



Freedom of Self-expression in Dead Poets Society Movie: Existentialist Perspective

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Abstract. The goal of this study is to identify and elaborate the issue about freedom of self-expression described on the Dead Poets Society movie with the application of existentialist point of view as the theoretical framework. The methodology applied in this paper is descriptive qualitative. The data is in the form of dialogues and monologues. Document analysis is used in collecting the data. Researcher watched the movie thoroughly and noted the data and interpreted it based on the topic and analyzed it with existentialist perspective as the theoretical framework. Findings of this research shows that this movie depicts freedom of self-expression as implied in the elements of the movie. Freedom of self-expression found in the movie included: restricted freedom of self-expression, freedom of self-expression in expressing criticism, freedom of self-expression in expressing ideas or thoughts, freedom of self-expression in expressing demands or choices to do an action, freedom of self-expression in expressing opinions or arguments and freedom of self-expression in expressing feelings. This freedom of self-expression is the way individuals, in the movie case, characters, realized virtues to give life meaning.

Keywords: existentialism · freedom · literary works · self-expression

1 Introduction

Freedom may mean a state of being unrestricted or unruled. The meaning of freedom broad and various depending on the contexts. Lexically freedom means a state of being free without constraint either in terms of action or thought [1]. Freedom also means salvation, liberation, and independence that resemble in general meaning but different reference on its use. Plato (428—427 B.C) elaborated three conceptions of freedom, namely utility, fulfillment, and contribution [2]. Descartes (1596—1650) asserted that freedom is essential assets of will [3]. For him freedom of an individual leads to the freedom in action of doing things in appropriate ways [4]. A pantheist Baruch Spinoza (1632—1677) also defined his conception about freedom as a thing that is assumed to be free and by its own presence within the nature and has itself own demeanor [5].

In existentialism, freedom refers to the way or state of being able to control oneself in acting or thinking freely without disposing moral attribute. As those conceptions have profoundly proposed, freedom itself is not merely an image of being free in act or thought

in tune with so-called will. In ethical views as those philosophers have mentioned, freedom means to be free but with moral standards, free to earn so-called virtue. Retracing to the 20th century, Jean Paul Sartre (1905—1980) an existentialist philosopher, by his view, freedom is part of human existence, he asserted that “men are condemned to be free”. In this context when human exists, he is the one who can shape or realize himself and responsible for himself. Man exists as a creator for himself, regarding his state of ‘free’ therefore he is free to move his actions and shape himself but this has a price along with his responsibility of existing, responsible for anything that becomes his choice [6]. In this issue, being free or achieving freedom cannot be alienated with the ethics and with this connection individuals can go live altogether with others.

In this discussion freedom itself is still broad to be analyzed. After asserting some of the conception of freedom by several philosophers, researcher has narrowed that the freedom in this context leads to the freedom of expression along with it become this paper topic. Now in social-political context, freedom of expression means that an individual or parties have right to express, in which the expression relate to the context within social, artistic, and political background [7]. Individual or parties have a right to express whether it is in a form of ideas or thoughts and even criticism toward the addressee. Freedom of expression, on its definition generally associated with political or rather democratic context, but the notion of it, this concept expands into practical daily life. Furthermore, this conception is fundamental, not only in political discord, but from cultural heterogeneity, innovation and creativity, to personal development that pass so-called self-expression [7]. While self-expression itself has nearly same definition, basically on both conception it only matters of separating the definition between freedom and self-expression. Further explanation, freedom itself can be defined as state of being free from any constraint, while self-expression is about the action using any means like actions, language, body movements, dress, and assets, to express inner self [8].

Based on those conceptions about freedom of self-expression, researcher restates to pick the notion by summarizing them as the main theme in this research. Addressing above issue, movie entitled *Dead Poets Society* become material object in this research that researcher tries to reveal that this movie has a portrayal about freedom of self-expression as it reflected from the elements within. This movie, directed by Peter Weir and it was released in 1989 quaking the public, even triggering some controversies, though most of the society put a pro on reacting this movie.

The storyline of the movie is set about in the late 1950s in notable yet conservative fictional school Welton Academy. This school has its own motto that is called “The Four Pillars” which including tradition, honor, discipline, and excellence. The movie tells about inspiring English teacher Professor Keating played by Robin Williams (1951—2014), and some wonderful teenage students who seek the meaning of their life as they are knowing *carpe diem* and poetry. The teacher character Mr. Keating is his students’ favorite starts from odd nuance because the unique character of the teacher and his teaching techniques. His students, particularly the main characters that prominent in the storyline, Neil Perry, Todd Anderson, Knox Overstreet, and Charlie Dalton. They are wonderful students that have an interest toward Mr. Keating, so they start their life in new ways as Mr. Keating inspires them with motto *carpe diem* which means seize the day.

Focus of this study is in identifying and analyzing the portrayal of freedom of self-expression depicted on the selected movie. Researcher has decided to choose this movie because from deep insight, this movie reflecting rich value that can be elaborated with certain approaches mainly in literary study. In literary study commonly researchers often choose text-formed object material, but in this contemporary era movie is popular and it is inevitable that movie can also depicts values, meaning, and interpretation based on its genres, story-line and cultural movements. Movie itself is resemble to a drama as literary works that have intrinsic and extrinsic elements, but movie is presented after passing series of complicated production until it can be released officially to public.

Based on the focus, researcher restates that freedom of self-expression is the main topic that is going to be examined. The elements of the movie particularly the characters and its dialogues and monologues become the main tools to peel out the addressed issue or topic. To peel out the intended issue, researcher needs to applied a perspective as in this paper the perspective of existentialism become the theoretical framework. This paper tries to elaborate the problem addressed by researcher through these proposed questions: (1) What freedom of self-expression is described in the movie? (2) How is freedom of self-expression depicted in the movie? (3) Why is freedom of self-expression addressed in the movie?

2 Literature Review

Some previous studies relating with *Dead Poets Society* movie analysis that have been categorized into three, based on their discipline or scope in which belonging to study of linguistics, teaching or educational context study, and literary context study.

The first category in linguistic study by Adawiyah et al., [9] Julianto et al., [10] Rahmawati [11], Rumaria [12] and Utami [13] exposed and presented movie analysis on the pragmatics scope such as politeness strategy, speech act, flouting maxims, and cooperative principle from the language used by the characters. Their studies applied different theoretical framework from Grice's cooperative, Austin's speech acts theory, Trosborg's complaining acts, Richard and smith theory, and brown and Levinson politeness strategy.

While in the second category that is teaching or educational context research by Afifulloh [14], Fei [15] Neck et al., [16] Prashanty et al., [17] Taufiq & Islam [18], Üçer & Hashemipour [19], Yuanyuan & Xiangyong [20], Yulianingsih et al., [21] and Zabłocka [22], presented about a reflection from the teacher character in the movie. Their study revealed and were contemplating in the problematization of teaching role, teaching character, range of modalities, entrepreneurship values, educational character along with affective factors, teaching values, applied teaching methodology, and teacher's ideological or philosophical traits. Various theoretical perspectives were applied from Gracha's teaching model, van Gelderen and Verduyn entrepreneurship application, Maslow's hierarchy, affective filter hypothesis by Krashen, non-intelligence theory, Larsen & Freeman teaching techniques, permendiknas value theory, and other research on educational characters.

In the third category that is literary context study. There are several studies by Adăscăliței [23], Gorbatkova & Levitskaya [24], Jitaru [25], Muro [26], Noviyanty [27], and Shi [28]. The study of Gorbatkova & Levitskaya [24] examined with hermeneutical perspective and Shi [28] used conflicts point of view. The former explained about

the movie was created with the involvement of ideological, political, and sociocultural context, the latter pointed out that multiple conflicts were represented on the movie such as: old and new ideological conflicts, romantics, and realism, also conflicts from obedience and resistance. Based on the research on the movie, the characters underwent such conflicts which it determined their way on making live and decision on each series of occurrences. Another study by Muro [26] applied perspective of four sites, and Noviyanti [27] on the literacy studies. The former showed that the main characters depicted a symbol of masculinity and the latter indicated representation of literacy as salvation for the main character. Other studies from Adăscăliței [23] applied social constructionism and cultural studies, while Jitaru [25] with bloom's revisionary ratios, the former presented that the movie is a representation of intertextuality in constituting poets' traits, and the latter showed about the impact of latest modernity that involves the paideutics movements that leads to the way achieving self-realization become superficial.

Those studies revealed different results toward the issues that were drawn from the movie. However not all those studies revealed the implicit meaning or issues that was depicted by the director of the movie. Many studies mainly in linguistics and educational context studies focused on the main characters as the independent object and their action. In literary study main characters were treated as the tools for director to depicts a picture, intention, and value about certain issues. They presented different issues on the movie in which not concerning the representation of freedom of self-expression. Thus, in recent study researcher intends to make a different approach as on this research, also using different theoretical framework that will be applied as most of previous studies have not applied it.

3 Method

This study is belonging to literary study, in which studying about literary works. Researcher picks movie as one of genres in literary works as the object. This research used descriptive qualitative method. According to Leavy [29] descriptive qualitative research is a method that permit the researchers to establish well understanding about a topic and analyzing people meanings in the context of the activities, circumstances, condition, society, and objects. In this type of research meaningful and rich data are determined by inductive design identification.

Primary source to find the data is a movie directed by Peter Weir entitled Dead Poets Society released in 1989. Secondary sources of this research taken from relevant sources to back up the researcher needs in this research, the secondary sources found in a form of articles, and editorials from internet. The data of this research is collected through document analysis. Technique in collecting the data was note-taking of the relevant texts including dialogue and monologue. The technique of data analysis used hermeneutics.

4 Result

Identifying the freedom of self-expression as the addressed problem which is depicted in the movie, we can retrace to the beginning of the movie when students and parents are gathered in a ceremonial meeting, and from the scene, audience has already set

their mind when looking upon the settings, leaving out an impression that this is about conservative school-life. As the motto from the school that is the four pillars, it has already known that the school has high rate standard in moving their stakeholder mainly students. Disciplinary, strict rules, and obedience that should be jolted on students' mind that this set of principle leads to the restricted mind instead, as a result freedom of self-expression is hardly expressed. However, several indicators found on the movie reflect a manifestation of the individual, in this case the characters that able and trying to enable their selves to jump out toward freedom that can value their life, in order to realize themselves by expressing their inner-selves.

4.1 Identifying Freedom of Self-expression

There are several dialogues and monologues in the movie in which they depict a picture about freedom of self-expression. From these dialogues and monologues researcher has found that each of them represents different types of self-expression.

Restricted Freedom of Self-expression

Restricted freedom of self-expression is about an individual or parties which suppose to have their right to express, instead they are restricted. Restricted means any boundary that can hinder the freedom from being expressed. This restriction in general point of view comes from power, power can limits freedom as long as the power is high and vice versa [30]. On dialogue between two charatcers Neil Perry and Mr. Perry takes place on a dorm, in which the dialogue represents a freedom of self-expression that is restricted by power, in recent data context, the power comes form the parent. Minute 8:10 to 8:32 the dialogue occurs.

- Mr. Perry : “Neil, I’ve just spoken to Mr. Nolan, I think that you’re taking too many extracurricular activities this semester, and I’ve decided that you should drop the annual.”
- Neil : “But I’m the assistant editor this year.”
- Mr. Perry : “Well, I’m sorry, Neil.”
- Neil : “But, father, I can’t. It wouldn’t be fair.”
- Mr. Perry : “Fellas! Could you excuse us for a moment? Don’t you ever dispute me in public, you understand?”
- Neil : “Father, I wasn’t...”
- Mr. Perry : “After you have finished medical school and you are on your own, then you can do as you damn well please, but until then, you do as I tell you. That clear?”
- Neil : “Yes, sir, I’m sorry.”

From the dialogue it shows the scene when the main character Neil Perry is informed by his father to drop the annual on the year, but Neil try to refuse by expressing his objection on his father demand, but he cannot succeed since his father also doesn't give Neil a chance to express.

Freedom of Self-expression in Expressing Criticism

The notion in freedom of self-expression in expressing criticism can be related to the understanding about freedom of expression. Mainly in social-political context and the notion of expressing criticism itself is valuable in democratic settings [31]. Nevertheless, expressing criticism commonly not only encompasses in social-political settings, but can also in any settings in which this criticism is a form of expressing feedback, information, that can be an improvement for the recipient [32]. Monologue explaining the performance of Mr. Keating in expressing his intention in minute 22:39 to 24:53:

Keating : (After drawing graphs on the board, illustrates the concept of the book read by Neil Perry). "Excrement. We're not laying pipe. We're talking about poetry. How can you describe a poetry like American Bandstand? 'I like Byron. I give him a 42, but I can't dance to it.' Now I want you to rip out that page. Go on, rip out the entire page. You heard me. Rip it out! Gentlemen tell you what, don't just tear out that page, tear out the entire introduction. I want it gone, history. Leave nothing of it. Rip it out, rip! Be gone, J Evan Pritchard Ph.D. Rip! Rip ! Keep ripping gentlemen, this is a battle, a war. And the casualties could be your hearts and souls. Armies of academics going forward measuring poetry. No. We will not have that here. No more of Mr. J. Evan Pritchard. Now in my class, you will learn to think for yourselves again. You will learn to savor words and language."

Based on the dialogue it is interpreted that Mr. Keating has very unique teaching style and very contrastive with other teachers that tend to be conventional. This teacher portrayal indicating about freedom of self-expression, but in context in expressing criticism. In this case Mr. Keating has its own style in teaching, when the learning media is not suitable with his learning and it is definitely, he has right to choose and to express his opinion or rather criticism to face the inappropriateness. On the monologue, Mr. Keating tells his students to rip out the introduction page, this act can be interpreted as the sign of criticism toward the scholar's idea toward matter of understanding poetry. In this scene,

Mr. Keating thinks that the introductory section is way too inflexible to discuss about literary work since he thinks that literary works are meant to be appreciated and enjoyed.

Freedom of Self-expression in Expressing Idea

Freedom of self-expression in expressing idea is about the way individual can express his mind or thought as this individual has right to express. In expressing ideas it means that this individual should be in the absence of restriction as what individual expression is free [31]. About expressing idea, this monologue, main character Mr. Keating expressed his idea in the class as it depicted about the proposed issue. Minute 24:55 to 26:45.

Keating : “No matter what anybody tells you, words and ideas can change the world. Now, I see Mr. Pitts’ eye, like 19th century literature has nothing to do with going to business school or medical school. Right? Maybe. Mr. Hopkins, you may agree with him, thinking, ‘Yes, we should simply study our Mr. Pritchard and learn our rhyme and meter and go quietly about the business of achieving other ambitions.’ I have a little secret for you. Huddle up! We don’t read and write poetry because it’s cute. We read and write poetry because we are members of the human race. And human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits, and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.”

In this monologue Mr. Keating is telling his students about the importance of poetry, language and love. And from this monologue in can describe that Mr. Keating is expressing his idea and messages toward the students. Mr. Keating has his freedom to express his idea toward the students along with his duty as a teacher even though there is curriculum that is arranged on the school, Mr. Keating keeps his own unconventional way to teach and inspire the students.

Freedom of Self-expression in Expressing Demand or Choice to Act

Another depiction about freedom of self-expression found on the dialogue between two main characters in minute 45:35 to 46:23. In this section expressing demand or choice relates to the conception that an individual ability to chose his/her own actions, live courses, as it is not disrupt others choice [33].

The dialogue presents a scene where Neil and Todd in a dorm, and Neil gives Todd a paper brochure of a play. Neil said to Todd that he intends to join the play, even though he knows that his father won’t permit him. This monologue can depict freedom of self-expression in expressing demand or choice to do an action.

- Neil : “I found it.”
 Todd : “You found what?”
 Neil : “What I want to do right now. What is really, really inside of me.”
 Todd : (reading the paper) “A Midsummer Night’s Dream?”
 Neil : “This is it!”
 Todd : “What is that?”
 Neil : “It’s a play, dummy.”
 Todd : “I know that. What does it have to do with you?”
 Neil : “All right, they’re putting it on at Henley Hall. Open tryouts. Open tryouts!”
 Todd : “Yes, so.”
 Neil : “So, I’m gonna act. Aha! Yes, yes, I am gonna be an actor. Ever since I can remember. I have wanted to try this. I even tried to go to summer stock auditions last year, but, of course, my father would not let me. For the first time in my whole life, I know what I want to do. And for the first time, I am gonna do it! Whether my father wants me to or not. *Carpe diem!*”

Freedom of Self-expression in Expressing Opinion or Argument

Opinion or argument can be part of freedom of expression. Every individual and parties have right to express or to hold an opinion or argument [31]. Dialogues between Mr. Keating and Dr. Nolan, become another indicator for researcher to elevate the addressed problem. The dialogue showed on minute 1:19:08 to 1:20:00:

- Keating : “Oh, that. That was an exercise to prove a point. Dangers of conformity.”
 Nolan : “Well, John, the curriculum here is set. It is proven, it works. If you question it, what’s to prevent them from doing the same?”
 Keating : “I thought the idea of education was to learn to think for yourself.”
 Nolan : “At these boys’ age? Not on your life! Tradition, John. Discipline. Prepare them for collage and the rest will take care itself.”

On the dialogue, Mr. Keating has an argue with Mr. Nolan about his unorthodox teaching methods. In this conversation Mr. Keating try to give his opinion or argument to make clear what his intention really is, but this cannot be affirmed by Mr. Nolan. From this event researcher conclude that Mr. Keating tries to describe freedom of self-expression in expressing opinion, even though it is cannot be affirmed.

Freedom of Self-expression in Expressing Feeling

Expressing feeling it means expressing emotion. As an individual it must have an emotion. This emotion can be in a form of sympathy, empathy, love and any other kinds that

are formed after receiving stimulus. A dialogue between two characters on the movie reflects a picture of proposed issue, from minute 1:27:26 to 1:28:30.

Knox : “Excuse me. Chris”
 Chris : “Knox, what are you doing here?”
 Knox : “I came to apologize for the other night. I brought you these
 and a poem I wrote for you.”
 Chris : “Knox, don’t you know that if Chet finds you here, he’ll
 kill you?”
 Knox : “I don’t care. I love you Chris.”
 Chris : “Knox, you’re crazy.”
 Knox : “Look I acted like a jerk, and I know it. Please accept these.
 Please?”
 Chris : “No, I can’t. Just forget it. Knox, I don’t believe this.”
 Knox : “All I’m asking you to do is listen. The heavens made a girl
 named Chris. With hair and skin of gold. To touch her
 would be paradise.”

The above dialogue occurs when the main character Knox Overstreet goes to the high school in which Chris Noel studies there. He visits the school just want to talk with Chris Noel. From the above dialogue it depicts an event where Knox expressing his feelings as he has deep feeling to Chris since first sight and he also expressing an apologize for the night event. Chris at first uttering refusal, but then Knox follows Chris in her class and read her a poem made only for her. In this scene it can be interpreted that it depicts an issue about freedom of self-expression that is expressed in expressing feelings.

4.2 Describing Freedom of Self-expression

Above findings become the indicator how freedom of self-expression are depicted in the movie. In literary research, elements in the movie either extrinsic or intrinsic elements are the main tools for the director to embody the meaning, value, and philosophical ideas. In this case, this paper serves the findings as they are asserted above as the intrinsic elements in the movie. From the main characters, dialogues, monologues, and events become the tools for the director to lay the implicit meaning.

4.3 Reason of the Addressed Freedom of Self-expression

On the last question of this research, why freedom of self-expression is addressed in the movie? Researcher conclude that from the beginning of the movie, the introduction of the settings, characterization, series of events that are presented on the movie until the end of the movie, it depicts a journey of the characters that face their problems that clearly immanent: strict rules, tradition, and compulsory to oblige with no possibility to react or expressing opinions. From the setting of the movie itself, notable preparatory school that has its fundamental motto as four pillars, this school has very strict rules and

conservative motif on its way to educate the students. While from the characterization for example, we can see from Neil that has authoritarian parents, Todd has problem with his inner-self that makes him cannot free to express, Mr. Keating with his philosophical ideas that contrastive with school curriculum, Knox who is in fall in love and has a dilemma about his plan to confess, these characters are trying to deliver themselves in order to become extraordinary, even though some characters end up in bad line. From the characterization and event that occurs upon them, along with dialogues and monologues on the movie as it has been identified on the previous section, it can be described that these are the way why the author elevates the issue about freedom of self-expression.

Another indicator why this movie is addressing the topic about freedom of self-expression, researcher links the influence of a global event that was quaking the world at the year when this movie was released. In 1989 the event took place in Germany, the fall of Berlin Wall, this event become the mark that presents the end of human freedom regression. Besides, the political movement that dominantly reforming economic system occurred during 1980s to early 1990s that is Perestroika also put the goal to liberate the Soviet civil economic under socialism, besides the elected chief program Mikhail Gorbachev tried to devolve the economic control in attempting initiatives upon self-financing [34]. The two pivotal events are considered as the trigger in the collapse of Cold War. Both events have emitted a great transformation for global community that lead to the liberation, freedom of expression, and global advancement on humanity.

5 Discussion

The journey in the movie from the main characters is about the way how they can realize themselves, expressing their inner-selves through the strict settings on their life. There is such inability to express themselves either based on internal or external factor shown in the movie. The elements of the movie such as characterization, settings, events, texts in form of dialogue and monologue are the tools applied by the director to place either implicit or explicit value, messages, or opinion. The elements taken by researcher in this case dialogues and monologues form the main characters reveal an intention or message if it is interpreted profoundly. The storyline that takes place on conservative high school in about 1950s become the remarkable trait in describing what is this movie about. This first sight in the movie that lead to the question, will the students be facing their school life in strict, disciplinary, and limited move. The presence of the teacher that has unconventional teaching style with distinctive character along with his creativity to adjust the rigid environment become flourished with poetry and language. Open up the cage to set the students in free thinkers' demeanor, become the extraordinary and seize the day. Moreover, the year when this movie was released, it is coincided with global event like the fall of Berlin Wall and political movement that is Perestroika, two events that as the mark in the end of humanity oppression that led to the liberation and freedom of human right. Those are the indicator that besides this movie tells about the educational context, it also depicts the image of freedom and self-expression.

Freedom of self-expression is about the way an individual could realize himself by expressing his idea, feeling, criticism, demand or choice. As from the characters on the movie, particularly the main characters, they have to choose: stay in the line and only

do the same, or set themselves free to become extraordinary. These characters gradually move from their monotonous style, start to move by expressing their wants and ideas in order to realize themselves and as the way to make a value worth for themselves. Contemplating about choice, freedom to express, and realization to make value, these are the indicator as the individuals are exist. By drawing the theoretical framework that is existentialism, a conception that men are nothing until he become the one who realize himself [6], it is connected within this problem. As from the characters in the movie, they have their choice to express their ideas, as they have their freedom, they have their line in shaping their life to value extraordinary. But in realizing the inner-self through their freedom and choices, these characters are not merely expressing their inner-self at ease. As from the findings that a restriction is shown by the power and authority, in this case to make the-self become valuable is not easy. Even they have a chance to become free and realize themselves, they cannot neglect the fact that they have responsibility followed. This responsibility that is overlapped with freedom state is about the logical-requirement that is corresponded as the consequences [35]. When they want to be what they choose to be, and they are free to make choices along with their existence, then they are free to choose in the price of responsibility from their choice and decision. As the state of exist, and men “primarily exist” which he presents himself to the future then he does it with consciousness [6]. From that, these characters do not wipe their responsibility out, they know that they choose to do this or that and the consequences as well. When these individuals have their responsibilities and choices they are in “anguish”. This anguish is novel to those who have innate responsibilitates, moreover this kind of anguish doesn’t prevent them to do the action instead, it is one actual prerequisite of the action itself [6]. Along with the anguish, the notion of “abandonment” cannot be alienated. Sartre’s conception on abandonment linked to the understanding that God’s absence causes men being abandoned, therefore men cannot find reliable thing, thus the state of abandonment leads no determinism then men are free [6]. Based on those notions these characters or individuals act their choice as they are free, in conscious about that may restrict them, from the case on the findings that power or authorities become the restriction. Corresponding that matter, according to Sartre [35], when an individual that has extend his choice and dive in and that he moves along with his responsibility as it impaled upon him, he realizes that he is in anguish and abandonment; in his choices no longer regret but it is freedom in which impeccably reveal itself that abides the revelation within.

After analyzing the findings with theoretical framework as it is asserted on the previous paragraph, in this paragraph researcher drawing the relevance of this paper toward previous studies. This paper displays distinctive ideas. Overall previous studies drawn the line of exposing the findings by focusing the main characters as the means in identifying proposed issues. In literary research as it is similar with this paper, intrinsic elements from events, characterization, and text in form of dialogue and monologue along with extrinsic elements like historical, ideological, cultural backgrounds and director’s life background become the tools to reveal what the movie try to tell to the audiences. Several previous studies mainly in literary research were aimed to add new information since there are no commentary or contradict assertion toward other studies. None of the study applied existentialist perspective as the theoretical framework and elevating the

problem about freedom of self-expression as the formal object of the research. On this paper, a problem that is freedom of self-expression is proposed to give new information about the movie analysis as the part of literary research that analyzing literary works and its significance, interpretation, and value toward contextual matter depend on what issue that is going to be elaborated. On the relevance with the study from Gorbatkova & Levitskaya [24], Shi [28], Noviyanti [27], and Jitaru [25], researcher agrees toward the identification of that the elements from characterization, plot, and media text on the movie can reveal implicit messages and values, also researcher agrees that this movie is depicting the picture about the journey of human being that try to realize himself, expressing inner-self as self-identification, through literacy and inspiration to deliver the life from monotonous settings that trigger self-conflicts into freedom to express and make value of it.

6 Conclusion

Movie is one of literary genre that in recent era become more popular since a lot of development by applying technology to the movie production so that the visual become more stunning. Besides the visual, the elements for instance storyline, characterization, problematization, and value, partake within the audience's interest on watching the movie. Within this research, movie is chosen as the material object to be analyzed. By viewing the movie and analyzing the elements implicit issues can be interpreted by proper way as in this paper has shown. In this paper, movie analysis not only involving the internal elements such as characters, storyline, texts, and events, but also external elements on the movie for instance historical context and background context.

Findings on the movie shows that there are six manifestation or rather a depiction about freedom of self-expression in the movie, in which they are depicted by the elements such as characters with dialogues and monologues as follows: (1) Restricted freedom of self-expression, (2) freedom of self-expression in expressing criticism, (3) freedom of self-expression in expressing idea, (4) freedom of self-expression in expressing demand or choice, (5) freedom of self-expression in expressing opinion or argument, (6) and freedom of self-expression in expressing feelings. While from the extrinsic elements on the movie in this paper the background context when the movie was released, it is coincided with two pivotal events on the world that are the fall of Berlin Wall and Perestroika that mark the time when humanity restriction or oppression is collapsed that lead to the liberation and human freedom.

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