

AN ANALYSIS OF EXPECTANCY VALUES IN *FRONT OF THE CLASS* FILM

Fernando Novellius, Satyawati Surya, Nasrullah

Department of English Literature, Faculty of Cultural Sciences
Mulawarman University

Email: fernandonovellius49@yahoo.com

ABSTRACT

This research intended to find the values of expectancy in *Front of the Class* film. The researcher analyzed the values of expectancy that depicted through Brad Cohen character and Cohen's mother character. The data were analyzed with expectancy-value theory by Charles S. Carver and Michael F. Scheier. The data were generated from the dialogues and the actions of the characters in their struggle facing the adversity and to obtain their goals. In conclusion, this research revealed the values of expectancy that depicted from Brad Cohen character and Cohen's mother character. Those are the goals that they had as a desirable and the values that Brad saw as undesirable. Also expectancy, that is sense of confidence from Brad Cohen and his mother about the eventual outcome of their efforts and sense of doubt from Brad Cohen about the eventual outcome of his efforts. Finally, the conclusion that can be drawn is that the findings in this research strengthen the fact that there are values of expectancy in *Front of the Class* film. Such as; Brad's desire to be a teacher and all the concrete actions, also Cohen's mother's desire to cure Brad and to make Brad having a normal life and all the concrete actions to obtain it. Furthermore, the other findings of expectancy-value are those the refusal of Brad Cohen and Cohen's mother to be different from people in a group of Tourette syndrome and also the refusal of Brad Cohen about an offer from Cohen's father to be a building worker. Then, the sense of confidence of Brad Cohen and Cohen's mother are also the values of expectancy. Those are sense of confidence about the eventual outcome of the struggle to be a teacher and the eventual outcome to cure Brad and to make Brad have a normal life, and also when Brad Cohen becomes doubtful about his effort to be a teacher.

Key words: the values of expectancy, goals, expectancy

ABSTRAK

Penelitian ini bertujuan untuk menemukan nilai-nilai harapan (expectancy) dalam film Front of the Class. Peneliti menganalisis nilai-nilai harapan (expectancy) yang tergambarkan melalui tokoh Brad Cohen dan tokoh ibu Cohen. Data dianalisis dengan teori nilai harapan

*(expectancy-value) oleh Charles S. Carver dan Michael F. Scheier. Data tersebut dihasilkan dari dialog-dialog dan tindakan-tindakan dari tokoh-tokoh tersebut dalam perjuangan mereka menghadapi kemalangan dan perjuangan mereka untuk menggapai tujuan-tujuan mereka. Kesimpulannya, penelitian ini mengungkapkan nilai-nilai harapan yang tergambar dari tokoh Brad Cohen dan tokoh ibu Cohen. Yaitu tujuan-tujuan yang mereka miliki sebagai sesuatu yang diinginkan dan nilai-nilai yang Brad lihat sebagai sesuatu yang tidak diinginkan, dan juga harapan, yaitu rasa percaya diri dari Brad Cohen dan ibunya terhadap hasil akhir dari usaha-usaha mereka dan rasa ragu dari Brad Cohen terhadap hasil akhir dari usaha-usahanya. Akhirnya, kesimpulan yang dapat ditarik adalah bahwa temuan dalam penelitian ini memperkuat fakta bahwa terdapat nilai-nilai harapan dalam film *Front of the Class*. Seperti; hasrat Brad untuk menjadi seorang guru dan semua tindakan-tindakan konkritnya, juga hasrat ibu Cohen untuk menyembuhkan Brad dan untuk membuat Brad memiliki kehidupan yang normal dan semua tindakan-tindakan konkrit untuk menggapainya. Lebih lagi, penemuan-penemuan Expectancy-value lainnya adalah penolakan dari Brad Cohen dan ibu Cohen untuk menjadi berbeda dari orang-orang dalam sebuah kelompok Tourette syndrome dan juga penolakan dari Brad Cohen terhadap tawaran dari ayah Cohen untuk menjadi seorang pekerja bangunan. Lalu, rasa percaya diri dari Brad Cohen dan ibu Cohen adalah juga nilai-nilai dari expectancy. Yaitu rasa percaya diri terhadap hasil akhir dari perjuangan untuk menjadi seorang guru dan hasil akhir untuk menyembuhkan Brad dan untuk membuatnya memiliki kehidupan yang normal, dan juga ketika Brad Cohen menjadi ragu terhadap usahanya untuk menjadi seorang guru.*

Kata kunci: Nilai-nilai harapan, tujuan-tujuan, harapan

A. INTRODUCTION

Literature is an interesting thing to be explored. It could imitate things that happen in reality. It could represent history, biography, process of a science, also social phenomenon. Literature delivers messages that contains values, knowledges, education, even doctrine. It could be in text form, such as; poem, poetry, lyrics of songs, and some others. It also could be in spoken word form, such as; songs, a story, storytelling, etc. And it could be in a combination of spoken word and visual expression, such as drama and one of the most popular in this era is that film.

The messages in literature could influence the readers or the audiences. The influencing could be in form of increasing knowledge, changing in view, and changing in attitude and behavior. The influencing could be different toward each readers and audiences because a literary work could be interpreted differently by each reader and each audience. It depends on the intellectuality, perception, and experience of the readers and the audiences.

Literature as imitation of life has its own unique to influence the readers or the audiences. It is related to psychology. The relation of literature and psychology are first, psychology is used to apprehend the author's psychology. Second, psychology is used to value literary works as a creative process by the authors to deliver messages. Third, psychology is used to analyze the laws of psychology that

is applied in literary works. And fourth, psychology is used to apprehend the literature effects toward the readers' and the audiences' psychological.

In psychology, there is a theory that focuses on expectancy. It is called expectancy-value. Expectancy-value has two elements those are goals and expectancy. Goals are the qualities that people take as desirable or as undesirable, then expectancy is a sense of confidence about goal attainment or a sense of doubt about goal attainment. These values will be analyzed in a film entitled *Front of the Class*.

Front of the Class film was directed by Peter Werner. The film was released in 2008. It was produced by Andrew Gottlieb and written by Thomas Rickman. The film is based on the book entitled *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had* which was written by 'real' Brad Cohen and co-authored by Lisa Wysocky.

The researcher is interested in analyzing *Front of the Class* film because it is a story which narrate about a struggle of life of Brad Cohen. His nickname is Brad. In this film, the story is narrated by the main character itself, that is Brad Cohen. Brad has a neurological disorder which is his brain sends signal to his body and it is irrepressible; it is like sneeze, tic, or some others. This disorder is called Tourette syndrome. Cohen's mother who loves Brad so much struggles to cure Brad before they know Tourette syndrome. Cohen's mother has been divorce with Cohen's father since Brad was a kid. As a single parent, Cohen's mother struggles for Brad to have a normal life. Cohen's mother wishes Brad could be accepted such as the other kids, and so is Brad wishes. Cohen's mother keeps struggling until she finds that what happen to Brad is a disorder called Tourette syndrome. This disorder has no cure. Nevertheless, she believes that there might be ways to live a normal life. When Brad is adult, he believes that he must be teaching and he must be a teacher. Then he struggles to be a teacher. In his struggle, Tourette syndrome is always being the challenge. People have a lot of question about himself because of Tourette syndrome. Brad often gets attention referring to untrustworthy and annoying. Nevertheless, Brad and his mother keep going on their effort in facing Tourette syndrome.

Front of the Class film as an inspiring story which represent a life of struggle through Brad Cohen character and Cohen's mother character who do not let adversity rule over them. It makes the researcher is interested to discuss about it in this study. To analyze the values that contain in this film, the researcher uses expectancy-value theory by Charles S. Carver and Michael F. Scheier. It becomes interesting because Brad Cohen character and Cohen's mother character make their desirable come true.

B. RELATED LITERATURE

1. Literature

Literature refers to written expression, with restriction that is not all writing is literature. The definition of literature is usually include such as 'aesthetic' or 'artistic', it is to distinguish literary works from texts of everyday used such as

telephone books, newspapers, legal documents, and scholarly writings. Etymologically, 'literature' word in Latin is 'literatura' which is derived from 'littera' (letter), which is the smallest element of alphabetical writing. It is described such as the formation process of 'textile' and 'fabric', such as single treads form a fabric, so words and sentences form meaning and coherent text (Klarer 1).

Literature is a creative way to express thought, impression, and view which is consisting message and values that could be influence the readers. Literature could lead the readers to see from the other viewpoint. Beside expressing in written, literature is inevitably has connection with the other forms. Klarer said that human had left behind a trace of the creative way for self expressed (literary production) which had seen in prehistoric era. It is seen on paintings in caves; giving information through code of visual signs form (Klarer 1). The point of Klarer's explanation that is; literature is not just expressed in written form, but it is also expressed in visualized and spoken form. As he said "Not only the visual—writing is always pictorial—but also the acoustic element, the spoken word, is an integral part of literature, for the alphabet translates spoken words into signs." (2).

Klarer explains that the early of literature form is in written (1). It is not the same with formal text (text everyday as described above). Literature contains aesthetic and artistic, which is produced by expression. Writing develope as system of signs (whether pictographs or alphabets) (Klarer 2). Before writing developed as system of signs, text had been acceptable deliver orally. The predecessor of literary expression called it in term 'Oral Poetry'. This oral component developed to modern way of thinking about text. In twentieth century, it has been revived through the medium of radio and other sound carriers. Klarer called it as Audio-literature. He said "Audio-literature and the lyrics of songs display the acoustic features of literary phenomena." (2).

Along with the development of era, the invention of technology also impact literature development. From text to acoustic element, later literature develope to visual element. It combines the acoustic element (spoken word) and the visual element (visual expression). The visual element that has been familiar is drama. Drama is a traditional literary genre, and without hesitation viewed as literature. In this modern era, the acoustic element and visual element culminate in film. Here writing is linked to sounds, pictures or even video clips within an interdependent network (Klarer 3).

Klarer said that "Although the written medium is obviously the main concern in the study of literature or texts, this field of inquiry is also closely related to other media such as the stage, painting, film, music or even computer networks." (Klarer 3). It means that literature has permeated to modern textual studies with unusual media. The more modern of this era, the more media is used to find new ways of literary expression and analysis.

2. Intrinsic Elements of a Literary Work

A literary work has intrinsic elements. There are five elements that basically contained in a literary work. Those are theme, plot, setting, character and characterization, and point of view. Those elements are described below.

a. Theme

According to Nicholas, theme in literature is an important subject experience of our public and private life such as love, death, marriage, hope, despair, and so on (2). In other word, theme is the general idea insight the story. Theme is also the message which author want communicate by making a story and telling the story.

b. Plot

The plot in a dramatic or narrative work is constituted by its events and actions, as these are rendered and ordered to emerge particular artistic and emotional effects. There are a great variety of plot forms. For example, some plot are designed to achieve tragic effects, and other to achieve the effects of comedy, romance, satire, or of some other genre. Plot deals with a conflict. In addition to the conflict between individual, there may be the conflict of a protagonist against fate, or against circumstances that stand between the protagonist and a goal he/she has set himself; and in some works the chief conflict is between opposing desires or values in the protagonist's temperament (Abrams 224).

c. Setting

According to Abrams, the overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within such a work is the particular physical location in which it takes place (284). When applied to a theatrical production, "setting" is synonymous with "décor", which is a French term denoting both the scenery and the properties, or moveable pieces of furniture on the stage.

d. Character and Characterization

Characters are all the product of characterization. According to Abrams, characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inference from what the persons say and they distinctive ways of saying it, also from the dialogue and from what they do (the actions). It can be concluded that character is person in a story who has particular disposition and behavior. While characterization is a description about disposition and behavior of the character itself.

e. Point of View

Point of view signifies the way a story gets told. The mode is established by the author to present to the reader the characters, dialogue, actions, setting, and events which constitute the narrative in a work fiction. It deals first with by far the most widely use modes, first person and third person narration. According to Abrams, in a third person narrative, the narrator is someone outside the story proper who refersto all the characters in the story by name, or as "he", "she", "they" (231). In a first person narrative, the narrator speaks as "I", and is to greater or lesser degree a participant in the story. It can be understood that a first person point of view

is a circumstance as if the author or the reader becomes the main character in a story. While a third person point of view is a circumstance as if the author or the reader becomes person who telling the main character in a story.

3. Literature and Psychology

Psychology is a study that explain about psychological, and in its relation to literature is that used to analyze the author's subconscious. Psychology is also used in discussion about psychological laws which is applied in literary works. It is related to how a literary work is influenced based on the author's personal experience. Psychology is functioning to analyze a literary work by view from psychology viewpoint, whether it is about the author, the character, nor the work itself.

The term "Psychology of literature" has four possible understandings. The first one is a study of the author's psychological as type or as individual. The second one is a study of the creative process. The third one is a study of the psychological types and laws within works of literature. However, then the fourth one is the effects of literature upon its readers (audience psychology). The fourth understanding is being focus on the relation about literature and society which is out of discussion of this study (Wellek and Warren 75).

The first understanding, it refers to the type of the authors' personality also their individual. It relates to psychology construct about the kinds of personality, those are sanguine, choleric, melancholic, and phlegmatic. Moreover, this understanding refer to the way of the authors' thought which means that authors have their own unique personality. Freud said in Wellek and Warren that "... But he finds a way of return from this world of phantasy back to reality; with his special gifts, he moulds his phantasies into a new kind of reality, and men concede them a justification as valuable reflection of actual life." (Wellek and Warren 76). It means that authors have their own unique. They create their own world by imagination as ability they have, reflecting into works of literature. Then it is conceded as valuable reflection of actual life.

The second understanding, it refers to the process of literary works. it is how the authors express themselves into their works. As Wellek and Warren said "The poet is a maker of poems; but the matter of his poems is the whole of his percipient life" (80). It illustrates that the works is created from inside (of the authors) to outside (the works). It means that the psychological of the author and literary work are related. What the author felt, what the author sensed, what the author seen, what the author valued, what the author believed, and everything what the author want expressing to is deliver through literary. It is believed as the interpretation of life.

The third understanding, it may learns as a study of the psychological types and laws within works of literature. Psychology is able to be found in literary works. Here psychology is used to analyze the characters in works of literarture which is containing psychology theory. It is to apprehend psychological element of

the characters in works of literature. According to Wellek and Warren; for some conscious artists, psychology may tightened their sense of reality, sharpened their power of observation or allowed them to fall into hitherto undiscovered patterns (88). It means that psychology increases the artists' sense about the reality, increasing their ability of observation, and giving chance for the patterns that they have not been known yet.

In conclusion, from those three understanding offered by Wellek and Warren, the third understanding is appropriate to this study. Because of this research studies the laws of psychology in *Front of the Class* film. This research studies a psychology theory about motivation called expectancy-value. The values are identified from the characters that had been selected.

4. Expectancy-value

The concept of optimism (also pessimism) has a long history in folk wisdom. Optimists are people who expect good experience in future and pessimists are people who expect bad experience. The concept have been supported by good deal of systematic research (Caver and Scheier 31). The concept of optimism and pessimism concernson people's expectation for the future. This concept is linked to folk wisdom for centuries and also is linked to psychological theory about motivation, which called expectancy-value theory. This theory suggests a logical basis in which optimism and pessimism influence people's behavior. It is seen by the elements of expectancy-value, those are goals and expectancy.

a. Goals

The expectancy is value viewpoint about motivation, which is began with the assumption that behavior is organized around the pursuit of goals. Goals are the part of the value elements of expectancy. According to Carver and Scheier, Goals are the qualities that people take as desirable or asundesirable (32). The undesirable is known in term anti-goals. What means about the qualities that people take as desirable or as undesirable is that people try to fit their behavior (even very fit themselves) about values that they see as desirable, and people try to keep away values that they see as undesirable.

Carver and Scheier explain that goals are differentiated into two by levels of abstraction (47), it is saw as desirable. The first one is high level of abstraction, this goal set concerns to be a particular kind of person. For example, being an honorable person, being a self-sufficient person, being healthy, or taking a college course is not just complete the course but doing well in it, etc. The second one is lower level of abstraction, this goal set concerns completing a particular kind of action. For example, preparing dinner for yourself, replacing the spark plugs in your car, etc.

According to Vallacher and Wegner's theory about action identification argued that the model of the goal hierarchy is framed in terms of how people think about their action, and it also conveys the sense that how people think about their actions is informative about the goals by which they are guiding their actions (Vallacher and Wegner in Carver and Scheier 48). It refer to identification in a given action, the identification can vary in level of abstraction. For high-level

identifications are abstract which means becoming cultured, while lower-level identifications get more and more concrete (for example; attending ballet, listening to songs, and watching people move while you sit quiet and still). Furthermore, Vallacher and Wegner explain that low-level identifications tend to convey a sense of “how” an activity is done; high-level identifications tend to convey a sense of “why” (Vallacher and Wegner in Carver and Scheier 49).

In conclusion, goals as the element of expectancy-value is purpose to have an ideal self. The system concepts of goal is that goal is differentiated into two levels of abstraction. Those are high level of abstraction and lower levels of abstraction. High level of abstraction means the principle of an individual desire to be the goal. It is the sort of qualities to people apply, those are fairly abstract. It is just as traits, not behavior. Such as; being healthy, being spiritual person, being an honorable person, being self-sufficient, or some others.

Then lower level of abstraction means the program of an individual which is going to be done. It is the manifestation form of the specific activities in behavior. For instance; eating five fruits and vegetables each day in order to be healthy one, or reading bible everyday for an christian if the individual desire to be a spiritual person, and some others. Lower level of abstraction is getting concrete more than just program when it is executed all needed to attain the higher levels of abstraction. For instance; buying salad at lunch if the program is eating fruits and vegetables each day in order to be health, or for an christian reads at least four chapter in every morning if the program is reading bible everyday in order to be a spiritual person.

High level of abstraction and lower level of abstraction are values that people see as being desirable. In contrast, the other values is that people see as being undesirable. Undesirable means that people try to stay away from what they see as undesirable. For instance; a rebellious adolescent who wants to be different with his/her parents (thus treating the parents' value as an anti-goal/undesirable) senses his/her own behavior, then compares it with his parents' behavior, and trying to make his own behavior as much as possible different with his/her parents. Thus, Carver and Scheier said that “the more important these goals and anti-goals are to the person, the greater is the element of value in the person's motivation with respect to those goals.” It means that goals have a role to move an individual action. While anti-goal means that no motivation for an individual to do something.

b. Expectancy

The second element of expectancy-value is that expectancy. According to Carver and Scheier, expectancy is a sense of confidence or a sense of doubt about the goal attainment (32). If someone lack of confidence, it will be the same result as without having any goals; that is no action. In contrast, doubt can impair effort, whether before the effort work or while it is on going. Only if people have sufficient confidence they will move into action, and only if they retain sufficient confidence their effort will keep continue. Carver and Scheier said that when people have

confidence about the eventual outcome, their effort will keep on going, even when being in face of the enormous adversity (32).

Carver and Scheier said that when people experience adversity in their effort toward their goal, they periodically experience an interruption (60). In effect, people assess in deliberative way the likelihood of a successful outcome. Carver and Scheier explain that they periodically do not focus on the effort, but they evaluate in more deliberately rather than do action in struggling to attain their goal. In this assessment, people presumably very depend on the memories of prior outcomes in similar situation. Carver and Scheier said that they consider the alternative way for approaching the problem, also using social comparison information and analysing the attribution of the prior events (60).

Those assessment give influence toward the expectancy that emerge. In some cases, people retrieve expectancy (even chronically) from memory, the memories of previous behavior. For some cases, People bring to mind to consider for the situation's evolution. Carver and Scheier argue that they play in mind as the behavioral scenarios (60). It is believed that it leads to conclusion that influence the expectancy. It is such as thinking about "if" and "then". Carver and Scheier illustrate it that for the confidence outcome, "if I try approaching in this way, not with the other way, then it should work better". Then for doubt outcome, it is looked like; "This is the only thing I can see to do, and it will just make the situation worse" (60).

Carver and Scheier argue about the cases above that "It seems reasonable that this mental simulation engages the same mechanism as handles the affect creation process during actual overt behavior." (60). It is simply understood that; there is a process that happen before produce behavior as the result. As state above, Carver and Scheier call it in term "behavioral scenario". They explain that if the scenario are confident and optimistic, thus, it yields a higher rate of progress. This process yields a more optimistic outcome assessment. If the scenario are negative and hopeless, it indicates a further reduction in progress and the process yields a further doubt (60).

If the expectancy is for a successful outcome, then the person will go back trying to his/her goal when being in interruption. While if the expectancy is doubt, the result is an impetus to disengage from further effort and potentially from the goal itself. Carver and Scheier explain that the disengagement sometimes takes the form of mental disengagement; off task thinking, daydreaming, and so on (61). Although this is sometimes useful to disengage from the anxiety, but it also can create problems. Mental disengagement can impair performance, as time is spent by irrelevant thinking. In some cases, the result is leading people in repetitive negative rumination, which often focus on self-doubt and perceptions of inadequacy.

C. RESEARCH METHOD

1. Research Design

This research is included qualitative research. According to Denzin and Lincoln, “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.” (Denzin and Lincoln in Flick, 2). Based on the explanation, qualitative research is used to represent the world by which consists interpretive. Moreover, Flick gave more information that “A lot of qualitative research starts from a ‘naturalistic approach to the world’ and a great deal of qualitative research has an interpretive approach to it.” (Flick, 2).

Therefore, this research is fit with the aforementioned explanation because this research uses the researcher’s interpretive about values that depicted in *Front of the Class* film. The researcher’s interpretive is not just based on personal viewpoint, but it is based on a theory which is called expectancy-value. The theory is used to identify and to analyze the values that contained in the film.

2. Research Instrument

In this research, the researcher himself becomes the instrument of research. The researcher did research by observing to analyze the data, viewing by the other criticism to view the critics’ viewpoint about the film also the value that they had gotten, and taking note to help the researcher to memorize all the information, ideas, also knowledge. The researcher observed, collected the data, identified and categorized data, and interpreted the study object by the related theory.

3. Data and Data Source

This research uses *Front of the Class* film and also the script of the film as the main source of data. It is related to the expectancy-value that depicted from the characters of Brad Cohen and Cohen’s mother through their expression. This film is analyzed through the dialogues and the scenes.

4. Data Collection

In collecting the data, the researcher did observation by watching the film and also reading the script. The researcher interpreted the dialogues and also the scenes by related theory.

- a. Firstly, the researcher watched the film then observed the value that related with the theories.
- b. Secondly, the researcher read the script to understand clearly the dialogues. Reading the script helped the researcher to observe more quietly and in detail.
- c. Thirdly, the researcher used note to help collecting the data.

5. Data Analysis

According to Matthew B. Miles, Alan M. Huberman, and Johnny Saldana (2014), there are three parts of data analysis. They see analysis as three concurrent flows of activity, those are data condensation, data display, drawing and verifying conclusions. After collecting the data, the data were analyzed and processed with the steps proposed by Miles, Huberman, and Saldana.

a. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this step, the researcher collected the data from narration, dialogues and scenes which depicting the values of expectancy in Brad Cohen character and Cohen's mother character.

b. Data display, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In this step, the researcher displayed the data which contains the values of expectancy. The researcher displays narations, dialogues, and action of the characters that contains the values of expectancy.

c. Drawing and verifying conclusions, from the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanation, causal flows, and proposition. In this step, the researcher concluded the result of analysis based on the research question and expectancy-value theory that is used to analyze the values of expectancy in *Front of the Class* film.

6. Triangulation

In order to avoid bias, the researcher used triangulation as a method to reinforce the credibility of the findings in the study. Triangulation is defined as a process of combining data from different sources to study a particular social phenomenon which have been accepted as a way to improve the analysis and interpretation of findings from various types of studies (Rugg 13). According to Denzin, triangulation is identified into four types (14-15), those are :

a. Data Triangulation

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations (Denzin in Rugg 14).

b. Methods Triangulation

Methods Triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another (Denzin in Rugg 14-15).

c. Investigator Triangulation

Investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators — without prior discussion or collaboration between

them — can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analysing study data (Denzin in Rugg 15).

d. Theory Triangulation

Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns (Denzin in Rugg 16).

Based on the explanation above, the researcher used data triangulation as a method to validate the researcher's findings. In data triangulation, the researcher uses two differently sources those are the film itself also the script of the film. This method is used in order to verify the researcher's analysis results.

D. FINDINGS AND DISCUSSION

1. Findings

There are two elements of expectancy-value, those are goals and expectancy. Goals are qualities that people take as *desirable* or as *undesirable*, and then expectancy is a sense of *confidence* or *doubt* about the goal's attainability (Carver and Scheier 31). Those values are shown in the data below. The data is displayed based on the quotations from the dialogues and the expressions of Brad Cohen and Cohen's mother. The analysis of the data is delivered after the data. It is delivered in narration form.

(Data 01)

The Officer	: So, what kind of job you looking for?
Brad	: Teaching. I'm going to be a teacher.
The Officer	: (<i>speechless</i>)
Brad (narrator)	: I get that look a lot, but I never let it get to me.

(Minute 00:03:31-

00:03:41)

In this dialogue, Brad is being excited on his way to a school for an interview. On his way, he is stopped by an officer. The officer stops Brad because Brad drives too fast. It makes Brad got a speeding ticket. When the officer comes to Brad to inquire him, Brad makes noises. The officer thinks that Brad is being drunk, but then the officer is understood after Brad explains that it is because of Tourette syndrome. While the officer prepares a speeding ticket, he asks Brad what kind of job is Brad looking for. Then Brad tells him that he wants to be a teacher. The officer looks surprised when knowing Brad wants to be a teacher. The officer's expression indicates a doubtfulness to Brad, but Brad never let it get to him. In

Brad's (narrator) dialogue, he tells that he gets that look a lot. It explains that the officer is not the only one who doubt about Brad, and it explains that the most people think that it is impossible for someone with a Tourette syndrome to be a teacher.

From this dialogue, Brad says that he wants to be a teacher. It can be concluded that being a teacher is a goal. It is because being a teacher has a quality and meaningful for Brad. It can be seen that Brad is on the way to a school for an interview. It shows that Brad prepares himself to get a teaching job. Being a teacher is a desirable because Brad fits his behavior to be a teacher. It can be seen that he has prepared himself for an interview. Being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and because it is the ideal of what Brad wants to be. Moreover, there is an expectancy because there is sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad is determinant to be a teacher even though some people are not sure and his disability hinders him to be one.

(Data 02)

The recruiter : What made you decide to go into teaching?
Brad : **It's all I've ever wanted to do. I feel like was born to teach.**

(Minute 00:04:32)

This scene shows that Brad has been being in a school for an interview. In the interview, Brad is interviewed by a recruiter. The recruiter asks to Brad what made Brad decide to go into teaching. Then, Brad tells the recruiter that teaching is all he has ever wanted to do.

Therefore, from this dialogue, Brad says that teaching is all he has ever wanted to do. He feels like was born to teach. It can be concluded that being a teacher is a goal because it has a quality and meaningful. Being a teacher is a desirable because Brad fits his behavior. The interview shows that he has prepared himself. Moreover, being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and also because it is the ideal of what Brad wants to be. Then, the interview is a lower level of abstraction because it is the concrete action to be a teacher.

(Data 03)

Brad : **May be we should talk about the elephant.**
The recruiter : Elephant?
Brad : **In the room : my Tourette.**
The Recruiter : No. The Americans with Disability Act doesn't allow me to ask you...
Brad : **I know, I'd like to tell you just like I tell the kids in my classes.** See, I explain to them it's a brain thing that causes me to make strange noises they're like sneezes,

irrepressible. When you have to, you have to.

The recruiter : How do they react?
Brad : **Once they understand, they're fine with it. It's never caused any problems in a classroom. All I want is a chance. Just get me the interview, and I can do the job. let me prove to them that**

(Minute 00:05:03 – 00:05:06)

It is still in the same scene. In this quotation, Brad is opened about himself. He would like to tell about his disability even though the recruiter does not ask him to talk about it. Brad initiative to talk about his disability so that the recruiter understands that Brad has a Tourette syndrome. Brad is confident about himself that he is able to teach.

From this quotation, it can be concluded that there is an expectancy because there is a sense of confidence in Brad that he is able be a teacher. There is a sense of confidence because Brad keeps on his struggle to be a teacher even though he has a Tourette syndrome. He is opened about his disability, it explains that he does not avoid the reality and he keeps on going to be a teacher even though his disability (Tourette syndrome) becomes a challenge.

(Data 04)



(Brad looks tired and bored to meet the doctor)

Cohen's mother : **It's a new doctor let's just listen to what he has to say.**

Brad : I know what he'll have to say.

(Minute 00:10:37)

In this dialogue, the plot is flashback to Brad's childhood. It narrates at the time when Cohen's mother brings Brad to meet a doctor. They go to meet the

doctor because they need a solution. In the dialogue, it explains that it is not the first time they meet a doctor. The doctor that they will meet is a new doctor and Brad looks tired and bored to meet the doctor, even he could guess what the doctor will have to say. Therefore, it can be concluded that they have met a lot of doctors.

From this scene, Cohen's mother and Brad go to meet a doctor is to find a solution to cope Brad's noises. It can be concluded that there is a goal. Finding a solution to cope Brad's noises is a goal because it has a quality and meaningful for Brad and Cohen's mother. It is a desirable because Cohen's mother and Brad fit their behavior to find a solution. It can be seen that they have met a lot of doctors and this scene shows that it is a new doctor that they will be met. Finding a solution to cope Brad's noises is a high level of abstraction because it is a principle, not in concrete action yet, and also because they want Brad is cured. Then, they go to meet the doctor is a lower level of abstraction because it is the concrete action that Cohen's mother and Brad doing to find a solution. Moreover, there is an expectancy because there is a sense of confidence in Cohen's mother and Brad to get a solution. There is a sense of confidence because Cohen's mother and Brad keep meeting a doctor even though they do not find any solution yet from the doctors that they have met before.

(Data 05)

Brad : I don't care if they expel me. I hate that school.
Cohen's mother : Well, it's that school or another school.
Brad : I hate all schools. Why are we going here?
Cohen's mother : **To find some answers.**

(Minute 00:17:03 – 00:17:10)

This scene shows a conversation between Cohen's mother and Brad when they are on the way to a library. In this scene, before they go to the library, Cohen's mother has been called to Brad's school. The teacher in Brad's class thinks that Brad makes noises are for being a clown. Hence, Brad gets a sentence and must meet the principal. The principal values that what Brad has done is out of control. Whereas, Brad cannot cope the noises (which is caused by a Tourette syndrome), because it is irrepressible. After talk with the principal, Cohen's mother and Brad just leave the school and then go to a library.

On their way to the library, Brad is grumbled. He says that he hates school, even all schools. However, Cohen's mother does not let it just away. She brings Brad to the library to find answers. Cohen's mother wants to find how to cope the noises that happen to Brad. She wants Brad is cured and having a normal life like the other kids.

From the dialogue above, Cohen's mother brings Brad to the library to find answers. It can be concluded that finding answers is a goal because it has a quality and meaningful for Cohen's mother and Brad. It is a desirable because Cohen's mother fits her behavior to get the answers. It can be seen they go to the library because they need answers for a solution to cope Brad's noises. Finding answers is a high level of abstraction because it is a principle, not in concrete action yet, and

also because the ideal is to cure Brad. Then Cohen's mother brings Brad to the library is a lower level of abstraction because it is the concrete action. Moreover, from this scene there is an expectancy because there is a sense of confidence about the eventual outcome. There is a sense of confidence that is Cohen's mother keeps on going to find solution even though they are being in an adversity situation.

(Data 06)

Brad : Sorry I cause you so much trouble, Mom.
Cohen's mother : **I want you to read something in this book I found. It's a medical book that explain why you make all those**

might noises.

Brad : I hate reading, Mom.
Cohen's mother : Read.
Brad : "Tourette Syndrome."

(Minute 00:18:51 – 00:19:07)

In this dialogue, Cohen's mother is reading the books that she has found from the library. It is the first time when Cohen's mother and Brad find the answer why Brad always makes the noises, tics, and twitches. They have just known that it is not caused by a mental disorder or a delinquency of a kid like what doctors, shrinks, even Brad's teacher thinking about. They find the answer, it gives a clue to them to cope the problem.

From this scene, Cohen's mother effort to find out by reading books shows that she struggles to find a solution to cope Brad's noises. It can be concluded that there is a goal. Finding a solution to cope Brad's noises is the goal because it has a quality and meaningful for Cohen's mother and Brad. It is a desirable because Cohen's mother fits her behavior to find a solution. It can be seen that she reads the books to get answers of what happened to Brad and how to cope it. The books give them a clue to face the adversity.

Moreover, finding a solution is a high level of abstraction because it is a principle, it is not in concrete action yet, and also because it is to cure Brad. Cohen's mother reading the books is a lower level of abstraction because reading books is the concrete action that Cohen's mother doing to get a solution. Also there is an expectancy because there is a sense of confidence in Cohen's mother to face the adversity. There is a sense of confidence because Cohen's mother does not give up to find out. It can be seen that she keeps find out by reading the books even though she and Brad have tried by met a lot of doctors and do not yet get any solution.

(Data 07)

Brad : See? There's a reason, Dad. Joop, joop, I'm not being weird on purpose.
Cohen's father : Listen, uh, Brad. I, um...
Brad : All right. Well, it's all I wanted to say. Bye.

Brad (Narrator) : **Finally, my dad believed me. But never
believed in me. That I could succeed.
That I could teach.**

(Minute 00:20:21)

In this scene, after Brad knows Tourette syndrome, he tells his father that the noises, tics, and twitches are caused by a Tourette syndrome. Cohen's father who thought that Brad is just hyperactive and just needing self-control, finally believes that Brad can not control all the noises, tic, and twitches. Nevertheless, Cohen's father does not yet believe in Brad that he can succeed and teach.

From this scene, Brad believes that he can succeed to teach. It can be concluded that there is a goal. Succeed to be a teacher is a goal because it has a quality and meaningful for Brad. It is a desirable because Brad has prepared himself to be a teacher. Succeed to be a teacher is a high level of abstraction because it is a principle, it is not in concrete action yet, and it is what Brad wants to be. Moreover, there is an expectancy because there is a sense of confidence in Brad. There is a sense of confidence because Brad is confident that he can succeed to be a teacher. It can be seen that he believes he will be a teacher even though his father (Cohen's father) is not sure about it.

(Data 08)



(The principal waits for more explanation from Brad)

The Principal : Well, I see you only your bachelor's degree. Are
you planning to get your master's?

Brad : Yes, sir. JOOP! As soon as I can.

The Principal : Well, we don't require it for entry level... but if
you're serious about...

Brad : **I'm very serious. I want to make teaching my
life.**

The Principal :

Brad : I, ahh, I make these noises because I have Tourette
Syndrome. I'd like to tell you about it.
Neurological disorder where my
signals to my body.

It's a
brain sends mixed

(Minute 00:21:54 – 00:22:00)

In this scene, Brad is interviewed by a principal of a school. In the interview, Brad always makes noises, tics, also twitches which is caused by a Tourette syndrome. It makes Brad as if he is not serious. Then when the principal says "...But if you're serious about..." Brad immediately asserts that he is very serious for teaching. After Brad asserts that he is very serious for teaching, the principal shows an expression that indicates waiting for more explanation. Brad immediately explains why he makes those noises, he explains to the principal that the noises are caused by Tourette syndrome.

From this scene, Brad says that he is very serious for teaching. It can be concluded that being a teacher is a goal. It is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior to be a teacher. The interview shows that he has prepared himself to be a teacher. Being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and it is what Brad wants to be. Then the interview is a lower level of abstraction because the interview is a program and also the concrete action to be a teacher. The interview shows that Brad has prepared all the requirements.

(Data 09)

Brad (narrator)	:	But, like mom always said, don't ever give up. When I was a little, researching there was no cure, be way to live a	mom never stopped because, while there might normal life.
Brad	:	It's a church, Mom!	
Cohen's mother	:	Honey, you're not going to have to get a bible lesson. This is just a support group.	
Brad	:	Do I have to?	
Cohen's mother	:	You need to connect with other people who have Tourette's. Find Ok? Let's	out how they live with it. do it.

(Minute 00:22:50 – 00:22:53)

In this scene, the plot is flashback to Brad's childhood. Brad (narrator) narrates that when he was a kid, his mother never stopped researching. Cohen's mother found a group of people with Tourette syndrome. She brought Brad to the group and expecting they could learn from people in the group. Cohen's mother believes that while there is no cure, there may be way to live a normal life.

From this scene, Cohen's mother believes that there may be way to live a normal life. She brings Brad to join in the group, it is to find out how the others live with Tourette syndrome. It can be concluded that there is a goal. To Brad has a normal life is a goal because it has a quality and meaningful for Brad and Cohen's mother. Brad has a normal life is a desirable because Cohen's mother keeps try to find a way to live a normal life. Having a normal life is a high level of abstraction

because it is a principal, not in concrete action yet, and because Cohen's mother wants Brad to live a normal life. Cohen's mother never stops researching, she finds the group and then bringing Brad to join in the group. It shows a lower level of abstraction, because it is the concrete action that Cohen's mother doing for Brad to have a normal life.

(Data 10)

Brad (narrator) : No one even was trying to be accepted. The audits were out of work. The kids stayed at home. **I knew one thing... I didn't want to be like them.**

(Minute 00:23:40)

This scene is when Brad and Cohen's mother joins in a group of people with Tourette syndrome. They expect that they can learn from people in the group; how they live with Tourette and to get a support from them. Brad and Cohen's mother want Brad to have a normal life. They want Brad is accepted. Yet, they do not find it in the group. People in the group only discuss about how people value them, but no struggle and no effort to be accepted. While Brad and Cohen's mother try to find a way for Brad is accepted. They are confident that Brad must be able to have a normal life.

From this scene, Brad does not want to be like people in the group. It shows that Brad refuses to be like them. It can be concluded that there is a goal because Brad keeps away from value that he sees as undesirable.

(Data 11)

Cohen's mother : **It's supposed to be a support group! Where's the support? Supposed to just hide away for the rest of your life? I'm really so sorry that I brought you there, honey, let's just forget this.**

(Minute 00:24:39)

In this scene, Brad and Cohen's mother is walking out leaving the group. They leave the group because they value that the group is not like what they expected. They expected that it is a support group to support people facing Tourette syndrome. Cohen's mother does not agree to just hide away for the rest of life like people in the group did.

From this scene, it can be concluded that there is a goal because Cohen's mother keeps away from value that she sees as undesirable. It is an undesirable because Cohen's mother refuses to just hide away for the rest of life like people in the group did.

(Data 12)

Brad : I don't want forget this, Mom. **Those people let Tourette's win. I'm never gonna do that.**

Brad (Narrator) : It's difficult to imagine that at the age of twelve I would find a genuine philosophy to live by. But here it was. This defining moment. **To always face my adversity head on.**
When I went to my next interview, I decided to be more up front.

Get the Tourette's stuff out of the way first. And then dazzle 'em with my approach teaching.

(Minute 00:24:47)

It is still in the same scene. Cohen's mother and Brad leave the group because they do not agree how people in the group facing Tourette syndrome. People in the group decide to be not accepted; the kids are home-schooling and they only discuss about how people look at them and how are people treatment on them. Brad does not want to be like them and also Cohen's mother. They leave the group because it is not like what they expected.

Brad does not let Tourette syndrome rule over him. Even though people who the same has Tourette syndrome prefer to restrict themselves from society; Brad does not do the same. When Brad is grown up, he still has the same desire to be accepted. He wants to be a teacher. In this scene, he prepares himself for the next interview.

From this scene, it can be concluded that being a teacher is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior to be a teacher. It can be seen that he prepares himself for the next interview. Being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and it is what Brad wants to be. Then Brad's preparation for the next interview is a lower level of abstraction because it is the concrete action that Brad doing to be a teacher. Moreover, there is an expectancy because there is a sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad is confident that he is able to be like a normal person and when he is grown up, he is confident to be a teacher. He keeps struggle to be a teacher even though for the most people it is impossible. He also keeps struggle even though no one of school has hired him yet.

(Data 13)

The interviewer : You seem to have been very successful... in spite your Tourette's.

Brad : **I've work very hard to become the best teacher I can be.**

(Minute 00:25:11)

In this scene, it is a short scene when Brad has finished an interview. In Brad's dialogue, it shows that Brad has worked very hard to become the best teacher he can be. He is very sure to be a teacher. From this scene, it can be

concluded that Brad wants to be a teacher is a goal, because being a teacher has a quality and meaningful for Brad. Being a teacher is a desirable because Brad has prepared himself to be a teacher. It can be seen that the interview explains his preparation to be a teacher. Being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and it is what Brad wants to be. The interview is a lower level of abstraction because it shows the concrete action that Brad doing to be a teacher.

(Data 14)

Brad (narrator) : For my third interview, I decided to
discussing about my Tourette's at
all.
Brad : **Each week I like to send home a progress
report to my students' parents.
Um, I like to give my students a
voice in their learning to
be hand-on... and interactive in
the classroom.**

(Minute 00:25:47)

In this scene, Brad gets a new interview of a school. In the interview, Brad tells his teaching method to the interviewer and he has committed to himself to be more discussing about Tourette syndrome. Yet, Brad does not mention about Tourette syndrome at all.

From this scene, the interview shows that Brad is struggle to get a teaching job. It can be concluded that being a teacher is a goal, because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior for it. It can be seen that he has prepared himself for the interview. Being a teacher becomes a high level of abstraction because it is a principle, not in concrete action yet, and it is the ideal of what Brad wants to be. Then the interview is a lower level of abstraction, because it is the concrete action to be a teacher. Likewise in Brad's dialogue, it shows Brad's teaching method. It explains that Brad has had a plan when he is successful of being a teacher later. It is also a lower level of abstraction because it is the concrete action and a program to be a teacher.

Moreover, from this scene, Brad keeps opened about himself. It explains that even though Tourette syndrome is a challenge, Brad keeps on going to be a teacher. It can be concluded that there is an expectancy because Brad has a sense of confidence about himself to be a teacher. There is a sense of confidence because Brad's effort keeps on going to be a teacher even though his disability is always being a concern.

(Data 15)

Cohen's father : How's your money holding out?
Brad : I'm not asking you for money.
Cohen's father : I know that. You never ask me for
anything.

- Brad : No.
Cohen's father : **But if you ever do get short. You know you gotta job with me here.**
- Brad : **I'm going to teach, Dad. Ok? I can't let anything get in the way of that.**
- Cohen's father : **Ok. I'm just saying there's nothing wrong... with keeping your case things don't work there are other option open in out. You know, things besides teaching.**
- Brad : **Not for me.**
Brad (narrator) : **Dad could never understand my optimism.**

(Minute 00:29:45)

In this scene, Brad visits Cohen's father in the work place. In the work place, they have lunch together and have a conversation. Then, in the conversation Cohen's father offers a job to Brad to work with him as a building worker. However, Brad refuses his father's offer. He is still confident to be a teacher.

From this scene, it can be concluded that there is a goal because Brad keeps away from value that he sees as undesirable. Brad refuses his father's offer to work as a building worker. It is an undesirable because it shows that Brad keeps away from value that he sees from his father.

(Data 16)

- Brad : I don't like making any noises any more than you like hearing them. They even worse when I get stressed, when you don't accept that I can't stop them. But when I feel accepted, then they're not so bad.
- The principal : What can we do to help you, Brad? And I mean everyone in this school what can we do to help you, Brad?
- Brad : **I just want to be treated like everybody else.**
- The Principal : Good job. Go sit down.
Brad (narrator) : **A few words a little education and it was like opening a door to a brand new world. Now someday, someday, I knew, Tourette's or no Tourette's, I was going to be a teacher.**

(Minute 00:34:06 – 00:35:11)

This scene shows that the plot is flashback to Brad's childhood. It narrates about when Brad is in a new school. In this scene, Brad has a meeting with the principal. Brad's meeting with the principal is began when the teacher in Brad's class gives a sentence to Brad. Tourette syndrome makes Brad has noises a lot. Brad

is sentenced in the class, then when Brad's noises are still going on; the teacher orders him to meet the principal. When Brad meets the principal, the principal asks Brad to present in the school orchestra concert. At the concert, Brad makes noises a lot so that annoying the other. After the orcherstra is done, the principal introduces Brad who makes the annoying noises then calling him to come up to the stage. In short, the principal asks Brad some questions then Brad explains why he makes those noises and explaining what Tourette syndrome is. People in the school finally understand what happened to Brad and realize what should the others do to support Brad getting better.

From this scene, Brad wants to be treated like everybody else and from this event, it emerges a desire in Brad to be a teacher. It can be concluded that there are two goals that is found in this scene. Those are being treated like everybody else and to be a teacher. The two goals have a quality and meaningful for Brad. Those become a desirable because Cohen's mother and Brad fit their behavior for it. It can be seen that Brad keeps schooling in a general school. It explains that they do not restrict Brad from other people, it intends for Brad is accepted and treated like everybody else. Also it can be seen in Brad's (narrator) dialogue that Brad is very sure that he must be a teacher. Being treated like everybody else and to be a teacher are high levels of abstraction because it is a principal, not in concrete action yet, and it is what Brad wants to be. Then Brad keeps schooling in a general school is a lower level of abstraction, because it shows the concrete action to be accepted and to be treated like everybody else.

(Data 17)

- The principal : Ok, listen. They did not tell me that you
you were going to be handicapped. How do
students expect to handle a bunch of wild
with a handicap like that?
- Brad : **Well. By educating them. By letting them
know it's okay to talk about it. -
to ask question...**
- It's okay**
- The principal : These student would laugh at you.
Brad : Not... **not when they understand** – it's
simply a matter of..
- The principal : Ok. I have seen teachers with disabilities
before ... but never with what you got. I
just don't see how you could ever
teach a class.
- Brad : **I can teach! Look at my resume. Look at
it! Ok? I was very successful as a
student teacher. My Tourette's
never posed a problem! I can
teach!**
- The principal : Ok. Bottom line : I need somebody now for
fifth grade. You want to teach

here, you're gonna have to refrain from
making these noises in class.

Brad : You know what? Thank you very much for
the interview.

The principal : But, don't you want the job?
Brad : **Yes, actually. I want it really bad. But I
would never, ever work for a man who
doesn't care about his students.
So, I'll take my portfolio and,
ahh, and take no more your time.**

(Minute 00:36:43)

In this scene, Brad gets a new interview. In the interview, it shows a different view between Brad and the principal. Brad is confident that he is able to teach, meanwhile the principal is not sure about it. The principal values that the noises that Brad made is a handicap. Nevertheless, Brad tries to convince the principal that he is able to teach and that Tourette syndrome is not a handicap.

From this scene, Brad struggles to convince the principal that he is able to be a teacher. It can be concluded that there is a goal. Being a teacher is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior for it. It can be seen that he has prepared himself by completing the requirements and struggle to convince the principal that he is able to teach. Being a teacher is a high level of abstraction because it is a principle, not in concrete action yet, and it is what Brad wants to be. Then the interview and Brad's effort to convince the principal are lower levels of abstraction because it is the concrete actions that Brad doing to be a teacher. Moreover, there is an expectancy because there is a sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad keeps struggle to be a teacher even though the principal and the most people are not sure that he is able to teach and he keeps propose himself to schools even though he has had a lot of interviews and does not yet get hired from a school.

(Data 18)

Cohen's mother : Really? That sounds like what you're
saying. It sounds like you're letting
Tourette's win.

Brad : I am not letting Tourette's win!

Cohen's mother : Really?

Brad : **Yes, really! Look, I'm never going to give
up, I just... I have to find the
right school.**

Cohen's mother : You will, Bobo. You will.
(Minute 00:39:14)

This scene shows a conversation between Brad and his mother (Cohen's mother). In this scene, Brad phones his mother then telling his upset about the last interview that he had before. Cohen's mother who supports Brad, giving motivation to him to keep on going. However, Brad keeps upset until Cohen's mother suggests

him to give up and come home. But Brad refuses to give up, he realizes that he just needs to find the right school.

From this scene, Brad refuses to give up and determined to find the right school. It can be concluded that there is a goal. Being a teacher is a goal because it has a quality and meaningful for Brad. It is a desirable because Brad fits his behavior to be a teacher. It can be seen that Brad determined to find the right school that willing to accept him. Being a teacher is a high level of abstraction because it is a principal, not in concrete action yet, and it is what Brad wants to be. Moreover, there is an expectancy because there is a sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad does not give up on his effort. He keeps continue his effort by finding the right school that willing to accept him.

(Data 19)



(Brad keeps on going his effort to be a teacher)

Brad (Narrator) : **So, I decided it wasn't Tourette's. I just hadn't found the right school yet. I'd barking, and I wasn't quitting until I found the principal. I mad a map school where I hadn't principal wasn't a secretary or a drop it off**

keep
of every
interviewed. If the
in, I'd give my resume to
janitor, and ask them to
when the principal returned.

(Minute 00:39:51)

This scene shows that Brad is preparing the requirement to be submitted to school. After Brad talks with his mother, he realizes that he needs to find the right school and he decides to not blaming Tourette syndrome. Then he enthusiastically prepares his resume to be submitted to schools.

From this scene, Brad prepares his resume. It shows that he fits himself to be a teacher. It can be concluded that there is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior. It can be seen that he prepares the requirement to be submitted to school and he keeps struggle to find the right school. Being a teacher becomes a high level of abstraction because it is a principal, not in concrete action yet, and it is the ideal of what Brad

wants to be. Then Brad's preparation and his effort to find the right school is a lower level of abstraction because it is the concrete action to be a teacher. Moreover, there is an expectancy because there is a sense of confidence about successful to be a teacher. There is a sense of confidence because Brad does not does not give up proposing himself to school.

(Data 20)



(Brad is waiting a calling from schools)

Brad (Narrator) : **The hiring season was ending. My interviews had dried up. School had started. I was running out of money... and hope.**
had time and

(Minute 00:41:21)

This scene shows that Brad is waiting his phone to ring. Brad expects a calling from schools that he has ever proposed. While waiting the phone to ring, Brad is unemployed. The hiring season is ending and school has started. It makes Brad is doubtful.

Brad is running out of time and money and hope. Therefore, this scene shows that Brad is being doubtful about successful to be a teacher. It can be concluded that there is an expectancy because there is a sense of doubt in Brad. There is a sense of doubt because Brad is doubtful about will a school hire him and get a chance to teach in a school.

(Data 21)

Jim (the principal) : Just come in, tell us why you want to be a teacher.
Brad : **Ok. Well. it's, uh, oh, it's, it's all I ever wanted to be. Ever since I was in school.**

Hillarie (assinstant principal) : You must have some pretty inspiring teachers.
Brad : Ah, well. I had an inspiring principal Mr. Myer but my teachers, they really only inspired me to be the kind of teachers they never were.
Jim (the principal) : What kind of teacher is that?
Brad : One who makes it possible for a kid to learn even if he's different. In a way, the, the best teacher I ever had was my Tourette's.

(Minute 00:44:40)

In this scene, Brad gets another interview. In the interview, Brad tells that being a teacher is all ever he wanted to be since he was in school. Brad tells about his teaching purpose that a teacher is one who makes it possible for a kid to learn even if he is different.

From this scene, being a teacher is all ever Brad wants to be. It can be concluded that being a teacher is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior to be a teacher. In this scene, the interview indicates that Brad has prepared all the requirements including his resume for getting the interview. Being a teacher is a high level of abstraction because it is a principal, not in concrete action yet, and it is what Brad wants to be. Then the interview is a lower level of abstraction because it is the concrete action that Brad doing to be a teacher. The interview explains that Brad has prepared all the requirements including his resume for getting the interview.

Moreover, from this scene, it can be concluded that there is an expectancy because there is a sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad does not give up to be a teacher. It can be seen that Brad keeps proposing himself to schools even though he has had a lot of interviews and no one of schools has hired him yet.

(Data 22)

Cohen's father : Well, we'll see what happens. Here are your tools of the trade at least for the time being. Like I said, at the bottom. But every job is important here, **and who knows maybe you'll end up liking it. And if you put your time in...**

Brad : **Didn't you hear what I just said? I'm only working here until I get a teaching job.**

(Minute 00:41:09)

In this scene, Brad takes part time of work with Cohen's father for a while. In the conversation between Brad and Cohen's father, Brad asserts his father (Cohen's father) that he would be teaching. It is because Cohen's father shows doubtful about Brad's desire to be a teacher. Cohen's father prefers that Brad is better work with him as a building worker. Cohen's father indirectly teases Brad to stop expecting to be a teacher. Yet Brad directly asserts that he is only work with his father until he gets a teaching job. Brad is confident that he is able and confident he must be a teacher. He keeps away from value that he sees from his father.

From this scene, Brad keeps away from value that he sees from his father. It can be concluded that there is a goal because Brad keeps away from value that he see as undesirable. Brad directly asserts that he is only work with Cohen's father until he gets a teaching job. It is an undesirable because Brad keeps away from value that he sees from Cohen's father.

(Data 23)

A teacher : "I'm sorry but how can you expect kids to learn when you're doing that all the time?"

Another teacher : "Oh. Come on, Brenda"

Brad : **"no, no, no. It's ok. It's a valid question. I want to answer it. Before they kids sometimes do think even scary. But, about my Tourette's and they see that Mr. Cohen is a real person who just happens to make funny noises, well, then they accept me as a good teacher. Just like they accept all of you."**

(Minute 00:48:04)

In this scene, Brad has a meeting with the second grade staff of a school which is the school has interviewed Brad before. In the meeting, Brad is asked a few questions about his teaching method. While the meeting is going on, Brad makes noises a lot, it emerges a question about how Brad can teach with a condition like that. Nevertheless, Brad is confident that he is able to teach. Even though Tourette syndrome is being a challenge, it does not stop him for teaching. When one of the teacher concerns about how kids can learn while Brad makes the noises all the time, Brad explains that he would educate students about Tourette syndrome so that they could understand and accept him just like they accept the other teacher.

From this scene, Brad's meeting with the teachers shows the progress of Brad's effort to be a teacher. It can be concluded that being a teacher is a goal because it has a quality and meaningful for Brad. Being a teacher is a desirable because Brad fits his behavior to be a teacher. It can be seen that the meeting with the teachers and Brad's explanation about how he will teach students, it shows that Brad has prepared himself to be a teacher. Being a teacher is a high level of

abstraction because it is a principle, not in concrete action yet, and it is what Brad wants to be. Then the meeting with the teachers and Brad's explanation about how he will teach is a lower level of abstraction because it is the concrete action that Brad doing to be a teacher. Moreover, there is an expectancy in this scene because there is a sense of confidence in Brad to be a teacher. There is a sense of confidence because Brad does not give up to be a teacher. He is confident that he is able to teach and he keeps struggle to be a teacher even though some people are not sure that Brad is able to teach.

(Data 24)

Cohen's father : I'm guessing you never heard from that school.
Brad : No, not yet. They're still interviewing. I'm not worried.
Cohen's father : Okay.
Brad : Is that supposed to mean?
Cohen's father : I just said "okay".
Brad : I know what you mean. You don't think anybody would hire me if they had a choice.
Cohen's father : What are you? A mind-reader now?
Brad : You know what, Dad? This is gonna be my last day here.
Cohen's father : **Well, why don't you wait and see if you got the job first?**
Brad : **I'm gonna get the job, Dad. I just have to stay focused.**

(Minute 00:49:07)

In this scene, Brad still takes part time working with his father (Cohen's father) while waiting a calling from schools. Cohen's father wants to help Brad by giving a job for him as a building worker, but Brad refuses it. Brad decides to stop working with his father permanently because he is very confident that he will be a teacher.

From this scene, it can be concluded that there is a goal because Brad keeps away from value that he sees as undesirable. It can be seen that Brad refuses to keep working with his father because he is confident to be a teacher and he does not want to be a building worker like his father wish. It shows an undesirable in this scene.

(Data 25)

Brad (narrator) : **There I was. Waiting for the phone to ring again. I tried to convince myself something good would happen.**

(Minute 00:50:00)

In this scene, Brad is waiting a calling from schools. It is like the prior scene, Brad still does not yet get any response from school. Brad also does not yet have a job, he just waits a calling from schools that he has been proposed.

From this scene, Brad tries to convince himself that something good would happen. It shows that Brad is being doubtful about successful being a teacher. It can be concluded that there is an expectancy because Brad has a sense of doubt about successful being a teacher. There is a sense of doubt because Brad tries to convince himself that something good would happen.

2. Discussion

After identified the findings and related to expectancy-value theory, the researcher found a conclusion. Turns out, Brad Cohen character and Cohen's mother character as the objects of research have the values of expectancy. Based on theory of expectancy-value, Brad Cohen character encompass two elements of expectancy-value those are goals and expectancy. The goals are desirable (it divided into two level of abstraction, those are high level of abstraction and lower level of abstraction) and undesirable. Brad's desire to be accepted, to be cured, to be like a normal person, and to be a teacher are high levels of abstraction. Then lower levels of abstraction are the concretes action that Brad doing to obtain the high levels of abstraction. Meanwhile, undesirable is when Brad Cohen keeps away from value that he sees as undesirable. It is evidenced by Brad refuses his father's offer and refuses to be like people in the group of Tourette syndrome.

Further, the second conceptual element is expectancy. Expectancy is a sense of confidence or doubt about the goal's attainability. It is proven by Brad and Cohen's mother are confident about the eventual outcome of their effort and they are confident to obtain the high levels of abstraction, and also it is proven when Brad has a lot of rejection, Brad becomes doubtful about the goals' attainability (being a teacher). Meanwhile, there is no sense of doubt found on Cohen's mother character, but it has found goals. It is evidenced by Cohen's mother has desire to cure Brad, finding solution, and making Brad has a normal life. Those are high levels of abstraction. Then lower levels of abstraction that found on Cohen's mother character are the concretes action to obtain the high levels of abstraction.

Therefore, this research identifies the values of expectancy that is depicted in *Front of Class* film. It shows the concept of the theory by the dialogues and the actions of Brad Cohen character and Cohen's mother character. Such as in the previous studies, *Front of the Class* film had been analyzed and identified to find values that contained in the film. It only focus on finding value. Likewise this research do the same thing.

However, this research does not discuss the same values with the previous studies. This research analyzes and identifies the values of expectancy which is a psychology theory about motivation. While in the previous studies; moral value, social value, educational value, even also American cultural values were found in

Front of the Class film. Those values are different concept with expectancy-value as a psychology theory about motivation.

E. CONCLUSION

The two values are depicted in Brad Cohen character and Cohen's mother character. In the values of goals, there are values that Brad Cohen and Cohen's mother take as desirable or as undesirable. Desirable is divided to two levels of abstraction, those are high level of abstraction and lower level of abstraction. High level of abstraction is depicted through Brad's desire to be a teacher and being accepted. High level of abstraction is also depicted through Cohen's mother's belief that is Brad can be cured and have a normal life. While lower level of abstraction is depicted through the concrete action and also the programs that Brad Cohen or Cohen's mother doing to get the high level of abstraction. Then, the undesirable is depicted in Brad Cohen character and Cohen's mother character when they refuse values that they see as undesirable.

While expectancy is a sense of confidence about goal attainment or doubt about goal attainment. Sense of confidence is depicted in Brad Cohen character and Cohen's mother character when they are confident about the goals, those are the high levels of abstraction that have found in finding and discussion. Then, doubt is depicted through Brad Cohen character when he feels unsure about success of being a teacher.

WORKS CITED

"Brad Cohen Tourette Foundation." *Brad Cohen Tourette Foundation, Inc.* 2010. Web. 24 June 2019.

Carver, Charles S., and Michael F. Scheier. "Optimism, pessimism, and self-regulation." *Optimism and pessimism: Implications for theory, research, and practice* 31 (2001): 51. Pdf.

Carver, Charles S., and Michael F. Scheier. *Perspectives on personality*. The United State of America. Pearson Education, 2012. Pdf.

Flick, Uwe. "Designing Qualitative Research". SAGE Publications, 2007. Pdf.

Gillham, Jane E., et al. "Optimism, pessimism, and explanatory style." *Optimism and pessimism: Implications for theory, research, and practice* 53 (2001): 75. Pdf.

Klarer, Mario. "An Introduction to Literary Studies". Taylor & Francis e-Library. *Second edition* (2004). Pdf.

Miles, Matthew B., Huberan A. Michael, and Johnny Saldana. "*Qualitative Data Analysis: A Method Source Book*". The United State of America. SAGE Publications. 2014. Pdf.

- Novitasari, Vivid. *Values Found in 'Front of the Class' Movie Directed by Peter Werner*. A Thesis. English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute (Iain) of Tulungagung. 2015. Web 16 September 2019. Pdf.
- Rugg, Deborah. "An Introduction to Triangulation". Switzerland: UNAIDS Monitoring and Evaluation Division (2010). Pdf.
- Scheier, Michael F., Charles S. Carver, and Michael W. Bridges. "Optimism, pessimism, and psychological well-being." *Optimism and pessimism: Implications for theory, research, and practice* 1 (2001): 189-216. Pdf.
- Suarni. *An Analysis of Moral Value in the Movie 'Front of the Class' Directed by Peter Werner*. A Thesis. Sekolah Tinggi Bahasa Asing (STIBA)-IEC Jakarta. 2014. Web 17 September 2019. Pdf.
- Wellek, Rene., and Warren, Austin. *Theory of Literature*. London. Lowe and Brydone (Printers) LTD. 1949. Pdf.
- Widianingsih, Karomah., and Widianingsih, Sukarni. *American Cultural Values as Reflected in the Character of Brad Cohen in Peter Werner's Movie 'Front of the Class'*. A Thesis. English Department Faculty of Humanities Diponegoro University Semarang. 2016. Web 16 September 2019. Pdf.