

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing racism phenomena in the film *Freedom Writers*, the researcher comes to a conclusion that racism issue has become a crucial phenomenon, especially among different races in the United States of America. Since people are different in many aspects like life background, culture, education level, gender, and even races, communication across cultures cannot be avoided. This situation leads to a community which is called a multicultural society.

In this kind of society, communication surely involves the contacts with language and culture. In relation to language and culture contact, people will unconsciously learn the tradition, attitude, even manners of others. These phenomena, then, lead to intercultural communication.

Intercultural communication is a communication between people from different cultures in terms of information, ideas, values, beliefs and the like. This phenomenon may occur if a speaker communicates with others from different cultures. This situation proves that racism issue appears in the conversation, even in simple daily conversations.

Finally, based on the research findings, the results of the research show two important points:

1. Social Factors in the Language of *Freedom Writers*' Characters Reflecting Racism

The research findings reveal that there are four elements of social factors. They are participants of the interaction, setting or social context, topics of the interaction, and functions of the interaction. The element of participants of the interaction is the most frequently occurring type in the film. It is influenced by the existence of the participants who belong to several races, i.e. Whites, Blacks, Latino, Cambodian and Chinese. They are classified into family and school participants. Family participants are present in the conversations between daughter-father, daughter-mother, and husband-wife. School participants are in the dialogues between teacher-teacher, classmates, and teacher-vice head of department.

Another element is setting or social context. It is related to the place in which the conversation takes place. In this movie, the setting consists of public and private places. There are public places which become the settings of the conversation. They are toy store, classroom, restaurant, school yard, court, and prison. However, private places have lower frequency than public ones. Private places are boarding house, apartment, and bedroom.

There are two of topics concerning racism that are found in *Freedom Writers*, i.e. racial segregation and race perspective. Racial segregation is seen in the utterances of *Freedom Writers*' characters that hate each other, while race perspective consists of blacks' and whites' perspective through the existence of other races and vice versa.

The last element is functions of the interaction. In this element, there are three kinds of functions which appear in the data, i.e. expressive, directive, and representative. This is because the participants are mostly the members of the school that usually employ these functions. Expressive and representative are found mostly in the conversations between classmates and teacher-students. It is used to show the hatred feeling between each other. Directive is found in the conversation between teacher-teacher and teacher-students.

2. Social Dimensions in the Language of *Freedom Writers*' Characters

Reflecting Racism

The second research finding shows that there are four dimensions initiating the characters' language in *Freedom Writers*. They are solidarity, status or power, formality, and functional scales. The first dimension is solidarity scale. It is useful in emphasizing how well the speaker knows someone. Intimate people have higher solidarity than distant people. Solidarity is related to the relative intimacy between a speaker and a hearer. A speaker may switch to another language as a signal of group membership and shared ethnicity. In *Freedom Writers*, there are participants who have high and low solidarity. High solidarity is seen in the dialogues among family participants which consist of daughter-father, daughter-mother, and husband-wife. Low solidarity, which is found in the higher frequency, is seen in the conversations among school participants. Low solidarity has a higher frequency than high solidarity because the participants mostly consist of school members who do not have intimacy among them.

The next dimension is status or power scale. This dimension reflects the social role of the speakers. The speakers who are superior have a high status than those who are inferior. In *Freedom Writers*, high status appears in the conversations between teacher and students, vice-head of department and students, and head of department and teachers. Low status is seen mostly in the students' utterances. Low status or power scale has a higher frequency than high status because the participants mostly consist of students who have lower status than the other school members.

The next is formality scale which is useful in assessing the influence of the social setting or type of interaction on language choice. In this dimension, the speaker can speak very formally and very informally depending on the setting or social context. In the movie, high formality is seen in the formal setting, such as at school and low formality in the informal setting, such as in an apartment, boarding house, and restaurant. Low formality has a higher frequency than high formality because there are many participants who come from different races who hate each other. Therefore, they always employ the utterances in low formality.

The last dimension is functional scales which consist of referential and affective scales. Referential functions in language provides high information content, while affective functions are more concerned with feelings rather than information. In this movie, affective function has a higher frequency than referential one because the topics of the interactions are mostly about racial segregation and race perspective, so that the participants tend to share their feeling rather than to give information.

B. Suggestions

In regard to the conclusions, the results of this research can lead to the suggestions for the following parties.

1. Students of English Department

The students should pay much attention to the concepts in Sociolinguistics, especially to the existence of social factors and social dimensions which cannot be separated in communication. They should know that conversations among from different speakers use different ways too. By understanding the concepts in Sociolinguistics, especially on social factors and social dimensions, the students are able to derive the existence of social factors and dimensions in speakers' utterances. This research shows that film can be used as a means of studying language especially in intercultural communication context. It is one of advantageous media for those who are willing to enrich their cultural knowledge. Learning language through film will give experience to students, especially English Language Department students to understand more about the phenomena of intercultural communication in their social life.

2. Other researchers

This research is only a little part of sociolinguistic research, especially on social factors and social dimensions. It is hoped that this research can give some inspiration to other researchers who are interested in sociolinguistics to conduct more research from intercultural communication perspectives. Since this study employs social factors and

social dimensions, it is suggested that other researchers use other parameters. The object of the study is not only a movie script but can also other written texts and any observable phenomena of communication.

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B.Electronic source

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