



**ZOON POLITICON SYNDROME
IN MODERN SOCIETY AS REPRESENTED
IN *AKEELAH AND THE BEE***

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Sastra

in English

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Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang, 15 Agustus 2013

Yang membuat pernyataan,

Intan Maulida lazuardini

Verily, with the hardship, there is relief

(Quran, 94:6)

No matter how hard the problem is, it will be a past

To

Puji Rahayuning Pratiwi

Syaebani

Dhimas Agung Suryawijaya

Abdurrahman Naufal Ats-Tsauri

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ABSTRACT

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The study of *Zoon Politicon Syndrome as Represented in Akeelah and the Bee* is carried out to find out how modern society is represented in the novel *Akeelah and the Bee* and to describe how the modern society in the novel reflects signs of zoon politicon syndrome. There are several research methods used in this study, they are library research and descriptive qualitative research. By using library research method, I found the data and references dealing with the topic analysis. The data then written in descriptive and in order to answer the research questions, I also employ psychological approach. It is done to analyze how the modern society as represented in its intrinsic elements and how the modern society reflects signs of zoon politicon syndrome. The results indicate that the modern society is represented by three major groups. They are functional (ascription and acquisition), aggregate, and category groups. The functional ascription covers the family group and the acquisition is represented by Terrence who joined Derrick-T's gang. Then the aggregate is portrayed by the audience of the spelling bee. The last is the category which is represented by the Hispanic, African-American. There are many kinds of groups in society and each group has its own rules and norms. Zoon politicon syndrome happens when the group can push the members to keep align the members with its rules and norms. The signs of zoon politicon syndrome is represented by Akeelah, Terrence, and Mr. Welch. Akeelah who tried not to look smart and Terrence who aped Derrick-T's clothes and mannerism in order not to be bullied and accepted in the society. The other sign is when Mr. Welch forced Akeelah to join competition with his power as a headmaster.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human is basically social creatures that cannot live alone. It matches with what Aristotle stated that human being is a zoon politicon which means that every single human being has to be social and cannot live by his own. In order to fulfil people's need of social life, they create group which was called society. There are many kinds of society based on the boundary of group and the potential of group's affection towards its members. Social life is created by convention. Without convention, there will not be society. Human needs to be involved in a society. Being involved in social life means being ready for following the norms and rules in society. Society has rules both written and unwritten. There are two parties grow in society, the dominant and the minor. Dominance in society can lead to discrimination because the dominant side's ideas will indirectly be a convention. Being minority can lead into self assumption in being proper in doing things or not, being suitable to have kinds of condition. In this case, the United States known as a country which has various raced citizens.

The condition of variety in the United States made a condition where there were many kinds of group and groupings made. Rules are the written conventions

and norms are the unwritten conventions which have been being part of social life. Society has big impact towards its members because society has power to push its members to keep align with its rules and or norms. Based on the group's ability to keep members align with group's norms, group could make a pressure towards its members to keep align. Group's pressure effect towards its members is called conformity. It is used to make every member does everything based on group's norms and rules. The zoon politicon syndrome here could be seen from its conformity.

The United States known as the melting pot country which means the country has to be heterogeneously and homogeneously mixed. This happens due to the assimilation of immigrant citizens in the United States. The newcomers include African, European, and Asian. This condition makes it easier to observe the social life because there is the dominant and minority sides. America is also famous for his vocal action against all forms of discrimination in society. But in practice there are still a lot of discriminations in the United States. With a heterogeneous society, there are still discrimination happens. Lieberman in Hirschman (1983:405) notes about the discrimination towards black people. They limited black people's mobility only in manual occupations. It is differ from what European ethnics experienced. McWilliams and Daniels in Hirschman (1983:405) notes Asian experienced similar situation, they became victims of prejudice on the West Coast. They froze out of most sectors of economy and social. But in Akeelah and the Bee, there are group pressures but it is neither caused by the discrimination from the dominance towards the minority nor economy and social

condition but because of the existence of conformity in a group. However literature depicts social condition as Damono in Wardani (2012:1) states “...Literature is social department which use language as the media; language itself is social creation”. Dealing with society and its in literature field, there is a novel which has the same case entitled *Akeelah and the Bee*.

Akeelah and the Bee is a novel that tells us about a black girl’s efforts in gaining her dream to be a champion of National Spelling Bee. She was a genius in dealing with words, she was also smart, and she had jumped class twice. Unfortunately in her environment being smart is not a good deal. In order not to be weird, she skipped class frequently. She had to deal with her idealism of being “common” in her society, and to deal with her mother who didn’t support her at first. Akeelah herself didn’t want to be different from her society. That represents American social condition. It is not mainly about the abusive acts in society but mostly about how a society influences someone’s behaviour and thought.

The novel represents the social conditions in American society. It certainly has correlation with the literature field in which I am involved in as a student who is majoring English Literature. That is the reason why I will discuss issues of social syndrome that occurs in society based on the *Akeelah and the Bee* in the article entitled *Zoon Politicon Syndrome in Modern Society as Represented in Akeelah and the Bee*.

1.2 Reasons for Choosing the Topic

I chose *Akeelah and the Bee* as the object of the study because it reflects social phenomenon happens in real life. In addition, it portrays people's life in multiracial country and teaches that living in a society means being ready with the consequences that is should obey norms and rules in the society.

In compliance with the explanation above, I am interested in taking "*Zoon Politicon Syndrome in Modern Society as Represented in Akeelah and the Bee*" as the topic of my final project. It can give real contribution to the social life. In addition this discussion is rarely found.

1.3 Statements of the Problem

This discussion is limited by stating these following questions:

1. How is modern society represented in the *Akeelah and the Bee*?
2. How does the modern society of *Akeelah and the Bee* reflect signs of politicon syndrome?

1.4 Objectives of the Study

The objectives of the study are as follows:

1. To find out how the modern society is represented in *Akeelah and the Bee*.
2. To describe how modern society reflects signs of zoon politicon syndrome.

1.5 Significance of the Study

This part will provide brief description on the significance of the study given by the study of *Zoon Politicon Syndrome in Modern Society as Represented in Akeelah and the Bee*. The result of this study provides information on the psychological field especially social psychology because it represented the modern society in the novel and how the modern society in the novel represented zoon politicon syndrome. Among the persons who will be directly or indirectly benefited are the following:

1. for the writer

To acquire more understanding about everything that is related to the story particularly about zoon politicon syndrome.

2. for the reader

1) To be able to present another point of view of Akeelah and the Bee

2) To be able to be used as a reference for those who are interested in doing research about social problem.

3. for the University

The results of the study are expected to be useful reference for other researchers especially those who conduct literary research on the same topic.

1.6 Outline of the Study

This final project will consist of five chapters:

Chapter one is introduction which contains background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter two is review of related literature. It discusses previous studies about *Akeelah and the Bee* and the theoretical background and framework of analysis.

Chapter three provides is about research methodology. It presents research design, research instrument, data collection and data analysis.

Chapter four is discussion and analysis of the study. it represents modern society as represented in *Akeelah and the Bee* and modern society reflects signs of zoon politicon syndrome.

Chapter five is conclusions and suggestions based on the analysis. The bibliography and appendices are given in other pages.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Review of Previous Studies

In order to find previous studies of *Akeelah and the Bee*, I did library and website researches. I found some related studies in the website. The first is written by Beattie M.A. and Beattie F.A in their writing in the *International Journal of Slave Leadership* entitled *Film Review: Akeelah and the Bee*. The article is about how *Akeelah and the Bee* in film version depict servant-leadership as a vocation that is freely given and contagious. The other study was held by Pimentel C and Sawyer C. Through their study entitled *Akeelah and the Bee: Inspirational Story of African-American Intellect and Triumph or Racist Rhetoric Served up on another Platter?* The article shows racism in *Akeelah and the Bee* film. There still were some forms of racism like the delineation that African-American are unintelligent, lazy, and need to be flee from their society to be succeed.

The previous studies about *Akeelah and the Bee* above were about leadership and racism. Differing from the previous studies; I take another point of view in this study. I discuss about the effects of the society in an individual. This study is entitled *Zoon Politicon Syndrome in Modern Society in Akeelah and the Bee*.

2.2. Review of Theoretical Background

In this part I will discuss theoretical background used in this study of *Akeelah and the Bee*.

2.2.1 Intrinsic Elements

In order to build a story, every literary work has the intrinsic elements in it. It covers the characters, characterization, plot and conflicts, settings, and theme. Related to the topic I took, I focused on its characters, conflicts, and settings analysis.

2.2.1.1 Characters

Characters are the actors who have role the in the story plot (Chin, et al. 2000:1). According to Stanton in Nugraheni (2012:12)The term of the character is the individuals who appear in the story. So, character is the individuals who appear and have a role in the story plot, they behave as the actors of the storyline.

2.2.1.2 Plot and Conflict

In a story the must be a storyline which consists of some events that makes the story alive. Perrine (1966: 58) states that plot is the series of the incidents or events which having role in composing a story. Moreover, (Chin et al. 2000:1) states that most of plots in a story deal with a problem then develop around a conflict. Conflict is a struggle between opposing forces.

2.2.1.3 Setting

Setting is the time and place where a story happens (Chin et al. 2000:1). In the other words, setting of a story is the circumstances of the event occur in the story. It has the a visible background for example in the school at home, on the stage, in the afternoon, in the middle of the night.

2.2.2 Psychology in Literature

Literature cannot be separated from individual way of thinking, abstract form and collective figures. In which mostly includes reality or imitate reality inside of it. Besides that, a literary work shows sort of study fields types. It helps people to get better understanding about the event and problem shown in a literature work. Because literature works mostly imitate or even represent real life, so there are some study can be used to analyze it. They could be sociology, psychology, anthropology, or social psychology.

A literary work consists of intrinsic and extrinsic aspects. The intrinsic aspect depicts the story itself, how the conflict, atmosphere, characters, characterizations and theme. The extrinsic talked about the background of the story. That is how literature visualizes the condition of the society towards letters. In conducting study towards human's behaviour cannot be separated from group's behaviour however group influences its members behaviour. So in order to study related to human's behaviour it is also needed to study the society. In its relation towards literature, a social psychology can be used as approach to analyze a literary work. Social psychology can be used as the approach toward literature

because literature is the representative of the society condition where social psychology studies about how society affects individual.

2.2.3 Social Psychology

People cannot be separated from its social life. Gerungan (2000: 24) states that basically human are social. The indication that human is social can be seen in human's behaviour. After being born by mothers, babies' needs are fulfilled by their mothers. After growing up, they need to be involved in social gathering in order to fulfil their food, drinks, and biological needs. Aristotle states that human being is both homo economicus and zoon politicon. It can be defined as human is both individual and social. Zoon politicon means that people are social, they cannot live alone as what Gintis (2012:4) states that in public, human does not behave dominant and individual towards the others. Rather, they are in general what Aristotle called zoon politicon, political beings.

In everyday living, human naturally gathers in order to fulfil its needs towards a social living because human is basically a social. It is relevant to what Rose (1965:4) states that a society consists of all the groups and groupings of which the individuals within it are members. By its nature, every human needs to be with others so in order to fulfil their social need, they gather in a social group and become a member and then be part of a society. A social group consists of two or more people who interact with one another and who recognize themselves as a distinct social unit.

Social psychology is a branch of psychology; it is a mixed study from both Psychology and Sociology. Based on Benson (2003: 149) Social Psychology includes studies about interpersonal relations, personality and group behaviour. In this study is used group behaviour because the discussion is about society or group.

Social psychology is the moralisation of the individual by the society into which he is born as a creature in which the non-moral and purely egoistic tendencies are so much stronger than any altruistic tendencies (McDougall, 2001: 25) it emphasizes the method of social psychology that is using psychological method to deal with social matter. Psychology doing its research towards individual and sociology has society as its object research. Social psychology studies about the effect of socializing in the society towards individual.

According to the previous statement, it has been clear that the social psychology has the characteristics of the sociology and psychology because it studies about society's effect towards individual or small group of people. Social psychology is also concerned with the wider play of influence relationships that prevail between a group and an individual conformity, leadership, prejudice, morale, and other group phenomena (Hollander, 1971: 12)

A society is a group of people who are in the same territory, have the same culture and identity (Gelles in Wardani, 2012:10) from the previous statement can be inferred that a group of people can be said as a society when they are in the same territory and have a same culture and identity as members of a society. Stewart (1981:4) argues that "Societies are organizations of people or

other forms of life inhabiting a particular territory, persisting through generations, and more or less independent of other societies.” Society is defined as a population of people which shares the same geographic territory and culture.

Based on the previous theories about society can be reflected that a group of people can be said as a society when it shares the same geographic territory and culture and shared identity. A modern society is a society in which it represents present society and in this study the modern society portrayed by the Akeelah’s surroundings.

2.2.3.1 Group

Newcomb divides group of people by the boundary of group and the potential of group’s affection towards its members in psychological state into Group and Groupings. A group is what Newcomb in Hollander (1971: 470) calls it functional group which can be defined as having members who interact in social interaction in order to achieve same goal. In the other words, a group can be called a functional group is when the members have same visions or goals. Some characteristics of functional group are the members share the same rules and norms and having social interaction in order to achieve same goal. There are two kinds of groupings namely Category and Aggregate.

By joining a group, people are called as members of a group. They use to join functional group because Category and Aggregate are group that are made because of the similarity of characteristics or even just because being together in same time and place. Hollander (1971: 20) states that someone’s membership in a

group is not enough; we must know about his behaviour whether or not the individual actually refers himself to a group. When human becomes a member of a group, he will use group as a guidance of his attitude. Based on Gelles (1999: 66) norms are shared ideas about guidelines for people to behave. Norms contains guidelines about how to behave in a society what should and should not do. The idea has been shared in the society. There are two types of norms based on Schaefer (2005:66), they are formal and informal norms. Formal norms are the norms which generally recorded and having strict specified punishment to the violator. Informal norms are the unwritten rules in society and it has no specified punishment to the violator. The formal norms next will be called as rules and informal norms as norms.

There are two kinds of group membership, ascription and acquisition. They differ from the individual's volition in membership which means it was based on the quality in choosing being a member of a group. Ascription has lower quality of choosing group than acquisition. It is caused by the ability and the want of choosing group. Ascription means being ascribed in group and do not have a choice to choose. Acquisition is happened when human wants to be involved in a group. That is the reason why acquisition has higher quality based on its ability in choosing a group.

Hollander (1971:470) describes that an autonomous group of people is called a Category when people who have same characteristics which can be used to identify them. A Category is formed when there are people in large amount having same characteristic so they are easily identified. Asian people in America

are one example of Category because they have same characteristic and easily identified. The characteristic of Category is its members' same characteristics that can be use to identify them easily.

There were various races live in America and so there are many groups identified. In relation with this, Gabbacia (2002: 6) states that America's diversity make them developing racial ethnics groups such as Jewish-Americans, Native-Americans, Black-Americans or African-Americans, Asian-Americans, Mexican-Americans. In her book, she also underlined about the future of America. Gabbacia (2002:252) asks whether the multicultural diversity characterizes the future or they will become African-Americans, Asian-Americans, Hispanic and Euro or white-Americans?

The races can be identified easily because one of the easiest identification of the people is from their physical characteristics or the Category which showed their race. The Americans have specific words to call the Category. As it is stated in the article entitled *Cultural Groups* The African-American or the Black American refers to individuals who reside in the United States of America who have Africa ancestry African Americans are descents from the mixing of African and American parents, mostly can be easily identified from their skin colour and hair type. The same case happens with Asian Americans who the ancestors are from Asia countries like China, India, Japan, Indonesia, and Korea. The other is native America, they are the indigenous people of United States of America and they are from different tribes. The Hispanic is used in the United States to describe all the people who are the descents of Spanish and Latin countries. They

can be easily identified from their physical appearance that the skin was not really dark but not really white.

Differing from Category, an Aggregate is a special Category which is formed by a crowd of people who are in the same time and place but they do not have same characteristics and do not have same goal. The characteristics of Aggregate are from its members who share time and space relationship and are not bounded by any acknowledgement circumstances. Hollander (1971: 470) states that a grouping can be called Aggregate when there are many people are in the same time and space and being together due to the circumstances. One example of a grouping is a crowd of people in the bus stop waiting for bus together.

According to experts definitions about group it can be concluded that a group is made up by collection of two or more people. Group is divided into three, they are functional group which the members having the same vision and goal, Aggregate which the members are being in the same time and Category which the members share the same physical characteristics.

2.2.3.2 Group Behaviour

In social life, human identifies himself to his group by behaving as how his group behave. Sherif and Cantril in Hollander (1971: 469) states that when an individual identifies himself with a group and its collective actions, his behaviour is determined by the group's action. It shows that members' behaviour is determined by group's action, a group action itself is a collective action of its members. Those

statements show how human identifies himself towards his group. Hollander (1971: 469) states that groups are the most universal units of any social system in society. As social creature, human gathers in group in which then being a society. A group is stated as the most universal unit of social system because of its easy in classification and its existence in society. Stewart (1981:4) describes a group as body of more than one person that is held together by same focus of interest and interaction. There are a lot of groups in a society which exist because the members have the same interest. Human has its own interest towards something and human prefers to gather with others who have same interest. In the article entitled *Social Behavior of Groups* (545) there is definition of a group that is a group exists when there are two or more persons who interact with and affect each another. Group members have same understanding that they belong to the same organization which share same desires, goals, or targets. That is also supported by Schaefer (2005:3) who states that group consist of any number of people who have similar norms, values, and expectations. A group will never exist if the members do not have same vision about norms, values, and expectations.

2.2.4 Social Psychology and Group Behaviour

In social psychology includes study of group behaviour. Group behaviour is where a group affects towards its members. It is about when group impacts the members. In group behaviour there is conformity inside of its study. Conformity is found when Robert Asch did a research. Asch in Benson (2001:153) found that a small group can exert its members to agree with an incorrect statement.

The change of the behaviour or attitude of a member or members of a group can be caused by the group's pressure to its members both consciously and unconsciously. It refers to Keisler's statement in Sanaria (2004:3) that conformity is defined as the change of behavioural or attitudinal that occurs is caused by group pressure. Another effect of conformity is the members obey the group's norms as Robbins in Sanaria (2004:3) who defines conformity as an effort to keep members align with group's norms. By doing conformity, group can influence its members to obey its norms.

In society, members of the society obey the norms of the society. In society, each member influences other and each member being influenced by others. Each member always tries to obey the norms in order to getting rewards and avoiding punishment both consciously and unconsciously. As Hollander (1971: 20-21) states that when someone has been influenced by the others, he gives up something but he also obtains rewards in exchange.

The other members of a society of course respect someone's effort to obey the norms; they show their respect by giving rewards. In the other hand, if a member of a society does not obey the norms they will get punishment. The rewards and punishments theory is states by Hollander (1971: 21) that the rewards a member get by obeying norms of his society are getting social identity, social support, and social reality. When someone obeying norms then he will be accepted and having a feeling of having place in society, that is what Hollander (1971:21) calls as getting reward in the form of social identity. Another form of rewards is getting social support from the society. Social support is defined by

Hollander (1971:21) as a support from other members of society towards a member. In other word, social support is feeling of being sustained and supported by other members of society. The last form of rewards which Hollander states is social reality. Social reality is the shared outlook which a person acquires from others (Hollander, 1971: 21). It happens when human gets same outlook as the other members which depicts identity of the society. By obeying group's norm has depicted group's conformity towards its members.

It is stated previously that if a member does not obey the norm, he will get punishment. It is because conformity presses group's members to obey group's norms, it sets every member obeying its norms. A group can do worst things to a non-conformist (Buss, 1978:477). Group can punish him by rejecting him from his society and branding him as different. That is the reason why members do as what his group does and do not want to disobey what group norms ask.

In order to find out about the group behaviour in the novel, it needs Freudian Psychology. It is used to understand how the members behave. Psychologists study about mind and behaviour. In doing mind research there is a theory which is known as theories of self by Freud. Popenoe (1983:129) states that Freud divided human's personality into three parts, the Id, Ego, and Super Ego. They construct human's behaviour. Buss (1972:392) states that the Id is seeking for the human's most primitive needs. The most primitive needs are fulfilling biological urges. The Id works by pleasure principle. Every human basically has needs and looking for pleasures.

Ego has a function to affect a compromise that will allow id being expressed in acceptable form (Buss, 1972:392)” Ego helps human in controlling the Id and convert it to be acceptable in the society. The next part of human mind is Super Ego, based on Freud in Buss (1972:392) states that Super Ego is separated from the Ego, it has its own demands through the Ego. Super Ego is the collaboration of goals and morals. Super Ego builds human’s consciousness, it acts as the social censor.

Based on the definitions above, human’s mind and behaviour can be scientifically studied by using psychology. Human’s behaviour is constructed by the human’s personality and in order to know human’s personality, there is Freudian theory which divides personality into three parts, the Id, Ego and Super Ego.

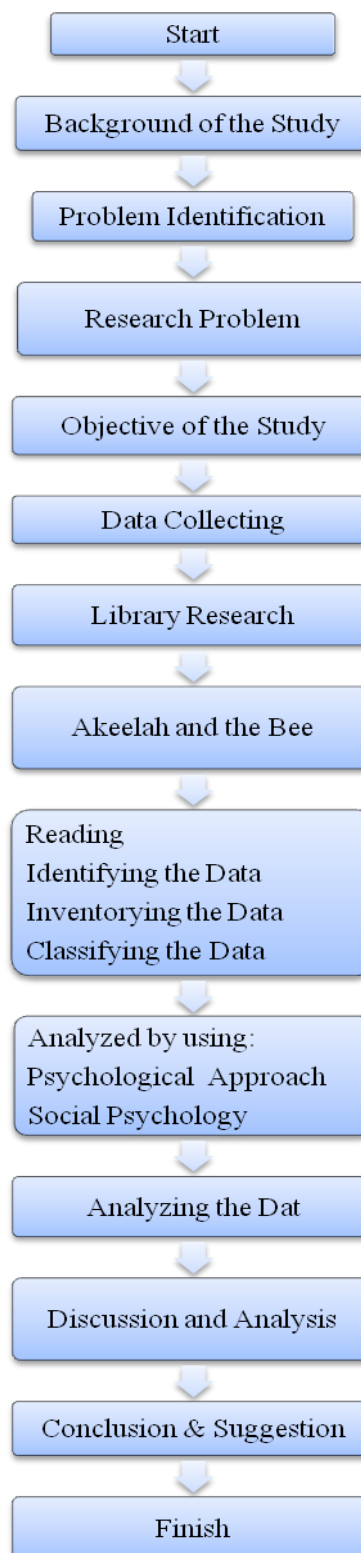
2.3 Framework of Analysis

The object of analysis is a novel entitled *Akeelah and the Bee*. This study concerns in how society influences its members as seen in the novel entitled *Akeelah and the Bee*. This analysis deals with the effects of society towards its members and how those effects reflected zoon politicon in society. In order to how is modern society represented in the novel and how modern society reflects signs of zoon politicon syndrome, I use the psychological approach, a social psychology.

The analysis of this study starts from reading the novel to understand the story more, then find supporting data. After finding the supporting data, data is

being identified. The next step is inventorying the data into table in the observation sheet. Then the data is classified based on its role in answering research questions. Furthermore, the data found is being analyzed by using psychological approach, a social psychology approach. The modern society that is represented in Akeelah and the Bee and how the modern society represented zoon politicon syndrome in Akeelah and the Bee. And the last step is drawing conclusion based on the analysis. In order to make it clearer, I draw a chart of the study.

THE DIAGRAM OF THE STUDY



1.1 Flow chart of Framework of Analysis

CHAPTER III

RESEARCH METHODOLOGIES

This chapter provides the method of research. There are four objects in which will be discussed, they are research design, research instrument, data collection, and data analysis.

3.1 Research Design

The object of this study is a novel entitled *Akeelah and the Bee*, the novel itself is written form of the movie with the same title. Berkenaan dengan topic analysis that I took, I took the characters, conflicts, and settings. The characters I took especially Akeelah, Terrence, Devon, and Javier.

This study used qualitative research. According to Moelong in Wardani (2012), a descriptive qualitative research is defined as the qualitative research, a type of research which does not include any calculation or enumerating. By using descriptive qualitative method, I interpret, describe, and then construct the object of the study to be in line with the topic of the study held.

I used psychological approach to analyze how the modern society is represented in the novel through the intrinsic elements such as its characters, conflicts, and settings. Besides that, the psychological approach was also used to analyze how the modern society in *Akeelah and the Bee* is reflects signs of zoon politicon syndrome.

3.2 Research Instrument

In descriptive qualitative research there are some types of instruments in collecting the data, they can be by using unstructured interview, document analysis, ethnographic studies, diaries or case studies. In conducting this study, I carried out document analysis. In document analysis I used observation sheets and list of questions. The observation sheet was in table form to get the data result.

The table can be seen as follows:

No	Data	Page	Paragraph	Line	Answer question no.

3. 2 Example of Table of Appendixes

3.3 Data Collection

In conducting the data collection in this study, I used library research. Library research is a research conducted to find supporting materials related to the study. In this first step, the first step of the data collection was library research. In this step, I read the whole novel to get more understanding about Akeelah and the Bee. I also read and browsed the previous studies related to this literary work in order to help me to get better understanding about the novel.

Then, after reading the whole novel carefully, some data related to the study were selected. They were selected based on its relatedness to the

representation of the modern society and the signs of zoon politicon syndrome. After that, the selected data were classified into some categories based on the statements of the problems.

3.4 Data Analysis

Data analysis is the core procedure of this study because this procedure is done in order to answer the research questions about representation of modern society in the *Akeelah and the Bee* and about how modern society reflect signs of zoon politicon syndrome. In order to analyze the data, I used the psychological approach. At first, the novel is analyzed to find the representation of modern society through the novel's intrinsic elements from its characters, conflicts and settings. Second is analyzing the signs of zoon politicon syndrome in society.

The analysis of the novel was discussed in the fourth chapter, while data which support the analysis were attached in the appendices.

CHAPTER IV

DISCUSSION AND ANALYSIS OF THE STUDY

Chapter four presents the analysis of the data to answer the research problems. The problems will be analyzed one by one in the following two sub-chapters which are the representation of modern society in *Akeelah and the Bee* and how modern society reflects politicon syndrome.

4.1 Modern Society as Represented in *Akeelah and the Bee*

Such as in real life, there are also three kinds of society based on the boundary of group and the potential of group's affection towards its members in psychological stated in *Akeelah and the Bee*. They are functional, Aggregate, and Category.

4.1.1 Functional

In functional group, each member has its own role to achieve the same goal. It is based on the characteristics that they have interaction to achieve same goals and they share same rules and norms. As it is found in real life, in *Akeelah and the Bee* the functional group is also divided into the quality in choosing membership or by individual's volition in order to be a member of a group.

4.1.1.1 Functional Ascription

In the *Akeelah and the Bee*, functional ascription mostly represented by family because there is no one can decide in which family he will be in. The example of functional ascription can be seen in these quotations. This is the quotation which shows the Anderson family “The Anderson family-mother, two sons, and two daughters-lived in a mostly black neighborhood, (Ellison, 2006:9)” From the previous quotation, it can be seen that Anderson family consisted of five members, Tanya as the mother, Akeelah and Kiana as the daughter, Devon and Terrence as the brothers. The next quotation represents what Akeelah’s mother do for a living “Tanya, wearing a nurse’s uniform with white shoes and stockings, knocked lightly on her door (Ellison, 2006:48)” Tanya was a nurse, this can be identified from the narration which pictures her wearing her nurse uniform. Tanya was Akeelah’s mother so it can be referred that Akeelah lived in nurse family in black neighbourhood. The functional ascription sign is showed by the chance of the members of the family to choose its membership. Neither Akeelah nor her siblings having ability to choose that they would be born in a nurse family in a black neighbourhood.

The other character named Javier also show a sign of functional ascription. It can be seen from the quotation that show who Javier was “Javier proudly showed Akeelah the display. “I guess it’s obvious my father’s a journalist. A foreign correspondent. That’s what I wanna be.” (Ellison, 2006:82)” it clearly states that Javier is a son of a journalist family. Based on those quotations above, it can be concluded that the indication of functional ascription is about the ability

of choosing to join the group. In the functional ascription group, the group membership is low in the degree of group membership volition. In this novel, it is described by the Akeelah's family and Javier's family. Both Akeelah and Javier were living in the family and sharing same norms with the other family members. In addition they could not choose to be a part of the family because they could not choose in which family they would be born.

4.1.1.2 Functional Acquisition

The functional acquisition group in *Akeelah and the Bee* is indicated by the strong will of the members to keep align with the group. The next will be provided data that indicated sign of functional acquisition that are stated in *Akeelah and the Bee*. The indications came from Akeelah, Devon, Terrence, and the member of spelling group at Woodland Hill Middle School. The further quotations will show how the representation of functional acquisition in this group.

The first sign of functional acquisition group is represented by Akeelah and Dr. Larabee. "Akeelah stood in front of Dr. Larabee's house then she showed her seriousness by showing her knowledge about keywords of the former spelling bee finals... I learned all the winning words since 1924. Just like you said I should..." (Ellison, 2006:75)" The previous quotation showed how is Akeelah effort in trying to make Dr. Larabee as her coach and she persuaded to make Dr. Larabee became her coach. She even memorized all the winning words in former spelling bee finals. This was done to show her effort and how she really wanted to make him her coach. She agreed with all Dr. Larabee's conditions.

Another example of the functional acquisition showed by Akeelah's brother named Devon. He wanted to be a pilot so he took a pilot training in a pilot academy. It shows by this quotation "Devon, her twenty-year-old brother and the pride of the family, was in training to become a pilot. (Ellison, 2006:14)" But his mother was afraid of him as she expressed it in this quotation "We want you to on the ground where you belong" But Devon really wanted to be a pilot and told her mother that he would continue as it is stated in this following quotation "Mama, I'm gonna have my wings and my college degree before you know it." (Ellison, 2006:20) In order to be successful, he obeyed the rules at the academy in which it needed big commitment to do that.

As they reached the corner, a new Ford explorer passed by, a rap song pumping full blast from the stereo. A young black man, Derrick-T was behind the wheel. He gave the girls a wave and a grin. Derrick-T was famous in the neighborhood for the quick fortune he had amassed dealing drugs. Akeelah disliked him, certain he was a bad influence on her fourteen-year-old brother Terrence who aped Derrick-T's clothes and mannerisms and took great pride in riding up front with him. (Ellison, 2006:15)

Another example of the sign of the functional acquisition group can be seen in Terrence because he decided to be Derrick-T's companion. It can be referred to Terrence's clothes and manner which copied Derrick-T, by copying Derrick-T's clothes and manner made him identified as the member of Derrick-T's gang, he wanted to be considered as part of them. The sign is also showed by Terrence activities where he always went with him. He also felt being in great pride could ride up front with him. In this case, Terrence kept being with Derrick-

T although his mother and family dislike him being involved with Derrick-T. It needs big commitment to keep in that group.

The last sign of the functional acquisition which can be found in the novel is the narration that describes condition at Woodland Hills Middle School where Akeelah was asked to join. There was a spelling group, they practiced at the basketball court as it is seen in the quotation A bunch of students, all spellers, were congregated at the basketball court. (Ellison, 2006:69) All the spellers gathered at the basketball court after school. It needs a commitment to keep joining the spelling group because they did it after school. They could be just going home, but they kept joining the group and obeying its rules. The spellers show that they have strong will and commitment to be involved in the spelling group and they shared same rules and norms and obey them.

4.1.2 Aggregate

There are some signs of Aggregate in *Akeelah and the Bee* noted from Aggregate's characteristic, which is a gathering of many people in a place without any goal, they are only being together in same time and place. The people can be not knowing each other. They are there for same purposes and the gathering is not last for a long time.

The reflection of Aggregate can be found in the *Akeelah and the Bee*. The examples of the Aggregate can be seen afterward. "Scores of middle-schoolers gathered outside the auditorium with their nervous parents." (Ellison, 2006:104) The previous quotation shows that there were many spellers with their parents were outside of the auditorium, they all gathered in one place until the bee

finished. The condition at that time is the contestants came from different schools. It is also stated and districts. It can be concluded that they did not know each other because it was the gathering of students and the parents from different schools and districts.

Sign of Aggregate is also shown in the following quotation when all the contestants were ready on the stage “As Akeelah ascended the stage with Javier, Dylan and 200 other spellers took her seat.” (Ellison, 2006:157) All the contestants have the same purposes, they wanted to join and win the bee. They came from different schools because the setting is in the district spelling bee in which all the contestants were the representatives of all schools in the district.

4.1.3 Category

In *Akeelah and the Bee* there are signs of Category. Because there are some data found matched with Category’s characteristic that is when a group is easily identified because of the members of the group shared same characteristics. In *Akeelah and the Bee* there were some examples of Category. The neighbourhood of Anderson family represents Category, it can be seen hereafter “The Anderson family-mother, two sons, and two daughters-lived in a mostly black neighbourhood.” (Ellison, 2006:9) The quotation states that the Anderson family lived in black neighbourhood. The narration indicates that Akeelah lived in African-American neighbourhood. The deduction comes because of the use of black neighbourhood words which referred to African American people. The African American shared same physical characteristics especially the dark skin.

The picture of Category can also be seen in the description of the setting of Crenshaw Middle School as it is stated in the following quotation “African-American and Hispanic kids crammed into the overflowing classroom.” (Ellison, 2006:9) It shows the situation in Crenshaw Middle School where Akeelah studied. It clearly describes that the students there were mostly African-American descents and Spanish descents. Akeelah was one of the African-American because she had dark skin.

The portrait of Category is not only showed in Crenshaw Middle School but also in Woodland Middle School. The narration was “Mostly full of white kids...” (Ellison, 2006:80) It shows Akeelah’s mind when she arrived in Woodland Middle School where Javier studied. She went there after school, so at that time there were many students out of class and she saw that most of the students were white skinned. White kids referred to the European descents that were known for having white skin. It is a reflection of a Category because the way writer wrote the people. He wrote it by stating the familiar nouns to indicate the object of the narration. The reader also will easily know what the writer meant.

4.2 Modern Society Reflects Signs of Politicon Syndrome

In the modern society, the sign of politicon syndrome are indicated by the norms, rules and punishment in a society, the social identity, reality and support that is given by the society and the group behaviour. All of them have correlation with the sign of politicon syndrome.

4.2.1 Norms, Rules and Punishments

In a society there must be norms or rules. In *Akeelah and the Bee* there are some representation of norms and rules and forms of social punishments. When a member does not obey his society's norms, he will get punishment. This is what is called punishment.

The indications of norms, rules and punishments in *Akeelah and the Bee* can be found in its functional groups members' interactions. Those indications reflected at Akeelah's school, Anderson family, a Terrence and Derrick-T's group. At Crenshaw Middle School there were some norms and rules which can be seen hereafter "In Crenshaw Middle School the wisest course was to remain anonymous, not to stand out, and above all, never to appear smarter than the other student. And even above that, it was important never, ever to be labelled as the teacher's pet." (Ellison, 2006:10) It gives a brief explanation about what were the norms that Akeelah had to get along with her friends. The norms were not to be smart and being known by the teacher because if they were considered as a smart one, the other would label them as teacher's pet. The smart in Crenshaw Middle School was referred to the marks they usually got in the assignment and daily test. A student that was obeying teacher's commands could be labelled as teacher's pet. That was the reason for students keeping themselves anonymous.

There was a time when Mrs. Cross asked Akeelah a question dealing with her score in doing spelling test. It can be seen in the quotation right after. "...How long did you study for this spelling test?" Akeelah shifted her eyes uneasily to some of her classmates who were following this exchange intently.

She knew what lay behind the teacher's question and she didn't like it. Akeelah seemed to be not comfortable with the question because it was dealing with her image in front of her friends. Akeelah kept avoiding Mrs. Cross' question because she knew that her perfect score would be a problem for herself, so she kept avoiding Mrs. Cross' question. She knew that most of her classmate had known that she got good mark while the others got bad. Knowing her intention of asking, Akeelah answered that she did not study as it is stated in the quotation "I didn't study for it." (Ellison, 2006:10)

As the other students knew that she got good marks, then they treated her bad as the punishment. They judged that Akeelah was a freak as it is seen in the quotation "Hey, freak" (Ellison, 2006:25) They mocked Akeelah by calling her with some other call, they called her as a genius it is known by this quotation "How's the genius today?" (Ellison, 2006:25) Genius here does not mean a compliment but it is a totally a mocking word. The other calling is brainiac, it can be seen as follows "...Everybody call you a brainiac" Besides getting verbal punishment, Akeelah also got physical punishment. She got punched at school and the way going home as it is stated in the following quotation "Akeelah tried to twist away from the girls, but they grabbed her and started punching her face and shoulders." (Ellison, 2006:25)

All those punishments Akeelah got were the effects of Akeelah's good marks. Since they knew that Akeelah got good marks, then they referred that Akeelah was a smart student. Being smart and known by teacher means she had been teacher's pet and that was why her friends treating her bad by naming her as

a freak, genius and brainiac. The genius and brainiac here did not make Akeelah happy because they used those words to mock her. Akeelah kept avoiding that she was smart and did not want to make herself looked smart because she had got the punishment and experienced it. She did not want to get punishments anymore and wanted to be accepted by her friends.

The examples below reflected norms in family which can be found in *Akeelah and the Bee* "...A year ago Akeelah made a pact with her mother... would stay out of her room unless invited in." (Ellison, 2006:17)

This was a portrait of norms which set in Anderson family. The effect of this norm is everyone who wanted to go inside Akeelah's room should knock before. Because Akeelah would be angry if she they keep coming without her permission. The effect of the pact affects her mother's habit, the following quotation clearly showing that "Tanya, wearing a nurse's uniform with white shoes and stockings, knocked lightly on her door." (Ellison, 2006:17) Tanya is Akeelah's mother, even she needed to knock and wait Akeelah in front of Akeelah's room door. She waited until Akeelah asked her to go inside because she obeyed the rule they made.

In the novel there was someone who did not obeyed the norms set. There was Kiana, Akeelah's sister who did not obeyed the norms, it can be seen in the next "You're the only one that don't knock, Kiana" (Ellison, 2006:18) She did not knock Akeelah's door because she wanted to be different as what she said "I guess it makes me different" (Ellison, 2006:18) Akeelah who considered it as an

infraction as she stated as the following. “I guess it does. It makes you a pest.” (Ellison, 2006:18) Kiana, Akeelah’s sister was called as a pest by Akeelah, it is a form of punishment because she was the only one who did not knock when entering Akeelah’s room.

In the Anderson family there are also some norms set in it which every member should obey. The pictures of the other norms set in the family can be seen when Terrence is caught by the police because he wore an expensive watch as it is seen below.

“As long as you’re living in my house you’re gonna do as I say. That means no drugs, no gangbangers, and no three-hundred-dollar watches. It’s my way or highway, Terrence, and you better believe I’m dead serious.” She punctuated her angry outburst by ripping the watch off Terrence wrist (Ellison, 2006:64)

In the Anderson family, Tanya never allowed Terrence to be involved in a gangbang, using drugs, and not receiving something expensive. Then, when she knew that Terrence was in the same group with Derrick-T, she forbid Terrence having relationship with Derrick-T. The case bursted when Terrence got a very expensive watch from him and the police is in front of their house. Tanya asked him to obey her norm that was not to be involved with Derrick-T any longer.

Tanya also felt so dissapointed because of Akeelah. She expressed her dissapointment in the following quotation “...if this spelling things means sneakin’ off to the suburb by yourself, then you can just forget about it. We’re calling it off.” (Ellison, 2006:73) The previous quotation shows that Tanya was so disappointed about Akeelah because Akeelah went to suburb to meet Javier and

his friends to have a spelling practice. She went to Javier's school without asking permission to her mother, and she came home late. So, Tanya punished her because she did not do her obligation of being a member of a family to asking permission to her mother.

The next picture of punishment is shown by Akeelah. She kept her will to win the spelling bee but her mother said no and there was an agreement letter to permit the child joining spelling bee. The letter needed to be signed by the contestants' parent so Akeelah put his father's name in signature column as Akeelah's confession towards her mother "I signed Dad's name to it" (Ellison, 2006:109) After knowing the reality that Akeelah joining competition and about how she cheated, she was very disappointed. As the punishment because of her infraction, she forced her to leave the bee as she said to her "Say goodbye to your friends, Akeelah, 'cause this is your last spelling bee. You are grounded" (Ellison, 2006:109) Tanya gave her punishment not to continue her spelling bee because she had lied to her, she put her father's name on the parents' agreement letter of Spelling Bee. She was very disappointed knowing that in some months before Akeelah did not take summer class to fix her absence. That was the reason why she decided to take Akeelah home and Akeelah stopped joining the bee.

After that, Akeelah and Mr. Welch gave Tanya understanding that Akeelah had practiced spelling as a substitution of summer class. Then she had a discussion with Mr. Welch and Dr. Larabee whether Akeelah had a chance or not then she understood but then still Akeelah got a punishment because she had lied to her. It is a risk of disobeying his family's norms. Akeelah chose to help her

mother doing household things “...maybe double chores for the next month...” (Ellison, 2006:113) Akeelah tried to get the punishment and Tanya answered “Try three month” (Ellison, 2006:113) which means she had got the punishment and Akeelah could continue her spelling bee.

The previous quotation indicates that Tanya had agreed Akeelah joining spelling bee. But she had to do a punishment to help her in doing household things for three months. It should be done as the form of punishment dealing with her fault before. The other rules that should be taken because of the membership of a group can be seen in the following quotations. The first is when he wore his USAF regalia uniform “Devon had a knapsack slung over one shoulder and wore USAF regalia. (Ellison, 2006:37)” it is a sign that he is from the pilot academy. The next is “Devon...he wore his hair in military brush cut. (Ellison, 2006:18)” and the other is “Gotta get back to the base. I think we’re bein’ transferred, and all leaves got cut short.” (Ellison, 2006:38)”. All the quotations preceding show that in pilot academy there are rules state that every student should have military brush cut, wearing uniform and should be ready anytime he called back to the base. There would be punishment for anyone who disobeyed the rules. It happened to Devon who had a sudden call to go back to the base, all of the students should go back by then. Devon himself wore the uniform and having military brush cut hairdo.

Besides in school and family, Akeelah also has another interaction with Dr. Larabee who became her coach in order to master words. There were also some norms Akeelah should obey. She went to Dr. Larabee’s house, she had

ringed the buzz but no one came. But she knew that there was someone in the garden. Dr. Larabee was in the garden and did not want to open the door because Akeelah was late and talked to him in an impolite way as represents in this following quotation “So why you home during the day? Ain’t you got a job?” (Ellison, 2006:46) She was curious because Dr. Larabee was at home in the day time and she asked him in ghetto. He did not want to hear any ghetto talk because Akeelah is going to face spelling bee so she needs to speak with correct words, which is in dictionary and he expressed in “Do me a favor and leave the ghetto talk on the street. It bores me.” (Ellison, 2006:46) Besides that, ghetto talk is only used in order to fit with peers, not to talk to older people “...you use that word to fit in with your peers...” (Ellison, 2006:46). Then he asked her to stop talking ghetto and he would not listen to her if she used ghetto talk. He had some purposes in these norms, Akeelah could learn correct English, she would know how to speak politely and it would help her in increasing her mastery in Spelling Bee.

Akeelah kept talking ghetto, then when Dr. Larabee talked to her about the rules of being his student, Akeelah just said whatever as the reflection of her careless about the rule. As the result he asked her to leave as it can be seen here “You can leave now” (Ellison, 2006:47). The word whatever means that Akeelah did not really care about what Dr. Larabee had said and it hurt Dr. Larabee’s heart. So the norm of working with Dr. Larabee is talking politely and correctly as it is seen in “When you’re here with me, you speak correctly or don’t speak at all....That’s the condition of working with me” (Ellison, 2006:47). He has told her

about the norms of being with him, but she did not care. As the result, he punished her by asking her to leave his house.

When Dr. Larabee met Akeelah after the bee, he told her that every single speller should have a coach. After that Akeelah asked him to be her coach but then he rejected because he did not like impoliteness. It happened because she mocked him before as it is shown in "...What I don't have time for are rude little girls" (Ellison, 2006:62). From the previous quotation, Dr. Larabee implied that he did not like impoliteness. He wanted to coach someone who had behaviour and talent or willing to win. After knowing the conditions of being his student, she learned all the winning words from the former spelling bee finals and showed him that she had good behaviour, talent, and willing to win.

Finally Dr. Larabee accepted Akeelah after she impressed him by showing her seriousness in wanting him to be her coach and to win the bee. He told her that if she wanted him to coach her, she should not be late because he would not tolerate it as he said in "We'd do it on my schedule...you must know by now that I won't tolerate tardiness" (Ellison, 2006:77) It explains why he did not want to open the door when Akeelah was late before.

The other norms he made were she should come every day and on time. She should behave politely and did not behave impolite as what she had done before. "You show up every day, on time. With no attitude. Otherwise it's over..." (Ellison, 2006:79)

In line with the previous norms, Dr. Larabee just wanted to coach someone who had willing to win and committed to it as he said in was a really important part of success. It can be seen when he said “I don’t want to squander my time on someone who’s not committed... Commitment is crucial for success.” (Ellison, 2006:76) He did not want to coach unless she could commit to spelling bee because in his opinion a commitment is very crucial to success.

The other norms he made was to do all he asked, he would do it on his way as he said “...for better or worse, we’ll do it my way” (Ellison, 2006:91) Dr. Larabee said that if she wanted to be under his coach, she should do his method, whether it would be better or worse. It happened because she was questioning about the method he used.

The last norm he made was practicing with Dr. Larabee’s was not to get smart with him as it seen in the quotation “ Don’t get smart with me” (Ellison, 2006:92) He knew how to build words, how to memorize and to keep time in doing the bee, she just needed to follow his instruction.

Akeelah was once asked to join spelling group in Woodland Hills Middle School to practice spelling. When she joined, there were some rules the spellers should obey. The rules in Woodland Hills Middle School’s spelling group can be seen below.

At first someone who had the basketball should say a word to start the game and passed the ball to the next speller. In the novel the first one who said the word is Javier in which can be seen in “ “Euphoric” Javier said and passed the

basketball to a frizzy-haired twelve-year-old girl named Polly.” (Ellison, 2006:69) Then Polly should say the part of speech and or the origin ““It’s an adjective,” Polly said. “The origin is Greek.” She passed the ball to Roman...” (Ellison, 2006:69) then passed the ball to the next speller, Roman. He could answer the meaning “It means, like, feeling great and everything.” (Ellison, 2006:69) then gave the ball to Akeelah. Javier who knew that Akeelah had not known the rules told her “You either spell the word,” Javier said, “or take a shot. If you miss either one, you get a strike. Three strikes you’re out.” (Ellison, 2006:69)

From the quotations above can be deduced that the Woodland Hills Middle School’s spelling group had rules. The rules that all spellers should obey were at first they gave the word that should be spelled. The next speller passed the basket ball to the first speller. The first speller guessed the part of speech and the origin of the word. After that the first speller passed the ball to the second speller. The second speller guessed the meaning and spelled the word or took a shot. If the speller missed three shots, he would be out of the game.

The Woodland Hills Middle School’s spelling group trained the spellers to know what they need to go to spelling bee. In real spelling bee, the contestant can ensure how to spell by asking the origin or the meaning. The quotations below will show the spelling bee rules.

At the very first of the bee, all the contestants should seat in arranged seat except the four first spellers as it is seen in the “All the contestant were seated except a twelve-year-old girl in pigtails at the microphone and the three spellers on deck standing behind her... (Ellison, 2006:53)” Then, the pronouncer gave her

a word and let the contestant spelled it as it is seen in “Your word is ‘cacophony’”...The girl in pigtails smiled and said “C-a-c-a-p-h-o-n-y. ‘Cacophony.’” (Ellison, 2006:53) Then a response is given by the pronouncer whether the answer is correct or not. The response given can be seen in “A bell dinged and the girl dejected.”(Ellison, 2006:53) Which means that the contestant was dejected because she answered incorrectly. The failed contestant cannot continue the bee. The other rules indicated in the following quotations.

If a speller is not sure about how to spell the word, he can ask the definition of it as Javier asked in “ ‘Rhesus’...Could I have the definition, please?” (Ellison, 2006:54) and the pronouncer gave the definition like this “The Pronouncer said, “A brownish yellow monkey...”” (Ellison, 2006:54) After getting definition, the speller should spell the word as it is seen in “...R-h-e-s-u-s. ‘Rhesus’”. There was no bell (Ellison, 2006:54) If the spelling was correct, the bell will not ding. The next quotations are the other examples of the contestant’s infraction in spelling bee. It happened when the judges found something then asked the mother of a contestant “Did you help your child spell the word? You have to understand this is a serious business.” (Ellison, 2006:60) After knowing the fact then they disqualified the tenth finalist which means the eleventh finalist replacing the disqualified one. This term is found in “I’m sorry, Number thirty-four. According to the rules, you’re disqualified from the competition. Which means number one-oh-eight...you’re the tenth finalist...” (Ellison, 2006:60)

The quotation above is about the strict rules that should be obeyed by all the contestants and supporters. It talks about the rule that helping contestant

during competition is prohibited. It is a very serious business because it can lead it into disqualification if it is proved. Disqualification is a form of punishment. From the previous quotation, it refers that when a finalist was disqualified, the other finalist can pass. The other reason for disqualification can be seen in “Well, if she’s not back on stage by her next turn, she’s disqualified” (Ellison, 2006:108) Besides getting help in spelling, the disqualification can be done if the contestant got did not show when his turn to spell.

4.2.2 Social reality, identity and support

By obeying norms and rules of society, members can have a place in society or in other word social reality and also social support. In this novel, this phenomenon can be found in Terrence acts, he was trying to be identified as Derrick T’s companion so he tried to copy Derrick T’s appearance and mannerism. After copying and being identified as Derrick T’s companion, all Derrick T’s group member accepted him even Derrick T gave Terrence a three-hundred-dollars watch. They supported him by giving him social reality, identity, and support. The statemnet of Terrence’s act can be seen in this narration “He was a bad influence on her fourteen-year-old brother Terrrence, who aped Derrick T’s clothes and mannerism and took great pride in riding up front with him” (Ellison, 2006:15)

The next sign of the social reality identity and support is reflected by Akeelah. After she could be a contestant in National Spelling Bee, most of her neighbourhoods and family members giving her the social reality, identity and support. Akeelah got social reality and identity because her neighbourhood having

place for her to be a part of them. The evidence of it can be seen in the statement of her neighbourhood person who said “If she wins...it’s gonna be like all of us win. It’s ‘specially a wonderful thing for all African Americans.” (Ellison, 2006:126) and “...and drivers would shout out, “You go, Akeelah! Make us proud!” (Ellison, 2006:139) There are other quotations which implied the neighbourhood’s support towards Akeelah can be seen in the following quotation “Derrick-T stared at Terrence and slowly shook his head. “Nah, man. Not this trip. You stay with your sis. Help her with the words.”” (Ellison, 2006:136) Derrick-T and his gang members were also helping Akeelah Derrick-T’s Explorer was parked at the curb down the street from her house. She tapped her hand on the hood while he and two of his homies read from the cards... (Ellison, 2006:139) They helped Akeelah to learn new words and also supporting her verbally. Derrick-T made Terrence helped Akeelah practicing with her flashcards. Derrick-T was a gangster, he was a leader of a gang where Terrence is a member of it. Akeelah even got support from gangsters in her neighbourhood. They supported her to win the competition by helping Akeelah practicing spelling.. The neighbourhood including postman as it is seen in “...the postman stopped her and asked if he could see her flashcards...”(Ellison, 2006:139), Steve the unemployed old man in “Even Steve was eager to get into the act...he tried to decipher a word(Ellison, 2006:139), the Korean grocer who helped Akeelah in his store ...Korean grocer reads words to Akeelah (Ellison, 2006:139) and even the football team as it is stated in the narration “The next day football team was

practicing...they sat in a circle with Akeelah continuing to jump rope as they drilled her with words...” (Ellison, 2006:139)

The neighbourhood gave her social support by giving her support when she was doing her spelling practice and even just say supporting words. It shows that the neighbourhood did not only give Akeelah support by helping reading flashcards but also by giving her spirit to win. Besides the neighbourhood which keep helping her, the Anderson family also gave support as it was stated in the narration “On their porch each night, Tanya, Kiana, and Terrence (who was showing surprising enthusiasm) took turns with flashcards” (Ellison, 2006:139) Family members kept supporting Akeelah in Spelling by helping Akeelah using spelling card to add Akeelah’s vocabulary even Terrence implicitly told Akeelah that he would help her, it did not a pain for him to help her.

Besides in her neighbourhood and family, Akeelah also got the support from her school friends and teachers. They kept giving support by accompanying Akeelah practicing with her flashcards and motivational words. Even Mrs. Cross and her classroom friend helped her as it is seen in the narration “..Mrs. Cross was waiting to grill her with words at her. Half the kids in her class insisted on having the honor of getting their hands on the flashcards. (Ellison, 2006:138) Mrs. Cross as Akeelah’s teacher gave Akeelah support by helping Akeelah adding her vocabulary by reading spelling flashcards. Even most of her classmate felt that it was an honour to help Akeelah succeed in Spelling Bee. They did not think about how she looked smart.

In this novel, the social supports do not only show for Akeelah after she could enter the National Spelling Bee and for Terrence. The quotations below show social supports which are also given to the members of groups. The supports were given to Chucky, Akeelah before she did National Spelling Bee, spelling bee's contestants. The other example of the social supports can be seen in the following quotations "His buddies shouted out to him from the audience..." (Ellison, 2006:30) When Chucky was standing in front of the judges of school spelling bee his companions were supporting him by shouting support.

The kind of support is also showed by using body language. When Akeelah did the bee, Kiana and Mr. Welch gave her support by using body language as it can be seen in "Kiana and Mr. Welch, who gave her the thumbs up sign" (Ellison, 2006:53) Kiana and Mr. Welch gave thumb up which is known as a sign of having done something good. They gave it after Akeelah succeeded in spelling a word the Pronouncer gave her. The other contestant who got the support was Javier as it can be seen in "His parents cheered as he gave sign as he gave high sign and moon walked over to the right side of the stage..." (Ellison, 2006:57) It was happened when Javier had done the spelling well. His parents were supporting him by cheering him. This kind of support is given by the members of functional ascription group in family form. The other speller who got the support was Polly when she spelled the given word incorrectly. After the bell dinged "Polly walked down to her parents, who comforted her as she started to cry into her mother's blouse. Her father held her hand and kissed her on the cheek." (Ellison, 2006:106) In this case, Polly's father's hand hold and cheek kiss are kind

of supporting act from father to his daughter or in the sociological case from the functional ascription group towards its member. Kissing cheek can be referred to act of tolerating her failure of doing spelling bee.

The social support also can be seen in the following quotation. Javier gave Akeelah help to avoid disqualification of being unable to show in her turn. Javier asked Akeelah “Where were you? I was about to start tap dancing, and if that didn’t work I plan to faint...” (Ellison, 2006:114) That was a time when Akeelah’s mother asked Mr. Welch to bring back Akeelah because she did not know anything about Akeelah’s participation in Spelling Bee. It means that Akeelah needed to go outside of the competition hall. There is a rule for all the participants that is if a participant cannot be ready for spelling, the participant will be disqualified. That is the reason why Javier acting strangely because he wanted to make Akeelah’s time longer so Akeelah can be ready in her position.

4.2.3 Zoon Politicon Syndrome in *Akeelah and the Bee*

There are some signs of group behaviour in *Akeelah and the Bee* which represent politicon syndrome because as in real life, politicon syndrome in this novel also indicated by the conformity.

Akeelah wanted to be accepted in the society and getting social support from her friends because she did not want to be seen as a freak one that represents the Id, that is the pleasure feeling she wanted to feel. The Superego was her friends who bullied her and did not consider her. Her ego is shown when she obeyed students’ norms to not looked smart and keeping herself being anonymous by not showing up for class and not submitting the assignments. But then she

failed to be anonymous because however she got the good marks and her teacher knew her potential. The conformity showed in this case because she tried not to be looked smart. It is still in line with her social norms. She knew that her friends thought that she was a freak based on the quotation “At Crenshaw they think I’m freak” (Ellison, 2006:70) She had a want of being accepted because she had considered as a smart person so many students treating her bad. She herself thought that everyone thought that she was a freak. Because of the conformity, Akeelah did many things to keep her in line with the norms with her friend. The quotations below will show what she did to keep her in line with the norms. “...You don’t turn in half your homework, and sometimes you don’t even show up for class...” (Ellison, 2006:12) From the previous quotation can be seen that Akeelah had tried to obey the norms in student norms in Crenshaw. She skipped class for many times and did not turn her homework for the sake of getting bad mark and not being labelled as teacher’s pet.

The other indication of the psychological aspect can be seen in another sign. The Id represents by the event when Akeelah wanted be accepted by her friends by keeping herself anonymous by not accepting to join spelling bee. Her headmaster was the obstacle because she forced her to join. The Ego is shown when she tried hard not to join the spelling bee and avoid her teacher’s and her headmaster’s ask as it is stated in “Naw, Mr. Welch. I ain’t down for no spelling bee.” (Ellison, 2006:29) The conformity is happened when Akeelah did not want to join the spelling bee because she was afraid of the social punishment. Her thought is shown in the quotation below. Being smart was dangerous. She had

learned that lesson hard way, having accumulated in the past year a collection of bruises and bloody noses (Ellison, 2006:11) She was too afraid of the previous experience she had got in previous year. She had been punished before so she kept herself to obey the students' norms. She definitely did not want to experience the punishment of being smart anymore. That is the reason why she had this kind of thought "...But why would she put herself in the position of being the school nerd-a freak for others to stick pins in?" (Ellison, 2006: 14) She did not want to join the Bee because she wanted to obey her social norm that was not being stand out or smart. She did not want to be labelled as teacher's pet and as a smart student. Because by being labelled as teacher's pet and as a smart student would make her being the school nerd and a freak, the other punishment was she even would be pins in and punched at school or even on the way going home.

The institution also had the power to force the subordinate. It can be seen when Mr. Welch said "Now I want you to do that spelling be today...Will you do that for school?" ... "...If we can't show that our students know how to perform and perform well, there might be no money for books, let alone bathroom doors..." (Ellison, 2006:29) In this case the education institution pushed Crenshaw middle school to perform well. There was no choice for the school because if Crenshaw did not perform well, they would not get money to buy books and could not even repair the broken bathroom doors.

School had the power to push Akeelah. Mr. Welch did that. Mr. Welch as the headmaster was trying to get Akeelah doing the spelling bee by asking her "Now I want you to do that spelling bee today. I can't order you to, but I really want you

to. Will you do that for school?” Then Akeelah rejected by saying “Naw, Mr. Welch. I ain’t down for no spelling bee.” (Ellison, 2006:29) The next step he took was he used his power as a headmaster toward his student, it is reflected in “Well, then, maybe you’d be ‘down’ for spending the rest of the semester in detention for all your absences.” (Ellison, 2006:29) That action reflected conformity from school towards its student because if she did not want to do Spelling Bee, she should take summer class as the punishment.

Another syndrome can be seen when each group has different norms and it is contradictory each other so when something that is a norm in a group can be banned in other group or being considered as a bad thing. The quotation below showed the different norms in family and in the gang.

“As long as you’re living in my house you’re gonna do as I say. That means no drugs, no gangbangers, and no three-hundred-dollar watches. It’s my way or highway, Terrence, and you better believe I’m dead serious.” She punctuated her angry outburst ripping the watch off Terrence wrist.

“...Derrick-T gave that to me...” (Ellison, 2006:64)

Terrence was scolded by his mother because he received a very expensive watch from Derrick T. It was out of the norms in Anderson family. Actually the case is different when it is seen by the members of Derrick T’s group because getting very expensive watch is a pride. The other example of contradictory norms is in Akeelah school and friends’ norms. Akeelah skipped class for many times in order not to look stand out. It was the best way to obey the norms with her friends at school. The contradictory with the school institution’s norms that it’s better to perform good and to show the best thing could be done.

The other example of the conformity can be seen in the Id when Akeelah wanted to enter National Spelling Bee. The Ego Akeelah needed a coach. The super ego is shown when Akeelah tried her best to make Dr. Larabee as her coach. The quotations below showed the explanation right after “Akeelah stood in front of Dr.Larabee’s house then se showed her seriousness by showing her knowledge about keywords of the former spelling bee finals” (Ellison, 2006:75)

The Conformity showed when Akeelah obeyed all Dr. Larabee’s norms. She showed her will by starting spelling many keywords in former spelling bee. She had done something bad before, she mocked Dr. Larabee “I don’t need help from a dictatorial, truculent, supercilious...gardener. Sorry to be so insolent” (Ellison, 2006:48) So she needed to show him her seriousness dealing with spelling bee. She could not do the spelling bee alone without coach.

Akeelah was trying to have Dr.Larabee as her coach, she needed to obey all his norms by speaking politely and using words from the dictionary, being discipline and committed to their goal. So, “Akeelah stood in front of his house then she showed her seriousness by showing her knowledge about keywords of the former spelling bee finals” (Ellison, 2006:75)

Akeelah memorized all the keywords of former spelling bee finals because she wanted Dr.Larabee knew her effort and commitment in Spelling Bee. Dr. Larabee himself considered that Akeelah could do the spelling bee without him. She had showed her commitment of her willing to win spelling bee. Dr. Larabee had acknowledged the result of Akeelah’s commitment as he stated

“You’ve got it all, Akeelah. Word construction. Etymology. Memorization techniques. There’s nothing left to go over. You just need to focus on the words now. I’m putting it in your capable hands.” (Ellison, 2006:122-123)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two subchapters, conclusions of the discussion and analysis and suggestions.

5.1 Conclusion

From the discussion on the preceding chapter, there are some conclusion drawn as the following. The representation of modern society in *Akeelah and the Bee* can be seen in the setting of the novel. The modern society consists of three major groups, they are functional group, Aggregate, and Category. Functional group is a group which has characteristics having interaction to achieve same goals and they share same rules and norms. Functional group itself has two subs based on the membership volition, the functional ascription and functional acquisition. In functional ascription, the members do not have chance to choose for being a member, they are just getting ascribed in the group. Akeelah that lived in a nurse family in black neighbourhood and Javier who was a member of a journalist family represent functional acquisition group because both Akeelah and Javier could not choose in which family and neighbourhood they would be born. In addition, both of them lived in the family and shared same norms and rules with all the family members. The functional acquisition is when a member needs to do something to be a member of the group, they share the same norms and goals it is represented by some characters, they are Devon and Terrence. Devon as the pilot

academy student; he needed to obey all the rules in the academy and even avoiding her mother for stopping him reaching his dream.

The next group in modern society is Aggregate, they are only being together in same time and place. The representation of Aggregate in the novel is the audience of the spelling bee, they were together in the same place and time although they do not know each other and the contestants of the spelling bee because they came from different schools and had same purpose that is to be a winner of the spelling bee. The last kind of group in modern society is represented by the use of the calling for certain people with certain characteristics. The example of it is stated in such words like white kids, black neighbourhood, African-American, and Hispanic. As it is known that people who are called as one of the Category, they shared same characteristics.

As zoon politicon syndrome means a syndrome when people tend to be socialized, in *Akeelah and the Bee* there are some signs of politicon syndrome. The modern society in *Akeelah and the Bee* reflects signs of politicon syndrome in their social life when a group can influence members' behaviour. The signs of zoon politicon syndrome can be seen in Akeelah's and Terrence's act. Both of their actions were influenced by the groups they joined in. Terrence was influenced much by Derrick-T gangbang and Akeelah was influenced much by her school friends, Dr. Larabee and her mother.

There is also stated that a person can be a member of many groups and each group must have its own norms, written, unwritten or even both here we have the example Akeelah that has family as functional ascription, she with her

school friends and Dr. Larabee as functional acquisition, she and the other spellers as what it is called Aggregate and she was called as an African-American as Category. Each group has power to keep the members keep align with groups' norms and rules which is called as conformity. When a member of a group keeps in the rule, he will get social reality, identity and support. When he does not keep in the rule, he will get social punishment. When a person being a member of some groups there may be some crashes happened due to the different norms set in the groups. The example of it happened to Terrence who was a member of Derrick-T's gangbang as his functional acquisition group and his family as his functional ascription group. As a member of a functional acquisition group, he did something to make him being accepted in the group so he copied his clothes and mannerism, as the result he could ride up front with him in pride and he even got an expensive watch from Derrick-T. Besides that he was also a member of a functional ascription that is his family which has different norms set. Something that was considered as a good thing to do in one group can be considered as a bad thing in the other group's norms. Therefore he got a warning from his mother to stop being with Derrick-T.

5.2 Suggestion

After doing research which focused on the characters, conflicts, and setting and the limited time, I would like to give contribution by giving some suggestions towards the readers and the following researchers. Here, I present some suggestions based on the result of this study.

The following researcher can analyze from different object as I focused only in some characters, conflicts and settings. It can also be analyzed by using psychological approach to find the moral value as literary works do not only aim to entertain but also to educate. In order to enrich the study, next researcher can also analyze it by using sociological approach .

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APPENDIX 1

SYNOPSIS OF AKEELAH AND THE BEE

Akeelah Anderson was an African American young girl of Anderson family which consisted of five members, mother, two sons and two daughters. Devon, Akeelah's brother was in pilot academy and Terrence, her brother was a follower of a gangster named Derrick-T. Akeelah herself was a student of Crenshaw Middle School. There were rules in her school with her friends that are to remain anonymous, not to stand up and not to be teacher's pet. Akeelah had experienced of being smart and she got punched and being mocked. Those were reasons why Akeelah rejected when her teacher and head master asking her to join spelling bee. But then Akeelah needed to say yes because the head master gave her nothing but making it be a must do thing because it would be used as the substitution of her detention because of her absences. He had prepared a coach to coach her, his name was Dr. Welch.

Dr. Welch ignored Akeelah when Akeelah came to his house because she was late. At that time she used ghetto talk and he did not like it and after could not bear with it he asked her to leave, then she mocked him. Akeelah then tried to compete by her own skill in the district bee, she could continue into the Southern California Regional Spelling Bee. After that she realized that she needed coach and tried to make Dr. Welch her coach, she even memorized all the winning words in former spelling bee finals. In her district bee, her mother came to get her back home. She wanted her to stop joining spelling bee and she was really angry because she did not ask her permission in joining the bee. Akeelah was signed by

using her father's name. Then after negotiating with Mr. Welch and Dr. Larabee, finally she got her permission and support and then she was succeeded. After getting place in national bee, Akeelah getting support from people in her surrounding. Then she became co winner with Dylan, the other contestant.

Appendix 2
List of Overall Data

No	Form of Data	Page	Paragraph	Line	Answer question no.
1	Akeelah Anderson, small and skinny for a just-turned-twelve-year-old and smart eyond her years...	7	1	1-2	1.1
2	The anderson family-mother, two sons, and two daughters-lived in a mostly black neighborhood,	9	1	1 -2	1.1 1.3
3	Afrikan-American and hispanic kids crammed into the overflowing classroom.	9	1	11 -12	1.3
4	"...How long did you study for this spelling test?" Akeelah shifted her eyes uneasily to some of her classmates who were following this exchange intently. She knew what lay behind the teacher's question and she didn't like it.	10	7-8	1-4	2.1
5	In Crenshaw Middle School the wisest course was to remain anonymous, not to stand out, and above all, never to appear smarter than the other student. And even above that, it was important never, ever to be labeled as the teacher's pet	10	8	4 -8	2.1
6	"I didn't study for it."	11	1	1	2.1
7	She looked bored and unintersted, a pose she had developed in the past year as protective covering	11	3	1 -3	2.3

8	Being smart was dangerous. She as learned that lesson the hard way, having accumulated in the past year a collection of bruises and bloody noses.	11	3	3-5	2.3
9	“...You don’t turn in half your homework, and sometimes you don’t even show up for class...”	12	6	3-5	2.3
10	Devon, her twenty-year-old brother and the pride of the family, was in training to become a pilot.	14	4	1-2	1.1.2
11	Would she put herself in the position of being te school – a freak for other to stick pins in? No way... that was not going to happen	14	6	2-6	2.3
12	...but why would she put herself in the position of being the school nerd-a freak for others to stick pins in?	14	6	3 -6	2.3
13	As they reached the corner, a new Ford explorer passed by, a rap song pumping full blast from the stereo. A young black man, Derrick-T was behind the wheel. He gave the girls a wave and a grin. Derrick-T was famous in the neighborhood for the quick fortune he had amessed dealing drugs. Akeelah disliked him, certain he was a bad influence on her fourteen-year-old brother Terrence who aped Derrick-T’s clothes and mannerisms and took great pride in riding up front with him	15	10	1-9	1.1.2 2.2
14	...A year ago Akeelah made a pact with her mother... would stay out of her room unless invited in	17	1	5 -6	2.1
15	Tanya, her mother....	17	1	8	1.1

16	A moment later her older sister, Kiana, a single mother at the age of seventeen, burst into the room	17	3	1-2	1.1
17	“You’re the only one that don’t knock, Kiana” “I guess it makes me different”	18	1	1-2	2.1
18	“I guess it does. It makes you a pest.”	18	3	1	2.1
19	Devon...he wore his hair in military brush cut.	18	8	2	2.1
20	Devon sat at the head of the table... “How’s my baby sister?”	18	8, 10	1	1.1
21	“I’m your baby sister, too, Devon,” Kiana pointed out.	19	1	1	1.1
22	“We want you to on the ground where you belong” “Mama, I’m gonna have my wings and my college degree before you know it.”	20	7	2	1.1.2
23	“... no if she keeps skippin’ class with Georgia Cavanaugh...”	20	11	1	
24	“Hey, freak”	25	2	1	2.1
25	“How’s the genius today?”	25	3	1	2.1
26	“...and I ain’t no genius”	25	4	1	2.3
27	...everybody call you a brainiac”	25	7	2	2.1
28	Akeelah tried to twist away from the girls, but they grabbed her and started punching her face and shoulders.	25	11	1 -2	2.1
29	“...If we can’t show that our students know how to perform and perform well, there might be money for books, let alone bathroom doors...”	29	5	3-6	2.3

30	“Now I want you to do that spelling bee today. I can’t order you to, but I really want you to. Will you do that for school?”	29	6	1-3	2.3
31	Why should I? So everybody can call me ‘freak’ and ‘brainiac’ and attack me in the hall or on the way home?	29	8	2 -4	2.3
32	“Naw, Mr. Welch. I ain’t down for no spelling bee.”	29	8	4-5	2.3
33	Well, then maybe you’d be ‘down’ for spending the rest of the semester in detention for all your absences	29	10	1 -2	2.3
34	The auditorium was sparsely filled, but nonetheless resounded with noisy, rowdy students.	30	1	2 -3	1.2
35	His buddies shouted out to him from the audience...	30	5	2	2.2
36	Georgia stood on her chair and let out a war whoop	34	4	1	2.2
37	...I told you I didn’t want to do this. They are all laughing at me now	35	6	2-4	2.3
38	“Mr. Welch, I told you I didn’t want to do this. They’re all laughing at me now”	35	6	1-3	2.3
39	I’m sick of people lookin’ at me like I’m some kind of bug...	36	2	3-4	2.3
40	Devon had a knapsack slung over one shoulder and wore USAF regalia.	37	4	4-5	2.1
41	“Gotta get back to the base. I think we’re bein’ transferred, and all leaves got cut short.”	37	6	1-2	2.1

42	Everybody's gonna be lookin' at me, the weirdo who spells words. This black girl from Crenshaw thinkin' she can spell with those rich white brainiac. And the worst thing is, there's gonna be tons of words I don't know...	37	13	1-5	2.3
43	"then do it for dad,"devon said	38	3	1	2.2
44	...if you make it to D.C., I'll parachute down to see you"	38	6	6	2.2
45	"...You need to train hard with Dr.Larabee."	41	4	2-3	2.2
46	"...you goin' up against a buncha rich white kids...They gonna tear yo black butt up is what's gonna happen..."	43	7	1-3	1.3
47	Mama's too busy to care. And i'm all cramped up inside from big old doubts.	43	14	2-3	2.2
48	My brother don't believe in me	43	14	1	2.2
49	...there's devon,, devon and daddy they believe in me...	44	14	3-4	2.2
50	"That's because you're late"	45	3	1	2.1
51	"So why you home during the day? Ain't yougot a job?"	46	6	2-3	2.1
52	"Do me a favor and leave the ghetto talk on the street. It bores me."	46	7	1-2	2.1
53	...you're way too concerned about fitting in and not nearly concerned enough about being who you are and taking pride in it	46	9	2-4	2.2
54	...you use that word to fit in with your peers...	46	9	1-2	2.1

55	When you're here with me, you speak correctly or don't speak at all....That's the condition of working with me	47	2	2-5	2.1
56	"you can leave now"	47	4	2-3	2.1
57	"I don't have the time or the patience for sullen, insolent children. Life is too short"	47	8	1-2	2.1
58	"I don't need help from a dictatorial, truculent, supercilious..gardener. sorry to be so insolent"	47	12	5-7	2.3
59	Tanya, wearing a nurse's uniform with white shoes and stockings,knocked lightly on her door	48	3	3-5	1.1 2.1
60	"Your word is 'cacophony'" ...The girl in pigtails smiled and said "C-a-c-a-p-h-o-n-y. 'Cacophony.'" A bell dinged and the girl dejected.	53	6-9	1	2.1
61	Kiana and Mr. Welch, who gave her the thumbs up sign	53	5	3-4	2.2
62	Will all the spellers take their assigned seats on the stage, please?" (Ellison 2006:53) All the contestant were seated except a twelve-year-old girl in pigtails at the microphone and the three spellers on deck standing behind her...	53	1, 4	1	2.1
63	Now it was Akeelah's turn and she was patrified...	54	9	1	2.1
64	" 'Rhesus'"... "Could I have the definition, please?" The Pronnouncer said, "A brownish	54	2, 5, 7,8	1	2.1

	<p>yellow monkey...”</p> <p>“...R-h-e-s-u-s. ‘Rhesus’”</p> <p>There was no bell.</p>				
65	<p>His parents cheered as he gave sign as he gave high sign and moon walked over to the right side of the stage...</p>	57	7	1-3	2.2
66	<p>“Did you help your child spell the word? You have to understand this is a serious business.”</p>	60	5	1-3	2.1
67	<p>“I’m sorry, Number thirty-four. According to the rules, you’re disqualified from the competition. Which means umber one-oh-eight...you’re the tenth finalist..”</p>	60	8	3-6	2.1
68	<p>We’ve got a spelling club at my school...</p>	61	5	1-2	1.1
69	<p>“...What I don’t have time for are rude little girls”</p>	62	5	3-4	2.1
70	<p>“As long as you’re living in my house you’re gonna do as I say. That means no drugs, no gangbangers, and no three-hundred-dollar watches. It’s my way or higway, Terrence, and you better believe I’m dead serious.” She punctuated her angry outburst b ripping te watch off Terrence wrist</p>	64	5	1-6	2.1 2.3
71	<p>“...Derrick-T gave that to me...”</p>	64	6	1-2	2.3
72	<p>“Euphoric” Javier said and passed the basketball to a frizzy-haired twelve-year-old girl named Polly.” “It’s an adjective,” Polly said. “The origin is Greek.” She passed the ball to Roman... “It means, like, feeling great</p>	69	3-8	1-3	2.1

	and everything.” The ball then went to Akeelah... “You either spell the word,” Javier said, “or take a shot. If you miss either one, you get a strike. Three strikes you’re out.”				
73	A bunch of students, all spellers, were congregated at the basketball court	69	2	1-2	1.1.2
74	“At Crenshaw they think I’m freak”	70	6	1-2	2.3
75	“...if this spelling things means sneakin’ off to the suburb by yourself, then you can just forget about it. We’re calling it off.”	72	13	4-6	2.1
76	Akeelah stood in front of Dr.Larabee’s house then se showed her seriousness by sowing her knowledge about keywords of the former spelling bee finals... I learned all the winning words since 1924. Just like you said I should...	75	1-3	1-2	1.1.2 2.3
77	He opened the door wider. “ come in.”	75	6	2	2.2
78	I don’t want to squander my time on someone who’s not committed. Commitment is crucial for success.	76	6	1-2	2.1
79	“We’d do it on my schedule...you must know by now that I won’t tolerate tardiness”	77	7	4-8	2.1
80	“...I’m supposed to have summer school...”	77	8	1	2.2
81	“You show up every day, on time. With no attitude. Otherwise it’s over...”	79	13	1-3	2.1
82	“Mama’d trip if she knew I borrowed the car from Maurice. She hates Maurices”	80	3	1-2	2.3

83	Mostly full of white kids...	80	10	3	1.3
84	Javier proudly showed Akeelah the display. "I guess it's obvious my father's a journalist. A foreign correspondent. That's what I wanna be."	82	6-7	4,1-2	1.1
85	"...for better or worse, we'll do it my way"	91	4	4	2.1
86	Don't get smart with me	92	3	1-2	2.1
87	Scores of middle-schoolers gathered outside the auditorium with their nervous parents.	104	1	3-4	1.2
88	Polly walked down to her parents, who comforted her as she started to cry into her mother's blouse. Her father held her hand and kissed her on the cheek.	106	15	1-3	2.2
89	Well, if she's not back on stage by her next turn, she's disqualified	108	8	1-2	2.1
90	I signed Dad's name to it	109	4	1	2.1
91	And you were willing to do it by lying to me? Going behind my back all this time? How can I ever trust you again	109	8	1-3	2.1
92	Say goodbye to your friends, Akeelah, 'cause this is your last spelling bee. You are grounded	109	8	4-6	2.1
93	Mama I hated goin' behind your back .."	111	5	2	2.3
94	...maybe double chores for the next month...try three month	113	5-6	1	2.1
95	Where were you? I was about to start tap dancing, and if that didn't work I	114	4	4-5	2.2

	plain to faint..				
96	“You’ve got it all, Akeelah. Word construction. Etymology. Memorization techniques. There’s nothing left to go over. You just need to focus on the words now. I’m putting it in your capable hands.”	122	13	1	2.3
97	I’m sorry...It’s gotten too tough. You’re too close to me now and I can’t have that...	124	1	1-3	2.3
98	Why don’t you go with your friends from Woodland Hills	125	1	1-2	1.3
99	If she wins...it’s gonna be like all of us win. It’s ‘specially a wonderful thing for all African Americans.	126	6	1-3	2.2
100	As each of these sentiments was expressed, Akeelah’s expression grew darker...like a terrible weight was being placed on her sholders, a weight she couldn’t hope to carry with any semblance of grace.	126	8	1-4	2.2
101	She would go to Dr. Larabe’s house and comfort him	129	1	4-5	2.2
102	I’m just gonna have to play Dr. Larabee	133	3	3	2.3
103	whatevah. there’s my pride	135	10	1	2.2
104	“You don’t gotta help me if you don’t want to. I know it’s a pain for you.” He stared at her with a half grin. “I didn’t say it was a pain.”	136	16-17	1-2	2.2
105	Derrick-T stared at Terrence and slowly shook his head. “Nah, man. Not this trip. You stay with your sis. Help	136	6	1-3	2.2

	her with the words.”				
106	you stay with your sis. Help her with the words	136	6	2-3	2.2
107	..mrs. cross was witing to grill her with words at her. Half the kids in her class insisted on having the honor of getting their hands on the flashcards.	137	9	3-6	2.2
108	..the postman stopped her and asked if he could see her flashcards...	138	2	1-3	2.2
109	...korean grocer reads words to Akeelah	138	5	4	2.2
110	Even Steve was eager to get into the act...he tried to decipher a word	138	6	1-4	2.2
111	Derrick T's Explorer was parked at the curb down the street from her house.She tapped her hand on the hood while he and two of his homies read from the cards..	139	3	3	2.2
112	The next day football team was practicing...they sat in a circle with Akeelah continuing to jump rope as they 1drilled her with words...	139	9	1-5	2.2
113	On their porch each night, tanya, kiana, and terrence	139	10	1-2	2.2
114	..and drivers would shout out, “you go, Akeelah! Make us proud!”	140	8	3	2.2
115	As Akeelah ascended the stage with Javier, Dylan and 200 other spellers took her seat	157	1	5-7	1.2
116	In the audience..	157	2	1	1.2

Appendix 3 A
List of Classified Data: Answering Question Number One

No	No. Data	Page	Paragraph	Line
1	2	9	1	1-2
2	3	9	1	11-12
3	10	14	4	1-2
4	13	15	10	1-9
5	22	20	7	2
6	59	48	3	3-5
7	73	69	2	1-2
8	76	75	1-3	1-2
9	83	80	10	3
10	84	82	6-7	4,1-2
11	87	104	1	3-4
12	115	157	1	5-7

Appendix 3B
List of Reduced Data: Answering Question Number One

No	No Data	Page	Paragraph	Line
1	4	10	7	1
2	5	10	8	4-8
3	6	11	1	1
4	8	11	3	3
5	9	12	6	3
6	12	14	6	6
7	13	15	10	1
8	14	17	1	5
9	17	18	1	1
10	18	18	3	1
11	24	25	2	1
12	25	25	3	1
13	27	25	7	2
14	28	25	11	1
15	29	29	5	3
16	30	29	6	1
17	32	29	8	4
18	33	29	10	1
19	35	30	5	2
20	40	37	4	4
21	41	37	6	1
22	51	46	6	2
23	52	46	7	1

24	54	46	9	1
25	55	47	2	2
26	56	47	4	2
27	58	47	12	5
28	59	48	3	3
29	60	53	6	1
30	61	53	5	3
31	62	53	4	1
32	64	54	2	1
33	65	57	7	1
34	66	60	5	1
35	67	60	8	3
36	69	62	5	3
37	70	64	5	1
38	71	64	6	1
39	72	69	3	1
40	74	70	6	1
41	75	72	13	4
42	76	75	1-3	1
43	78	76	6	1
44	79	77	7	4
45	81	79	13	1
46	85	91	4	4
47	86	92	3	1
48	88	106	15	1

49	89	108	8	1
50	90	109	4	1
51	92	109	8	4
52	94	113	5	1
53	95	114	4	4
54	96	122	13	1
55	99	126	6	1
56	100	126	8	1
57	107	137	9	3
58	108	138	2	1
59	109	138	5	4
60	110	138	6	1
61	111	139	3	3
62	112	139	9	1
63	113	139	10	1
64	114	140	8	3

Appendix 4A
List of Classified Data: Answering Question Number Two

No	No Data	Page	Paragraph	Line
1	4	7	1	1
2	17	17	1	8
3	18	17	3	1
4	22	18	8	1
5	23	19	1	1
6	37	30	1	2
7	70	61	5	1
8	117	157	2	1

Appendix 4 B
List of Reduced Data: Answering Question Number Two

No	No Data	Page	Paragraph	Line
1	2	37	13	1
2	8	11	3	1
3	13	14	6	2
4	30	25	4	1
5	38	34	4	1
6	39	35	6	2
7	40	35	6	1
8	41	36	2	3
9	44	38	3	1
10	45	38	6	6
11	46	41	4	2
12	48	43	14	1
13	49	43	14	2
14	50	44	14	3
15	51	45	3	1
16	53	46	9	2
17	58	47	8	1
18	64	54	9	1
19	77	75	6	2
20	81	77	8	1
21	84	80	3	1
22	92	109	8	1
23	94	111	5	2

24	97	124	1	1
25	100	126	8	1
26	101	129	1	4
27	102	133	3	3
28	103	135	10	1
29	104	136	6	2
30	106	136	16	1