaching, teacher doesn't present innovative way to engage student to love the subject.

# 3. The Messages and Lessons Related with Pedagogical View of the Film " I NOT STUPID TOO 2"

The messages from the film "I Not Stupid Too 2" can be known as follow:

- Every person has reason to think, and act. But, as far as the ability or as far
  as the teachers' expectation, they could be unsuccessful.
- b. To drive or operate something, we need a right "key" which appropriate to the problem. It cannot be neglected.
- c. Sometimes the reward is very important to respect student. Giving such appreciation makes student motivated. The reward can be the things, such as VCD favorite student, balloon for young learners, or other things matched with students' condition. But, not only by costly things it can be the appraisal, such as the word good, well done, your talent is on it, etc. it strongly motivate student and led them to do better than before.
- d. In this film, the main key which appropriate to handle student is "giving praise". Praise is better than punishment. Because to face student in this era, punishment or threatening don't make them be afraid or wary.
- e. Don't focus only on the students' weakness but focus on students' strength.

#### C. DISCUSSION

In this section, researcher presents the detail data, analysis, which derives research findings.

#### 1. The Role of Mr. Fu as a Teacher in the Film "I NOT STUPID TOO 2"

Here are the discussion of analyzing the role of Mr. Fu as a teacher in the class 4G, (Tom's and Chengcai's class) in the Singapore High School presented in the film "I Not Stupid Too 2".

#### a. The Management role or Manager

Rabiah Sidin writes the components of teacher's role as a Manager include: (1) Knowing the background, social-economy, and students' academic intellectual. (2) Knowing individual differences, potency, and weakness of students include the way the learning style. In the film, Teacher knows the student's background, social economy, and academic intellectual; it is shown from the scene the teacher remember the students name, mark and weakness. Such of the dialogue reconstructions are:

Mr.fu: Jingjing! I did not reprimand you just now. You only scored 10 marks? You're really modest, aren't you?

But, knowing student's characteristic precisely led teacher to only focus on the students' weakness then shows the feelings of unsatisfied to them. In the conclusion, teacher implements the Management role.

#### b. Instructional role or Instructor

The criteria of Instructional role or Instructor according to Sidin is (1) Having knowledge, and competent, (2) Responsible, discipline, productive, Respect and love students, (3) Having moral value, principle of humanity (4) Become model for students, (5) Respect and care with environment and understand the knowledge development. In the film, Teacher has enough knowledge of his subject and competent, it showed that teacher able to answer all students' question. The dialogue reconstruction:

Mr. Fu : Jingjing. Complete this Chinese idiom for me...
"The monks are many..." What follows?

```
Jing2
           : The nuns are lesser.
   (all students laughed)
Mr. Fu : What's so funny? I'm not amused at all. It's
           pathetic! You don't even know this simple idiom!
           You've studied the language since primary school.
            What have you learned?
            The complete idiom should be: "The monks are many,
           the gruel meager". Understand?
Student
           : Sir, what is "gruel"?
Mr. Fu
           : You're beyond hope. "Gruel" is "porridge".
Student
           : So what is "porridge"?
Mr. Fu
           : "Porridge" is rice grains cooked in plenty of
            water. If you cook rice grains with less water,
            what do you get? A burnt pot!
```

The teacher is responsible, it showed that teacher teach all the remedial class to increase students' ability. Teacher is very discipline. But teacher doesn't show the love and respect to the student. From the explanation above, it can be derived that teacher implements the Instructional role.

#### c. Advisor

Suparlan states that the duty of teacher as an advisor is advising student in solving problem in education. In this film, from the start until the end of the film, Teacher never gives advice to the students. There are many problems in the class but teacher always shows the anger to the students. Thus the teacher doesn't implements the role as an Advisor.

#### d. Resources

The teacher's role as a Resource according to Suparlan is a teacher who has enough knowledge and able to help to answer student's question or further information. Mr. Fu implements the role as a Resource. Proved that

teacher have enough knowledge to teach students and able to answer the student's question.

Student : Sir, what is "gruel"?

Mr. Fu : You're beyond hope. "Gruel" is "porridge".

Student : So what is "porridge"?

Mr. Fu : "Porridge" is rice grains cooked in plenty

of water. If you cook rice grains with less

water, what do you get? A burnt pot!

As a resource, he holds the role which able to be the main source in teaching-learning process, but the way he answer students' questions is not proper to the students' condition. The teacher show the anger regarding students' stupidity, but it is clearly doesn't make students change into smart.

#### e. Assessor

Teacher as an assessor is teacher who assesses the result of study to evaluate students, record the result of students' development, and judge students' mark. Here, in the film, Mr. Fu always asses student continuously. Teacher evaluates the students in the form of homework, question-answer, task, filling the blank and other tasks. Here are the dialogue reconstructions:

Student : today's paper is so difficult

Jing2 : yeah

Mr. Fu : Those who did not do my homework, please

leave the classroom.

Mr.fu : Jingjing! I did not reprimand you just now.

You only scored 10 marks? You're really

modest, aren't you?

(Half students leave the class).

From the dialogue above, it represent that teacher already assess student by evaluate students, record the result of students' development, and judge students' marks. Teacher implements teachers' role as an assessor.

#### f. Educator

Mr. Fu teaches students but doesn't educate them. The definition of educate is mean to teach the student better ways of doing something or a better ways of living. Teacher doesn't develop students' personality and doesn't construct the student character. According to Suparlan educator is has the main duty in developing students' personality and constructing character building. Thus, in conclusion, teacher doesn't implement teacher's role as an educator.

#### g. Supervisor

The main duty of supervisor is monitoring and valuating. Here, Mr. Fu implements the role as Supervisor by always monitor and valuate student work and attitude. Teacher monitors what student progress by assessing them continuously, and re check the students' progress.

#### h. Leader

Teacher implements the role as Leader. It proves that teacher led the process of teaching-learning by standing in front of the class and gives direction of what activities in the class.

#### i. Innovator

An innovator is conducting creative activity, finding strategy, method, ways, and new concepts in teaching learning process. Mr. Fu conducts the class in any old way. He didn't found the best strategies to teach the characteristic of students. He never accept the input from other teacher, hence he never create any innovation to teach students. Mr. Fu is not an innovator.

#### j. Motivator

Mr. Fu never gives any proper motivation to engage students' willingness to learn, whether extrinsic motivation in the form of reward etc or constructing intrinsic motivation in the form of praise, etc. teacher only focus on student's weakness, that those are unable to motivate students.

#### k. Facilitator

Facilitator is giving technical helps, guiding and giving the direction to the students. Mr. Fu implements the role as facilitator by guiding and giving direction students to use dictionary if they cannot answer the questions, he also facilitate student by giving dictionary freely.

#### **l. Dinamisator** (teacher teaches student in the dynamically condition)

Suparlan states, Dinamisator is giving push to the students by creating conducive atmosphere of environment. But teacher in the 4G class, Mr. Fu is unable to conduct the class conducive. Teacher is unable to maintain the "shoes of teacher". Thus, in conclusion, teacher didn't implement teacher's role as a Dinamisator.

#### m. Controller

Harmer states that teachers are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. But Teacher (Mr.fu) is unable to control the students and organize every activity in each meeting. Teacher failed to make student quiet, instead he raise the emotion and led the situation become disorganized.

#### n. Participant

In the film, there is no variation of activities teacher leads the student to do participate student activities, but in the large distance. Instead, a participant is joining student's activity in the class. Teacher only gives direction to students. Thus, the teacher's role here is not including participant.

#### o. Corrector

According to Suparlan, teacher as a corrector has to correct student's mistake. As a proof reader, teacher must be able to distinguish where the value of good and bad grades. Correction which should teacher does with student's attitude and nature not only in school but must be done outside of school. Here, as written in the point e about assessor, Mr. Fu corrects students' mistake then show the right answer. Teacher makes some correction by showing the anger and gives the insulting word. In other word, teacher always give students' bad feedback. Here, teacher implements the role as a corrector.

## **p. Inspirator** (teacher who become inspiration or give inspiration)

As the lesson derived from the movie Sang Pemimpi, teacher must able to inspired student due to let them be the best as they can. But here, Mr. Fu Teacher never inspire or giving inspiration to the students. Teacher always asks student to learn on and on.

The case in this film is taken from the scene that Mr. Fu drops out from school, the students that he taught become worse, and he cannot lead students to reach any improvement in his subject. Those are proved that Mr. Fu is cannot help students to reach better achievement.

#### 2. The Profile Mr. Fu as a Teacher in the Film "I NOT STUPID TOO 2"

The discussion of the Profile of Mr. Fu will be written in the following explanation. The component of teacher's profile which analyzed is:

#### a. Physical presence

The teacher' physical presence plays a large part in his or her management of the classroom environment. Rose Senior states "The way we dress, the stance we adopt and our attitude to the class make an immediate impression on students. In this sense we need to make some kind of distinction between who we are, and who we are as a teacher". Mr. Fu in this film is a man with glasses; he is about 45 years old. He always wears a shirt with cubical motive. The view of face is full a sense of unsatisfied. See the photos in appendix 3.

- 1) Proximity: according to Harmer, proximity is talking about how close the teacher wants to be to the students they are working with. Some students resent it if the distance between them and teacher is too small. For others, on the other hand, distance is a sign of coldness. In the film, the proximity between teacher and student in this film is too cold, teacher never has willingness to understand student, and students also misunderstand to the teacher.
- 2) **Appropriacy** means how closely or the position in which teachers sit or stand in classroom. In scenes, Mr. Fu stands on the front of the class.
- 3) Movement indicates how a teacher moves in the classroom. In the classroom, Teacher has a little movement, he usually moves to the student who talks to.
- 4) Contact, harmer also state that the contact related to how the teacher makes contact with the students? And how close that contact? The eye contact is focus on the student; there is not special eye contact to one or special student. The eyes of Mr. Fu are commonly showed that the emotion is easy to rise

#### b. Voice

Perhaps the teacher's most important instruments are voice. Brown states "one of the first requirement of good teaching is good voice projection" "Warm and expressive voices, used in an imaginative way, draw pupils in and make them want to pay attention and listen. If such a

voice has quality and liveliness, they will be motivated to attend, participate and learn." The Mr. Fu's voice is quite clear, shrill, expressive voices, and makes the students want to pay attention and listen. But the voice is always seems to show the anger.

- Audibility includes how the teacher manages the volume of the voice.
   Here, Mr. Fu ups and down the volume according to the situation.
- 2) Variety talks about how teacher vary the quality of their voices. "Teachers, like actors, are professional voice users. In their 2nd edition of 'The Teaching Voice', Martin and Darnley argue that 'ascribing the term 'professional voice user' carries with it an implicit expectation that individuals will have had training to bring their vocal skills up to a 'professional' level. In the film, teacher vary the voice as teacher is the main actor in the class, teacher also communicate with the student.
- 3) Conservation: how teacher conserving the voice, include conducting the breath, etc. In the film, on conserving the breath, teacher is always influenced by students' behavior

#### c. Mark the stages

This is includes the way teacher manage the activity in the classroom. The activity presented in the movie is seems to the old way, teacher asks about idiom and meaning. Teacher asks student to complete the proverb. If the student failed to answer those simple questions, the teacher is angry.

Teacher manages the teacher's profile in his own characteristic. Nothing wrong if the teacher with his own characteristic, but teacher needs to pay attention on student characteristic. In the process of teaching, teacher doesn't present innovative way to engage student to love the subject.

# 3. The Messages and Lessons Related with Pedagogical View of the Film " I NOT STUPID TOO 2"

To answer the second research question, researcher writes the messages implied from the film as follow:

1. As happens in most of individual in the world, person has reason to think, and act. As far as the ability or as far as teacher wants to make the student educated, they could be unsuccessful. In this case, Mr. Fu is a dedicated teacher. He bought students a dictionary and teaches all the remedial class to make student master language. But, he implements the 8 roles and neglects the other 8 roles. Mr. Fu does not control and maintain the teacher's role. Mr. Fu only uses some teacher role which focus on cognitive side, it is formed his character. Besides, the role which related to emotional relationship is neglected. Mr. Fu didn't find the "key" to handle his student. The unsuccessfulness of Mr. Fu is also influenced by the character of students he was handle, Mr. Fu didn't find the correct method to handle the learners' characteristic who less of attention. Ali bin Abi tholib states "Allimu

auladakum fainnahum makhluuquna lizamaanin ghoiri zamaanikum." This sentence means the command to educate children. Because the children are truly created in the different era from you"

- 2. The messages of this film bought by Mr.(no name) that to drive or operate something, we need a right "key" which appropriate with the problem. It cannot be neglected.
- 3. Sometimes the reward is very important. The reward can be the things, such as VCD favorite student, balloon for young learners, or other things matched with students' condition. But, not only by costly things it can be the appraisal, such as the word good, well done, your talent is on it, it's better for you to... etc. it strongly motivate student and led them to do better. According to skinner, anticipation of reward is the most powerful factor n directing one's behavior. Brown states "human beings are universally driven to act, or "behave" by the anticipation of some sort of reward tangible or intangible, short term or long term that will ensure as result of the behavior. <sup>2</sup>
- 4. In this film, the main key is "praise". The film led the watcher to ask themselves "When was the last time you praised someone? When was the last time someone praised you? It's been a while, isn't it? These questions can notice the watcher that praise is precious to someone's. Praise is better than punishment or threatening which to face

<sup>1</sup> BKKBN.....p. 106

student in this era, punishment or threatening don't make them be afraid or wary. The most powerful rewards are those are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-regarding. Therefore, no externally administered reward is necessary. Mr. Fu manages the profile well, but he didn't control the view of face, words and emotion. He only evaluates and only gives a bad feedback to the student. They neglect the way he communicate to the students. Thus the relationship between teacher and students is worse. Whereas, the importance of communication between persons is strengthened by Rosulullah SAW States "laisa minna man lam yarkham shoghironaa walam yuwaqqir kabiirona". (HR. Bukhori.) Meaning person who doesn't love younger and doesn't respect the older is not include his group. A

5. Don't focus only on the students' weakness but focus on students' strength. This messages bought by Mr. (no name) when he suggest Mr. fu to handle his students, it is the most powerful way to handle student in this era. Mr. Fu doesn't have good rapport to the student. He never uses motivation, reward, or praise to motivate student. Instead, he only focuses n the student weakness. Thus, dealing with students' condition, finally, they don't respect to the teacher, and the class becomes chaotic.

.

<sup>&</sup>lt;sup>3</sup> Brown, Teaching by Principles......P. 59

<sup>&</sup>lt;sup>4</sup> BKKBN, 2004. Remaja Hari Ini Adalah Pemimpin Masa Depan. Jakarta: BKKBN. P. 107

#### **CHAPTER V**

#### CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions related to the research finding and discussion.

#### A. Conclusion

The conclusion can be drawn as follow:

1. Mr. Fu, the teacher in the film "I NOT STUPID TOO 2" implements the 8 teacher's roles and neglects the other 8 roles which related to the affinity between teacher and student. Mr. Fu implements the following roles: manager, instructor, resource, assessor, supervisor, leader, facilitator and corrector. But, he doesn't implement teacher's roles as an advisor, educator, innovator, motivator, dinamisator, controller, participant and inspirator. Mr. Fu doesn't construct a good **Rapport**, in other word the relationship between teacher and students is too far. Mr. Fu manages his profile on his own way. Nothing wrong if the teacher stands with his characteristics, but teacher needs to pay attention on students' characteristic. Mr. Fu has a high dedication for the education discipline. But the reason of what makes teacher cannot help student to reach better achievement is needed to do more deep analysis, because there are no enough theories states about imbalanced teacher's role and profile. In this study, researcher concludes that the teacher's roles and

profile which doesn't implement in the appropriate way with student's condition, it can lead into misadventure.

- 2. The lessons derived from the film "I Not Stupid Too 2" are:
  - a. Factors that led to academic failure come from many aspects, such as the students' personality, the students' family, the school, the friends, the classroom teacher and the environment.
  - b. Parent and the activity in the house is the main important factor which form the child's characteristic. But, the teachers as second parents also have to responsible on students' behavior especially in the school.
  - c. People need to identify the symptoms to handle the problem.
  - d. The reward is important to motivate and able to engage students' curiousness in learning.
  - e. The key to handle students anger and laziness are (1) give the them praise if the students show any improvement (2) Don't focus only on the students' weakness but focus on students' strength.
  - f. The self-evaluation is necessary for teachers to prohibit misadventure and to help students reach better achievement.

#### **B.** Suggestion

After finishing research and drawing conclusion, researcher suggests:

For candidate of teacher : researcher suggests students in Education
 Department to prepare everything before they become a teacher, preparation

here includes the mental, material and knowledge. Mental consists of readiness to teach and to face students, materials include teaching aids and knowledge includes the subject and all pedagogic aspect. A teacher also has to take many references not only for lecturer but also from other sources such as books, experiences, or films.

- 2. For teacher : in Indonesia, teacher becomes entrusted place which trusteeship to make student educated. Many parents don't have sufficient time to teach children even cannot teach their children. The study of teacher's role can provide significant insight into many aspects of education which is essential to improve teacher's professional development. Teachers also have to always do self-evaluation to prohibit misadventure.
- 3. For the next researcher: this research is limited on the teacher's role and profile, researcher suggest for the next researcher to the study of what makes teacher cannot help student, because it is needed to do more deep analysis.
- 4. For reader : researcher suggests to the reader to take the benefit of its analysis. Because in fact, when the student is "stupid" or "lazy", people in his/her side mostly blamed other people. Parents mostly blame the child, the teacher, or the school. Teacher often blame the students, the other teacher, headmaster or school facility. And the student sometimes blames the teacher, the lesson or God. However everyone can be faulty because many factors formed someone's life. Thus the researcher expects that the outcome of its study can led the reader to do the self-evaluation.

#### **BIBLIOGRAPHY**

- Arikunto, Suharsimi. 2006. Prosedur Penelitian. Jakata: Asdi Mahasatya
- Baumgarten, Matthias. 2010. Paradigm Wars- Validity and Reliability in Qualitative Research. Norderstedt Germany: Grin
- BKKBN, 2004. Remaja Hari Ini Adalah Pemimpin Masa Depan. Jakarta: BKKBN.
- Bungin, Burhan 2001, Metode Penelitian Kualitatif. jakarta: Rajawali Press
- Brown, Doughlas H. 2000. Principles of Language Learning and Teaching 4 edition. New York: Longman
- Departemen Pendidikan Nasional . 2008. *Penilaian Kinerja Guru*. Departemen Pendidikan Nasional
- Fakultas Tarbiyah. 2011. *Pedoman Praktik Pengalaman Lapangan*, Surabaya: Fakultas Tarbiyah IAIN press
- Gava, 2008. *Movie Influences Us*. http://blog.lib.umn.edu/gava0002/gava0002/2008/12/movies\_influence \_us.html.
- Geoffpetty. 2004. *A Practical Guide : Teaching Today*. United Kingdom : Nelson Thornes ltd
- Hamidah, Fita Nur. 2011. Thesis. the Teacher's Role in English Classes at Junior High Schools in Dawarblandong, Mojokerto Surabaya: IAIN Sunan Ampel Surabaya
- Harmer, Jeremy. 1998. How to Teach English. England: Longman.
- Hendy, Lesley. *How a Teacher's Voice Affects Pupils' Behavior*. http://www.teachingexpertise.com/articles/your-voice-your-job-669

- Hurlock, Elizabeth. 1978. B. *Children Development (fifth edition)*. India: McGraw-Hill Education
- Idrus, Moh. 2009. Metode Penelitian Sosial. Jakarta: Erlangga
- Imanjaya, Ekky. 2006. *A to Z about Indonesian film*. Bandung: Mizan Bunaya Kreatiya.
- Killen, Roy. 2006. Effective Teaching Strategies. Thomson: Social Science Press
- Kode Etik Guru di Indonesia. http://syadiashare.com/kode-etik-guru-di-indonesia.html.
- Santrock, John W. 2003. Adolescence (translation copy right). Jakarta: Erlangga
- Sugiharto, Dr.i. Bambang. 2004, Menikmati Filsafat Melalui Film Scince-Fiction.

  Bandung: mizan.
- Suparlan M.Ed, Drs. 2005. *Menjadi Guru Efektif*. Yogyakarta: Hikayat Publishing
- Maghfiroh, Lailatul. 2008. *Pesan Dakwah dalam Film Ayat-Ayat Cinta*. Surabaya : IAIN Sunan Ampel Surabaya.
- McNergney, Robert F. Carrier, Carol A..1981 *Teacher Development*. Macmillan Publishing co.inc New York.
- Mursell. James L. 1975. Pengajaran Berhasil. Jakarta: Universitas Indonesia
- Moleong, Prof. Dr. lexy. M.A. *Metodologi Penelitian Qualitatif*, Bandung: Remaja Rosda Karya.
- Rahman, Fazlur,,2011. Thesis "An Analysis of Teacher Role as a Motivator to Students Learning Motivation in English Lesson at SMPN 1 Sedati, Sidoarjo Surabaya: IAIN Sunan Ampel
- Rahmah, Syifaur. 2009. *Dakwah dalam Film Syahadat Cinta*. Surabaya : IAIN Sunan Ampel Surabaya.
- Linayaroh. 2005. *Analysis Semiotic Film Layar Lebar Virgin*. Surabaya : IAIN Sunan Ampel Surabaya.
- UNICEF. 2000. *Managing the Active Classroom*. www.unicef.org/teachers/teacher/manage.html