

CHAPTER I

INTRODUCTION

A. Background of The Research

Representation is a constructive depiction and display various acts of an object so that it can provide exploration of a meaning that can be done with maximum. In general representation is found in a writing, conversation, to audio-visual. Hartley defines representation as a form of language used to express something that has a meaning so that it can represent meaning to others. Representation work as a result of a relationship between sign and meaning so that the meaning of representation is a social process which can be used as a system marker in a text, video, or film. From the explanation of the representation according to the experts above, it can be concluded that representation is a picture which can show or represent a certain reality or condition, so that it can produce a certain meaning for someone who sees it. Representation is part of Literature, representation in literature is the way ideas are represented to the readers.

As it mentions, representation is part of literature. The word — literature is derived from Latin *Litteraturae*, that means ‘writing’. Literature has a close relation with life because literature is the replica of people lives. Literature, such as proses, novels, plays or any other literary works, can never be separated from the authors lives because it usually tells the life, imagination, or experience of the authors. They take advantage of all of those to write stories

in a unique writing style. Not only literary works tell us stories, but also contain both aesthetic sides and moral values, so it can make literary works become more useful and meaningful. The meaning ‘writing’ on *Litteraturae* does not mean that literary works or literature must be created through writing on a piece of paper, but literary works can also be created from a screen play or moving pictures, which is nowadays called as films or movies. The writer takes this type of literary works as the material object in this research and for example is a Film/Movie called *Great Teacher Onizuka*.

Great Teacher Onizuka or simply *GTO* is a film based on the manga with a same title, made by Tohru Fujisawa. As a story of an inspirational teacher, *GTO* stands somewhere between the two aforementioned extreme ends of the genre, by mixing the no-nonsense and action-oriented approach with some deeper and thoughtful insights into teaching. The story of the film is not entirely focus on its titular character Eikichi Onizuka, but several other teachers, as well as students, are given plenty of background detail and personality. As the story of *GTO* takes place both in and out of the school setting, which in this case is a Japanese private high school, called the Meishu School Academy and its surroundings near modern-day Tokyo, the film has several major characters who develop and grow. On the one hand, there is the troubled class of students, many of whom have very serious issues in their lives, and on the other hand, there are the teachers and staff, who can be divided into senior educators, many of them having become jaded a long time ago and given up all hope with “problem class”, and the younger, fresh ones who are just starting their career

as educators and still have faith in their students. As a nice touch, the situation at school is not quite as black and white as it initially looks, and it soon becomes clear that the ranks of the students and teachers are far from unified and many teachers' private lives seem to be every bit as troubled as their students'.

It can be argued that reading *GTO* does shed light into some of the educational issues that are not covered in great detail during the pedagogical studies and training, such as the issues concerning the role of a teacher as both an educator and a private person, and often complicated backgrounds of problem students. The portrayal of various teachers and students also gives the reader a glimpse into what it is like to be an educator nowadays, despite of the exaggerated nature of some of the plot elements found in the series. Students who are either considering a career in education, or are already in pedagogical training, or have graduated but do not yet possess much teaching experience, could benefit from watching *GTO* as well, as the series/film does a notably successful job in portraying the challenging but at the same time rewarding job of an educator, where the delicate balance between the unwritten school rules, bureaucracy and personal teacher identity is often hard to find. In addition, besides introducing an educator whose approach on teaching is fresh and fairly unique, the series also does an impressive job by portraying a more average, notably less outstanding, but at the same time very realistic example of a young and inexperienced teacher, to whom many novice educators can easily relate.

Movies are considered literature because they need literary elements in the making process. Literary elements are the most important things in creating a

literary work, like a film, because when it does not use these elements, the literary work will lose its essence and make it pointless or just a plain work. This is in line with Turner who said that film is seen to be analogous to “literature.” Compared to any other literary works, “Film covers a broad range, from practical (as a technical invention it is an important scientific tool) through environmental, on through pictorial, dramatic, and narrative to music”. It is suggested that movies shall not be judged as just a mere entertainment, because films can give more, such as knowledge, experience, pictures of the social, historical, or personal condition.

Besides being commercial entertainment for teenagers, *GTO* does have its deeper level of storytelling, as it shows a variety of different teacher types with varying concepts of what school education should be like. Although *GTO* is mainly a story about an unusual and inspirational teacher Eikichi Onizuka, who openly challenges the existing educational traditions with his unorthodox teaching methods and is subsequently met with resistance by many of his peers, it felt that some of the other teachers in the series deserved a closer look as well. And the reason the writer interested in using the *GTO* film as the object of my research is, because this film teaches the importance of a teacher character, who helps all the problems that students face even though as a teacher, Onizuka is not a competent teacher in teaching, but his character and way in getting things done, is a wonderful thing. And this is why the writer make a thesis with a title “Representation of The Main Characters “Onizuka” in Great Teacher Onizuka Movie”.

B. Questions and Scope of Research

1. Question of the research

Based on the background of the research, the problem in this research will be identified as follows:

- a. What is the representation of Educational Ideology of Onizuka as a teacher in *Great Teacher Onizuka* Movie?
- b. How does Onizuka give positive influence to the school through his representation?

2. Scope of the research

Based on the background above, the writer will limit the focus only on doing a representation of teaching ideology approach by analyzing “Onizuka” characters from *Great Teacher Onizuka* using theory of Representation *Cultural Representation and Signifying Practices* by Hall (1997). *Educational Ideology* by O’Neill (2004).

C. Objective and Significance of Research

1. The objective of the research is:

- a. To find out the representation of Onizuka as a teacher in *Great Teacher Onizuka* Movie.
- b. To describe the positive influence given to his school through his representation.

2. Significance of the Research

a. For The Writer

The writer hopefully can learn more about Mr Onizuka as a teacher and what his representation as a teacher in *Great Teacher Onizuka* Movie, how he made an impact for students and other teacher for his characters. And the writer wishes this paper will be useful for himself in the future.

b. For The Readers

The writer is expected to give information and explanation for someone who read this. The writer wishes this writing can be useful for readers in the future. Especially for the reader who want to know the representation of educational ideology so that it can be useful in the future.

D. Operational Definition

1. Representation

Representation is a concept that has some sense. It makes reference to both the process and product of the meaning of a sign. Representation can also mean the processes of changing ideological concepts are abstract in the concrete forms.

2. Literature

Literature is the imaginative work that pictures the human life in society which can be enjoyed, understandable, and used by the society also. The form of those literary work such as drama, poem, short story, novel and movie.

3. Movie

Movie is a form of cinematography or videography that uses photography instead of animation. Or the property of video that has been produced by filming, as opposed to by animation or by computer graphics.

4. Main Characters

The Main Characters are the actors which appear the most in the story and always have connection with other actors. The major characters are the most dominant told in the story either do an action. Main characters really determine the development of plot. The main character in a movie could be more than one in the different major quality.

E. Systematization of the Research

In this research, The Systematization of this paper means to make the reader easier in taking the understanding of this paper and to make the paper completed in good composition. The writer divides the writing into five chapters as follows:

Chapter I : Introduction

In this chapter, the writer explains background of the research, question and the scope of the research, objective and significance of the research, operational definition, and systematization of the research.

Chapter II : Theoretical Description

In this chapter, the writer discusses about Educational Ideology definition, categories of Educational Ideology that divided into six categories: fundamentalism, intellectualism, conservatism,

liberalism, liberationism, and anarchism, and summary of the six of categories.

Chapter III : Research Methodology

This chapter is telling about Method of the Research include Time, Place, and Kind of research, also Procedure of the research, Technique of Data collection plus analysis, and data source.

Chapter IV : Analysis Data

This chapter is telling about Data Description and Data analysis about the research.

Chapter V : Conclusion and Suggestion

This chapter is telling about Conclusion about the research, summary of the research, and some Suggestions for the future.

