

**STRUCTURE AND MOTIVATION TO REVEAL THE THEME
IN THE MOVIE SCRIPT "THE BLIND SIDE"
BY JOHN LEE HANCOCK**

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ABSTRACT

Penelitian ini bertujuan mendeskripsikan struktur dan motivasi dalam mengungkap tema film "The Blind Side" karya John Lee Hancock. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data adalah teks film The Blind Side dalam bahasa Inggris. Hasil penelitian sebagai berikut. Pertama, aspek sintaksis mengungkap alur cerita. Kedua, semantik mengungkap tokoh, penokohan, dan tema. Ketiga, Motivasi mengungkap lima kebutuhan menurut teori Abraham Maslow. Keempat, struktur dan motivasi mendukung pengungkapan tema.

Kata kunci: Struktur, Aspek Sintaksis, Aspek Semantik, Motivasi.

INTRODUCTION

Motivation is an internal process that makes a person move toward a goal. On the one hand, people sometimes are not motivated by internal needs that can be achieved without anyone else rendering judgment that matters (not even a little). In fact, they need more than what people think they have accomplished. On the other, people continue being motivated even when they have satisfied internal needs. People are often motivated by external incentives as well as internal needs. Society is one of the external factors that usually become the reasons for them not to continue their school. They are more interested to be part of the society to show their so called 'solidarity.' Therefore, motivation is one of supporting media to achieve their goals. Somebody needs a motivation to reach their goals as a student of a certain university. According to the National Research Council in 2003 more than 40 percent of High School students drop out of school due to lack of motivation which apparently becomes a serious problem. "Lack of motivation is a real

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and pressing problem. Upwards of 40 percent of high school students are chronically disengaged from school.”

<<http://www.forbes.com/sites/jamesmarshallcrotty/2013/03/13/motivation-matters-40-of-high-school-students-chronically-disengaged-from-school>> [May 25, 2014]

This issue becomes a phenomenon in social life and we can see it through literary works such as movie. Movie is one of the literary works which represents a society. The movie entitled “The Blind Side” written by John Lee Hancock gives a motivating message of a broken home African-American teenager interested in becoming a football player and he fights for it to reach the average score and above. He lives with the Tuohys. As a white family, they always support Oher to do anything and take care of him like their own son, so that, Oher is motivated to achieve his goal to make the Tuohys proud of him.

Looking into the statement above, the problem can be identified in this research to reveal the theme of the movie script “The Blind Side” through the analysis of the structure and the motivation.

METHOD

In conducting this research, I use the qualitative method. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person’s or group’s experiences.

“Qualitative research, then, is a broad approach to the study of social phenomena; its various genres are naturalistic and interpretive, and they draw on multiple methods inquiry.”

(Marshall and Rossman, 1999: 2)

In conducting this research, some steps taken are follows. First, watching and reading the whole movie script of “The Blind Side.” Second, collecting data from the library, book shops and also download the data from the Internet which support the analysis. Third, applying motivation theory by Abraham Maslow and the structuralism theory by Tzvetan Todorov to reveal the plot, the characterization, motivation, and the theme.

Theoretical Framework

Structural Approach

The structural approach in this research is based on the theory of structuralism by Tzvetan Todorov. Todorov identifies three aspects to

identify the literature; the syntactic aspect, the semantic aspect and verbal aspect.

"Masalah telaah sastra dapat dikelompokkan kedalam tiga bagian: menurut aspek verbal, aspek sintaksis, dan aspek semantik teks."
(Todorov 1985: 12)

The Syntactic Aspect

The logical order or causality and the temporal order as the syntactic aspect are needed in every literary work. The causality is an important role when developing the plot because it shapes the plot and the temporal order shapes the story.

"Sebagian karya-karya fiksi di masa lalu, disusun sesuai dengan urutan temporal dan logis, hubungan logis biasa disebut kausalitas dan kausalitas sangat erat hubungannya dengan tempo (waktu)... tetapi kausalitas hanya membentuk alur sedangkan tempo hanya membentuk cerita." (Todorov,1985: 41)

We learn the structure of the literary work in the syntactic aspect. Structural analysis defines a text as a system of narrative transformation. The textual structure as literary work usually uses all types of well placed among the smallest elements, so we can see the differences between the textual structure and other structures.

"Karya sastra dapat diuraikan dalam unsur-unsur terkecil. Jenis hubungan yang terdapat antara unsur-unsur inilah yang dapat digunakan sebagai kriteria pertama untuk membedakan satu struktur tekstual dengan yang lainnya. (Todorov 1985: 40).

The Semantic Aspect

Tzvetan Todorov distinguishes two types of semantic issues; the formal issue concerns on how the text reveals the meaning and the second is the substantial issue concerns with the meaning itself.

Sesuai dengan linguistik modern, mula-mula harus dibedakan dua jenis masalah semantik, yaitu masalah formal dan substansial bagaimana teks mengemukakan makna, dan apakah maknanya?(Todorov 1985: 13)

The formal issue: concerning with how texts express their meaning

The main concern of formal aspect lies on how a text expresses its meaning through the construction of words. According to the linguistic approach, meaning which concerns with the relationship among words is concluded in the slightest meaning by ignoring all the problems in language such as connotations, language styles and figurative language.

Dalam pendekatan linguistik, makna dimasukkan dalam arti yang paling sempit dengan mengesampingkan semua masalah konotasi, perumpamaan, dan permainan bahasa. (Todorov, 1985 : 14)

The structure element that always analyzed in formal aspect is character. Character is an important role in the movie. We can identify the character through their action in the movie.

“Tokoh ditandai oleh tidakannya atau oleh detail-detail deskriptif, suatu pemikiran abstrak yang digambarkan dalam keseluruhan alur” (Todorov, 1985: 14)

The Substantial Issue: what the meaning of a text is.

The substantial issue reveals a text that already meaningful. It also discusses the text that represents the words or in other words reflects a reality without questioning the truth of the text. A literary refers to the reality (the reality roles as its reference).

“Dalam aspek semantik substansial, yang diungkapkan adalah teks yang sudah bermakna. Aspek semantik susbtansial juga mempertanyakan bagaimana teks sastra menggambarkan dunia (acuannya), dengan istilah lain dapat dipertanyakan masalah kebenarannya. Dapat dikatakan bahwa teks sastra mengacu pada suatu realita, bahwa realita merupakan acuannya.”(Todorov, 1985: 15)

Therefore the whole element becomes available in the narrative can change into thematic elements in the narrative of fiction. The theme of a literary work is a unity of its own structure, which uses a non literary structure as point of emphasis on nature or human being's life and mental structure.

“Tema dalam karya sastra bukan sebagai kelompok terbuka dan tak teratur, tetapi sebagai suatu keseluruhan yang mempunyai struktur

tersendiri, di luar sastra sebagai titik tolak; siklus alam, atau struktur kejiwaan manusia" (Todorov, 1985: 18)

Psychological Approach

According to Abraham Maslow in *Motivation and Personality*, there are general types of needs: The Physiological needs, The Safety needs, The Love and Belongingness needs, The Self-Esteem needs, and The Self-Actualization needs that must be satisfied before a person can do selflessly. He called these needs "Basic Needs". Detail of the needs will be explained as follows:

The Physiological Needs

These needs are the basic point of the Maslow's Hierarchy. People try to satisfy these needs and they will do anything to get it. In this level the things such as food, shelter, sleep, oxygen, clothing, sex, and so on are the things that can satisfy their needs. For the man who is very hungry, he has no interest in others but food. He dreams for food, he thinks about food and he wants only food. He will do anything to get food.

"A human being having a desire for food, then behaving in the proper fashion to get it and then chewing and eating it may actually be seeking safety rather than food." (Maslow, 1970: 26)

The Safety Needs

If their physiological needs are fairly satisfied, the safety needs will be dominant and become the priority. In this level the needs refer to security, stability, protection from physical and emotion aspects, freedom from fear, and so on because people are more interested in finding more secure conditions. The needs for safety may be valid only if the condition seems to be bad, such as war, disease, natural disaster, crimes and so on.

"Otherwise the need for safety is seen as an active and dominant mobilize of the organism's resources only in real emergencies, e.g., war, disease, natural catastrophes, crimes, waves, societal disorganization, neurosis, brain injury, breakdown of authority, chronically bad situations." (Maslow, 1970:42)

The Love and Belongingness Needs

After physiological and safety needs are fulfilled, the third level of human needs are social and feelings of belongingness. People need to feel a

sense of belonging and acceptance. They need to build a relationship such as friendship, being a part of communities and so on. They also need to love and be loved (sexually and non-sexually). People will seek affection and acceptance to overcome those needs because in the absence of these factors, many people become loneliness and depression because of the absence of it.

“Love is not synonymous with sex. Sex may be studied as a purely physiological need. Ordinarily sexual behavior is multi determined that is to say determined not only by sexual but also by another need, chief among which are the love and affection needs. Also not to be overlooked is the fact that the love needs both giving and receiving love.” (Maslow, 1970:44-45)

The Self-Esteem Needs

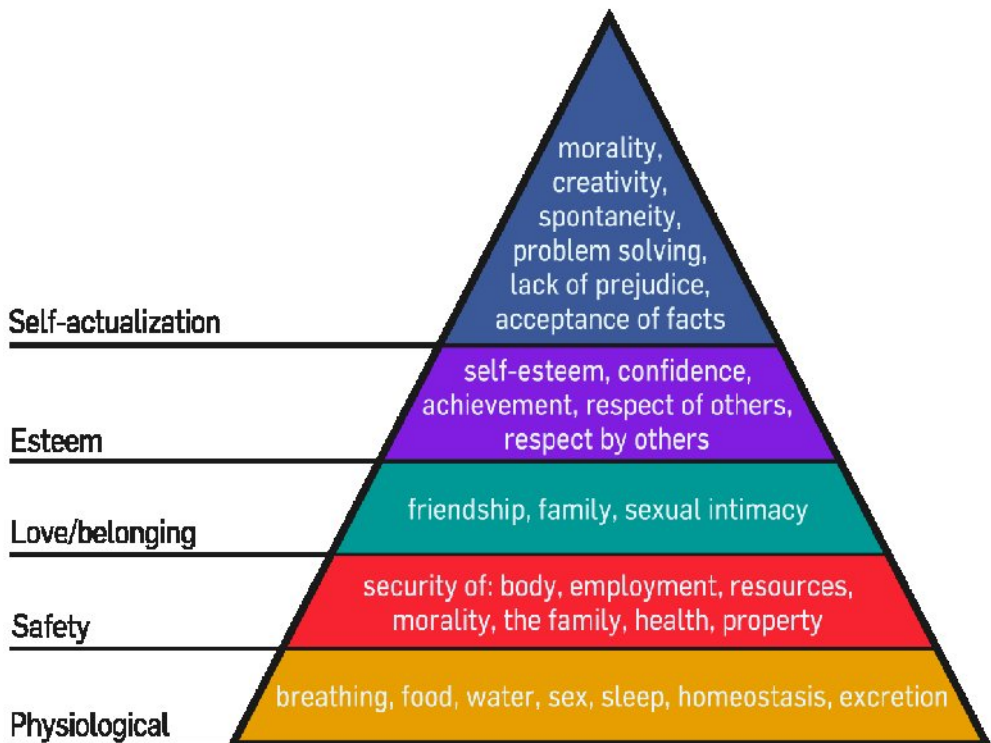
All people have a need to be respected and appreciated. Esteem represents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have activities that give the person a sense of contribution, to feel self-valued. People with low self-esteem need respect from others, and they usually may seek fame or glory by participating in sports team at school, social communities in fulfilling these needs. Satisfaction of these needs leads to feeling of self-confidence, worth, strength, capability and adequacy, of being useful and necessary in the world.

“All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect, or self esteem, and for the esteem of others.” (Maslow, 1970:45)

The Self-Actualization Needs

This level of need which includes morality, creativity, spontaneity, problem solving, lack of prejudice, and acceptance of facts, relates to what a person's full potential is and realizing that potential. As Maslow stated “What a man *can* be, he *must* be. He must be true to his own nature.” Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming. This is a extensive definition of the need for self-actualization, but when applied to individuals the need is specific.

For example one individual may have the strong desire to become an ideal parent, in another it may be expressed athletically. The examples mentioned before tell us to maximize our potential to reach the goal.



RESULT AND DISCUSSIONS

Syntactic Aspects

According to the structuralism theory by Tzvetan Todorov, I analyze the syntactic aspects to identify the plot in the movie script "The Blind Side."

The main function is built by the sequences and sub-sequences. After analyzing the sequences, the next step is to analyze in detail the main function in the movie script "The Blind Side":

Michael Oher is an African-American teenager (1). His mother is a drug addict (1.1) so he has been separated with his mother since he was a little (1.2). His father has passed away (1.3) and he has nobody to look after (1.4) so he sleeps in his friend's house (1.5).

Michael, Steven and Big Tony (Steven's father) go to the Wingate, a Christian school (2.1) because Michael needs an education (2). As Michael is

talented in sports (2.5) Bert Cotton is interested in him (2.4). Unfortunately Michael cannot play in any sports at Wingate school (3) because his last GPA is zero point six (0.6) (3.3) so he will not be able to play until gets his grades up (3.4).

Michael's learning capability is underestimated by teachers (3.1) because his IQ is under average (3.2). Michael takes a test (6.1) but he does not write anything in his paper (6.2) so his teacher gives him an offer for an oral test (6.3).

The students give a strange look at Michael (4) because he is a new student in Wingate (4.1), a big-black teenager (4.3) and carries his plastic grocery sack as a school bag (4.4). As he looks different from other students (4.2), no student wants to join him at lunch time (4.5)

Michael meets the Tuohys (7) when he walks along the road in the evening cold weather (7.1). As Michael says he wants to go to the gym at school (7.4) Leigh Anne offers him to stay at their home (7.5). The next day, Michael joins the Tuohys to celebrate the Thanksgiving Day (8) because Leigh Anne invites him to celebrate it together with them (8.4).

Michael is going to Hurt Village (9) because he wants to pick up his clothes at his mom's (9.1). Unfortunately he cannot find his mother (9.4) so that Michael and Leigh Anne leave and buy some clothes (9.5).

Michael and Leigh Anne go to the DMV office (12.3) because Michael wants to get a driving license (12.1) and he wants to own something with his name on it (12.2) but the DMV office cannot find Michael's data (12.4). So, Leigh Anne goes to the Child Protective Services Office (13.2) but most of Michael's files are missing (13.4).

Leigh Anne comes to Michael's mother's apartment (14.1). Leigh Anne asks her about Michael's last name and birth's certificate (14.3) but Michael's mom cannot remember Michael's last name (14.4) and his birth's certificate is missing (14.5).

Michael's grade is getting better (17.2) so he can join the football team (17) and he can participate in football spring training in March (17.3). Michael learns hard about football (18.1) because he starts to join the football team (18). Michael has his first match (19) but his skill in playing football is underestimated (19.1) so he shows his true skill to the opponent (19.3) and pushes his rival out (19.4). Since SJ sends a record of Michael's act in the first match to the coaches of the Universities (20) the coaches are interested in Michael's sport talent (20.1). When the coaches directly visit him at school

(20.2), Michael demonstrates his skill in front of them (20.3) so they want him to be part of their team (20.4).

The NCAA assumes that Leigh Anne and Sean Tuohy are boosters (people with an abnormal interest in a school's sport) (22.3) so Michael is interrogated by the NCAA (22). The investigator asks him a lot of questions about that (22.5) because she thinks that Michael is forced by his legal guardians to get into Ole Miss University (22.4). Michael leaves the investigation room (23) because he is upset (23.1).

Michael waits for his mother at Alton's house (24.2) because he cannot find her (24.1). As Alton mocks the Tuohys especially Leigh Anne and her daughter (24.3), he pushes and hits Alton and the room gets messed up (24.4). After that Michael walks away from Alton's apartment (24.5).

Leigh Anne tries to find Michael at Hurt Village (25) because she and her husband cannot contact Michael (23.5). Since Alton threatens Michael through Leigh Anne (25.3), she warns him that he will be sorry if he hurts Michael (25.4). Michael and Leigh Anne meet at the laundry (26.1) because Michael contacts her (27.1).

Michael has another session with the investigator (27.1) so that he comes back to the NCAA (27). He tells her the reason he wants to go to Ole Miss University (27.3) that makes the investigator stare at him and smile (27.5).

Motivation

The motivation of the main character is to satisfy his physiological needs, safety needs, love and belongingness needs, self-esteem needs and self-actualization needs.

Michael looks for a warm place to sleep at night. The need of a place to stay motivates him to sleep at the warm place like a school's gym since he does not have a home. While he is walking along the road, he meets the Tuohys. One of the Tuohys, Leigh Anne, asks him to stay at their home because she knows that Michael is going to the gym at school because it is w

LEIGH ANNE

Why were you going to the gym?

(again no answer)

Big Mike?! Why were you going to the gym?

MICHAEL

Because. . . it's warm.
(This hits her all at once. She bites her lip.)

...

LEIGH ANNE

Home.
(p. 25)

Michael wears the same shirt for a couple of days. His shirt looks so dirty. Realizing Michael's condition, Leigh Anne wants to care for him just like her own son. She decides to buy some proper clothes for Michael in order to satisfy his physiological needs. Even though Michael tells her that he has his own clothes at his mother's home, she still wants to buy him some.

(She eyes Michael's stained shirt.)

LEIGH ANNE (CONT'D)

Big Mike, do you like to shop?
(off his look)

Because tomorrow I think I'm gonna have to show you how it's done.

MICHAEL

I got clothes.
(p. 30-35)

The safety needs emerge after the physiological needs have been satisfied. Usually, people can feel protected and secured because of this need. Michael waits for his mother at Alton's apartment. Alton asks about Leigh Anne and her daughter, Collins. He provokes Michael by mocking them. Michael hits Alton and Alton's friends grab Michael from behind and one of them sticks a gun in his temple. In order to satisfy his safety needs, he defends himself by pushing them to the couch. The room gets messed up because of that accident.

(Michael steps inside. Alton points to a chair. A stoned out couple smokes on the adjacent couch.)

(p. 121-123)

Michael and SJ are on their way to buy something. Michael drives and SJ searches for the music on the radio. When he finds the upbeat music,

they both are dancing in the seats and not watching the road. Suddenly, a truck crashes the side of their car. Michael instinctively blocks the airbag with his big arm to protect SJ. He is doing that because the sense of love and he does not want anything bad happen to SJ.

LEIGH ANNE

Michael, it wasn't your fault. It could have happened to anybody.
(He doesn't look up. She almost gasps when she notices –)
(HIS ARM – red, bleeding, a large burn from the wrist all the way up to the sleeve, which is also singed.)

LEIGH ANNE (CONT'D)

Michael, your arm. . . what happened?
(He looks up and into her eyes. . .)

MICHAEL

I stopped it.
(p. 74-76).

Michael gets so many yells from Coach Cotton at his first practice's time with the whole team. It is because he does not really understand about his position in the team and he makes many mistakes. In the middle of the practice Leigh Anne comes closer to Michael. She explains to him that the team is his own family which has to be protected. Michael remembers that word then he applies it in his first match. Playing a role as a left defender, Michael should protect his quarterback Tony and his tailback, Bobby to bring his team to become the winner. He does that because of his sense of belongingness as part of the team and he wants the team to be the winner.

ON THE FIELD

(The quarterback drops back to pass. Michael backpedals. When the Defender tries to go around him, Michael grabs him with one big paw and throws him to the ground. A WHISTLE BLOWS.)

COTTON

Holding – Left Tackle!

...

NEXT PLAY

(At the snap of the ball Michael tries to pass protect, pushes the Defender who tries left, right, then slides past Michael and sacks the quarterback.)
(p. 77-79)

Self-esteem needs can be called as the needs of respect and appreciation. People are automatically concerned of getting appreciation from others. These needs show that people need to sense that they are valued and deserved to be respected by others for their contribution.

When Michael has his first match, he is underestimated not only by his rivals but also by the fans of the rivals' team. The opponent fans and his rivals mock him that he is a big-black bear. Michael gets a kick by his rival during the first round. In order to satisfy the esteem needs, Michael is motivated to show his true skill in football by pushing away his rival out of the field. As a result, his coach smiles proudly for him.

MILFORD DAD

Damn, that ain't unfair! They got a big ole' black bear playing for 'em! What is this, a circus?

MILFORD #66

Look whose fat black ass I get to kick all night long. (p. 82-87)

Self-actualization needs are the last needs. In these needs, people have to achieve their full potential as human beings. This is what Maslow means that "what a man can be, he must be."

To get a football's scholarship, Michael has to reach his last GPA up to 2.5. Unfortunately, one of his teachers thinks that Michael does not deserve good grades for his class, he asks him to make a good essay. At home, he discusses the assignment with his tutor, Ms. Sue. She gives him some ideas but he does not seem to be interested in them at all. Suddenly, Sean Tuohy tells him a story about the courage. Since the beginning, he is interested in the story and gets an idea for his essay. In order to satisfy the self-actualization, he tries his best to write his essay based on the story told by Sean Tuohy. His teacher smiles and feels satisfied after reading his essay. At last, Michael gets 2.52 for his last GPA.

SEAN

“Forward the Light Brigade!” That’s like the offense. “Charge for the guns he said.” That’s the end zone. “Into the Valley of Death rode the six hundred.”

(It hits Michael. He takes a moment, looks right at Sean.)

(Michael opens his notebook, picks up a pen.) (p. 106-109)

Semantic Aspects

According to Todorov’s theory, semantic issues are categorized into two types: formal issue that is used to analyze the characterization and substantial issue that is used to analyze the theme.

Charaterization

Most children living in the suburbs grow up in poverty and encounter a lot of terrible situations. Most of them never want to have a dream but it does not happen to Michael Oher. Michael is a broken home big-black teenager. He goes hundreds of miles to Wingate, a Christian school, with his friend, Steven, and Steven’s father, Tony, just because he has a strong will to get a better education

SANDSTROM

Michael Oher gives us no reason to believe, based on his record, tat he would be successful here.

...

COTTON

Brave kid.

(off their confusion)

For wanting to come here. For wanting a quality education. An education denied him by the poor quality of the schools he’s attended. Most kids with his background wouldn’t come within two hundred miles of this place.

(p. 4-9)

Michael never gives up reaching his goal as a football player. He asks SJ to help him to understand more about football’s formation and tricks. By using bottles and jars as the imaginative players he learns so hard about football’s trick, Gap. In the Gap trick, Michael learns that he has to block

whoever is in front of him or the person on his inside shoulder if he is not covered by a defender.

SJ

See, you're the ketchup, here at Left Tackle. On the weakside.

MICHAEL

I'm not that weak, SJ.

(p. 73-74)

The Analysis of Theme

The semantic aspect includes a theme. Theme is the central topic a text treats. Like the common phenomenon in our daily life, theme can be represented by actions, utterances, or thoughts of a character in a literary work.

A theme in literature is concerned with common issue in our everyday conversation and thoughts, such as love, power, war, death, hope, moral values, and others. A theme emerges in and through the developmental of characters, dialogue settings and the movement of the plot (Gill, 1995: 189)

1. Strong will is needed to reach a goal.

As a broken home teenager who lives in poverty in the suburbs, Michael has a strong will to get a better education. He is willing to go along hundreds of miles for that purpose. He has a good skill in sports especially anything with a ball. When Steven's father meets the coach of Wingate School, Michael and Steven play one against one in a basketball game.

While they are playing, Cotton coach observes their ability. Cotton coach is interested in Michael's sport ability and he would like to help Michael to be accepted as a student of Wingate School because of his sports talent.

2. Hard work is important to reach a goal.

Michael works so hard to learn a Gap trick, one of football tricks. By using the condiment jars and bottles as illustration of the football players, he asks SJ to teach Michael about the trick. Michael pays careful attention to SJ's explanation about the trick. He tries to practice the tricks by moving the condiment jars and bottles. When he is in a real match, he applies the trick and successfully brings his team to become the winner.

Michael's hard work is also seen when he proves that his last grade has improved up to 2.5 in order to get a football's scholarship. His teacher, Bob, thinks that he does not deserve a good grade for his class, so he asks Michael to make a good essay. Michael discusses with his Tutor, Ms. Sue, about the assignment. Ms. Sue gives him some ideas but he does not seem to be interested in them at all. Suddenly, Sean Tuohy tells him a story about the courage. He is interested in the story from the beginning and gets an idea for his essay. By writing about a courage based on the story told by Sean Tuohy, Michael works so hard to improve his last grade. He learns what courage is and writes from his point of view. After reading Michael's essay, Bob smiles and feels satisfied. At the end, Michael successfully gets 2.52 for his last GPA.

Based on the analysis above, After analysing the sequences, main functions, and characterizations, I conclude that the theme of the movie script "The Blind Side" is **"strong will and hard work is necessary to motivate someone to reach the goals."** Michael shows us his motivation to reach his goals. He has a strong will and hard work to make it come true.

CONCLUSION

By seeing the fact and description of the characterization of the main character above, I come to a conclusion that the theme of "The Blind Side" movie script is **"strong will and hard work is necessary to motivate someone to reach the goals."**

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