



**PREJUDICE AND DISCRIMINATION TOWARD JEWISH
AMERICANS IN THE MOVIE *SCHOOL TIES***

A THESIS

**In Partial Fulfillment of the Requirements for the Sarjana Degree Majoring
American Cultural Studies in English Department Faculty of Humanities
Diponegoro University**

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2018

PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis entitled “Prejudice and Discrimination toward Jewish Americans in the movie *School Ties*” by herself without taking any result from other researches in S-1, S-2, S-3, and in diploma degree of any university. The writer ascertains that she did not quote any material from other publications or someone’s paper except from the references mentioned.

Semarang, May 2018

Putri Bunga Larassaty

MOTTO AND DEDICATION

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”

-Al-Insyirah: 5-6

“You never know how strong you are, until being strong is your only choice.”

-Bob Marley

“Family is a life jacket in the stormy sea of life.”

-J.K Rowling

“Not everything that counts can be counted, and not everything that can be counted counts.”

-Albert Einstein

“Everything works out in the end. If it has not worked out yet, then it is not the end.”

-Tracy McMillan

This thesis is proudly dedicated to my beloved family and fiancé, and

also everyone who helped me get through this paper.

Thank you very much.

APPROVAL

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ACKNOWLEDGEMENT

Praise be to Allah, who has given me the strength and the spirit so this thesis entitled “Prejudice and Discrimination toward Jewish Americans in the movie *School Ties*” came to completion. On this occasion, I would like to thank all of the people who have supported and helped me in completing this thesis.

The deepest gratitude and appreciation are extended to Arido Laksono, S.S., M.Hum., as my thesis advisor, who has continuously given his guidance, patience, helpful correction, support and suggestion. I also extend my deepest gratitude to the following:

1. Dr. Redyanto Noor, M.Hum., the Dean of Faculty of Humanities, Diponegoro University.
2. Dr. Agus Subiyanto, M.A., the Head of English Department, Faculty Humanities, Diponegoro University.
3. My academic advisor, Dra. R. AJ. Atrinawati, M.Hum., for the support and guidance along these four years and more.
4. All lecturers of English Department for giving such precious knowledge.
5. All academic officers in Faculty of Humanities, Diponegoro University.
6. My beloved parents, Heru Cahyono and Junaepi, my beloved grandma, Sujiah and my dearest ones, Pujha Vicaya Cahyono Putri, Pramesty Mythala Cahyono Putri and Bintang Aditya Pratama, for their endless

love, moral support, financial support, prayer, best understanding, and religious lessons along my life. You give me strength whenever I am getting down. Thank you, mom, dad, grandma, my sisters, and brother. Without your presence, this thesis will get never-ending revision. I Love You So Much!

7. My beloved fiancé, Aleksandr Chemezov, the person who is always beside me helping and supporting me through thick and thin. The person who never leaves me in the hardest time of my life. Thank you so much for everything that you have done for me. You always convince me that I am strong to pass all these things. Thank you for always giving me advice and motivation whenever I lose my spirit.
8. All of my friends in English Department batch 2013, especially class C and American Studies major who have struggled together with me from the beginning until the end of the campus life. Thank you for your support as well. Thank you for the moments during we were together guys!
9. All of my friends in KKN, especially the members of *Desa Duren* who gave me the best moments that I would never forget. Thank you for giving the beautiful lessons in my life during we were together. For me, you guys are more than friends, because you are my family. I love you guys!
10. My close friends of dormitory, the members of *Keluarga Cemara*, who gave me beautiful moments for the years I lived in Semarang. I would never forget those memories together!

11. My close friends, the members of *The Anor*, who always support me and never leave me in my hardest time. Thank you for all the moments. See you on top guys!

12. All those who gave me help and support who cannot be mentioned one by one.

As I come to this completion. I realize this thesis is still far from perfect. Therefore, I will gladly accept any constructive criticism to make this thesis better. Finally, I expect this thesis will be useful to the reader who is curious and wants to learn about prejudice and discrimination toward Jewish Americans.

Semarang, May 2018

Putri Bunga Larassaty

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ABSTRACT

America is the big immigrants' country with different ethnics, races, and religions. Those are the reasons that America cannot be separated from the issues of prejudice and discrimination. The movie *School Ties* directed by Robert Mandel is one of many American movies which shows about the prejudice and discrimination toward the minority groups in America. This movie shows the prejudice and discrimination that happen toward the Jewish main character named David Greene from all his friends who are anti-Semite. The aims of this thesis are to describe the intrinsic and extrinsic aspects. The intrinsic aspects describe the narrative elements (theme, character, setting and conflict), and cinematic elements (camera distance and *mise-en-scene*). Extrinsic aspects explain the prejudice and discrimination that happen toward Jewish main character named David Greene from American society based on the book by McLemore. The writer uses library research in collecting the data. As the result, we can find some evidences in the movie *School Ties* that Jewish Americans get prejudice and discrimination in American society.

Keyword: prejudice, discrimination, anti-Semitism, Jewish American

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Immigrants from different countries come to America for different reasons. It is one of the reasons that America cannot be separated from the issue of prejudice and discrimination. “Prejudice is an irrational, inflexible attitude toward an entire category of people. Discrimination is unequal treatment of people on the grounds of their group membership” (1989:201). From the statement, it can be explained that prejudice is a bad attitude toward other groups, whereas discrimination is a bad action toward other groups.

In American history, the minority groups could not be separated from the issue of prejudice and discrimination. Jewish American is one of the immigrants in America that gets the prejudice and discrimination from American society. Jews are also confronted by American people who are anti-Semite. “Anti-Semitism is the prejudice and discrimination toward Jews (1991:187).” Americans that hate Jews are called as anti-Semite. Jonathan D. Sarna in his journal states that,

The latest survey of American anti-Semitism by Nathan C. Belth, *A Promise to Keep*, while less effusive, comes to roughly the same conclusion: the history of American anti-Semitism basically begins in 1877, when the banker Joseph Seligman was excluded from the Grand Union Hotel in Saratoga Springs on account of his religion (Volume 71:3, 1981:42).

The statement gives one of the examples that a Jew gets a discrimination in America from the people who are anti-Semite. Joseph Seligman was rejected by the Grand Union Hotel in Saratoga only because of his identity as a Jew. It shows that he gets different treatment called discrimination because of his identity.

This thesis analyzes the movie *School Ties* (1992). The movie *School Ties* shows the main Jewish character named David Greene that gets the scholarship from one of the prestigious schools because of his ability in football. He gets the prejudice and discrimination after his friends know about his real identity as a Jew. This movie describes the prejudice and discrimination toward Jews from American society. The movie *School Ties* also shows the courage of Greene that fights for his dignity as a Jew.

1.2 Scope of the Study

In this research, the writer needs to limit the problems that will be analyzed further. The limitation has a purpose to get the specific results. In this research, the writer analyzes further about the intrinsic and extrinsic aspects in the movie *School Ties*. Intrinsic aspects consist of the theme, character, setting, conflict, cinematography and *mise-en-scene*. In the extrinsic aspects, the writer focuses to show that there are prejudice and discrimination toward Jewish Americans in the movie *School Ties* based on the book *Racial and Ethnic Relations in America* by S. Dale McLemore.

1.3 Aims of the Study

In this thesis, the writer has some aims, namely:

1. To describe and analyze the intrinsic aspect in the movie *School Ties*.
2. To explain and analyze the extrinsic aspect about the prejudice and discrimination toward Jewish Americans from American society in the movie *School Ties*.

1.4 Method of the Study

In collecting the data and information for this thesis, the writer uses two methods, namely method of research and method of approach.

1.4.1 Method of the Research

The writer uses library research in collecting the data. Library research means a method to get the data and information by reading some books, journals, articles, and finding some information from the internet.

1.4.2 Method of Approach

In this thesis, the writer discusses about the intrinsic and extrinsic aspects. The writer uses exponential approach that focus on intrinsic aspects in the movie. Guerin states that, “this method as exponential approach refers to the inclusiveness of the term suggests at once the several meaning of motif, image, symbol, and archetype” (1992:197). Exponential approach will be used to analyze the intrinsic aspects in the

movie, such as theme, character, setting and conflict. Afterwards, the writer applies some components that are the causes of prejudice and discrimination based on the book *Racial and Ethnic Relations in America* by S. Dale McLemore.

1.5 Organization of the Thesis

CHAPTER 1 INTRODUCTION

This chapter contains background of the study, scope of the study, aim of the study, method of the study, and the organization of the writing.

CHAPTER 2 THE SUMMARY OF THE MOVIE *SCHOOL TIES*

In this chapter, the writer gives the synopsis of *School Ties* (1992) directed by Robert Mandel.

CHAPTER 3 THEORETICAL FRAMEWORK

This chapter contains the reviews of literature in supporting the data. Theoretical framework consists of intrinsic aspect and extrinsic aspects. Intrinsic aspects cover the narrative elements (theme, character, setting and conflict) and cinematographic element (camera distance and *mise-en-scene*). Extrinsic aspects cover the prejudice and discrimination toward Jewish Americans

in the movie *School Ties*. The writer uses some components that are causes of prejudice and discrimination to support the extrinsic aspects.

CHAPTER 4

DISCUSSION

This chapter contains the discussion about the movie *School Ties*. This chapter also contains the analysis of intrinsic and extrinsic aspects of the movie *School Ties*.

CHAPTER 5

CONCLUSION

This chapter contains the summary of the research that has been finished by the writer.

CHAPTER 2

SYNOPSIS OF THE MOVIE *SCHOOL TIES* (1992)

School Ties is a story of David Greene, a young man from the working class who lives in Scranton, Pennsylvania. He gets a good chance because he is brought to study in the prestigious school because of his ability in football. He plays in the St. Matthew's football team as a quarterback and he will help its team to beat the rivals. He is chosen by the St. Matthew's coach because he ever led his team to a championship league as a winner. Greene is friendly, because he can make friends easily. He has many friends quickly in his new schools, such as Reece, Dillon, McGivern, Kelt, Connors, and etc. His friends do not know one thing about him that is his real identity as a Jew. He hides his real identity because he does not want to get the rejection from his friends. Even though he is not a protestant, he must attend the church for praying because he does not want his friends to know about his religion.

Greene can prove his ability as a star-quarterback. His team can beat his rival, Winchester. From the winning, Greene starts to be famous guy in the school. Because of that competition, he is late to pray and celebrate the Rosh Hashanah (Jewish New Year). He keeps praying to celebrate the Rosh Hashanah in Church because there is not a synagogue in the school. He also does not want that his friends know when he prays as a Jew. Suddenly, the teacher comes to the church and finds Greene who is praying. There is a little conversation between him and Greene. The point of the

conversation is about Greene can break his tradition easily because he is late to pray, in order words he prefers to play football. Greene has the reason why he does it. All the scholarship that he gets depends on the football. He knows that his ability can send himself to Harvard that is his parents' dream. He does it because he does not have any option. His school also does not give a chance for him to pray. If he keeps praying as a Jew, people will see it and it will be so dangerous for him. It is also a result of the majority group's tradition that hates Jews.

Greene attends the party with his friends. Finally, he meets a beautiful lady named Sally considered as Dillon's girlfriend. Greene gets a chance to dance with sally, after that there is a love between them. Communication between them keeps continuing, because Sally calls Greene. She invites Greene to come for dinner. The small conflict appears between Greene and Dillon because Dillon gets envy. He gets envy toward Greene because Greene can beat the St. Luke, and at the end, the team can be a winner of the championship season. Dillon is angry more when Greene takes Sally from him. Afterward, the big conflict starts when Dillon knows that Greene is a Jew. At the end, he tells to his friends about Greene's real identity. After knowing it, Greene gets prejudice and discrimination from his friends. He gets many rejections from his friends because his friends keep a distance from him. Greene must stand by himself because Sally whom he loves also does want to have any relationship anymore with him. Although many pressures come to Greene, he never gives up. He

is so brave in defending his dignity when people try to break it. For Greene, it is not so easy to survive as a Jew, but he must keep doing it.

The climax of conflict starts when there is a scandal cheating between Greene and Dillon. His friends have to decide who is a cheater between Greene and Dillon. Greene tells Dillon for confessing his fault in front of their friends because he saw that Dillon cheated in final exam history. Dillon accuses Greene as a cheater. At the end, Greene let his friend to decide who a cheater is. Most of friends defend for Dillon because Greene is a Jew. They have prejudice toward Jews. They think Jews are so bad, including Greene. There are only three friends that defend for Greene. Although these three people are anti-Semites, they know Greene is good. At the end, the case is won by Dillon. Greene is so angry toward his friends. Greene comes to the principal's office for admitting the fault. Suddenly, there is a miracle that happens in office. Van Kelt has told the truth to the headmaster that the cheater is Dillon. The headmaster says that Greene can represent the best hope of St. Matthews. The headmaster would like to forget this ever happened. Greene never forgets about what has happened because it can represent about the tradition of majority group. The school uses Green for the football and Greene uses the school for getting into Harvard. The reason that Greene keeps staying in that school is only because he really wants to get into Harvard. His father really hopes that Greene can get into Harvard because he wants his son gets a good job, not like him that is only a labor.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Intrinsic Aspects

3.1.1 Narrative Elements

Bordwell and Thompson state that,

Narrative is a chain of events in cause-effect relationship occurring in time and space. Narrative is the term of story. Typically, narrative begins with one situation; a series of changes occurs according to a pattern of cause and effect; finally, a new situation arises that brings about the end of the narrative (2008-75).

Narrative elements are the aspects that build the story. Narrative elements are necessary because they have function to make up the story. There are some aspects in the narrative elements such as theme, plot, characters, tone, symbolism, and setting.

3.1.1.1 Theme

Theme is the central idea of story. We also can describe theme as the central message in the story. According to Perrine, “the theme of a piece of fiction is its controlling idea or central insight, it is unifying generalization about life stated or implied by the story (1998:90).”

3.1.1.2 Characters

Characters are the people in the story. According to Bennett and Royle, “characters are the life of literature. They are objects of our curiosity, fascination, affection, admiration, and condemnation” (2004:60). In this paper, the writer divides the characters into two parts; major character and minor character.

3.1.1.2.1. Major Character

Major characters are the characters that are vital to develop the story. They have the major purpose or role in plot of the story. They give a big influence in the story. Major character is usually known as the main character of the story.

3.1.1.2.2 Minor Character

Minor characters are the characters that only help major character to develop the story. Minor character can be protagonist or antagonist, so they can be friends or rivals of the major character.

3.1.1.3 Setting

Setting is one of the important parts in a movie. Meyer states, “setting is the context in which action of a story occurs” (1990:107). In a movie, there are several types of setting. According to Kennedy, “there are three types of setting, which are setting of place, setting of time, and setting of social environment” (1987:68).

3.1.1.4 Conflicts

Conflict is the problems or the disagreement things that are faced by the characters. Conflict is one of the important parts in the movie. Meyer describes two kinds of different conflicts, which are external conflict and internal conflict (1990:45).

3.1.1.4.1 Internal Conflict

Internal conflict happens within the character that is caused by the psychological conflict (Meyer, 1990:46). Internal conflict is the problem faced by the character inside his own mind. The character has to fight with his own mind or desire.

3.1.1.4.2 External Conflict

External conflict happens between one character with another. It usually puts the main character on the disagreement condition with other characters (Meyer, 1990:46). External conflict is the problem that occurs between the major character and outside forces like the major character Vs minor characters.

3.1.2 Cinematography Elements

Cinematography elements are important parts in the movie because they establish the movie. Cinematography elements consist of camera distance (shot), *mise-en-scene*, and sound.

3.1.2.1 Camera distance

In this thesis, the writer will use the distance of framing theory. Bordwell and Thompson state that, “distance of framing supplies a sense of being far away or close to the *mise-en-scene* of the shot. This aspect of framing is usually called *camera distance*” (2008: 190).

3.1.2.1.1 Extreme long shot

“In the extreme long shot, the human figure is barely visible” (2008: 191). This shot is taken in a far away distance.



Picture 1 Walking on beach in extreme long shot

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.2. Long shot

“In the long shot, figures are more prominent, but the background still dominates” (2008: 191). This shot is taken in nearer distance than extreme long shot.



Picture 2 At desert in long shot

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.3 Medium long shot

“In the medium long shot, human figure is frame from about the knees up” (2008: 191). This shot is taken from a distance between long shot and medium shot.



Picture 3 A happy little girl in medium long shot

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.4 Medium shot

“In medium shot, the human body is framed from the waist up.” (2008:191). This shot can show a half of the character’s body.



Picture 4 A girl and the leaves in medium shot

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.5 Medium Close-Up

“In medium close-up, the body is framed from the chest up” (2008: 191). This shot is taken nearer distance than medium shot.



Picture 5 A smiling little girl in medium close-up

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.6 Close-Up

“In Close-up, shoot shows just the head, hands, feet, or a small object. It shows the facial expression, the details of a gesture, or a significant object” (2008: 191). In this

shot, the character can be seen closer by the viewers. Usually, it shows the facial expression of the characters.



Picture 6 A smiling man in close up

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>



Picture 7 A crying girl in close up

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.1.7 Extreme Close-Up

“In extreme close-up, it shows the singles out a portion of the face (often eyes or lips) or isolates and magnifies an object” (2008: 191). This shot is taken in an extremely close distance.



Picture 8 The eyes in extreme close up

Source: <https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types>

3.1.2.2 *Mise-En-Scene*

Mise-en-scene is French (pronounce: meez-ahn-sen). Brodwell and Thompson state, “*mise-en-scene* is the term to signify the director’s control over what appears in the film frame” (2008:112). *Mise-en scene* includes some aspects, such as costume, make-up, sound, and lighting.

3.1.2.2.1 Costume and Make up

Costumes are the dresses that are worn by the actors in the movie. “Costume can have specific functions in the film. Costume can play important motive and casual roles in narratives. Besides costume, make up is also necessary. Make up can show expressive qualities of the characters’s face” (2008:119).

3.1.2.2.2 Sound

Sound has important role in the movie. It describes the atmosphere of the movie to viewers. Sound can show about the sad and happy condition of the

characters to the viewers by listening it. There are various types of sound. According to Pratista, “sound in a movie consists of dialogue, sound effect and music” (2008:149).

Prince states that, “there are two kinds of dialogue, such as speech delivered by the characters and voice-over narration delivered by narrator” (2004:177). According to Giannetti, “although the function of sound effects is primarily atmospheric, they can also be precise sources of meaning in film” (2008:233). Sound effect can show the mood of characters and the atmosphere of scene to the viewers. Besides dialogue and sound effect, there is also music in a movie. “Music is a highly abstract art, tending toward pure form. With or without lyrics, music can be more specific when juxtaposed with film images” (2008:238). Music can also show the ethnic or cultural context of a film.

3.1.2.2.3 Lighting

Brodwell and Thompson state that, “in cinema, lighting is more than just illumination that permits us to see the action. Lighting shapes objects by creating highlights and shadows” (2008:124-125). Lighting can show darker and lighter areas in the frames that can guide the viewers to see certain objects and actions.

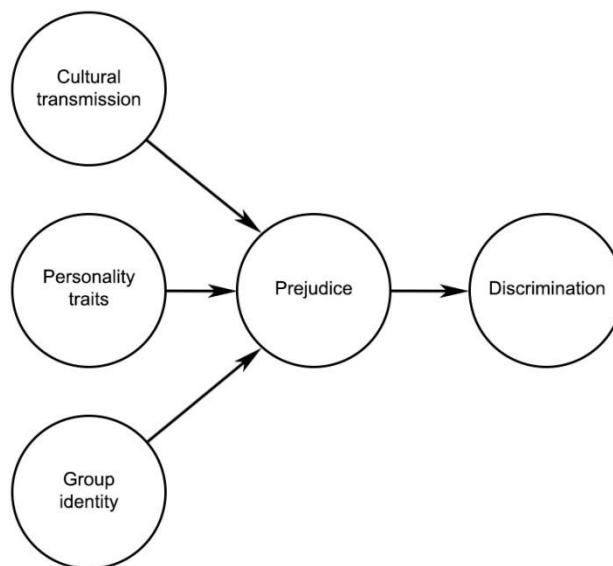
3.2 Extrinsic Aspects

3.2.1 Prejudice toward Jewish People

Robertson states that, “prejudice is an irrational, inflexible attitude toward an entire category of people (1989:201).” It describes that prejudice is a prejudgment or opinion from the particular group toward any racial or minority groups.

In American history, Jewish American was one of the minority groups in America that got the prejudice. They think Jews are bad. “Jews are mercenary, industrious, and grasping” (McLemore, 1983:112).

Based on the book of McLemore, *Racial and Ethnic Relations in America*, there are three components that are the causes of prejudice; cultural transmission, personality traits, and group identity.



The causes of prejudice

a. Cultural Transmission

Children learn about prejudice from home and community. They learn about prejudice from the natural ways like they learn to speak, eat, and walk. The society's traditions and cultures are transmitted to children. Children learn prejudice from what they see in their environment such as in home and community. We can see from the statement below,

The building blocks of prejudice are contained within the society's tradition or culture and are transmitted to children in a natural way as they are exposed to those traditions in the home and community. (McLemore, 1983:110)

The cultural transmission is caused by two factors. Those are stereotype and social distance. "A stereotype is a largely false belief, or set of beliefs, concerning the characteristics of the members of a racial or ethnic group" (1983:111). Prejudice is sustained by stereotype. Park in book of McLemore states that, "social distance refers to the grades and degrees of understanding and intimacy which characterize personal and social relation generally" (1983:114). As children grow up, they learn about the various racial and ethnic group. People have to decide which group they should close or keep a distance with.

b. The Group Identity

Children learn about the prejudice from the group they come from. The group will form the mind and behavior of children. They learn the ways of their group from what they see. "In this way, the group's preferences become their preferences, its

standard, their standard, its belief, their belief, its enemy, their enemy” (McLemore, 1983:120).

In Group identity, a group can bring out ethnocentrism. The definition of ethnocentrism is the belief of any particular group, race, or ethnic that they are superior to others. “The sense of group identity, belongingness, and loyalty that people ordinarily develop toward their own group’s member and culture pride in one’s own group may easily shade into or stimulate prejudice toward the group of others” (1983:156).

c. Personality Traits

People who get frustration displace their anger in aggressive action by doing any prejudice toward others. The members of dominant groups who get frustration displace easily their anger by prejudicing the member of minority group who are powerless (1983:117).

3.2.2 Discrimination toward Jewish People

According to Tischler, “discrimination refers to different treatment, usually unequal and injurious, accorded to individuals who are assumed to belong to a particular category or group” (2007:248). It describes discrimination as the bad action or treatment from one particular group toward other groups for the reasons such as their race, ethnic, religion, and skin color.

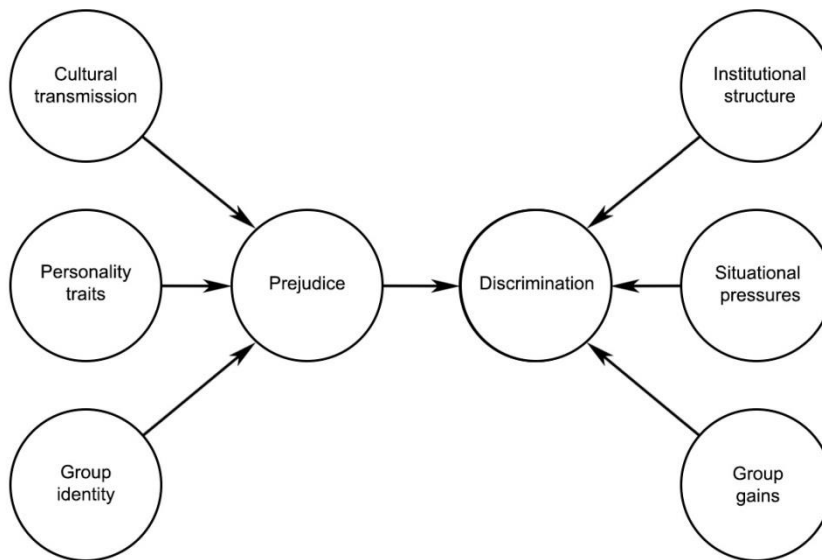
In American history, Jewish people got discrimination from the society.

People that hate Jews are called anti-Semite. Thio states that,

During 1870s, many American colleges refused to admit Jews. At the turn of the century, Jews often encountered discrimination when they applied for white-collar jobs. During the 1920s and 1930s, they were accused of being part of an international conspiracy to take over US business and government, and anti-Semitism –prejudice or discrimination against Jews– became more widespread and overt. The president of Harvard University called for quotes against Jews. Large Real estate companies in New Jersey, New York, Georgia, and Florida refused to sell property to Jews. Many country clubs and other social and business organizations barred Jews from membership. (1991:187)

From the examples above, the writer concludes that Jews get some different treatments that refer to discrimination. They also face anti-Semitism leading to the prejudice and discrimination. They get injustice only because of their identity as Jews.

Based on the book of McLemore, *Racial and Ethnic Relations in America*, there are three components that are the causes of discrimination; Institutional structure, the situational-pressures, and the group gains.



The causes of prejudice and discrimination

a. Institutional Structure

The institutional structure shows that institutions create and regulate the structure or the system in the society. The institutions itself can form the behavior of society through the rules that are made. This shows that prejudice is not needed to keep the system of discrimination. Prejudice may have a duty to create the system, and the system can cause the discrimination eventually (1983: 137).

b. The Situational-Pressures

There is a gap or discrepancy between creed and deed. People can be more prejudiced than the actions they really do. Individuals can be classified into four types; a prejudiced discriminator (high in prejudice, high in discrimination), a

prejudiced nondiscriminatory (high in prejudice, no discrimination), an unprejudiced discriminator (no prejudice, high in discrimination), an unprejudiced nondiscriminatory (no prejudice, no discrimination) (1983:126). LaPiere, Lohman and Reitzes in the book of McLemore state that, “prejudice and discrimination do not necessarily go together. Discrimination may not occur when prejudice is present, and it may occur when the prejudice is absent” (1983:127).

c. The Group Gains

It shows that the majority group gains benefit from the minority group economically. The minority group does not seem to get the equality as the majority group as workers because there is a subordination system from the dominant group. Minority workers typically do the hardest and dirties job, while majority workers do easier and cleaner job for the same wage. As the results, the majority workers get the better thing, such as houses, goods, services (1983:131).

CHAPTER 4

ANALYSIS

4.1. Intrinsic Aspects

4.1.1 Theme of the Movie *School Ties*

The movie *School Ties* is about prejudice and discrimination toward Jews from Americans that are anti-Semitic. This movie shows how David Greene as a Jewish American has to struggle in order to protect his rights. He also has to defend for his dignity and religion while he is trying to fulfill his dreams. He gets many difficult things because he is rejected by the society.

In this movie, Greene hides his identity from all his friends because he wants to be accepted by his friends. Greene also hides his real identity because he has to play football together as a team. He does not tell his real identity because he does not want that his identity precludes him to get a dream and friends. At the end, he gets many intimidations and pressures from his friends after they know his real identity.

4.1.2 Characters

There are two characters in this movie, such as major character and minor character.

4.1.2.1 The Major Character

In this movie, there is the major character that is David Greene.

4.1.2.1.1 David Greene



Picture 9 Singing *Smokey Joe's café*'
(*School Ties*, 00:20:12)



Picture 10 A winner
(*School Ties*, 01:03:55)



Picture 11 Greene and Dillon
(*School Ties*, 01:31:31)



Picture 12 In headmaster's office
(*School Ties*, 01:42:17)

The pictures above show that David Greene is portrayed as a seventeen years old boy who has dark brown hair, and pointed nose. In this movie, it is heard that Greene has soft voice. Greene is a Jewish American that gets the scholarship to study in the prestigious school St. Matthews. He is brought to this school for handling its football team. This school can send him to get into Harvard because it is a famous school. In the movie, it shows that he really wants to get into Harvard because it is his father's dream.

Picture 9 taken by medium shot technique shows that Greene wears formal outfit which shows that he is a student. The background sound supports the spirit of young people. Picture 10 taken by medium close up technique shows that Greene wears the football's uniform of St. Matthews. This scene uses natural lighting that shows morning time. The sound in this scene shows the happiness of viewers that support St. Matthew's team. In this scene, it shows that Greene brings his football team to be a winner because his team can beat St. Luke's team. It describes that Greene has a good skill as a football player.

Picture 11 taken by medium shot technique shows that Greene comes to Dillon's room to tell Dillon for confessing his fault as a cheater. He wants Dillon to go to Headmaster's office to tell about what he did during the examination. Picture 12 taken by medium long shot technique shows that Greene comes to the headmaster's office to confess his fault that he never does. His friends decide him as a cheater and they stand for Dillon. It is explained by the dialogue in minute 01:38:58-01:39:46.

Kelt : As the head prefect, I have been asked. It is the finding of the class, the majority of class that the guilt lies with David Greene. Mr. Greene, you are requested to turn yourself into the headmaster

Greene: All right, I will honor your traditions, I will go to headmaster, and I will lie.

(School Ties, 01:38:58-01:39:46)

The sentences "all right, I will honor your traditions. I will go to headmaster, and I will lie" describe that Greene is honest because he never does any cheating

scandal. He accepts his friends' accusation that decide him as a cheater just because of his identity as a Jew.

4.1.2.2 The Minor Character

There is a minor character in this movie; Charlie Dillon.

4.1.2.2.1 Charlie Dillon



Picture 13 Dillon is cheating
(*School Ties*, 01:26:06)



Picture 14 Dillon gets mad
(*School Ties*, 01:11:20)



Picture 15 Dillon's uniform
(*School Ties*, 01:06:08)

The minor character is Charlie Dillon. The pictures show that Dillon is portrayed as a seventeen year old boy who has dark brown hair and pointed nose. In the movie, it can be heard that he has boasting voice that indicates he is arrogant. From the picture 15, it shows that Dillon wears formal outfit that shows that Dillon is

a student. Picture 14 and 15 are taken by medium close-up technique. Scene 16 takes the setting of place in the bathroom, while scene 15 takes the setting of place in St. Matthews's hall. From scene 14, Dillon tells to all friends that Greene is a Jew. He also gives abuse toward David Greene as "a liar, back stabbing-kike". It indicates that Dillon really hates a Jew.

Picture 15 taken by close-up technique shows that Dillon is cheating. It shows that Dillon is a bad boy. It is explained by the dialogue in minute 01:43:12-01:43:21.

Dillon : You know something. I am still going to get into Harvard. And in ten years, nobody will remember any fault of this. But you will still be a goddamned Jew, David.

Greene: And, you will still be a prick.

(*School Ties*, 01:43:12-01:43:21)

From the dialogue, it shows that Dillon does not care about his fault. The sentence "but you will still be a goddamned Jew" shows that Dillon discriminate Greene by abusing his identity. It shows that Dillon really hates Greene because he is a Jew.

Dillon is from a rich family that has the big connections. It is explained by the dialogue in minute 00:51:34-00:53:26.

Dillon : "Good grades, the right schools, colleges and connections. Those are the keys to the kingdom. None of us goes off and lives by his wits."

Dillon : I envy you.

Greene: Me? why?

Dillon : Because if you get what you want, you will deserve it. And if you do not, you will manage. You do not have to live in anybody else's expectations. That is what draws people, not that you are quarterback. If my name were not Dillon, it would be different.

Greene: Bullshit.

Dillon : Greene, do not forget my last name is Dillon. Son of Grayson Jr, brother of Grayson III. I am a Dillon, a part of those right connections that I was telling you.

(School Ties, 00:51:34-00:53:26)

The sentences “do not forget my last name is Dillon. Son of Grayson Jr, brother of Grayson III. I am a Dillon, a part of those right connections that I was telling you” show that Dillon’s family has the big connections. The sentence “you do not have to live in anybody else’s expectations” shows that Dillon cannot choose his own future because of his family. Dillon thinks that he can use his family’s connection to get into Harvard University. From the whole dialogue, it shows that Dillon really depends on the power of his family.

4.1.3 Setting



Picture 16 Blue bus

(School Ties, 00:07:23)



Picture 17 Matthew Academy

(School Ties, 00:10:39)



Picture 18 In the classroom
(*School Ties*, 00:45:15)

The pictures above shows the setting of place in this movie. Picture 16 taken by medium shot technique shows a blue bus with destination to Boston. It indicates the location of Greene’s school. Picture 17 taken by long shot technique shows the writing symbol “Matthews Academy” on top of the gate. It indicates the location of where Greene studies. Picture 18 taken by medium shot technique shows the students that are studying in the classroom of St. Mathhews school. So, the writer concludes that the setting of place in this movie is in St. Matthews School located in Boston, Massachusetts.



Picture 19 *The woodie car*
(*School Ties*, 00:11:29)



Picture 20 *Rebel without a Cause*
(*School Ties*, 00:02:21)



Picture 21 In the morning
(*School Ties*, 00:59:07)

Besides the setting of place, there is also the setting of time in this movie that shows 1950s. Picture 19 taken by medium shot technique shows David Greene and his teacher in a car. In its door shows the name model of car that is “Country Squire.” In *Road Hogs: Detroit's Big, Beautiful Luxury Performance Cars of the 1960s and 1970s* by Peters, “every Country Squire came with wood-paneled flanks, from the original 1950 model all the way to the final 1991 model. Early 1950s models used real wood, too (2011:149).” As we see that the door of car is *the woodie version*, so it shows the car in this movie produced in early 1950s. Picture 20 taken by long shot technique shows the writing symbol “James Dean: Rebel Without a Cause,” on top of a shop. *Rebel Without a Cause* is an American drama movie in 1955. Picture 21 taken by medium shot technique shows that Greene is talking to Dillon’s father. It takes the setting of time on the morning. We can also hear from the scene in minute 19:29, Greene and his friends sing a song “Smokey Joe’s Café” by The Coaster released in 1957. So, the writer concludes that the setting of time in this movie in 1950s.



Picture 22 Greene and his headmaster
(*School Ties*, 00:33:07)



Picture 23 They are fighting
(*School Ties*, 01:17:05)



Picture 24 Jokes about Jews
(*School Ties*, 01:16:43)

Besides the setting of place and time, there is the setting of social environment in this movie that shows anti-Semitism in 1950s. Picture 22 taken by medium shot technique shows that David Greene and his headmaster are talking in the church of St. Matthews. In this church, Greene is praying hiddenly to celebrate Rosh Hassanah, Jewish New Year. His headmaster comes to ask Greene that he is already late to pray for Rosh Hassanah, but Greene has a reason for it. He cannot pray freely as a Jew because he hides his real identity from all people in the school. He does it because he knows that most of people in his school are anti-Semite. Picture 23 taken by medium close-up technique shows that Greene is fighting with his friends who are anti-Semite. Picture 24 taken by medium shot shows that Greene's friends make

jokes about Jews. They do prejudice and discrimination after knowing Greene's real identity as a Jew. They make many jokes about Jewish people. So, the writer concludes that the setting of social environment in this movie is about Anti-Semitism in America.

4.1.4 Conflicts

There are two conflicts, such as internal conflict and external conflict.

4.1.4.1 Internal Conflict

4.1.4.1.1 Internal Conflict of David Greene



Picture 25 The necklace
(*School Ties*, 00:23:05)



Picture 26 Greene puts off the necklace
(*School Ties*, 00:23:11)



Picture 27 Star of David
(*School Ties*, 00:23:17)



Picture 28 Put the necklace in the small box
(*School Ties*, 00:23:28)

David Greene has the internal conflict between what he feels and what he does. Picture 25 taken by extreme close up technique shows Greene's necklace. The shape of its pendant is a Jewish symbol called Star of David. Picture 26 taken by close up technique shows that Greene puts off his necklace from his neck. Picture 27 taken by extreme close up technique shows that Greene is seeing his necklace. This scene uses top lighting to show clearly the necklace. Picture 28 taken by medium shot technique shows that Greene keeps his necklace in the small box. This scene uses back lighting of Greene's back. The sound in those scenes show the sad emotion of Greene because he has to hide his identity from all his friends. Those scenes describe that Greene hides his real identity as a Jew because he knows that his friends hate Jews. If he does not hide his identity, he will get rejection from his friends. He cannot also be a part of St. Matthews's football team that can send him into Harvard.

4.1.4.2 External conflicts

There are some external conflicts between Greene and his friends, after they know about Greene's real identity.

4.1.4.2.1 External conflict between Greene and all of his friends



Picture 29 Sally is talking to Dillon
(*School Ties*, 01:08:13)



Picture 30 Dillon is talking to Greene
(*School Ties*, 01:08:21)



Picture 31 Voting
(*School Ties*, 01:34:11)

The conflict is started when Charlie Dillon gets envy to his close friend, David Greene. He only can be a back-up player, whereas Greene can be a quarterback. After that, David Greene brings the football team as the winner with making him as a key block in the game. Picture 29 and 30 taken by medium close up technique show that Greene also takes Sally from Dillon who is a girl that he likes the most. Sally prefers to choose David Greene than Dillon.

The conflict also appears when the coach of St. Luke tells to Dillon that Greene is a Jew that can be proven in minute 01:09:38-01:09:41.

St. Luke's coach : They would not have enrolled A Jew. Not even for a championship.

Dillon : A Jew? Holy shit!

(*School Ties*, 01:09:38-01:09:41)

From the sentence “a Jew? Holy shit!” shows the angry expression of Dillon after knowing Greene’s real identity. Dillon tries to take revenge to Greene by telling Greene’s real identity to his friends. It is explained by the dialogue in minute 01:11:34-01:12:10.

Dillon : What is the matter, David? Do not the Jews have a sense of humor?

Greene: What?

Dillon : Greene is lying, back-stabbing kike...He is a Heeb.

(*School Ties*, 01:11:34-01:12:10)

From the whole dialogue, Dillon discriminate Greene. The sentence “Greene is lying, back-stabbing kike...He is a Heeb,” shows that Dillon abuses Greene because of Greene’s identity.

The climax of conflict starts when Greene’s friends blame on Greene as a cheater. Picture 31 taken by medium shot technique shows that Greene’s friends take a vote of cheating scandal. Most of them defend for Dillon, whereas only three people defend for Greene.

4.2 Extrinsic Aspects

4.2.1 Prejudice toward David Greene

The movie *School Ties* shows the prejudice toward Jews. In this movie, most of Greene's friends are anti-Semite. They have prejudice referring to the negative prejudgment about Jews. They have bad prejudgment toward Greene after they know Greene's identity as a Jew. Greene is getting angry of Reece's statement about Jews that can be proven by the dialogue in minute 01:13:34-01:13:49.

Reece : Jews are different. It is not like between Methodist and Lutherans. I mean, Jews, everything about them is different.

Greene: Ok. Let's get it out. You think Jews are dirt.

(*School Ties*, 01:13:34-01:13:49)

From the dialogue above, it shows that one of Greene's friends has a prejudice toward Jews. He thinks that Jews are different from others. The sentence "everything about them is different" indicates the negative connotation toward Jews.

This thesis applies three components that are the causes of prejudice; cultural transmission, the group identity, and personality traits based on the book of McLemore. These components will support the data to analyze the prejudice toward Jews in the movie *School Ties*.

a. Cultural Transmission

Based on the chapter three, the prejudice is one of the results from cultural transmission. Children learn about prejudice from the home and the community during growing up. The cultures and traditions are transmitted by society. In this movie, it can be seen that Greene's friends have the prejudice toward Jews without the strong evidences. They hate David Greene only because of what people said about Jews. Greene's friends never know the real evidences about Jews, but they think negatively about them. They never meet Jews but they have had prejudice toward them. It is explained by the dialogue in minute 01:36:45-01:37:06.

Connors : I confess, I admit it. You know, I am an anti-Semite. I crack the Jews a joke, I think they are greedy, pushy. Do you all want to know something else guys? David Greene is the first one I met so close.

Collins : What is your pint Connors?

Connors : He was a good guy. That guy would not cheat.

(School Ties, 01:36:45-01:37:06)

This cultural transmission also can lead to stereotypes. Society transmits what they believe to its member. They will believe in something that they have learned and accepted from the society. Greene's friends believe that Jewish people are not good. They believe that Jewish people are greedy, dirty, and pushy. Greene's friends think that Jewish people are so different from others. It can be proven by the dialogue in minute 01:36:10-01:36:17.

Another friend: Rip, what are you thinking about him?

Kelt : I don't know. I mean, what is so different about him anyway?

Collins: Everything. It is like my father says about Jews. My father said that, a Jew madly tried to ingratiate himself.

(*School Ties*, 01:36:10-01:36:17)

Cultural transmission is also caused by social distance. As children grow up, they learn about the various racial and ethnic groups. People have to decide which group they should be closed or kept a distance with. In the movie *School Ties*, it shows that David Greene's friends keep a distance from him after knowing his real identity as a Jew. They are good friends at the first time, but all things change to be bad at the end. They do not want to talk to Greene anymore because he is a Jew.

Not only Greene's friends but also Greene's girl friend named Sally keeps a distance from him. She avoids Greene because of his identity as a Jew. It can be proven by the dialogue in minute 01:20:13-01:22:00.

Sally : You have no idea what you have put me through. My mother died.

Greene: You could have said on the phone.

Sally : My friends just keep pestering me. You know all the stuffs about Scranton. You did not say the important thing you should do. It is not right.

Greene: I was afraid you would not want to be with me. Would you?

Sally : No. I am sorry. It just cannot happen.

(*School Ties*, 01:20:13-01:22:00)

From the whole dialogue, it shows that Sally cannot accept Greene's identity as a Jew. She keeps a distance from him. She does not want to be with Greene anymore

because he is a Jew. All her friends disturb her after they know that she has a Jewish boyfriend.

b. The Group Identity

Based on the chapter three, children learn about the prejudice from the group they come from. They learn about the ways of their group from what they see. Afterwards, they will follow what their members of group do. The group identity can bring out ethnocentrism.



Picture 32 Dillon is staring
(*School Ties*, 00:36:10)



Picture 33 Greene and Dillon talking
(*School Ties*, 00:36:54)



Picture 34 Discussing about Jews
(*School Ties*, 00:35:59)

Picture 32, 33 and 34 taken by medium close up technique take the setting of place in the bathroom of St. Matthew. In those scenes, Greene and his friends are

discussing about Jews. It can be seen that Greene's friends think that their own groups are superior to others. It is explained by the dialogue in minute 00:36:10-00:36:56.

Another friend: I would not go to Harvard. All those are Jews and Communists.

Kelt : Jew-lover. So. What if they are Jews.

Dillon : They are not in the clubs. You do not need to be with them.

Kelt : They do not go to Harvard Dillon.

Greene : How would you know? what if you are with them?

Dillon : Are you kidding? How would you not know? it is hard to miss a heeb.

(*School Ties*, 00:36:10-00:36:56)

From the whole dialogue, it shows that all friends of Greene discriminate Jews. Jews cannot join in their clubs. They insult and underestimate Jews. They cannot accept Jews as their friends. They think it is so impossible that Jews can be accepted in Harvard.

c. Personality traits

Based on the chapter three, people who get frustration displace their anger in aggressive actions by doing any prejudice toward others. Personality traits cannot support the data to analyze the prejudice toward Jews in the movie *School Ties* because the writer cannot find the evidences about the prejudice in this movie by applying personality traits. "Frustration-aggression" in personality traits cannot

describe the prejudice toward Greene who is a Jew from his friends that are anti-Semitic in this movie.

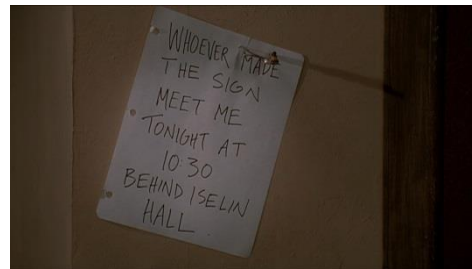
The writer can only find the evidences from the characters who have prejudice toward Jews in this movie by applying the previous components; cultural transmission and the group identity. Greene's friends from the dominant group who are anti-Semites have prejudice toward Jews because they learn about prejudice from their community and home based on the cultural transmission. They also learn about the prejudice from their group that can bring out ethnocentrism based on the group identity.

4.2.2 Discrimination toward David Greene

In American history, Jewish group was one member of minority groups that also got discrimination from American society. In the movie *School Ties*, it shows that Greene is not only getting prejudice, but also getting discrimination because of his identity as a Jew.



Picture 35 The poster
(*School Ties*, 01:17:57)



Picture 36 Greene's announcement
(*School Ties*, 01:18:30)



Picture 37 Greene is waiting in the rain
(*School Ties*, 01:18:53)

Picture 35 taken by medium shot technique shows about the one example of discriminations that Greene gets from all his friends. They put that poster in Greene's room "go home Jew". Greene gets bad treatments after all his friends know about his identity. Picture 36 taken by extreme close up technique shows the paper that Greene writes for all of his friends. He wants people that already put the poster "go home Jew" in his room meet him at the behind of Iselin Hall. Picture 37 taken by close up technique shows that Greene is waiting people that write the poster "go home Jew".

Greene gets unfair treatment from his friends. In voting, they decide Greene as a cheater just because of his identity as a Jew. It can be proven by the dialogue in minute 01:34:51-01:37:07.

Donald: I submit Dillon did not cheat. He did not have to. He will be fifth generation in Harvard, not like Greene.

Collins: It is like my dad says about Jews. He madly tried to ingratiate himself. He wanted success without working..

Connor: I confess. I admit it. You know. I am anti-Semitism. I crack a joke about Jews. I think they are greedy, pushy. But you want to know something else? David Greene is the first one I met so close. He was a good guy. That guy would not cheat.

Collins : I cannot believe this. The three of you guys are dumping Dillon for a dirty Jew.

(*School Ties*, 01:34:51-01:37:07)

From the dialogue above, it shows that Greene's friends have to decide who is a cheater between Dillon and Greene. The sentences "I submit Dillon did not cheat. He did not have to. He will be fifth generation in Harvard, not like Greene" show that it is impossible that Dillon is a cheater because he is rich and he is not a Jew. The sentence "it is like my dad says about Jews. He madly tried to ingratiate himself," shows that one of Greene's friend blames on Greene because of his identity. Most of Greene's friends think that Greene is a cheater because he is a Jew. They blame on Greene because they hate Jews and they never trust Jews. At the end, most of Greene's friends defend for Dillon, whereas only three friends defend for Greene.

This thesis applies the components that are the causes of discrimination; institutional structure, the situational pressures, and the group gains based on the book of McLemore. These components will support the data to analyze the discrimination toward Jews in the movie *School Ties*.

a. Institutional Structure

Based on the chapter three, institutional structure shows that institutions create and regulate the structure or the system in the society. The movie *School Ties* shows the examples of institutional structure toward the minority group. Greene who

is a Jewish student gets the institutional structure from his school that is explained by the dialogue in minute 00:31:35-00:33:15.

Greene: I could not get away before. It is Rosh Hashanah, Jewish New Year.

Sir : I know what Rosh Hashanah is. And it ends at sunset if I recall the custom.

Greene: Technically, but it would not go over too well if I said I could not play. My scholarship depends on football.

Sir : Was it worth? Breaking a tradition just to win a football game?

Greene: Your tradition or mine, Sir?

(*School Ties*, 00:31:35-00:32:15)

From the whole dialogue, it shows that Greene gets discrimination because of the rule of his school. After the game, Greene just spends little time to pray in the church. Actually, it is too late for Greene to celebrate Rosh Hashanah, Jewish New Year, but he does not have choices. He leaves a big prayer of Rosh Hashanah because he has to keep playing football. The sentences “technically, but it would not go over too well if I said I could not play. My scholarship depends on football” show that Greene just has a choice to play football. He knows if he keeps praying and leaving the game, so he will not get the scholarship anymore. The sentence “your tradition or mine, Sir?” shows that Jews cannot get a chance to pray easily in that school. It is impossible for Greene to take the permission from the school to celebrate Rosh Hashanah.

The movie *School Ties* shows other examples of institutional structure that David Greene gets because of his identity as a Jew. that is explained by the dialogue in minute 01:09:09-01:09:21.

St. Luke's coach : I wish we had found Greene first. St. Luke's would not have taken him.

St. Mathew's coach : No probably not.

Dillon : Why not?

St. Luke's coach : They would not have enrolled a Jew. Not even for a championship.

(School Ties, 01:09:09-01:09:21)

From the dialogue above, it shows that Jews get discrimination. The sentences “they would not have enrolled a Jew. Not even for a championship” show that St. Luke school does not permit Jewish students to register. The school does not give a chance to Jewish students to join the team of St. Luke. It indicates that Greene cannot join in St. Luke's football team because he is a Jew although he has a good skill. It shows that Jews as minority group cannot get the same chance like majority groups.

b. The Situational Pressures

Based on the chapter three, there is a gap or discrepancy between creed and deed. Prejudice and discrimination may not occur together. It also classifies individuals into four types; a prejudiced discriminator (high in prejudice, high in discrimination), a prejudiced nondiscriminatory (high in prejudice, no discrimination), an unprejudiced discriminator (no prejudice, high in discrimination), an unprejudiced nondiscriminatory (no prejudice, no discrimination).



Picture 38 Collin gets mad
(*School Ties*, 01:36:25)



Picture 39 Collin makes a joke
(*School Ties*, 01:16:41)



Picture 40 Collin is staring at Greene
(*School Ties*, 01:16:48)

The first character who will be classified is Collin. Collin as a minor character in this movie can be classified into a type; a prejudiced discriminator (high in prejudice, high in discrimination). Picture 38 taken by medium close up technique shows that Collin is giving his argument about Jews that can be proven by the dialogue in minute 01:31:17-01:36:31.

Collins: My father said that, a Jew madly tried to ingratiate himself. He wanted a success without working.

Another friend: Jesus, leave the Jewish stuff out from our conversation.

Collins: We cannot stop talking about Jewish because David is Jewish. You are dumping Dillon for a dirty Jew!

(School Ties, 01:31:17-01:36:31)

From the whole dialogue, it shows that Collin does prejudice and discrimination. Collin has a prejudice toward Jews that can be proved by the sentence “my father said that, a Jew madly tried to ingratiate himself.” Besides prejudice, he also does discrimination toward Greene who is a Jew that can be proved by the sentence “you are dumping Dillon for a dirty Jew.” Collin does discrimination toward Greene by blaming Greene as a cheater only because Greene is a Jew. Picture 39 taken by medium shot technique shows that Collin makes a joke toward Greene related his identity and Picture 40 taken by close up technique shows that he is staring at Greene after abusing him. It indicates that he discriminates Greene by his verbal words.



Picture 41 Looking at Greene
(School Ties, 01:13:20)



Picture 42 Discussing
(School Ties, 01:13:49)



Picture 43 Greene gets angry toward Reece
(*School Ties*, 01:13:54)

The second character who will be classified is Reece. Reece as a minor character in this movie can be classified into a type; a prejudiced nondiscriminatory (high in prejudice, no discrimination). Picture 41, 42 and 43 taken by medium close up technique show that Reece and Greene are discussing about Jews. In those scenes, Reece has a prejudice toward Jews that can be proven by the dialogue in minute 1:13:35-1:13:58.

Reece : Jews are different. It is not like between Methodist and Lutherans. I mean, Jews, everything about them is different.

Greene: Ok, let's get it out. You think Jews are dirt.

Reece : Come on Greene.

Greene: If you think like that. Admit it. Say it. Jews are greedy.

(*School Ties*, 1:13:35-1:13:58)

From the whole dialogue, it shows that Reece has prejudice toward Jews. The sentences “Jews are different. It is not like between Methodist and Lutherans. I mean, Jews, everything about them is different,” show that he has prejudice in his mind about Jews referring to the negative connotation.

Although Reece has prejudice toward Greene, he does not do discrimination toward Greene. He defends for Greene in a vote of cheating scandal between Greene and Dillon. It can be proven by the dialogue in minute 1:35:36-1:38:09.

Reece : David Greene never lied about anything.

Collin : He did not a lie about a Jew.

Reece : He did not lie because no one asked him.

Reece : We cannot decide unless we can be fair. Wake up guys. Cannot you see what is going on here? You want to nail Greene because he knew how you feel.

(School Ties, 1:35:35-1:38:09)

From the whole dialogue, it shows that Reece does not discriminate Greene. Reece does not blame on Greene because he defends for Greene in voting that can be proved by the sentences “we cannot decide unless we can be fair. Wake up guys. Cannot you see what is going on here? You want to nail Greene because he knew how you feel.”



Picture 44 Sally is asking to Greene
(School Ties, 01:20:35)



Picture 45 Greene is explaining
(School Ties, 01:20:43)



Picture 46 Dissapointed face of Sally

(School Ties, 01:21:25)

The third character who will be classified is Sally. Sally as a minor character in this movie can be classified into a type; an unprejudiced discriminator (no prejudice, high in discrimination). Picture 44, 45, and 46 taken by medium close up technique show that Greene is asking Sally about the reason why she avoids him. Those scenes show that Sally does not do any prejudice toward Jews, but she does discrimination that can be proven by the dialogue in minute 01:20:46-01:22:00.

Sally : My friends just keep pestering me. You know all the stuffs about Scranton. You did not say the important thing you should do. It is not right.

Greene: I was afraid you would not want to be with me. Would you?

Sally : No. I am sorry. It just cannot happen.

(School Ties, 01:20:46-01:22:00)

From the whole dialogue, it shows that Sally discriminates Greene. She avoids Greene after she knows Greene's identity. The sentence "no. I am sorry. It just cannot happen," shows that she chooses to leave Greene because she cannot accept a Jew.



Picture 47 The couch is telling something
(*School Ties*, 00:11:51)



Picture 48 Greene is asking
(*School Ties*, 00:12:03)



Picture 49 The couch is explaining
(*School Ties*, 00:12:13)

The last character who will be classified is the coach of St. Matthew. The coach as a minor character in this movie can be classified into a type; an unprejudiced nondiscriminatory (no prejudice, no discrimination). Picture 47 taken by medium shot technique shows Greene and the couch of St. Matthew. Picture 48 and 49 taken by close up technique show the couch is explaining something toward Greene. From their conversation in those scenes show that the couch of St. Matthew does not have any prejudice or discrimination toward Jews. It can be proven by the dialogue in minute 00:12:03-00:12:28.

Coach : The kids will be curious about you.

Greene: I am curious about them

Coach : I mean nobody comes here for the last year. It is unusual. They are great kids, do not get me wrong. But they are privileged. They take a lot for granted you and I never would. Just play your cards close to the vest. It is my advice.

Greene : What do you mean?

Coach : Do not tell people more than they need to know.

(*School Ties*, 00:12:03-00:12:28)

From the whole dialogue, it shows that he does not do prejudice and discrimination. He gives advice to Greene to hide his identity as a Jew from all his friends that can be proved by the sentence “do not tell people more than they need to know.” He said to Greene to hide his identity because he knows that Greene’s friends are anti-Semites. He already knows Greene is a Jew but he still takes Greene to join the football team of St. Matthew. He gives a chance to Greene to be a part of St. Matthew school because he knows that Greene has a good skill.

c. The Group Gains

Based on the chapter three, the group gains show that the majority group gains benefit from the minority group economically. The writer cannot find evidences about the discrimination in this movie by applying the group gains. The components of the group gains cannot show about the discrimination towards Jews from the members of dominant group in this movie.

The writer can only find the evidences from the characters who discriminate Jews in this movie by applying the previous components; institutional discrimination

and the situational pressures. The previous components can support the evidences about the discrimination toward Jews in this movie. As a member of minority group, Greene who is a Jewish student gets discrimination from the rule of his school based on institutional structure. The writer also classifies some minor characters in this movie that are as individuals can be classified into four types based on the situational-pressures.

CHAPTER 5

CONCLUSION

Based on the analysis of the movie *School Ties*, the writer cannot find the whole components that are the causes of prejudice and discrimination based on the book of McLemore. The causes of prejudice (cultural transmission, personality traits, and the group-identity) and the causes of discrimination (institutional structure, the situational pressures, and the group gains) by McLemore are not reflected completely in showing the prejudice and discrimination toward Jews in the movie *School Ties*.

There are only two causes of prejudice (cultural transmission and the group-identity) which can support the data in analyzing the prejudice toward Jews in this movie. The cultural transmission shows that David Greene's friends learn about the prejudice from the family and community, whereas the group identity shows that Greene's friends learn about the prejudice from their group that can bring out ethnocentrism.

There are only two causes of discrimination (institutional structure and the situational pressures) which can support the data in analyzing the discrimination toward Jews in this movie. Institutional structure shows that Greene gets the discrimination from the rule of his school, whereas the situational pressures show some minor characters of this movie that are as individuals can be classified into four types in showing the discrimination toward Jews.

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