

# TEACHER'S ROLES IN DANGEROUS MINDS MOVIE

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**Abstract:** The objective of this study is to find out the roles of teacher in dangerous mind movie. It focused on LouAnne Johnson as main character in the movie limited the interaction between teacher and students in the classroom. Descriptive qualitative was used as the research design. The Dangerous Minds movie is source of data in this research. In collecting the data, the researcher used documentation method. There are four roles of teacher in this movie: assessor; prompter, tutor, and observer. The most prominent role teacher character in this movie is prompter.

**Keywords:** *Dangerous Minds, roles of teacher, teacher as prompter, movie analysis*

Teacher is the one important component of education because they have big roles in the result of education. Teacher is also the first public figure who teaches students formally in school with a proficiency in education. A good teacher will make next brilliant generation. The support of teacher will give positive and negative effect to students. In the world of education, the role of teachers is needed in the learning process. The roles that must be owned by the teacher are controller, organizer, assessor, prompter, participant, resource, tutor, and observer (Heck & Ray, 1984). Literature has become an important part of people beings for ages, because literatures not only become part of people's being life but also lifestyle for the consumer. As time goes by, technology also improves dramatically that literature can be enjoyed through film.

Movie is one of the most important electronic media in society life. Through the movie everyone can study because movie is media that adopt the same story with real life. Movie is a media that displays moving image because it shows a live image. It is also one of the popular electronic media in public life because it can be used as business and entertainment (Barsam & Monahan, 2010). In the movie there are some things, such as stories, images, music or musical instruments.

## Research Method

Type of the research was descriptive qualitative research. Thus, the researcher used of type narrative theory. According to Creswell (2008), qualitative research was a form of interpretive inquiry in which researcher makes an interpretation of what they see, hear, and understand. This research was a descriptive qualitative method. This research conducted to identifying the roles of teacher in dangerous minds movie. The researcher used technique

the data collection were identifying, categorizing, and interpreting the data.

In this research, the researcher got the material from the book, article, and search internet. The researcher used documentation method. The researcher takes the data from scripts and scenes screenshots in dangerous minds movie. The data limited to the scenes of interaction between teacher and students in classroom. Data were in form of images and dialogues between teacher and students in the classroom, and validated by comparing dialogue of teacher and dialogue between teacher and students.

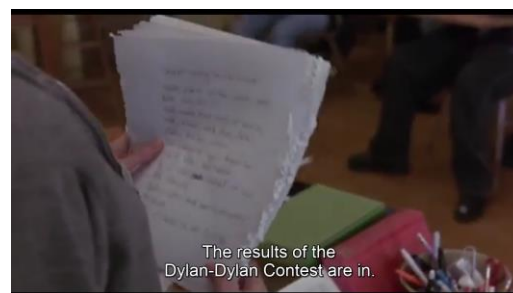
## Findings and Discussion

In this chapter, the researcher discussed about findings and discussion after identifying and categorizing the scene and lines of LouAnne Johnson as a teacher in Dangerous Minds Movie, the researcher found out that there are four teacher's roles of Miss Johnson as a teacher in the movie.

### Findings

#### *The Teacher as Assessor*

Image 1 shows Miss Johnson's role as an assessor.



**Image 1a. Teacher as Assessor**

The following is lines of Miss Johnson's dialogue with her students in the classroom to supports the image 1.

“Well, the results of the Dylan-Dylan contest are in life the winners are - Raul, Durrell and Callie! Congratulations. Here’s your certificate (minutes 00:57:13 – 00:57:39).

In the image 2, Miss Johnson announced the results of the poetry project contest to the students.



Image 1b. Teacher as Assessor

In Image 2, Miss Johnson corrected the students poetry contest project, supporting the role of Miss Johnson as an assessor in image 1.

**Teacher as Prompter**

A series of image 2 shows the action of Miss Johnson as a prompter.



Image 2a. Teacher as Prompter

In the Image 2a LouAnne Johnson gave “A” to her students. The lines of LouAnne Johnson that follow scene as shown in Image3 are as follows:

“Because at this point, everyone has an A.” (minutes 00:18:26).

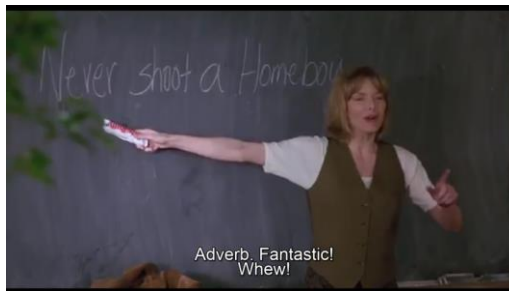


Image 2b. Teacher as Prompter

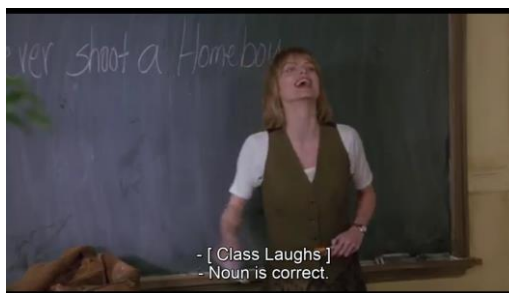


Image 2c. Teacher as Prompter



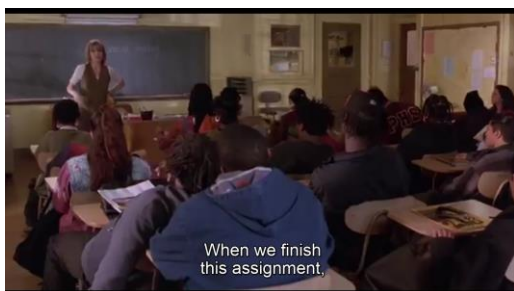
Image 2d. Teacher as Prompter

In the Image 2a, 2b and 2c, LouAnne Johnson gives compliment and candy as a reward to students who answer questions correctly. It is supported by lines of LouAnne Johnson’s communication with the students in this below.

“adverb! fantastic!” (minutes 00:26:16)

“noun is correct” (minutes 00:26:44).

“well, give me my damn candy bar (minutes 00:26:27).



**Image 2e. Teacher as Prompter**

In Image 2a, explains that LouAnne Johnson promise to take her students somewhere after completing their assignment.



**Image 2f. Teacher as Prompter**

In the Image 2f and 2g, Miss Johnson will give the reward of a trip to theme park to students after completing the assignment.



**Image 2g. Teacher as Prompter**

The lines below support the images.

“Okay, here’s the deal. when we finish this task, I will take it all of you ... to the place that has the highest parachute jump, the biggest one roller coasters, best rides, the most delicious hot dogs, the hardest games, and the best prizes ... in the world” (minutes 00: 27: 37).



**Image 2h. Teacher as Prompter**

In the Image 2h, LouAnne Johnson will invite her students to dinner at the Flowering Peach, the best restaurant in town. The followings are Johnson’s lines to support her interaction with students in image 2h.

“It’s from the flowering peach, the best restaurant in town.” (minutes 00: 53: 58)

“Because whoever wins .. dylan-dylan contest, goes there for dinner with me.” (minutes 00: 54: 12)

**Teacher as Tutor**

The following series of images shows the role of LouAnne Johnson as a tutor.



**Image 3a. Teacher as Tutor**

In Image 3a Miss Johnson explains and directs students about poetry projects that they have not understood. The followings are lines from Miss Johnson.

“Well, there is Bob Dylan, who we’ve been reading, and then there is Dylan Thomas, who also wrote poems. If you can find the poem written by Dylan Thomas .. That is like a poem written by Bob Dylan, you win the Dylan-Dylan contest” (minutes 00:54:27 – 00:54:49).



**Image 3b. Teacher as Tutor**

In Image 3b, students ask about poetry projects because they have not thought about what they will do, as shown in the following lines.

“Hey, what’s the Dylan-Dylan contest about?” (minutes 00:54:19)

**Teacher as Observer**

The next role is a teacher as an observer.



**Image 4a. Teacher as Observer**

In Image 4a, LouAnne Johnson attracts students by teaching karate to his students, after she observed that her students paid no attention to her teaching. It is strengthened by dialogue of Louanne Johnson with her students in the following lines below:

Miss Johnson: Okay, anybody else know any karate? What about you?”  
 Student: Durrell Chang Chang. Yeah, I know some motherfuckin' karate. whoo!” (minutes 00:15:22).



**Image 4b. Teacher as Observer**

**Discussion**

In Image 4b, Miss Johnson asked to students about two of her students who did not follow the learning process. The below lines are Miss Johnson’s to supports the Image10.

“Does anybody know where, um, Durrell and Lionel are today?” (minutes 1:07:11).

Images presented show the roles of character LouAnne Johnson as a teacher. Miss Johnson as an assessor because in the screenshot image it can be seen that Miss Johnson will announce the results of the students' assignments about poetry contest project after it corrected. Then, it can also be seen on the paper held by her.

The scenes screenshot of Images 2 are the performance of Miss Johnson as a prompter. Furthermore, Miss Johnson praises her students who can answer questions correctly with positive words such as "adverb! fantastic, and noun right!", not only praise but Miss Johnson also gives candy to her students as a reward for them who are able to answer correctly, it can be proven from figure 4c of Miss Johnson hold a white candy bar and it also supported by following lines of the student "well, gimme my damn candy bar".

Later, Miss Johnson made a deal with her students. She will take them on a trip to theme park which has the highest parachute jump, the biggest one roller coaster, best rides, the most delicious hot dogs, the hardest games and the best prizes in the world, like in figure 6 we can see that Miss Johnson will invite her students to flowering peach the best restaurant in town for dinner as a reward to them who won the poetry contest project.

Based on the images 3, shown that the role of LouAnne Johnson as a prompter because she helps students indirectly by motivating students to learn and complete the tasks. the motivation efforts are shown by implementing four actions: the first, miss

Johnson giving "A" to students in the beginning semester, complimenting and giving candy bar to students who can answer the question correctly, invites students to trip to theme park and the last, rewarding students who can complete a poetry project with dinner at the best restaurant in town.

Images 3 show that Miss Johnson as a tutor because she explains and directs students about poetry projects that they have not understood.

Next, Image 4 shows that LouAnne Johnson is an observer. First, she wants to attract the attention of her students by teaching karate. It is after she observed her students at the beginning of the meeting, where they are busy with their respective affairs without paying attention. From the Image 4a and 4b it is clear that LouAnne Johnson's role as observer because in Images 4 Miss Johnson attracts the attention of her students by teaching karate. She did that after observed her students at the beginning of the meeting, where they are busy with their respective affairs without paying attention. While in Image 4b, Miss Johnson asked about two of her students who did not follow the learning process. It means that she observes all her students while in the classroom. Both actions performed by Miss Johnson in Image and dialogue shows that the teacher's role as an observer.

In this movie, the most prominent role of LouAnne Johnson is as teacher. Based on the first study was conducted by Bawani (2013) the role of teacher in *Dangerous Minds* movie. The researcher found three main role of teacher who played by Miss Johnson in the film. There are, direct contact, one-to-one precepting, and role modeling. From the results of the first study showed that the study was different from this research because in this research, the researcher found out four teacher roles in *Dangerous Minds* movie there are: teacher as an assessor, prompter, tutor, and observer. From the second research and this research was different because the second research's purpose was to find the classroom management approach and techniques, the obstacles faced by teacher in classroom management and the effort to

overcome the obstacles of classroom management in *Dangerous Minds* film (Nafiasari, 2013) while the goal of this research was to find out the role of the teacher in *Dangerous Minds* movie.

### Conclusion

This chapter deals about the results of the research in the previous chapter constitutes identifying the roles of teacher in *Dangerous Minds* movie. Based on the result of findings and discussion it can be concluded that the researcher found out four roles of LouAnne Johnson as an English teacher in *Dangerous Minds* movie there are: 1) The teacher as an assessor is the teacher giving score and corrects every task that given to the students, 2) The teacher as a prompter is the teacher helps the students to achieve the learning objectives by giving motivation, 3) The teacher as a tutor is the teacher help and directing students about the task, and 4) The teacher as an observer is the teacher observe the students and attract the students' attention with what they like in the classroom. The most prominent role in the movie is the role of the teacher as a prompter.

### Suggestions

The following are the suggestions that can be made after conducting this research.

1. For teachers, the researcher expects that results of the research in the roles of teacher are not only useful for researcher but also for teachers as a reference to study the roles of teacher in teaching.
2. For the future researchers, it is expected that this study may serve as a reference for further studies, especially under similar theme which is to identify roles of teacher as depicted in movies.

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